THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING EXTENSIVE SPEAKING IN UNIVERSITY OF NUSANTARA PGRI KEDIRI IN ACADEMIC YEAR 2015/2016

Research Article

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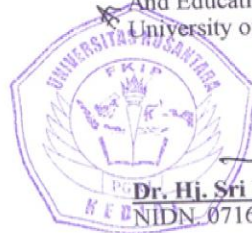
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iii

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ABSTRACT

English becomes dominant language around the world as it is the main language in the field of education mainly in universities. Extensive Speaking is one of the subject that taught in English Department in University of Nusantara PGRI Kediri. The goal of teaching Extensive Speaking is the students must be able to speak fluently in well-arrange of grammatical order, pronunciation and confidence to speak out in public speaking or in expressing ideas. They should be able to speak fluently in the form of acting and performing many kinds of Indonesian folktales drama in a group as their final product. In order to reach the goal, there are many strategies applied by the lecturers; one of them is Project-Based Learning (PBL). PBL refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. By using this model, the students will explore their creativity and learn more through group discussion and practice. This research study tries to describe on how the implementation of PBL model in teaching Extensive Speaking class to the third grade students that focused on the developed materials by the lecturer, the final product, the steps of PBL, students activities and lecturer's role. The research methodology is case study of descriptive qualitative research. The lecturer who taught using PBL model in Extensive Speaking and C class students of third grade students are the subject of the research. This research used three kinds of instrument methods data collections, such as observation, interview and documentation to gather the accurate and reliable data. The analysis data used in this research was organizing and familiarizing; coding and reducing; interpreting and representing. After all of the data were collected from observation trough video recording and field notes, then she conducted interview to the students to get the missed data in observations and documentation to complete the data. Based on the conclusion result of the research, the researcher showed that PBL was successful implemented in Extensive Speaking class which can be seen from the result of how well they made the final script and presented their final product, even though there are some mistakes still in their final script and language used during performance. Trough many times practice before and during performance, they gain and sharpen their speaking abilities. Moreover, they learned many kinds of Indonesian folktales story and the moral values.

Key words: Project-Based Learning (PBL), Extensive Speaking, Teaching Extensive Speaking

I. BACKGROUND OF THE RESEARCH

English becomes dominant language around the world as it is the main language in the field of education mainly in universities and other higher education institutes. One of the universities that conduct English in education field is English Department at University of Nusantara PGRI Kediri. The purpose of learning English in the schools is to learn how to communicate in English both ways namely oral and written in the correct forms. In learning a language, especially English there are four types of skill should be mastered by students namely listening, speaking, reading and writing.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In mastering speaking skill, the learners are required to understand when, why, and in what ways to produce language, not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary. Thornbury (2005:1) states, "Speaking is much command of certain skills and several different types of knowledge". It means speaking is the complex skills that involve language component such as vocabulary and grammar. In addition, Harmer (2001:270) stated, "Speakers also need to structure their discourse if they want to be understood". It

shows that speaking needs good or well-arrange structure to be understood by others. Speaking subject in English Department at University of Nusantara PGRI Kediri has a goal to prepare the students to speak fluently with correct grammatical form. In addition, it is to build the student's confidence to use the language for communications. The goal of teaching Extensive Speaking is the students must be able to speak fluently in well-arrange of grammatical order, pronunciation and confidence to speak out in public speaking or in expressing ideas. In teaching Extensive Speaking II, students should be able to speak fluently in the form of acting and performing many kinds of Indonesian folktales drama in a group. In this subject, the scoring rubrics are taken from; the student's performance of acting in the form of role play and the student's costumes during the drama performance are 20 % and the use of the language (linguistics competence) like student's fluency, pronunciation, grammar, and vocabulary are 80%. The reason why the linguistic competence has more points, it is because in this subject is focusing in sharpening the speaking skill.

