IMPLEMENTING REFLECTIVE PEDAGOGY TO ENHANCE
ENGLISH WRITING SKILLS OF FIFTH-GRADE STUDENTS
OF KANISIUS SENGKAN ELEMENTARY SCHOOL

A THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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Defended before the Board of Examiners on September 9, 2011 and Declared Acceptable

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Yogyakarta; September 9, 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rohanadi, Ph.D.
DUBITO, ERGO COGITO, ERGO SUM
(I Doubt, I Think, therefore I am)
René Descartes

GOD IS LOVE
Saint John

This thesis is dedicated to:
My Family
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, September 9, 2011

The Writer

Yohanes Heri Pranoto
071214154
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Yohanes Heri Pranoto
ABSTRACT


Children’ interest in writing should be fostered just after they come to school so that their writing skills are able to be improved better. In fact, many students do not like writing as the activities are not interesting and enjoyable. That is what could be found in the fifth grade class of Kanisius Sengkan Elementary School, in which the students had low interest in writing. That situation also led the students to the unsatisfied writing result. It seemed that there was a big connection between students’ interest in writing to the students’ writing skills.

The situation above led to an effort on how to solve the problem. In the research, the researcher tried to solve the problem by implementing Reflective Pedagogy. The implementation was carried out in Classroom Action Research (CAR), which covered the phases of planning, acting, observing, and reflecting. This research, therefore, was simply concerned to the implementation of Reflective Pedagogy to enhance the students’ English writing skills. In order to gather data, the research employed three instruments, which were questionnaire, interview, and writing submission. The numbers of the research participant were 22.

The research was carried out in fifth-grade Class B of Kanisius Sengkan Elementary School, Yogyakarta, along with two research problems. They were (1) how the implementation of Reflective Pedagogy enhances the students’ English writing skills and (2) to what extents the implementation enhances the students’ English writing skills. The theories discussed in the research were the nature of reflective pedagogy, the English writing skills of elementary school students, Cooperative Learning (CL), and Task-Based Language Learning (TBLL). The findings of the research were divided into two major parts. First part focused on the first research problem while the second part discussed the findings on the second problem.

From the data analysis, it showed that Reflective Pedagogy could help the students’ writing in two ways. First, the students were interested in and enjoying the writing activities. In the activities, the researcher matched the Reflective Pedagogy phases, which are context learning, experience, reflection, action, and evaluation, to the writing process, which included prewriting, drafting, editing, and publishing. The students had an opinion that the writing activities through implementing the Reflective Pedagogy phases gave them deep and interesting experience of learning. Second, the students could enhance their skills on idea organization, diction, and spelling. It was proven by the class average score in two writing submissions which were 73.2 and 77. The score meant that almost all of the students had higher score than the minimum requirement which was 65.
**ABSTRAK**


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Yohanes Heri Pranoto
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER I
INTRODUCTION

This chapter will discuss the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Nowadays, learning English becomes such a must. This does not only happen in countries that consider English as their first language, but also in countries which have English as their second language. Tom Hutchinson and Alan Waters (1986: 6) state that a whole new mass of people want to learn English not only for pleasure or prestige of knowing the knowledge but also because English is the key to international currencies of technology, science, and commerce. It means that English has become the accepted and important international language of many aspects of people’s lives.

That situation exerts pressure on many people, especially students in this study, to learn English. People become aware to master English from the early age. Then, in education, English plays an important part of the subject matters. This condition is followed by the significance of the roles of methods, approaches, strategies of teaching, and skills mastery in the classroom activity.

In Indonesia, in which English has been established as a second language or foreign language, there has been a policy concerning to teaching English for elementary students. This new policy of the Minister of Education and
Civilization consists of two parts, first is RI No. 0487/4/1992 is about School Subject Curriculum and the second is No. 060/U/1993 which talks about the possibility of English program for the elementary students as the school subject begun from the 4th grade. Firstly, this program is just considered as an election school subject which students can either take or leave it. Nowadays, almost every elementary school makes this program a compulsory one.

When English is taken into account in language, as it is a language, it covers some skills to teach which are listening, speaking, reading and writing. The question is how those skills can be taught to elementary students. In terms of skills, David Nunan (1999; p.271) states that producing a piece of writing is probably the most difficult thing to do in language. That was what this study was about, focusing on the writing skills only.

Understanding elementary writing skills and concepts can be a struggle. Perhaps these skills were not reinforced appropriately throughout their schooling. Besides, there may be an area of written communication to improve. This condition shows that deciding the materials and writing activities among elementary students is so difficult and requires carefulness.

All teachers should take into account that they may lay aside the result of the final writing and focus more on the interesting and funny process which can engage students’ interest in and encourage a love of writing. Therefore, how to make writing fun becomes significant. Besides, another way, it is important to build the interest of students in writing through making it something that is personally important to the students. It means that the
content of the writing has close relations to the students. They will feel motivated to write well, if it is something they have done and they want to do.

This situation also happened in Kanisius Sengkan Elementary School or SD Kanisius Sengkan. The English teacher of this school had made a point that many students in that school, especially those who were in fifth and sixth grade, had less interest in writing. The situation derived the students to the unsatisfied writing improvement which could be seen from any task submission.

After knowing a bit about the students’ difficulties, the researcher did an informal observation toward the activities of fifth grade students Class B in the classroom. Besides, the researcher also watched and analyzed the students’ handbooks and found that the problems were laid on the grammar, word choice, spelling, and idea organization.

