

WRITING SKILL ENHANCEMENT THROUGH REFLECTIVE LEARNING IN TUTORIAL PROCESS

Barokah Widuroyekti
FKIP Universitas Terbuka
Unit Program Belajar Jarak Jauh (UPBJJ) Surabaya
E-mail: barokahw@ut.ac.id

Abstract

The implementation of curriculum 2013 needs professional teachers in performing the learning process. Professional teachers who suit the idealism of curriculum 2013 have ability to reflect the learning process and do class action researches. Writing research proposal is part of professional teachers' competency to do researches in his class. This research aims to describe the implementation of reflective learning model and writing skill enhancement of PGSD students program in *Universitas Terbuka*. The data of learning process is collected through observation toward reflective learning implementation. The data of writing competency is collected through the proposal writing performance of PTK. The process of reflective learning is done by these steps: introducing the context, presenting experience, reflecting, acting and evaluating. Through active involvement, students discover the meaning of the learnt materials deeply by reflecting learning process experience. The result of reflective learning process shows that writing competency of the students is increasing from cycle to cycle. The research result recommends: tutor facilitates reflective process of learning, gives writing assignment and does assignment reflection continuously, provides reflection time adequately.

Key words: reflective learning, writing competency, professional teacher.

Introduction

The changing of elementary school curriculum becomes curriculum 2013 in its implementation is very depend on teachers' role as the implementer in the field. The readiness and teacher's ability become determining factor of the success of curriculum 2013 implementation. Teachers have professional competition which can enhance the quality of learning continuously.

The learning concept which is thematic and integrative in curriculum 2013 wants the students involved actively in learning process. Therefore, teachers who are creative and able to create learning process which can facilitate students' involvement creatively. Meanwhile, the fact in the field shows that there are still a lot of teachers who teach conventionally and dominate the class more. To change the condition, serious effort is needed to transform teachers' point of view corresponding with the idealism of curriculum 2013. In this case, teachers are charged to

have professional competency such as doing classroom action research. To support the classroom action research, writing skill is needed starting from composing research plan/proposal until writing research report. It is necessary because research done by a teacher is a scientific action which is planned systematically and can be counted scientifically.

Along with the enforcement of curriculum 2013, willingness and ability are needed by teachers to reflect their learning process. As stated that professional teachers have ability to decide and reflect. They are ability to reflect and evaluate the decision in the past to make better decision in the future (Burden & Byrd, 1999). Through reflection, teachers can understand the weakness and strength of their learning process. Then, they can plan and decide the right action to improve it.

A classroom action research is a process of teachers' reflective action toward their learning process. It is in accordance with Carr's and Kemmis's opinion (in McNiff, 1992) "*Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation (and institutions) in which these practices are carried out.*"

The habit to reflect does not happen by itself. It needs to be built, supported and facilitated through learning process. In addition, university students learn to reflect their learning process through Classroom Action Research subject. The application of reflective learning process in Face to Face Tutorial (TTM) for PGSD students in UT gives possibility for them to recompose their experiences, reinterpret and re modify their action. As stated by Boud et al (1989), reflective learning is an intellectual and affective action in which the participants involved in effort of exploring experience in order to get understanding and new appreciations. LaBoskey (1993) mentions that teaching is a reflective practice, teachers need to learn from experiences by contemplating and reconstructing the cognition structure.

Teachers need to have research proposal writing skill to compose research plan systematically. Research proposal is a document containing plan for educational activities in order to get support both cost and human resources. A proposal describes about a plan of an activity covering what to do, why it is done, who do it, the result, how and when it is done and how much money is needed. Classroom action research proposal is a research proposal submitted

by a teacher or team (consisting LPTK lecturers and teachers) in order to fulfil requirement issued by sponsor (Wardani et al, 2012)

Reflective learning gives chances for university students to do reflection and improve their assignments in gradually writing. Donald F. Favareau, 2005 (in Suyatno, 2009:6) explains that reflective learning gives chances for participants to do analysis or individual experience and facilitate learning from that experience. Besides, reflective learning supports learner's independence.