There are several types of learning models can be apply for teaching namely Discovering Learning, Problem-Based Learning and Project-Based Learning. Project-based learning is seems the most suitable to apply in teaching extensive

speaking II. It is because a classroom with students' project may suggest that students may have been engaged in meaningful learning. In addition, project-based learning provides an opportunity to students in actively participate in making a project to improve English language skill, especially in speaking skill. According to Strippling (2009:8) project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. In addition, Patton (2012:13) states that Project-Based Learning (PBL) refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. Further, PBL is a type of learning model for a long-term process individual or group learning activities that engage students in designing, creating, and showed the products through performance or even able to solve real-world problems that . It means that students are able to explore more troughs the long-term duration process based on to the final product or project

Knowing the fact, many teachers are reluctant to apply Project-Based Learning (PBL) in their class. The researcher is interested in clarifying how the implementation of PBL in Extensive Speaking II class is. In order to show how

the lecturer's plan and steps in adopting PBL model in his class. How the student's activities and creativities during the project implementation up to the end in presenting the project in the form of role play. This research focused in describing how the lecturer prepares the materials, plan the student's activities, steps of the project, process of the project, and his role until the final product and what is the product made by the students. So the researcher chose the lecturer that used PBL as his teaching model in teaching Extensive Speaking II and C class of third year students in English Department to be the subject of the research. It may other lecturers didn't adopt PBL as their teaching model in the same subject in this university. Besides, the facts of C class that most of the students are very active and happy learners also talkative that help them to learn a language easily especially for speaking skill in advance. In such a ways they are happy learner to learn something. In addition, they are excited when comes to create a product/ projects like what they have done in the previous semesters. The researcher decided to conduct a research entitle "How Project-Based Learning (PBL) model is implemented in Extensive Speaking II class to third year students in English Department at University of Nusantara PGRI Kediri in Academic Year 2015/ 2016?"

II. RESEARCH METHOD

Based on Ary, Jacobs, Sorensen and Razavieh (2010:22), states that qualitative research is focuses in natural settings on understanding social phenomena from the human participants' perspective. It means that the qualitative research is a research that has function to make description in real situation without having an official hypothesis. This research is classified as qualitative research because is trying to describe the implementation of PBL in Extensive Speaking II in third year of sixth semester students in English Department at University of Nusantara PGRI Kediri. Based on Creswell (2010:465), case study research is a qualitative approach in which the researcher explores a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (for example, observations, interviews, audiovisual material, and documents reports), and reports a case description and case-based themes. In this research the case of study refers to how the implementation using PBL model in Extensive Speaking II subject to the C class of sixth semester students in English Department at University of Nusantara PGRI Kediri. In addition, how the way of the lecturer adopted PBL model as his teaching model in teaching Extensive Speaking II class.

Ary, et al. (2010:432) who stated, "The qualitative researcher may be participant in the situation being observed or a non-participant". Based on the statement, naturally the role of the researcher becomes the main instrument. It can be said that the researcher can be called as a human instrument that has function in determining the focus of research. The researcher used a systematic procedure in doing the research. It is arranged into some stages as following:

1. Preliminary Study, the aim was to collect information whether the research is visible or not. Whether the data needed can be obtained. The researcher found the research problem in English Department at University of Nusantara PGRI Kediri and consulted with her advisor. Then, she went to English Study Room (ESR) to ask permission from Extensive Speaking II lecturer to conduct a research in his class.

2. Research Design Development, after she figured out the condition of the class and lecturer's plan to conduct PBL model in his teaching in Extensive Speaking II class. She made proposal as the requirement before conducting the research that included propose the title of the research.

3. The Real Research, then she analyzed the data during the observation, whether or not the data that she collected are important or less important. It is necessary for her to delete unimportant data in order

to get significant data and she used three steps to arrange the final data, namely (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

4.Writing the Report, then she wrote the conclusion / report descriptively and clearly to make the readers understand all of the content in this research study. This research conducted in odd semester in academic year 2016/2017.

In this research, the sources of data are mainly were taken from the process of the implementation PBL up to presenting the project. Also, the student's activities toward the develop material during the implementation of PBL in the class up to presenting the project. Yin (2011:130) pointed out, "Data are the smallest or lowest entities or recorded elements resulting from some experience, observation, experiment, or other similar situation." It showed that data is one of the fundamental components in a research. In addition, Ary, et al. (2010:431) said, "The most common data collection methods used in qualitative research are (1) observation, (2) interviewing, and (3) document or artifact analysis." Knowing the fact from the statement, commonly methods that used by qualitative researcher in collecting data consist of three methods. So, in this research she used these three kinds of methods

instrument; there are observation, interview and documentation.