From the informal interview done during the break time of the school, some students said that they did not like cheating or copying from other text. It mentioned that they might have less interest in writing due to that situation. Meanwhile, some others say that the English writing was considered as such a boring process.

From the informal observation in the classroom and from the interview, the researcher could see that actually the students were energetic, critical, and spontaneous. Therefore, they should have a big motivation in writing and then improve their writing skills effectively. It implied that a set of interesting
writing activities was maybe very important in helping them improve their writing motivation and then the skills.

When a lot of problem in writing is found, many people should ask themselves what happened with it. Then, the predicted solutions may mix to the real problems. It seems that the art of writing is becoming lost which is why teachers need to emphasize the importance of writing in elementary school early so that students learn to love writing and understand the value of clear written communication.

B. Research Problems

Since this study discusses the students’ writing skills, there were two problems being discussed. They are:

1. How does Reflective Pedagogy enhance students’ English writing skills?
2. To what extent does Reflective Pedagogy enhance students’ writing skills?

C. Problem Limitation

As stated in the title, the limitation of this research was around the students’ English writing skill development and in relation with Reflective Pedagogy which was applied in the class learning activity. It was also possible to discuss the extent of the development affected by Reflective Pedagogy.
D. Research Objectives

This study focused on the elementary school students’ English writing skill development. Therefore, the main aim of this study was to describe the ways of developing the students’ writing skill. Actually, there were so many methods or approaches teachers could take in order to develop and to empower students’ writing skill.

Specifically, this study was to introduce the real application of the reflective pedagogy to teachers especially those who are in Kanisius Sengkan Elementary School. From the students’ point of view, this study also aimed to get the students used to producing writing in English through the reflective pedagogy. By experiencing the activities provided by reflective pedagogy, which are contextualizing, experiencing, reflecting, and taking action, the researcher expected that students might have more ideas to write in English. Then, it could solve the problems of writing in the level of elementary school which are mostly due to not having ideas to write. Finally, the researcher could conclude the reflective pedagogy is able to give solution in students’ difficulties in English writing.

E. Research Benefits

Considering the problems occurred and the objectives of this study, the researcher expected that this study might be able to give some benefits to:

1. The researcher: in general, doing this study gives the researcher experiences of analyzing the real problems which occurs in the education
field. Specifically, as a teacher candidate, the researcher does expect that by doing this study the researcher can take the advantage of understanding the concept and application of reflective pedagogy. Then for the future, the researcher may apply the concept of it in order to improve students’ English skills especially writing skill.

2. The teachers: hopefully, this study will affect teachers’ perception on the advantage of applying reflective pedagogy on the students learning development and students’ achievement.

3. The students: they are expected to improve their English writing skill in accordance with the application of the reflective pedagogy. This improvement is also expected to build students interest in English writing.

4. The foundation: through the application of the reflective pedagogy in the English area, especially writing, of elementary school level, this study may give evidences to the foundation that reflective pedagogy is so meaningful to facilitate the students with real experiences, reflection, and real action then it can affect the development and improvement of the reflective pedagogy itself.

F. Definition of Terms

There are three key terms of this research

1. Classroom Action Research

   In short, classroom action research is an action research which is conducted in the classroom. Classroom action research may be used in a
setting of classroom where a problem involving people, tasks, and procedures cries out for solution, or where some changes of future results in a desirable outcome. In practice, classroom action research carries out the problem and feels accountable for solving it through teamwork and through following a cyclical process of:

a. strategic planning;
b. action or implementing the plan;
c. observation, evaluation and self-evaluation;
d. critical and self-critical reflection on the results of points 1-3 and making decisions for the next cycle of classroom action research.

2. Reflective Pedagogy

Reflective pedagogy actually belongs to Jesuits, which is based on the Ignatian Pedagogical Model. Reflective Pedagogy systematically incorporates methods from a variety of sources which better contribute to the intellectual, social, moral, and religious formation of the whole person.

反射型教学,或称Ignatian Pedagogy,体现五大教学要素,即Context, Experience, Reflection, Action, and Evaluation.

a. Context

Since human experience, always the starting point in a Jesuit education, never occurs in a vacuum, educators must know as much as possible about the actual context within which teaching and learning take place. Teachers need to understand the world of the learner,
including the ways in which family, friends, peers, and the larger society impact that world and affect the learner for better or worse.

b. Experience

Teachers must create the conditions whereby learners gather and recollect the material of their own experience in order to distil what they understand already in terms of facts, feelings, values, insights and intuitions they bring to the subject matter at hand. Teachers later guide the learners in assimilating new information and further experience so that their knowledge will grow in completeness and truth.

c. Reflection

This is about how learners may become more reflective so they more deeply understand what they have learned. Teachers lay the foundations for learning how to learn by engaging students in skills and techniques of reflection.

d. Action

This step deals with how we compel learners to move beyond knowledge to action. Here teachers provide opportunities that will challenge the imagination and exercise the will of the learners to choose the best possible course of action from what they have learned.

e. Evaluation

The question is how do we assess learners’ growth in mind, heart, and spirit? Daily quizzes, weekly or monthly tests and semester
examinations are familiar instruments to assess the degree of mastery of knowledge and skills achieved.

3. Students’ English Writing Skills

It seems that all teachers should bother about the importance of writing from the early learning of students. Even some experts suggest that teachers should emphasize writing skills in elementary school early so that students learn to love writing and understand the value of clear written communication. Meanwhile, it has become such a public issue that teaching writing is difficult, especially for elementary school students.

