

WALL MAGAZINE PROJECT IN TEACHING NARRATIVE WRITING

AT SENIOR HIGH SCHOOL

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Abstract

Project-Based Learning (PjBL) is one of the suggested models of teaching in 2013 curriculum which offers more chance for students to gain the knowledge and experience through the project. This study investigated the ways teacher employed PjBL in teaching narrative writing, students' responses and the result of the students' writing at senior high school. Interview, observation, and documentation were employed to obtain the data. The results showed that the teacher applied the teaching and learning based on the suggested steps of PjBL coherently with different portion of stressing. Besides, the students' gave positive responses which produced some learning improvement issues; creating positive environmental learning, fostering group cohesiveness, encouraging self-potential learning, enrich students' writing ability, and enhancing students' independent learning. Accordingly, students' group work discussion had effectively enhanced their writing ability. In addition, students could also create the appropriate wall magazine based on the criteria of informing and entertaining requirements. This study recommended the teacher conduct the writing drills before coming to the intended project of writing and compromise with other teachers related to the time management in giving the project to the students. Other researchers were needed to investigate the implementation of PjBL on other area of skills with deeper investigation to get deeper responses.

Keywords: *Project-Based Learning, Narrative Text, and Students' Response*

1. Introduction

Indonesian Ministry of Education and Culture has just launched a new curriculum for elementary and high school called 2013 curriculum which is implemented gradually starts from 2013 and nationally in 2014 ([Kemendikbud, 2013a: 24](#)). Teacher's trainings and workshops are held by the government gradually all over Indonesia in order to prepare the teacher toward this curriculum.

Moreover, the curriculum changing is always grounded on the strong reasons for the better improvement as a base of determining the nation's future. The government evaluates that the previous curriculum (2006 curriculum) has

some weaknesses. It is said that 2006 curriculum is full of burden for students especially because it has too many materials which must be learnt ([Kurniasih and Sani, 2014](#)). Therefore, the government initiates to complete the education system through 2013 curriculum in some areas like competence standards, content standards, process standard and assessment standard are the important part to be developed. Moreover, from all the aspects convert of curriculum are aimed for better teaching.

Teaching writing has an important role in foreign language learning. It is a basic language skill which is as important as speaking, listening and reading. Students need to know how to write letter, make a report, replying the advertisement and many others. Furthermore, they need to know some special writing convention like punctuation, paragraph construction etc as just they need to pronounce spoken English appropriately ([Harmer, 1998: 79](#)). Writing also provides a way of monitoring students' language production. And the most important goal of writing class is to enable students to develop an effective writing process, so that they can continue to learn after the class is ended ([Clark, 2003: 1](#)).

Unfortunately, writing seems get less attention from some teachers among the three other skills of reading, speaking and listening. [Niswah \(2013\)](#) described her finding that the teacher felt that teaching writing is time consuming. Therefore, the teacher often asks the students to write their composition at home. She also stated that teaching and learning writing were heavy task for both teacher and students.

Other researchers also found some problems in students' process of writing in their research. [Widayanti \(2011\)](#) found that some students get difficulties in expressing ideas and developing the topic. They feel hard to start writing. Beside vocabulary also becomes a burden for them. [Cahyaningsih \(2013\)](#) find that students get problems in grammar, exploring ideas, writing mechanisms, text organization and coherence.

The 2013 curriculum is prompted by the use of new models of teaching in order to improve the teaching development, one of them is called project-based learning (PjBL) ([Kemendikbud, 2013b](#)). This model of teaching is suggested as the alternative way to shift the traditional teaching into the modern one. Teacher is not

the only source of learning but students find their own sources, conduct their own research and secure their own feedback. This make the teacher spend very little time promoting student engagement or handling student misbehavior. Therefore, teacher tends to act as peers participating in project rather than classroom manager ([Mergendoller and Thomas, 2007](#)) .