According to Ary et al. (2010: 432) stated that there are five stances toward observation that qualitative researcher might be, namely as (1) complete participant, (2) participant as observer, (3) observer as participant, (4) complete observer, and (5) collaborative partner. It means that the researcher should observe the object of the study directly to find out the data that is necessary for the study. Here the researcher chose as complete observer, because in this condition the research acts as an observer. Before she joins the class to do observation, she already made a field note using an observation protocol in Lodico (2010:120). Then, she joined the class and observed what the student did that related to the developed material given by lecturer, final product, the steps of PBL, student's activities and lecturer's role. According to Ary, et al. (2010:438), "Interviews are used to gather data from people about opinions, beliefs and feelings about situation in their own word." It means that it help to understand their experience during the implementation up to presenting the product. Interview may provide information that cannot get from observation. In this research, she used directive interview, because she prepared and made draft of questions for interview before conduct the interview. Here, she also gathered

documentation to strengthen the data by asking the syllabus and lesson plan from the lecturer of Extensive Speaking II subject before conducting the research.

The techniques of data analysis were done in several steps. The first step was familiarizing and organizing, after she collected the data from observation trough video recording and field notes, during the process of implementation PBL model up to presenting the project in Extensive Speaking II class. Then, she was conducting interview and gathered documentation to complete the data. Then, she became familiar with the data, she started to analyze and wrote the important data. The second is coding and reducing, she began to divide it into several entries. The purpose is to reduce the data without losing the significant of information. The last is collecting the data, before making the final conclusion, she checked and tried to verify the data based on reduction and data presentation. In line with Ary, et al. states, "Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanation." It can be said in interpreting the data was depended on her background, knowledge, theoretical orientation and intellectual skill that she has in drawing the conclusion based on the fact.

In checking the finding validity of the research, the researcher used triangulation to get the valid data in this research, she used credibility because it concern about the truthfulness about the finding based on the observation, interpretation and conclusion. Ary, et al. (2010:498) states, "Credibility or truth value involves how well the researcher has established confidence in the finding based on the research design, participants and context". In this research in drawing the conclusion based on fact and evidence trough observation, interview and documentation. To achieve the credibility of the data, she used triangulation. In line with Ary, et al. (2010:498) ideas said that credibility in qualitative research concerns with the truthfulness of the inquiries finding in the research that involve how well the researcher confidence in the finding based on the research design, participants and context. In order to present the truthfulness of the process implementation of PBL up to the end in Extensive Speaking II class, she used triangulation method. Based on the statement by Creswell (2012:259), "There are three primary forms typically used by qualitative researchers in validating the data findings: triangulation, member checking, and auditing." There are some kind of triangulations; namely methodological triangulation, researcher triangulation, theory triangulation, and data triangulation. Triangulation that used in this research is methodological triangulation. The reason why she used methodological triangulation,

it is because this research used multiple methods.

III. RESEARCH FINDING AND CONCLUSION

The fact and evidence indicated the real situation in teaching process trough observation; interview and documentation methods start from beginning of the project up to presenting the final product of the project. In the following description showed the result how PBL was implemented in teaching Extensive Speaking II class based on the research questions:

1. The develop material by the lecturer and the final product.

Based on the lecturer syllabus there are five topics should be learn by the students in one semester, one of the topics is Indonesian folktales. It is focusing on develop material by the lecturer that emphasized in the topic kinds of Indonesian Folktale and the final product is perform Indonesian folktales mini drama in the form of role play. In developing the material there are three procedures included the design, implementation and evaluation of the language teaching material.

a. Designing

Before conducting teaching in the class, he made syllabus and lesson plans in one whole semester. He took several references from internet, speaking by Collie and Slater; and Principle of Language Learning by

Douglas Brown to support his syllabus plan. In addition he made four steps of implementing PBL in four meetings of time allocation, in the first meeting is delivering project questions, planning and scheduling, the second meeting is evaluating the script, the third meeting is checking the script and the last is monitoring their drama performance.

In the designing procedure, he designed of three indicators in his syllabus that before conducting teaching process, there are:

1) Students are able to identify Indonesian folktales.

Before the students are able to identify the Indonesian folktales, they should know the definition of local knowledge/local wisdom / moral values. After that they can start collecting the folktales which have moral value and selecting the members (characterizing). In this indicator means, the material is the concept of how to choose Indonesian folktales with the moral values.

2) Students are able to create the script.