As stated in the sub-title, writing may cover some skills. J.B. Heaton (1975; p.138) states that writing includes varied skills in four areas:

a. grammatical writing: the ability to correct sentences,

b. stylistic skill: the ability to manipulate sentences and use language affectively,

c. mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling, etc.,

d. judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

In order to make a teaching process effective for students in the classroom, a teacher should make some steps of writing and it is not only a matter of the result of the writing but also the process. Here are the following steps which
may be more effective and well-organized in order to produce good writing product and to engage students’ writing motivation.

a. **Pre-Write:** This is the time when ideas are thought up for the writing assignment. Teach this in a whole class lesson and encourage every student to participate. No answer is wrong.

b. **Rough Draft:** This is the opportunity for students to get their thoughts on paper. This is one of the most important steps in the writing process. Emphasize that the writing does not have to be neat, make perfect sense or be spelled correctly.

c. **Edit/Revise:** This can be one of the most difficult steps in the process to teach. Using sample paragraphs that have mistakes in them can teach students to find and correct errors. Have a checklist displayed for students to go through as they edit their papers.

d. **Final Draft:** This step can be completed on a computer if possible, or simply in good handwriting and it is the teacher’s role to assess their writing and make judgment on students’ writing skills.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is to review some theories of terms related to the problem and to formulate the theoretical framework. Therefore, this chapter is divided into two subtopics namely theoretical description and theoretical framework. Theoretical description is to describe the theoretical issues related to the problem and theoretical framework is to explain the thread of the theories to formulate the orientation of the study.

A. Theoretical Description

This research which was included as the Class Action Research aimed to empower elementary school students’ writing skills through designing activities based of reflective pedagogy. Therefore, there are some theories discussed in the research. Those theories were Classroom Action Research, Reflective Pedagogy Theory, English writing skills for Elementary School students, Cooperative Learning, Task-Based Language Learning.

1. Classroom Action Research

   a. Definition

   Before going further to the classroom action research, it is better to discuss action research in general. Many books have been written in order to define and explain Classroom Action Research. Kemmis and
Mc. Taggart (1999 as cited by Louis Cohen and co.) suggests that action research is concerned equally with changing individuals, on the one hand, and, on the others, the culture of the groups, institution, and societies to which they belong. Elliot (1978 as cited by Louis Cohen and co.) states that action research combines diagnosis with reflection, focusing on practical issues that have been identified by participants and which are somehow both problematic yet capable of being changed.

Some people connect the action research with the same term if classroom action research. In short, classroom action research is an action research applied in the classroom. Aqid (2007) defines classroom action research as a research done by a teacher where he/she teaches by focusing on teaching learning process and teaching-learning practice improvement.

b. Aims

Classroom action research is a strategy to improve education service in class and school program quality. It could be done since its aim is to improve teaching learning process continuously (Aqid, 2007).

In the depth, Kemmis and Mc Taggart also explain that the aim of classroom action research is to build records of our improvements, such as a records of our changing activities and practice and records of the changes in the language and discourse, and to empower individuals
and social groups to take control over their lives within a framework of the promotion rather than the suppression of interests. It means the key term of classroom action research is empowerment.

c. Characteristics

Classroom action research has some features that make it different from other kinds of research. The following features are the characteristics of classroom action research (Ibnu, as cited by Aqid). They are:

1) Classroom Action Research is done based on the problem faced by the teacher in the real class.

2) Researcher as a teacher reflects on what is done in his/her class.

3) Its aim is to improve instructional practice quality.

4) Classroom Action Research is done in a sequence of cycles; this feature will be discussed further in the next part.

5) Classroom Action Research provides a personal journal in which the researcher records the progress and reflection about the practices being studied and process of studying them.

d. Procedures

Classroom action research starts with small cycles of planning, acting, observing, and reflecting which can help to define issues, ideas, and assumptions more clearly (Kemmis and McTaggart, 1981 as cited
In practice, as stated by Kemmis and McTaggart, the process begins with a general idea that some kinds of improvement or change is desirable. Then it is followed by deciding the field of action and making a preliminary reconnaissance. After all, as suggested by Kemmis and McTaggart, the researcher undertakes:

1) to develop a plan of action to improve what is already happening.
2) to break down the plan into achievable steps in real action.
3) To observe or monitor the effects of action in the context in which it occurs.
4) To reflect on the data and effects as the basis for further planning.

2. Reflective Pedagogy

a. Definition

Reflective pedagogy or Jesuits or Ignatian Pedagogy, since it is derived from Saint Ignatius of Loyola as the founder father of Society of Jesus (SJ), has been discussed in numerous books and articles over the centuries. Actually reflective pedagogy is not only intended to formal education provided in Jesuits schools, colleges, and universities, but it can also be helpful in every form of educational services. As stated in Ignatian Pedagogy: Practical Approach, a document established by Society of Jesus, this pedagogy inspired by
St. Ignatius provides students with valuable experiences and, in consequence, is profoundly human and universal.