Some similar studies which have been already conducted by some researchers showed some results of project-based learning implementation. [Humairoh \(2014\)](#) found that PjBL had raised the students' motivation in the learning process. She insisted this method was possibly appropriate to teach other language skills in teaching and learning English language for lower or higher level of grade. [Estiningrum \(2013\)](#) in her study has also found how PBL boosted the students' motivation to write on hortatory exposition genre. Moreover, she suggested to the next researcher to work on other genres of writing. For more extend, [Simpson \(2011\)](#) analyzes project-based learning in EFL class of a major regional Thai University. He examines whether PBL could enhance Thai university students' English language proficiency, their learning skills and self-confidence or not. In addition, on his research he indicates that project-based learning can enhance students' learning skills on teamwork, higher-order thinking and presentation skills and also self confidence as well.

Some previous studies above, however, concentrated on speaking, writing skill on hortatory exposition genre and English proficiency generally. On the other hand, the study of PjBL on narrative genre in the form of creative writing for beginner of high school students has not been conducted. Moreover, the most research findings show that PBL has produced great responses especially in boosting students' motivation and enrich the students' self confidence to study in EFL class. Referring to these facts, this study will investigate the implementation of PjBL in teaching narrative writing, students' respond toward the implementation of PjBL which has produced some positive responds as happened in the previous studies though it was a long period of work and might need some preparations to finish, and the students' writing product as well.

Regarding to the background above, this study investigated how the teacher applied PjBL in teaching narrative writing as well as the students' response and final product of writing.

2. Research Method

This study concerned on the implementation of PjBL employed by the teacher in teaching narrative text writing, students' responses toward the implementation of teaching narrative text writing, and the students product of writing which was conducted in a senior high school. Regarding to the objectives of this study, the research was conducted in qualitative method and presented descriptively. The descriptive qualitative design was regarded to be the most appropriate approach design to be used in this research because the researcher used words, pictures to represent the data rather than numbers ([Bogdan and Biklen, 2007: 5](#)).

The data of this study were the teacher's verbal and non verbal behaviors in delivering the implementation of PjBL in teaching narrative, students' responses in the teaching learning process and students' product of narrative writing in form of wall magazine. Therefore, the investigation focused on the real actions of the teacher in implementing PjBL in classroom which then extended to the students' responses and the result of the project which became the source of the data as well.

The data were taken by using some research instruments named observation, interview, and documentation. The observations were focused on implementation of PjBL in teaching narrative writing. It was founded on the six steps proposed by ([Education, 2006: 22](#)). In addition, the interview was intended to gain the students' responses toward the implementation of PjBL in teaching narrative text writing. The last instruments were documentation consisting the students' writing product which then displayed in wall magazine.

3. Results

The results of the research are presented in research questions order started with the implementation of PjBL in teaching narrative text writing, , students' response and continued with students' writing product. The first discussion

classified into six steps of PjBL included start with essential question, design plan for project, create schedule, monitoring, assess the outcome, and evaluate the experience.

3.1 Implementation of PjBL in Teaching Narrative Writing

Table 1. Students and teacher’s activity in PjBL implementation

NO	PjBL steps	Teacher’s activity	Students’ activity
1	Start with essential question	Presents the general concept of the project and asking important question to engage the students toward the project.	construct ideas and count the project needs
2	Design plan for project	Helps to formulate the students’ project(form, materials, project criteria)	Plan what they work on, select the materials and design of the project
3	Create schedule	Organizes the time line of the project and direct students to the project direction	Distribute job description to each member and arrange to work after class
4	Monitoring	Assists and directs the students during the process to the project orientation and also Doing assessment as well.	Discuss with group member and doing consultation to the teacher.
5	Assess the outcome	Makes written evaluation and commented on groups’ presentation	present the product of group work

6	Evaluate the experience	Asks some feedback questions	Convey their feeling and evaluate the project work they have done
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As stated previously that the implementation of PjBL in teaching narrative in this study was employed based on six steps of the PjBL proposed by ([Education, 2006](#)). All the steps had been completely done. The teacher conducted every single step coherently without converse. At the first step, giving essential questions, related to both project of creative writing and wall magazine. However, the researcher felt that teacher might explore more questions to enhance students mind dealing with the activity they will accomplish.

At the second and third step; design plan for the project and create schedule, the teacher delivered those phases in a short period of time at the time when the students doing preparation to go home. It seemed that those steps were done in a rush moment where the students were not in a focus to a certain thing. These activities describe that the each step of PjBL did not get the same portion of stressing. Furthermore, deep interaction happened at the monitoring and assessing phase or the fourth and fifth steps, since teacher gave guidance as well as assessment during process and presentation stage. Moreover, he also created comfortable circumstance by making joke while assisting the students doing the project.