Reflective learning model also enables university students to do reflection toward their performance both related to their students' achievement and their own performance as a teacher. Furthermore, reflective learning model also supports the purpose of bachelor degree PGSD program that is developing ability and innovative attitude to do renewal in elementary school education continuously (Tim UT, 2012).

Learning reflection is a process to review previous teaching activity or make relation between previous and future learning process and the effect towards the process and the result on students' learning (Julaeha, 2009). In reflecting activity, there is some process happening such as introspection process, examining process, thinking critically and analytically and considering any aspects of learning process. According to John Dewey in Ingridwati (2008:5) reflective thinking ability consists of five components. They are (1) *recognize or felt difficulty/problem*, (2) *location and definition of the problem*, (3) *suggestion of possible solution*, (4) *rational elaboration of an idea*, (5) *test and formation of conclusion*.

The application of reflective learning in tutorial of Classroom Action Research subject is expected to trigger and facilitate university students to do reflection related to learning and write it in the form of Classroom Action Research proposal.

Methodology

The research is done by using a classroom action research draft. The design of action research consists of steps which are spiral cycle, starting from the process of finding the problems through introduction to study, formulating the problems and planning the actions, doing action and observing and reflecting. The result of reflection at the end of the cycle is next used as the fundamental of next cycle plan. The steps on the next cycle follow the basic procedure of action research covering 4 stages, planning, action, observation, reflection.

1. The First Cycle

In the first cycle, reflective learning action is done by reflecting learning problems which has been done to identify learning problems, analyse and describe the causes of the problems and formulate the problems. Every university students does reflection towards their learning experience done in their own class. Then, they write the learning problems, problem analysis, and problem formulation. Next, the result of individual reflection is reflected and discussed in a small group. Subsequently, the tutor gives a chance for one of university students from each group to present their work and the tutor asks reflective questions related to the presented result.

2. The Second Cycle

Reflective learning model done in the second cycle consists of five steps. They are (a) context introduction, (b) experience presentation, (c) reflection, (d) action, (e) evaluation (Drost,2001). The details of the activities are (1) context introduction, exploring university student's experience and relate it to material "planning classroom action research", (2) experience presentation, modul assessment and sharing experience about learning problems and solutions, (3) reflection, university students present the result of reflection which is composed in the form of writing, tutor asks reflective questions about feeling, attitude, reaction, and students' opinion about material they learn, (4) action, university students do improvement towards the assignment (completing teaching plan and research procedure) based on the understanding and action taken as reflection result, (5) evaluation, evaluating the result or proposal which has been improved based on the reflection result.

3. The Third Cycle

In the third cycle, reflective learning is done by doing these steps (1) Context introduction, presenting one of university students writing, presenting example of language use (sentence, word, spelling) which is incorrect and correct, relating the example/ experience with learning material; (2) presenting experience, viewing the result of students' writing through LCD, discussion about type of mistakes and improvement of the presented writing. (3) Reflection, university students' exchange their assignment result in pair and reflecting or correcting each other. They correct their friend's mistakes in writing. Tutor and students reflect students' work by asking about their writing.(4) Action, university students do improvement

toward their proposal (completing research proposal) based on the reflection result. (5) Evaluation, tutor evaluates the improved result/ proposal.

The subject of research is university students on semester VI S-1 PGSD class A which consists of 32 students in Study Group Bojonegoro during tutorial period 2014.1. In the second cycle, university students who join TTM are 27 students, whereas 5 students did not attend. On the third cycle, the number of university students who join TTM are 29 students, while 3 students did not attend.

Discussions

The Result of the First Cycle

The first cycle aims to reach these indicators : (1) the increasing of learning problem finding ability; (2) the increasing of problem analysis ability; (3) the increasing of formulating learning problems. The material discussed in the first cycle is “The Steps of Planning Classroom Action Research”. The learning process is focused on the problem identification, problem analysis, problem formulation and research purposes. From the identification result, analysis, problem formulation and research purpose, is continued by deciding research topic.