According to Kolvenbach Pater Hans, S.J., (1993) pedagogy is the way in which teachers accompany learners in their growth and development. Pedagogy, the art and science of teaching, cannot simply be reduced to the methodology but it can provide the goal, the ends toward which all aspects of an educational tradition are directed, and criteria for choices of means to be used in the process of education. Then, reflective or Ignatian pedagogy assumes the worldview and moves one step beyond suggesting more explicit ways in which Ignatian values can be incarnated in teaching-learning process.

b. Goals

Father Kolvenbach has described the hope for graduate of a school as a person who is well-rounded, intellectually competent, open to growth, religious, loving, and committed to doing justice in generous service to the people of God. Besides, he also states that this pedagogy is to form leader in service in imitation of Jesus Christ (God), men and women of competence, conscience and compassionate commitment. In general it is stated that the goal of reflective pedagogy is to form men and women for others.
c. Procedure and Paradigm

A comprehensive Ignatian Pedagogy must consider the context of learning as well as the more explicitly pedagogical process (Kolvenbach, 1993). Then, five steps are involved are: Context, Experience, Reflection, Action, and Evaluation.

1) Context of Learning

Personal care and concern for the individuals, which is hallmark of Jesuits education, requires that the teacher becomes the as conversant as possible with the life experience of the learner. Since human experience, as the starting point in Ignatian Pedagogy, never occurs in a vacuum, we must know much about the actual context in which teaching-learning process take place.

Praise, reverence and service should mark the relationship that exists not only between students and teachers but also among all members of the school community (the society). Here are some fields in which the teacher, as well as all members of the school community, should take account of:

a) The real context of students’ life, which includes family, peers, social situations, the educational institution itself, the ecclesial situations, medias, music, and other realities. They can effect students to be better or worse in the ways of attitudes, perceptions, judgments, and choices.
b) The socio-economic, political, and cultural context within which a student can seriously affect his/her growth as a person for others.

c) The institutional environment of the school or learning center, i.e. the complex and often subtle network of norms, expectations and especially relationships that create the atmosphere of school life.

d) What previous acquired concepts students bring with them to the start of the learning process.

2) Experience

For St. Ignatius, experience meant to taste something internally. Experience calls for knowing facts, concepts and principles. St. Ignatius argues that the whole person, mind, heart, and will, should enter to the learning experiences. Kolvenbach (1993) states that St. Ignatius does encourage use of the imagination, feeling, and mind in experience which make affective and cognitive dimensions of the person are involved.

The term Experience is to describe any activities in which a cognitive grasps of the matter being considered, some sensation of an affective nature is registered by the students. In any experience, data is perceived by the students cognitively by questioning, investigating its elements and relationship, the students organizes
this data into a whole or a hypothesis. “What is this?”, “is it like anything I already know?”, “How does it work?”, and so on.

3) Reflection

At this level of reflection, the memory, the understanding, and the feelings are used to capture the meaning and the essential value of what is being studied, to discover its relationship with other aspects of knowledge and human activity, and to appreciate its implications in the ongoing search for truth and freedom. This reflection is a formative and liberating process. It forms the conscience of learners (their belief, values, attitudes, and their entire of thinking) in such a manner that they are led to move beyond knowing, to undertake action.

At this level, the challenge exists to a teacher anyway. The challenge of the teacher is to formulate questions that will broaden students’ awareness and impel them to consider viewpoints of others, especially of the poor. Besides, the teacher also considers what the students can learn from the materials. The temptation here for a teacher may be to impose such viewpoints. If that occurs, the risk of manipulation or indoctrination (thoroughly non-Ignatian) is high, and a teacher should avoid anything that will lead to this kind of risk. But the challenge remains to open students’ sensitivity to human implication of what they learn in a
way that transcends their prior experiences and thus causes them to grow in human excellence.

It is stated that the reflection envisioned can and should be broadened wherever appropriate to enable students and teachers to share their reflection and thereby have the opportunities to grow together. Then, shared reflection can reinforce, challenge, encourage consideration, and ultimately give greater assurance that the action to be taken (individual or corporate) is more comprehensive and consistent with what it means to be a person for others.

4) Action

The level of action here refers to internal human growth based upon experience that has been reflected upon as well as its manifestation externally. Then, the action can be done through two steps:

a) Interiorized Choices

This step has the learner, after the reflection, consider the experience from a personal, human point of view. Any choices may occur when a person decides that a truth is to be his or her personal point of reference, attitude or predisposition which will affect a number of decisions. Here the student chooses to
make the truth his or her own while remaining open to where the truth might lead.

b) Choices External Manifest

When the meanings, attitudes, values which have been interiorized become part of the person, impel the students to act, to do something consistent with this new conviction. If the meaning is positive, the student will likely seek to enhance those conditions of circumstances in which the original experience took place. If the meaning is negative, on the contrary, the student will likely seek to adjust, change, diminish or avoid the conditions and circumstances in which the original experience took place.

5) Evaluation

Every teacher knows that from time to time it is important to evaluate each student’s progress in academic achievement. The evaluation can be held in the form of quizzes, monthly tests, and semester examination in which the degree of mastery of knowledge and skills achieved are assessed.

Periodic testing alerts the teacher and the students both to intellectual growth and to lacunae where further work is necessary for mastery. This type of feedback can alert the teacher to possible needs for use of alternate methods of teaching. Besides, it also
offers special opportunities to individualize encouragement and advice for academic improvement for each student.

There is a variety of ways of student’s evaluation. All teachers must take into account the age, talents, and developmental levels of each student. In time, the student’s attitude, priorities, and decisions may be reinvestigated in light of further experience, changes in his or her context, challenges from social and cultural developments and the like.