As being stated in the previous discussion that the project was done collaboratively, the teacher had done the great way of dividing the group work. He did not arrange the group by himself, but he let the students find the group based on their interest of provided topic. On the other hand, this kind of group recruitment left the unbalance group member. There were six groups in which consist of three, four, and five until seven students. Consequently, this situation clearly affected the job description which relates to the group work effectiveness.

In addition, in design the plan step of PjBL the teacher did not give clear explanation about the writing technique. It contrasted with what [Harmer \(2004: 5\)](#) proposed about five steps of writing technique namely pre-writing, writing, revising, editing, and publishing. In this case the teacher referred to the concept that

the students had the model from the text which had been discussed in reading section then continued into writing section instead of their prior knowledge in the previous time of schooling or their junior high school experience. In practical level, modeling is important since each student has different capacity in receiving the knowledge. For high level students capacity it might all right being not be given a detail model of writing technique, however, it will matter for students who have different capacity. According to [Linse \(2005\)](#) those necessary steps affect the quality of writing final product. Accordingly, [Seow \(2002: 319\)](#) also recommended that meaningful classroom activities can be reached through the model employed by the teacher in very single steps of writing.

On the other hand, from evaluating the experience phase, there some important things could be noted. Regarding with the students' response, they gained some beneficial things such self and group management, cheerful learning, sharing and exchange experience and knowledge among peers, and learn how to be tolerate with others. In addition, their self confidence and motivation have also appeared especially in expressing ideas and doing presentation. Nevertheless, some challenges like time and group work management made the students and teacher more aware to the project as the input or feedback to have the better experience for the next project.

3.2 Students' Response toward PjBL in Teaching and Learning of Narrative Writing

The data were taken from students' interview supported by the teacher's interview. Students' interview was done after the class ended while the teacher's interview was done during the three meetings of observation. The investigation of students' responses were intended to detect the effectiveness of teaching learning process using PjBL in teaching narrative writing. The responses were relied on some classification of the students' feeling upon the PjBL implementation for teaching narrative writing which were gathered from the interview. Basically, students gave positive responses which produces some learning improvement issues; creating positive environmental learning, fostering group cohesiveness, encouraging self potential learning, improving students' writing ability, and enhancing students' independent learning.

Based on the interview result, all of the responses upon the implementation of PjBL in this study were grounded on the collaborative work effect. Collaborative work has made the students relax and free from anxiety which then created the positive learning circumstance. This situation has brought the students into delightful feeling which then made them comfort to stay there. The choice of collaborative work in this study seems worthy. In line with this [McDonough, Shaw, and Masuhara \(2013: 240\)](#) stated that collaborative work endorsed the positive learning atmosphere. Accordingly, students were enthusiastic to be involved in the whole process of learning which might brought them into the success of learning.

The collaborative work in the implementation of PjBL in this case has built another positive response called group cohesiveness. Students were posed to have intensive group discussion during the project work. The discussion facilitated the students to share as well as exchange knowledge and help each other during the project work. It is in line with what [Elam and Nesbit \(2012\)](#) found that students collaborated well during the teaching learning process. Therefore, this condition was effective to help the students lessen their learning weaknesses and shaped their self awareness to others. This fact also proved what [Elam and Nesbit \(2012\)](#) said that PjBL has played a large part in building students' positive learning attitude. Through PjBL teacher has created the opportunity for students to cooperate and activate themselves in teaching and learning process.

Meanwhile, the implementation of PjBL in teaching narrative writing has also created the students' potential learning. Based on the interview given to students, it was concluded that PjBL implemented in this study has enhanced the students' motivation, confidence and also activated them towards learning. It related to the research conducted by [\(Simpson, 2011\)](#) found that PjBL had enhanced students' learning skill on teamwork , higher order thinking and presentation skills and also self confidence. As has been stated in the beginning that the most reason of the students' responses were derived from the collaborative work. Students were motivated to write and create the story since they worked in a group where they could discuss each other. As stated by [McDonough et al. \(2013: 239\)](#) that group work took a big engaging the students' learning preference. Students got the influential circumstance in this study which then motivated them

to be confident and active following the teaching learning process. Thus, the teacher in this case had provided the beneficial opportunity for his students to maximize their potential learning.