After they know about the definition of local knowledge/local wisdom / moral values and selected the folktales which have moral value. Then they have to make the script from indirect speech (in the form of stories) to direct speech (in the form of dialog). In this indicator means that the material is the concept of how the student's skill in converting or

summarize the indirect speech to the direct speech base on the original story and checking the script.

3) Students are able to present their script in to mini drama.

After both of the lecturer and students were checked the final script before presenting student's final product from indirect speech (original sources) to direct speech (the form of dialogs), such as grammar, choice of diction, moral values and pronunciation. Then, they are already set to present their final product. In this indicator means, the material is the skills that they have after going through the process of the implementing the project.

b. Implementing

In the first meeting, he asked many questions to the students about the related materials like: what is a folktale, what kind of text usually in folktale, what is the generic structure of the narrative text. After the students answered all of his questions than he summarized their answers and explained further as a teacher without telling the sources of the definition. Then he delivered the project plan, schedule and the process up to the final product and invited them to ask about it. Next, started to ask them to choose one of Indonesian folktales title which has the moral values, recruit the member based the need of story, discuss

about the characters who plays in the drama performance. Just before they had finished the first meeting, he asked them to write the script from indirect speech (original sources/ in the form of the stories) from internet or any kinds of sources to convert in to direct speech (in the form of dialogs) and bring for the next meeting. After they made the script and brought it into the class, the lecturer and the students discussed together the content, structures and choice of dictions they use in the script. He developed his teaching material by telling them to replace the strange word in to familiar word because usually the sources from the internet are containing a lot of strange word. He reminded them to pay attention for pronunciation of each word and write more than one coda or moral values. After they get feedback and evaluation from him then they write the correct word under or on the top of where they made mistakes. When it came to the final checking of the script both of the lecturer and students are discussing together about their script after they re-write from the previous mistakes. They still made similar mistakes like using the strange word and dint replace in to familiar word and mistakes in grammatical structure. Trough discussion together with him, he again asked them to re-write and correct their mistakes in their own paper because it was the final

checking and submit their script on that day. Next, he told them to start practicing the script dialog of each character, obviously they have to memorize it to perform well and that need time also many times to practice. He told them the narrators are not allowed to read the paper, they have to memorize it as the others characters that play in the drama. He gave scoring rubrics to them so that they can pay attentions on which criteria that related to the scoring. For the student's evaluation, what he did was giving the feedback and evaluation in the end of the meeting. From beginning up to the end of the project, he gave evaluations and feedback in each meeting in order to find out whether or not all of the students are understood the purpose conducting this Indonesian folktales and doing the right steps in completing the project. He was more in guiding them and giving them evaluation or feedback during the process.

c. Evaluating of Teaching Material

In this research, cannot be identify how did the lecturer evaluate his teaching material because this steps will be conducted after the implementation on his teaching material. This research ended after the implementations of the material and student's performance of their final product in creating the project. Probably can be seen from how success the student' result in the end to achieve the aim of learning to identify whether his teaching material suitable with the target learner of goal of teaching. It can be seen how they perform and used the language during the performance.

2. The steps of PBL and the student's activities

There are four steps were done by the lecturer in implementing PBL, there are:

a. Project Questions, Plans, Scheduling

What the lecturer did at the beginning was delivering the project questions that lead them to the topic, like the definition of local knowledge/local wisdom / moral value. Then he informed the project plans, schedules and activities in each meeting. Continue with the lecturer's question, they answered well of the lecturer's question about what is a folktale, what kind of text in folktales, what the generic structure of the narrative is. Some of them just mumbling in answering the question and some of them were quite without saying anything. After that the lecturer and the students were discussing together about the topic of Indonesian folktales drama for them. Before the students decided which story they want to choose, there are many suggestions come from the students. After discussing the title of Indonesian folktales together, he asked them to make a group and discuss about the characters they need based on the story then recruit the members. What the students did were used their creativities to decide

together in the class the titles and made the list of the drama title that they will use in the class then divided the class in to 6 groups. Then, recruited the members based on the story that they need.

b. Evaluating

After being told in previous meeting to make the script then they brought to the class and showed to the lecturer. There were many mistakes can be found in the script, such as mistakes in grammatical forms, the inappropriate choice of diction and they forgot to write moral value in the end of the script after the dialog. Also the grammatical order, from the original story is mostly in the past tense because in the form of story or legend. Mostly should be changed in the present tense because they speak directly in the form of dialog.