Reflective Pedagogy is concerned with a student’s experience which is to connect or interrelate what students already understand in terms of facts, feeling, values, and insight with new information and further experience so that the students’ knowledge will grow in completeness and truth.

d. An Ongoing Process

This mode of proceeding can thus become an affective ongoing pattern for learning as well as a stimulus to remain open to growth throughout a life time.
Figure 2.1. The Ignatian Paradigm

A repetition of the Ignatian paradigm can help the growth of a student:

1) who will gradually learn to discriminate and be selective in choosing experiences,

2) who is able to draw fullness and richness from the reflection on those experiences, and

3) who becomes self-motivated by his or her own integrity and humanity to make conscious, responsible choices.

3. English Writing Skills for Elementary School Students

An ability to write appropriately and effectively is something which evades many of us, in Indonesian or in any other languages, just
say English, we may wish to learn, and this in spite of the many years which are frequently devoted to the development of the skill.

a. Teaching Writing Skills.

Cristopher Tribble (1996: p.103) states there are two significant qualities associated with a person’s capacity to write successfully, they are:

1) the extent to which a writer is able to draw on a range of appropriate process when he or she is engaged in the creation of written texts, and

2) the extent of a writer’s knowledge of the way in which context and content influence the genres of writing that are typical of particular communicative events.

When learners have to take time to develop a text without a set theme, some techniques should exist here. Then White and Arndt (1991: p.4) describe the techniques as generating, focusing, and structuring. Generating activities helps learner find out what they want to write about and to overcome imaginative blocks. This technique will be effective in language learning classrooms as they provide a practical purpose for discussion and by helping learners to share their experiences can lead to increased motivation for individual writers.

The next one is focusing. Focusing activities help learners to identify priorities in what they have to say. Not only can such activities
help writers to give emphasis to the most important parts of their argument, they can also assist in ensuring that what is being written about will be relevant to potential reader. The last one is structuring which can help learners to review the way in which they are organizing their texts so that they will communicate affectively with potential readers.

There are several approaches in order to conduct writing. Christopher Tribble (1996: p.38, 103) divides the approaches into four steps.

1) **Prewriting:** brainstorming, specifying the task, planning and outlining, collecting data, making notes, and encouraging the participation (no answer is wrong).

2) **Drafting:** producing a rough draft, getting students’ thought on paper.

3) **Editing and Revising:** reorganizing, shifting emphasis, focusing information and style for your readership, and checking grammar.

4) **Publishing.**
Here is the picture of the process.

Figure 2.2. Christopher Tribble’s Writing Process (1996)

When a teacher wants to deal with the writing process, the most important to remember is that the process should engage the students’ interests in writing as well improve their quality of writing. Here what the teacher needs to do is to make the writing contextualized, writing personal experiences or taking from the closest object around the students.
b. Teaching Writing for Elementary School Students

Teaching writing in elementary grades can be tricky but is important. Improving writing skills will help students succeed both in and out of school. As a result, teaching writing should be an important part of the class activity. Other evidence also states that learning to write also will help students improve their reading, comprehension, and ability to express themselves.

We have discussed the theory of writing process. Mostly, there are some differences in process between adult and children writing. The differences may come from the content and also the structure of the writing itself. For elementary students, it is simply suitable in context of Indonesia which has English as a foreign language, the type of the text should be simple in organization and sentence structure. Therefore, a descriptive text may match this criterion. The descriptive text is simple because the students only use Verb 1. Besides, in describing something, they mostly use adjective words and simple sentences, such as “my dog is big, my bag is black, my Cupang is small and cute, etc.”

After the process is taken into account, the next one is how to evaluate the students’ writing. This way, a teacher should not only bother about the students’ final result but also the process in producing the writing. Therefore, some aspects which the teacher should take into account are the response, motivation, interest, cooperation, and confidence of the students in the writing process. Erna Febru (2008)
conveyed that the assessment could be conducted in terms of students’ enthusiasm and motivation, writing ideas, organizing ideas, and dictions.

c. Enhancing Students’ Writing Skills

This research used a terminology of “enhancing”. According to Oxford Advanced Learner’s Dictionary (1995), to enhance means to increase or improve further the good quality, value or status of somebody or something. Therefore, in this research to enhance students’ writing skills was to increase the further good quality of the students’ writing skills. As stated in the previous sub topic that writing skills here covered some skills, such as organizing ideas, sentence structure, etc.

Since it was to improve the students’ writing skills, the indicators of to enhance are the students’ motivation, participations, and also progress of their writing skills. It means that the better improvement of the students’ writing skills was the main goal of this research.

From the title, the researcher derived two terminologies dealing with writing, which were to enhance and skills. According to Oxford Advanced Learner’s Dictionary (1995), to enhance means to increase or improve further the good quality of something. Then, in that dictionary, skill is meant as an ability to do something well or refers to a specific skill or a particular type of skill.
4. Cooperative Language Learning

In order to get clear understanding on Cooperative Language Learning (CLL), here are the description of the theory in general, principles, and techniques of it.

a. The theory of Cooperative Learning

1) The definition of Cooperative Learning

There are many book sources defining CL in a different way. According to Johnson & Johnson (1998), Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning.

2) The basic theory of Cooperative Learning

Cooperation is working together to accomplish shared goals. Cooperative learning is now one of the most promising practices in the field of education. Many research show that Cooperative Learning results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological health, social, competences, and self-esteem (Johnson & Johnson, 1986).