In addition, the implementation of PjBl in this study has given great contribution to the students' writing ability. Students admitted that they had improved their writing technique through the group work discussion during the project work. This finding correlated to the research found by [Fragoulis and Tsiplakides \(2009\)](#) that one of the students' way to obtain the knowledge was through form group and cooperate. Their discussion was about writing elements like grammar, vocabulary, sentence organization, etc as their most problems on writing. Besides that, the students were boosted to write after being given the topic and had to develop the rest of the existing story. This strategy overcome another problem of writing in constructing the story as stated by [Harmer \(2004: 61\)](#) that the most obstacle in writing is that the students do not know what to write. Therefore, guided writing above obviously supported teacher's intention to motivate his students to write. [Harmer \(2004: 61\)](#) suggests the teacher to choose the writing activity which provide the students interest to write. Furthermore, the story inducement given by the teacher in this study has encouraged the students' mind to enlarge their ideas toward the intended story development.

The last students' response from PjBL implementation in teaching narrative writing is independent learning. During the project work students were trained to be independent learners. Independent here means that they had to conduct and manage everything related to the project in their group. Students' independent intended in this study was classified on individually and collaboratively. Individually students developed the story based on their own creativity, while correcting the composition and managing wall magazine project were done collaboratively. Therefore, through the two projects students were experienced to be independent learners both individually and collaboratively. On the other hand, students also learnt how to overcome the problem in peers. However, the teacher' role would be exist when they got the unbreakable problem in their group. Finally, it can be said that the implementation of the project work in this study has encouraged students' independent learning.

3.3. Students' Writing Product

Students' writing product were assessed based on the rubric proposed by (Brown 2003) which consisted of some elements; content, organization, grammar, vocabulary, and mechanic. Content was derived on the standard of the relevance of the writing with the topic and the accomplishment of the writing understandable. Based on the result of writing in the previous section, commonly, the students have developed narrative story based on the intended topic. Their compositions in general were easy to be understood. The students in this case, have fulfilled the teacher's requisition by developing their composition using their own creativity, then make the composition become more interesting. It was in line with what [Morley \(2007: 3\)](#) said that it is kind of absorbing activity process which appeals with the brain cell to bond and make people more alive

In addition, the teacher's effort in giving the choice of topic seems ease the students to create and develop their writing based on their own interest. As the teacher has uttered to the researcher that he intended to arrange such kind of activities to make them have a new learning experience and circumstance. It proved what [Brown \(2000: 325\)](#) said that students may become language creator when the teacher allows them to focus on content and message and their own intrinsic motives were put at the center of teaching. In other words, it can be said that the teacher has facilitated the students with the beneficial circumstance and experience to optimize their writing ability.

Students, meanwhile were also able to write in a proper and correct order of narrative generic structure; orientation, complication, and resolution. They stated the idea clearly in each paragraph. It means that students were able to organize ideas in their composition. This result strengthened what [Reppen \(2002: 303\)](#) said that writing process involves the highly complex skills in which learners should generate and organize ideas then translating into readable text. It is not an easy work for learner as a beginner. However, they have done it appropriate with the expected criteria. Therefore, the supported knowledge and intensive exercises are obviously important.

In case of grammar which covered the categorization of the use of relative clause, prepositions, modal articles, verb form and tense sequencing in fragments

or run on sequence, there were some inconsistency past verb in her writing. Misused of “to be” to connect the passive or continuous verb was also often happened. So far, it was not influence the communication. However, it may harm the meaning when it is on passive and active context. Their writing was also often used the repeatedly certain conjunction in connecting sentences and paragraphs even not often. It seems that they were fetched up on a certain conjunction on their writing instead of other conjunctions. They were familiar with ‘and’, “after that” to connect the sentences even the paragraph. Furthermore, an inappropriate personal pronoun stated once in referring the subject “they” instead of “he”. The students missed use of modal usage to form passive meaning. Grammatical problems are the most common problem happens to the students. It is the most writing sensitive area relating with determining the use of appropriate verb, the use of “to be” as well as the formation of active and passive voice. This condition might become the burden both for students and the teacher due to the fact as stated by [Heaton \(1990: 13\)](#) that writing skill is not simple but complex and sometimes hard to be taught. However, this situation can be used as scaffoldings for learners to a better learning. Since, they have done a lot on their writing.