Table 1. Data Results in Cycle 1

Number	Score					Total score	Value
	Election Topics	Eligibility Issue	Analysis of the Problem	Formulating Learning Problem	Formulating Objectives		
	6--15	6--15	6--15	12--30	10--25		
1	9	9	10	21	15	64	C
2	9	10	10	20	15	64	C
3	10	7	6	16	10	49	D
4	6	9	6	12	10	43	D
5	11	12	10	22	20	75	B
6	6	10	7	12	10	45	D
7	11	12	11	25	18	77	B
8	6	6	10	12	10	44	D
9	6	8	6	14	10	44	D
10	9	12	12	16	15	64	C
11	10	10	10	12	10	52	D
12	9	12	10	22	15	68	C
13	9	9	9	17	15	59	C
14	9	13	13	16	15	66	C
15	8	8	11	12	10	49	D
16	6	9	6	12	10	43	D
17	6	9	9	12	10	46	D
18	6	14	12	12	10	54	D
19	12	6	8	12	10	48	D

20	12	12	12	13	14	63	C
21	6	7	9	12	10	44	D
22	9	6	8	12	10	45	D
23	9	12	9	20	12	62	C
24	9	8	8	12	10	47	D
25	9	8	7	16	10	50	D
26	12	7	7	12	10	48	D
27	9	13	10	17	16	65	C
28	13	9	10	19	10	61	C
29	9	6	6	12	10	43	D
30	9	8	9	15	10	51	D
31	7	12	12	21	18	70	C
32	8	10	8	19	10	55	D

From data on table 1 it can be seen that the majority score achieved by students in writing proposal is D (minus), which is 39, 37% (19 out of 32 students), meanwhile C (fair) is 34,37% (11 out of 32 students). B (satisfactory) scores are achieved by 6, 25% students (2 out of 32 students) and there is no student gets A score (excellent). From those data it can be concluded that in first cycle students writing result still low. Because of that, research continues on second cycle.

Indicator achievement in first cycle is: (1) in choosing research topic, 72% students were able to choose topic that accordance with learning problems with fair to satisfactory score; (2) in term of research appropriateness, 71% students were able to find appropriate problem with fair to satisfactory score; (3) ability to analyze problems, 75% students get fair to satisfactory score, while 25% are still less competent; (4) in problem formulation, 47% students get fair to satisfactory score, while 53% students get minus score; (5) in research objective formulation, 34% students get fair to satisfactory score, while 66% students get minus score.

Result of Cycle Two

On second cycle, indicators of competency target that will be achieved are: (1) increasing ability to develop alternative action; (2) increasing ability to determine data collection technique. Learning process on cycle two is focused on development of alternative action, literature review, action steps making, determination of data and data collection technique, and research instrument development.

Result of writing ability improvement on cycle two is presented on table 2. Based on data presented on table 2 can be seen that result of proposal writing that is achieved by students increase from cycle one result. Details of students score achievement are: the majority score is D,

there are 44, 44% (12 out of 27 students), C score achievement is 40, 74% (11 out of 27 students), B score achievement is 14, 81% (4 out of 27 students), and there are no students get A result.

Table 2. Data Results in Cycle 2

Number	Score					Total Score	Value
	Development of alternative actions	Literature feasibility	Clarity of the action steps	Data and its collection techniques	Research Instrument		
	5--15	15--30	12--30	5--15	5--10		
1	7	20	20	15	10	72	B
2	7	15	20	5	5	52	D
3	10	21	23	12	8	74	B
4	5	15	12	5	5	42	D
5	7	19	12	5	5	48	D
6	6	17	12	5	5	45	D
7	8	21	12	10	5	56	C
8	5	15	12	10	5	47	D
9	6	22	12	12	5	57	C
10	10	20	22	5	10	67	C
11	12	19	16	12	5	64	C
12	10	23	24	12	5	74	B
13	6	23	27	5	5	66	C
14	10	20	22	5	5	62	C
15	7	16	12	5	5	45	D
16	5	15	12	5	5	42	D
17							
18	10	22	12	5	5	54	D
19							
20	7	18	16	10	5	56	C
21	10	21	12	12	6	61	C
22	7	15	12	5	5	44	D
23	8	20	20	12	5	65	C
24	6	20	22	5	5	58	C
25	10	22	24	10	5	71	B
26	7	20	15	7	5	54	D
27							
28	7	18	12	6	5	48	D
29	10	23	12	10	5	60	C
30							
31							
32	7	18	14	10	5	54	D