The point of that cooperative learning involves more than just asking students to work together in group. Instead, conscious thought goes to help students make the experience as successful possible. Then, in the process, they encourage and support each
other to learn and are responsible for their own as well as their teammates’ learning.

Johnson & Johnson (1986) also said that CL is a student centered approach that believes that active learning is more effective than passive one in which the teacher becomes a facilitator rather than an instructor. Through CL, students have to change ideas, make plans and propose solution to accomplish a collaborative goal. Therefore, it can enhance students’ social and personal development.

b. Cooperative Learning in Second Language Learning

In second language learning, CL, where it is often referred to as Cooperative Language Learning (CLL), has been embraced as a way of promoting communicative interaction in the classroom. In language teaching, its goals are:

1) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities,
2) to provide opportunities for learners to develop successful learning and communication strategies, and
3) to enhance learners’ motivation and reduce learners’ stress and to create a positive affective classroom climate.
c. The Cooperative Learning Principles

Many principles have been proposed for Cooperative Learning. Below is one list of seven principles of CL.

1) Heterogeneous grouping: this principle means that the groups are mixed on sex, ethnicity, social class, religion, personality, age, and diligence.

2) Collaborative skills: collaborative skills, such as giving reasons, are those needed to work with others.

3) Group autonomy: it is to encourage students to look to themselves for resources rather than relying solely on the teacher.

4) Equal participation: each member has the same portion of participation and contribution.

5) Individual accountability: it has students try to learn and to share their knowledge and ideas with others.

6) Positive interdependence: it facilitates students to want to help each other and to see that they share a common goal.

7) Cooperation as value: it involves taking the feeling of “all for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle on ones with whom to cooperate.
d. The Techniques of Cooperative Learning

Below, three simple CL are described.

1) Write-pair-switch

   a) Each student works alone to write answers.

   b) In pairs, students share answers.

   c) Students switch partners and share their former partner’s
      idea with their new partner.

2) Question-and-answer pairs

   a) Students work alone to write one or more questions.

   b) They write answers to their questions on a separate sheet of
      paper.

   c) They exchange questions but not answers.

   d) After students have answered their partner’s questions, they
      compare answers.

3) Team practice from common input: skills development and
   mastery of facts

   a) All students work on the same material.

   b) The task is to make sure that everyone in the group knows
      the answer to a question and can explain how the answer
      was obtained too.

   c) The group takes the practice test together but each student
      will eventually do an assignment or take a test individually.
e. Three Types of Cooperative Learning

Johnson & Johnson (1986) describe three types of cooperative learning groups.

1) Formal cooperative learning groups: these are to establish for a specific task and involve students working together to achieve shared learning goals.

2) Informal cooperative learning groups: these are to focus students’ attention or to facilitate learning during direct teaching and can last from a few minutes to class period.

3) Cooperative base groups: there are long terms that can last for at least one year.

5. Task-Based Language Learning

This section provides the theoretical background to Task-Based Language Learning or TBLL. This method relies on students’ involvement and their world knowledge so they emphasize the value of the information and experiences which students bring to the language learning sessions. As students share their knowledge, experience and opinions, they will also use their existing language, be exposed to new language, and develop a variety of strategies for improving their language skills.

TBLL also allows teachers to use authentic topic materials, which are relevant to the students’ needs and encourage the development of skills necessary for the successful completion of real-life tasks.
a. The Background of Task-Based Language Learning

In TBLL, learning fostered through performing a series of activities as steps towards successful task realization. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. In TBLL, then, students are prepared for the task so that they will be aware of the language they need in order to carry it out successfully. In fact, the focus of the attention is upon a final task.

b. Task-Based Methodology Framework

According to Jane Willis (1996) there are four stages in Task-Based learning, which are pre-task, task preparation, task realization, and post-task.

1) Pre-Task: it is the stage where the chosen material will need relate to the task. Exploring the topic to the group can be by exploitation of the picture, by watching a video clip, looking at a text, seeing the real situation, brainstorming words connected to the topic, sharing experiences, and comparing ideas.

2) Task Preparation: this stage involves students in a discussion of their attitudes to it and preparing their arguments for the following topics. Students prepare own input for tasks by planning a report and writing the ideas to find.

3) Task Realization: this stage prepares students both ideologically and linguistically for the task. Here the students
produce or present their tasks by producing a writing, leaflet or poster, performing a role-play, or giving presentation.

4) Post Task: while the task is being carried out, the teacher may wish to make notes on the language such as error correction on the vocabulary, structure, phrases, etc. Besides, the teacher also may conduct a feedback session to discuss the success of the task and consider suggestion for improving it. Evaluation of the task will provide useful information for teachers when planning further tasks.

B. Theoretical Framework

This theoretical framework presents the theories used in this research. They are classroom action research, reflective pedagogy, and writing process.

The method of this research is class action research. The theory of class action research used in this research belongs to Kemmis and McTaggart. They divide the procedure of the class action research into four steps which are planning, action taking, observation and evaluation, and reflection.

In order to conduct the writing process of the students, the researcher used the combination of the theories of Christopher Tribble and Erna Febru. Here the Erna Febru’s theories were important since the subject of the research were elementary students especially sixth-grade. The teaching strategies
which were applied by the teacher in teaching writing give important roles for the students in mastering writing.

Then, in order to develop the sixth-grade elementary school students’ writing skills, the researcher used the adaptation of Reflective Pedagogy theory. This theory is derived from Saint Ignatius Loyola which can be helpful in every form of education service. The basic theory of it is that the teaching-learning process should cover some steps which are contextualizing, experiencing, reflecting, taking action, and evaluating.