On the other hand, generally the students used simple words and appropriate vocabularies on her writing. Generally, the meaning was clearly caught since there was no ambiguous word used in the composition. Even though, some students had problem with words choices which was confusing some of them. Student used “be” instead of a purpose “existence”. On the other hand, other student used the words “you two” instead of “both”. But, it was not obscured the meaning. Besides that, students used the appropriate spelling on their compositions. Punctuation and capitalization were stated clearly, even though sometimes they used the unclear punctuation. The most common happened was the use of definite punctuation such like full stop instead of comma after the conjunction. Inconsistency usage of capitalization was also happened even not many. On the other hand, there was no matter on the margin. Overall, most students has fulfilled the intended criteria.

Students’ wall magazines which had been produced in group illustrated that the students were able to design them well and they also had a good cooperation in

producing a project of wall magazine. They had maximized their group work discussion to had corrected composition to be displayed on wall magazine, even there were still some mistakes left. They also concerned to design their wall magazine creatively. Consequently, the wall magazines' performance was beautiful and attractive. Furthermore, it can be said that those products have been fulfilled the requirements of informing and entertaining for public.

Based on the teacher's scoring rubric the students' wall magazine was classified into process and product scoring. Process scoring covered the students' involvement during the process of the project, while product scoring covered wall magazine performance and presentation. From the first classification, it could be summarized that most students were "active" during the process of the project. It was more than a half students were in this scale. While the rest students were classified in "average" and "less active" in a fifty-fifty condition. There were six students in "average" and six students in "less active" categorization. In addition, the wall magazines' performances were all in a "good" classification which was derived from the originality and creativity requirements.

The presentations were varied on "good" and "excellent" which referred the topic mastery of wall magazine presentation. The students' product showed their effort to maximize their potential learning. It proves what ([Boss and Crauss, 2007: 12](#)) said that project allows the opportunity for students to creative learning and teamwork as well as improve students' problem solving and higher order thinking skills.

4. Conclusions

According to the results of the discussions in the previous chapter, there are some conclusions that are obtained based on the research findings. The implementation of PjBL in teaching narrative text writing was done referring to the six steps of PjBL. Moreover, students' respond was expanded from the students' interview supported by the teacher's interview. And writing product was obtained from students' writing during in the process of project work implementation.

The teacher applied PjBL in teaching narrative based on six steps proposed by ([Education, 2006](#)). All the steps have been completely done. The teacher

conducted every single step coherently without converse. The teacher has also proportionally taken part in each of PjBL steps, while the students responded positively. It is found that each step of PjBL did not get the same portion of stressing. The teacher has fitted them based on the needs of priority. Furthermore, students in general gave positive response toward the implementation of PjBL in teaching narrative writing text which produced some points of learning progress like; creating positive environmental learning, fostering group cohesiveness, encouraging self potential learning, improving students' writing ability and enhancing students' independent learning.

Furthermore, through the students' writing it showed that generally the students have understood about the writing composition in narrative by stating the ideas in each paragraph clearly. They developed the story using the simple words and correct spelling. Additionally, they have known how to use capitalization and conjunction even though some students used it inappropriately. Some students also found problems on grammar especially in determining the irregular past form and the use of passive choice. Meanwhile, students' group work has effectively helped the students to enhance their writing skill in term of correcting their mistakes by having discussion with the group members. They finally knew their mistakes and the corrections as well then to be displayed in wall magazine, even though there were still some mistakes left. In conclusion, the students' ability in writing has fulfilled the wall magazine requirement since they have written clear, informational, and interesting media to be exposed in the public area properly.

It is recommended that the teacher conduct the writing drills before coming to the intended project of writing and compromise with other teachers related to the time management in giving the project to the students. Other researchers were needed to investigate the implementation of PjBL on other area of skills with deeper investigation to get the more responses.

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