c. Checking

After they wrote the script that has been revised by the lecturer in the previous meeting and re-write to make it better script. Then, they showed again to him for final checking and discussed together. In their script, still the lecturer found the diction that inappropriate to use. For example, instead of saying word "quite" and "oh no" but they said "shut up" and "shit". These words are impolite to use in speaking to anyone, especially in education field. Then, he explained the reason why they have to be very careful in choosing the appropriate dictions, even though in expressing the

anger or disappointed in the role play. In the end of the meeting, he told them to submit their script, reminded them to pay attention of pronunciation each word and practice.

d. Monitoring

It was the time to present their final product of the project. They came earlier before the performance started. The lecturer did not give any suggestions or comments to them, he just monitored and observed what the students did and arranged how to present their final product. He did not give time limitation of each drama performance. The reason is because he wanted them to perform based on the how long the story is taken and delivers the moral values. They set up the class based on their stories with several backgrounds based on stories.

3. The lecturer's Role

The lecturer plays as a guide, advisor, coordinator and facilitator for students during the project up to the final projects in the form of role play. It means with these different roles the lecturer should be able to help them to overcome the problems that appear, giving advice and guide them during the process up the end of the project. It must be student's creativity and ideas in solving the problem and deal with it, but still under control by him.

a. As a guide

The lecturer's role as a guides means that he should be able to guide them to stay on the right track and the aim of the

project during the process up to end. For examples, during group discussion, he should move around and monitor to each group in order to help them to figure out the solutions of the difficulties and problem encounters. What he did was managed and guided the class in order to keep the project run well by explaining the project plans, schedule in each meeting and the form of the final product. After he asked the students to sit in circle in their group (he walk around to monitor them), he told them to be careful in placing the narrator for each scene, start thinking coda (moral values) more than one, replace unfamiliar words, pay attention to the pronunciation, and start talking about the properties.

b. As an advisor

The lecturer's role as an advisor means that he should be able to help them with suggestions, opinions and answer to their problems encounter but still by student's creativities. At the beginning of the project's plan, he explained everything about his plan in creating a product in the project. There are many questions appear from the students regarding the project. Then, he gave his answer clearly to make them understand the whole process.

c. As a coordinator

It is not necessary to over control them in doing the project and let them to use their creativities. What he did was organized and coordinated start from beginning of the project plan by delivered the project question smoothly, explained the plans, schedule and the form of the final project. Then, he gave leading question that related to the projects also answered the students question about the project, the process up to the final product. He told them that in the story should have more than one moral value.

d. As a facilitator

The lecturer's role as a facilitator means that he should be able to facilitate any kinds of information or even answer related to the topic. In other word he should have broad knowledge about the topic so that he can provide the answer. The lecturer tend to show them several options in choosing the right diction by giving them example like expressing shock instead of saying "dam it" they can say "oh my god" and expressing anger "shut up" they can say "quite". He should be able to help them to overcome encounters problems and provided them with the appropriate answer whenever they need how to choose appropriate diction for example. The original sources mostly in past tense form because in the legend or story form. One of his strategies is by providing them the right choice of dictions to use in expressing the meaning was very helpful to them to

improve their script. They may mention the name of thing, places and person then followed by the explanation represent to what in English explanation.

Based from this research, three conclusions can be drawn. Firstly, in developing teaching materials should be considered on the procedure of developing learning materials which consists of the design, implementation, and evaluation has to be implemented as well in order to produce more accurate learning materials. The design steps include the formulation the indicators of learning in syllabus, the target needs, and the choice of the suitable nature of learning materials. In the steps of the evaluation materials can be taken from any weaknesses found in the try-out or in the implementation of the materials have to be considered to revise the learning materials. Secondly, in designing the steps of PBL teaching model need a lot of hard work to guide them whether or not the project run well and to help in finding solutions their problems encounter. Meanwhile in arranging the student's activity during the project up to presenting the project should be based on the agreement between teacher and students. The last, the lecturer's role is played important part in creating the project successfully. Giving feedback or evaluation is very important, not only during the implementation of the project, but also right after performance is very important too for

them. It will be remembers and stays their long term memory because they got feedback directly after their performance. It is because usually they want to hear right after performance about the good and mistakes during their performance.

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