In developing teaching strategies on reflective pedagogy, the researcher adapted an instructional design model owned by Tribble. The Tribble’s writing process, which are prewriting, composing, revising, and editing, were put or organized in the order of reflective pedagogy which includes contextualizing, experiencing, reflecting, taking action, and evaluating.

Then by combining the reflective pedagogy, action research, and Tribble’s theory, here is the schema of the teaching application:

<table>
<thead>
<tr>
<th>No.</th>
<th>Action Research</th>
<th>Reflective Pedagogy</th>
<th>Tribble’s Writing Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>Preparation</td>
<td>-----</td>
</tr>
<tr>
<td>2</td>
<td>Acting</td>
<td>- Learning context</td>
<td>- Prewriting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Experience</td>
<td>- Drafting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reflection</td>
<td>- -----</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Action</td>
<td>- Editing</td>
</tr>
</tbody>
</table>
Table 2.1. The Schema of the Teaching Application

Erna’s models were used in the way of evaluating the students’ writing performance which includes process and final writing. Those two aspects were important to get deal with the progress of the students’ skills of writing. The aspects involve writing ideas, organizing ideas, dictions, and students’ enthusiasm and motivation. As stated before, the type of the text to write was description (descriptive text), which is considered as the suitable type for elementary students.

Then the next theory used in the students learning activities was Cooperative Learning or CL. Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen and Kagan 1992:8). The objectives of this approach are to foster cooperation, to develop critical thinking skills, to increase students’ learning motivation, and to develop communicative competence.
through interaction activities. Then, the group form set in the learning activities was informal cooperative learning.

In the research, Task-Based Language Learning was applied in the form of writing tasks, such as collecting the data, organizing ideas, and all processes of writing. Those tasks were matched to the stages of TBLL which are pre-task, task preparation, task realization, and post-task. Then TBLL was mixed with CLL theory.
CHAPTER III

METHODOLOGY

This chapter will discuss the methodology applied in the research. The discussion is divided into the research method, research participants, research instruments, data gathering technique, data analysis techniques, and research procedure.

A. Research Method

This research was considered as an action research. John Elliot’s *Action Research for Educational Change* (1991) said that action research is concerned with daily problems experienced by teachers rather than the “theoretical problems” defined by pure researchers within the discipline of knowledge. He also said that the fundamental aim of action research is to improve practice more than to produce knowledge. This means that this research hopefully will bring good changes in the class.

According to Baskerville (1990), action research refers to a class of research approaches, rather than a single, monolithic research method. As a class, the various forms of action research share some agreed characteristics and these characteristics distinguish action research from other approaches to social enquiry.

Since the result of the research or the study was provided in the form of written description, this research also belonged to qualitative research.
Besides, according to David Silverman (2004), qualitative research is about understanding a certain human’s phenomena. Therefore, there must be phenomena being analyzed in the research, such as the students’ critical thinking development and the usages of reflection.

In order to gain the result of this research, there were several phases in the action research that should be passed. Kemmis and McTaggart (1998: p.84) sets action research into a cyclical process of:

a. Planning
b. Acting
c. Observing
d. Reflecting.

Here is the cycle of those four phases:

Since the main problem of this research was the implementation of Reflective Pedagogy in order to enhance students’ writing skills, a classroom action research was conducted to describe how reflective
pedagogy enhanced students’ writing skills and to what extents it worked. Then by conducting those phases, the researcher got the description on the students’ progress on their writing skills. Here are the phases:

1. Planning

First of all, the researcher prepared the classroom activity involving the teaching-learning methods and materials (related to SK-KD). The activity also conducted in the same order as what reflective pedagogy stated; there must be a real context for students to experience, the reflection to strengthen the knowledge, and conducting a real action.

2. Acting

In accordance with the nature of the reflective pedagogy, the activities, firstly, were held outside of the class. It spontaneously looked like a field trip approach, in which the students go to the real field in order to learn certain object or theory. During the students experienced the topic materials, they took note on what they were experiencing. According to Tribble (1996), it is called prewriting level.

After they finished experiencing the materials, they came in to the class that saw what they had written in the field. Then, as this a part of the reflective pedagogy, they reflected what they had experienced. Here, probably what they had written was as a product of their reflection. So, what they needed to do was to see their own note more carefully. From the note they had written and their reflection, they
should re-write it in a good composition of writing. Here the researcher gave instruction to make the writing process go well.

The next step was the researcher, as their teacher, saw their rough writing and made correction or comment. Then, the researcher gave it back to the students and had them revise it into final writing before submission. This phase was called as *revising*. After that, the students submitted their writing and shared what they had experienced orally during their activity; here was about how they feel.

3. **Observing**

When the action was conducted, the observing process was also conducted as well. The observation was limited only on the data based on the plan and the action. In doing the step, the researcher used field notes and assessment sheets. The observing was intended to understand and to record the changes happened as the effects of planned actions.

After the process of the class teaching-learning, the researcher evaluate their writing and made adjustment in some components of writing assessment, such as students’ writing and arranging the ideas, diction and grammar, and enthusiasm and motivation (see the format of the instrument).

4. **Reflecting**

This step involved the analyzing, enplaning, and concluding the activities that were done. This reflection process was also implemented
to understand the process and the result achieved as the effects of the action. The observation that was done while doing the action could create a story about the situation happening in classroom. The researcher also reviewed what had been achieved through the action that had been implemented.