Indicator achievement on cycle 2 is: 41% students are able to develop alternative problem solving with fair to satisfactory score, while 59% students get minus score. In term of literature review, 63% students are able to write with adequate literature and get fair to satisfactory score, while 37% get minus score. In learning steps making, 44% students are able to make learning steps well and get fair to satisfactory score, while 56% students aren't able to make learning

steps yet and get minus score. In choosing data collection technique, 48% students are able to determine data and data collection technique appropriately and get fair to excellent score, while 52% students aren't able to determine it yet with minus score. In instrument development, 15% students are able to develop research instrument with fair to excellent score, while 85% students aren't able to develop research instrument yet.

Result of Third Cycle

Target that will be achieved on third cycle is to write research proposal completely. Writing ability indicator is increasment of grammar abilty on research proposal writing. Subject that learned is Write of Classroom Action Research Proposal Completly.

Result analysis of students writing assignment on third cycle is presented on table 3. From table 3 can be seen that there is an increase on score achievement of student proposal writing from writing result on second two. On cycle 3, student writing ability increase generally. The increase shows from student research proposal scoring result, that is achievement A score 13, 79% (4 out of 29 peoples), B score is 28, 57% (8 out of 29 peoples), C score is achieved by majority, that is 41, 73% (12 out of 29 peoples), and D score is 17, 24% (5 out of 29 peoples).

Table 3. Data Results in Cycle 3

Number	Score			Total Score	Value
	Sistematic and numbering	The Quality of Language use	The Use of Spelling ejaan and punctuation		
	5--30	15--40	10--30		
1	5	35	19	59	C
2	10	27	25	62	C
3	8	30	24	62	C
4	20	28	24	72	B
5	5	22	23	50	D
6	10	28	20	58	C
7	10	25	22	57	C
8	10	28	20	58	C
9	30	34	22	86	A
10	30	35	22	87	A
11	10	24	25	59	C
12	10	28	22	60	C
13	25	32	24	81	B
14	30	30	22	82	B
15	10	27	22	59	C
16				0	
17	5	19	18	42	D
18	30	32	25	87	A
19				0	

20	25	34	20	79	B
21	10	26	18	54	D
22	10	26	20	56	C
23	5	30	25	60	C
24	30	23	25	78	B
25	30	22	17	69	C
26	30	24	22	76	B
27	25	30	20	75	B
28	10	28	17	55	D
29				0	
30	25	30	20	75	B
31	10	22	20	52	D
32	30	37	27	94	A

Result of writing achievement on cycle 3 covering indicator as follows. In systematic and numbering, 46% students are able to make systematic and numbering correctly, score that is achieved range from satisfactory to excellent score. Language usage indicator was already achieved by 97% students, with score achievement range from fair to excellent, while 3% students aren't able to use it yet. As for spelling usage and punctuation mark were achieved by 100% students with fair to excellent score. Data of writing proposal ability improvement that is achieved by students on first cycle show average score is 54, 94, then on second cycle increase to 56, 96, and on third cycle increase to 64, 8 (figure 1).

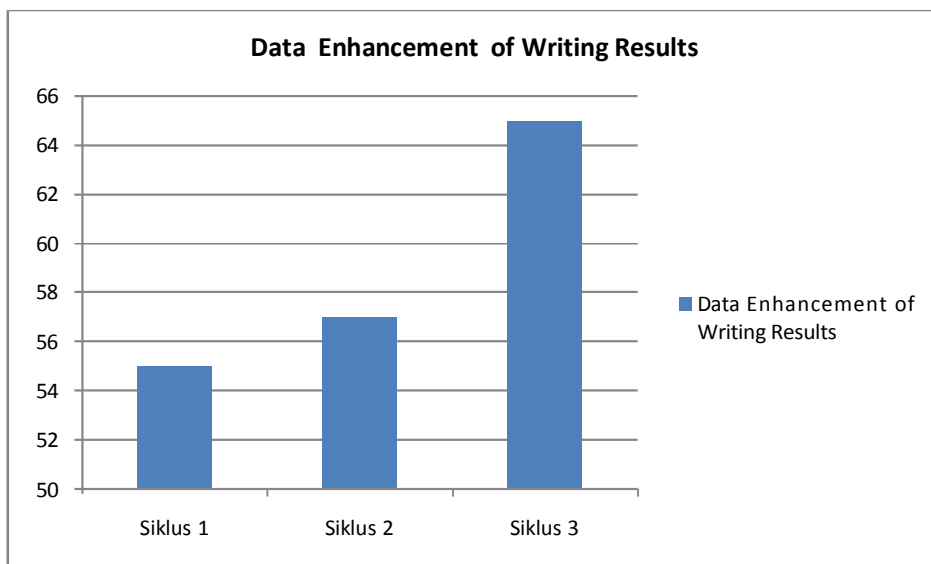


Figure 1. Increase Students' Writing Competence

Writing result achievement data from first to third cycle that already did shows that there are ability improvement pattern appear from improvement result of student proposal writing on

first cycle and so on. This students writing ability improvement is a result from reflective learning model in tutorial process application. It supports Julaeha's research result that reflective learning gives benefit for correction and improvement teacher performance and learning quality (Julaeha, 2009). Reflective learning aside from its beneficial to student learning success, also bring positive impact for their professional development as teacher (Nurkamto, 2009).

Based on tutorial implementation observation result is found that students hasn't did reflective maximally toward learning experience that happened in their class so analysis relate to background of the problem, factors caused problem less pointed. This finding is accordance with Julaeha's research result that there are students who still did learning reflective less correspond with concept of reflective learning itself. Poor understanding toward concept of reflective learning cause less accurate in reflective learning that is done. This is supported by result data of tutorial observation implementation, which tutor give less explanation about concept of reflective learning. Moreover, time limitation for doing reflection during tutorial process also become cause of less effectiveness on reflection process. Tutor gives too many assignments for student with little time.

Based on observation result data is known that in reflective implementation, tutor already tried to give reflective questions to students who read their writing result classically. Reflective activity that doing classically give chance to students for share experience each other about learning problem and how to overcome problem. Through discussion activity, ask, give ideas related to learning problem that state by their friend, student can develop analysis sharpness and view problem different point of view. In constructivism point of view, sharing activity, discussion, and actively involved in social interaction such as this will develop teacher ability as the social learner.

Tutor effort to manage classroom and give motivation for involving student in discussion process are quite good so student effort is already appeared in discussion participation and reflective classically, volunteer presence for presenting assignment result and submitting question. The next tutor duty is to connect student experience with material that is being learned. According to learning system reflective learning is defined as learning system where teacher (tutor in this term) gives chance to learners for doing analysis or experienced individual experience and facilitate learning from that experience. Reflective learning also encourage

learners to think creative and reflective, questioning attitude and encouraging learner independent (Dharma, 2007:301).

On second cycle, writing data result shows that 59% get minus score in developing alternative action for problem solving learning. Accordance with that, 56% is less capable in making steps learning action clearly and in detail. Meanwhile, in literature review writing, 62% are able to write literature review with adequate literature and get fair to satisfactory score. In term of research data determination and data collection technique, 52% aren't able yet to choose data and data collection technique well, with minus score. In accordance with that, student ability to compile instrument is also still lacking, in amount of 85% get minus score. Based on data on observation result, low in target achievement on this second cycle because reflection toward group assignment isn't able yet to facilitate and give reversal thoroughly toward student experience personally so that the reflective process is less effective.

On third cycle, competency achievement target that should be achieved by student is the ability increasment in grammar in write research proposal. Those target already achieved on laguange usage aspect (97%) and writing spelling and puctuation mark (100%), while in writing systematica aspek achievement with minus score is 53% so further mentoring is still needed. Low in achievement on "writing systematica" can be understood because writing is a process that need amount of time. In the other hand, student didn't get used to write yet, while the given time to finish proposal writing assignment is short, thus time for doing reflection on assignment result.

Writing is a skill. To get skill need adequate writng practice, both on time aspect and give reflective tutorial. Furthermore, writing is recursive activity, forward backward, not linier. To achieve writng skill, students need to give enough chance for writing practice and doing revision repeatedly. Tutor can give writing assignment with writing principle as a process. Research proposal writing assignment can be given during tutorial process with reflection at each tutorial meeting for one period tutorial.

CONCLUSION

Based on action result that is done in three learning cycle on lecture subject Classroom Action Research tutorial meeting can be concluded that reflective learning proven increase student ability in writing research proposal. Implementation reflective learning help student to see weakness and strength of learning that has already done. The improvement happen on six

indicators, they are ability improvement on finding learning problem, problem analysis, problem formulation, developing alternative action, determining data collection technique, and proposal writing ability with correct grammar. Although improvement that happened is not quite significant first cycle to third cycle (54,9 – 56,9 – 64,8) but that improvement is an impact of action that implement during tutorial that still need to be perfected with next research. Tutor's duty on reflective learning is facilitating student to reveal learning experience and arrange it to become academic writing in form of Classroom Action Research or research proposal planning.

To support student in improving writing ability continuously so that support their professionalism as teacher, tutor is suggested as follows: (1) help student doing reflective learning with giving feedback and reflective questions toward resulted writing; (2) give writing assignment continuously since first meeting and doing reflection continuously until good research proposal is produced in the end of tutorial process; (3) give chance and facilitate reflection process with adequate time.

References

- Boud, D., Keogh, R., Walker, D. Promoting Reflection in Learning: a Model, dalam Boud *et.all* (Ed). (1989) *Reflection: Turning Experience into Learning*. London: Kogan Page.
- Burden, P. & Byrd, D. M. (1999). *Method for Effective Teaching. Secon Edition*. Boston: Allyn and Bacon
- Dewey, J. (1933). *How We Think, A Restatement of the Relation of Reflective Thinking to the Education Process*. Chicago: Henry Regne.
- Dharma, L. H. 2007. *Brain Based Teaching: Merancang Kegiatan Belajar Mengajar yang Melibatkan Otak, Emosional, Sosial, Kognitif, Kinestetik dan Reflektif*. Bandung: Kaifa.
- Drost, J. (2001). *Ignatian Pedagogy: A Practical Approach*. Jakarta: ?
- Julaeha, S. 2009. Pembimbingan Refleksi Pembelajaran dalam PKP: Suatu Analisis Empiris pada Program S-1 PGSD-UT. *Jurnal Pendidikan*. Volume 10, Nomor 2. September 2009, 67—77
- Ingridwati, K. (2008). *Pengembangan Model Pembelajaran untuk Meningkatkan Kemampuan Reflektif Mahasiswa pada Mata Kuliah Penelitian Tindakan Kelas*. Jakarta: Unika Atma Jaya.
- Suyatno. 2009. *Menjelajah Pembelajaran Inovatif*. Surabaya: Masmmedia Buana Pustaka.

- LaBoskey, V.K.,1996. *Why Reflection in Teacher Education. Teaching and Teacher Education:An International Journal of Research & Studies*.Vol.12 no.1.
- McNiff, J. 1992. *Action Research: Pinciples and Practice*. New York: Chapman and Hall Inc.
- Nurkamto, J. 2009. *Peningkatan Profesionalisme Guru melalui Reflektif Teaching*. Pidato guru besar UNS. Solo: UPT UNS.
- Tim Universitas Terbuka. (2010). *Katalog Program Pendas*. Jakarta: 2010
- Wardani, I.G.A.K., Wihardit, K. 2012. *Penelitian Tindakan Kelas*. Cetakan ke 15. Edisi 1. Jakarta: Universitas Terbuka.