The result of the reflection was the information of the action implemented and next step that should be done. In this research, the reflection was to evaluate the process of the teaching activities, the procedure of the reflective pedagogy, and the improvement of students’ writing skill. Then for the following cycle, it enabled the researcher to revise the procedure or method.

B. Research Participants

Concerning to the participants of the research, Hopkins (1985) says that the participants can be methodologically eclectic with equal roles. In this research, the participants were 32 fifth grade students Class B of Kanisius Sengkan Elementary School. This class was chosen since it was in the sixth-grade which was expected to have had more understanding in English and been fully-fledged in written form.

C. Research Instrument

Since the focus of this research was on the students’ writing skills development, the instruments were limited only when they could assess the
students’ abilities in producing a good writing. As being stated by Hopkins (1985), in conducting action research, a researcher can use variety of instruments for data collection: questionnaire, interviews, diaries, field notes, etc. As did this research, there were three instruments used; they are writing sheet, assessment sheet, and field notes. The instrument was also limited since the students were still in the elementary school which could not express what they thought in our expectation; they needed the well-organized and simple one.

1. **Worksheet**

   The test was divided into two, which were in form of writing observation sheet and writing assessment.

   a. **Writing Observation Sheet**

      In the beginning of the activity, students experienced the materials in the real activity. It had them see the real context of the materials or topics being discussed. Then, during and/or after experiencing the materials, they had to write down in a paper sheet what they got. The paper was called writing sheet. What they needed to write was about what the material is about, what the purpose of the material is, when they used to saw the application of the material in their daily life, what the concept (the theory) of the material, and why they need to learn this material.

      The first-four questions focused on the material or topic learned. It meant that the students had to get the answers by identifying the
process and the material itself. Then the last question focused on what they thought about the material. It meant they needed to relate the material with themselves. In the first activity, students needed the example of writing, as the modeling, and the researcher did the role as the guide. Besides, the researcher also always asked if they had difficulties in the difficult word, sentence structure, etc. in order to avoid the mistakes in making the final writing. Since some subjects were so difficult to conduct, the components of the writing sheet might change, depending on the subjects.

b. Assessment Sheet

Actually this instrument could be included as the test in which the researcher could assess the students’ progress. This test belonged to diagnostic test, which was designed to discover particular strengths, weaknesses and difficulties that students are experiencing and to expose causes and specific areas of weaknesses or strengths as well.

The main purpose of this instrument, in this research, was to assess the students’ writing. Since the focuses of the writing were on the arranging the ideas, text structure, and a bit on the sentence structure, the assessment sheet also covered those components. At least, this sheet assessed their final writing that they had developed from the writing sheet.

It was clear that the success of this study lied on the result of this assessment since it saw the students’ improvement or their writing
skills. So, this assessment was used by the researcher and the English teacher right after the students finished and submitted their writing. The researcher and the English teacher had varied final writing results in those three components.

2. Field Notes

Observation is a basis of action research. It enables a researcher to document and reflect systematically upon classroom interactions and events. Observational note-making of various kinds is a flexible tool for classroom action research data collection, although it requires additional time during or after teaching. Field notes generally include reports of non-verbal information, physical settings, group structures, and records of interaction between participants.

During the activity, the researcher observed the class and might write down the problems occurred in the process. Patton (1990) states that observation enables researchers to be open-ended and inductive, to discover things that participants might not freely talk about in the writing and oral form, and even to see things that might otherwise be unconsciously missed.

In this research, observation covered two purposes, which were to solve students’ problems during the activities, such as in sentencing, in the difficult words, etc., and to see the effectiveness of the class procedure.

In the other hand, this observation sheet also might see the students’ interest in writing. From the observation, the researcher could see what
they felt about the material and the class activities. The indicators of it could be seen from their spontaneous responses, gestures, mimics, and movements.

3. **Questionnaire**

The third instrument was questionnaire. The questionnaires were distributed before and after the researcher conducted the research. The questionnaire covered questions in the purpose of figuring out the students’ interest and motivation in writing and finding out the students’ responses of the new teaching materials and methods.

Mainly there are two forms of question included in a questionnaire, which are open-ended and closed-ended questionnaire. In this research, the questionnaire was in a form of closed-ended questions since the participants were elementary school students who should have guidance in answering the questions. It might differ from open-ended question in which the students might express and write freely their own opinions. Open questions, on the other hand, enable participants to write a free response in their own terms, to explain and qualify their responses and avoid the limitation of pre-set categories of response (Louis Kohen et al, 2000, p.248). The questionnaires are showed in Appendices.

4. **Interview**

The last instrument to collect the data was interview. This instrument purposed to complete the missing data filled by the questionnaire. It meant
that the data which was not covered by the questionnaire might be answered through this instrument. The researcher used open questions.

Kvale (1996, p.14) regarded interviews as an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data. In general he stated that interviewing is a way to collect data as well as to gain knowledge from individuals.

There are several types of interviews, which include structured, semi-structured, unstructured, and non-directive interviews (Corberta, 2003). Meanwhile the researcher implemented the semi-structured one in which the researcher was free to conduct the conversation as he thought fit, to give explanation and ask for clarification if the answers were not clear, and to establish his own style of conversation. This type was considered matched to the characteristics of the elementary students.

**D. Data Gathering Techniques**

As stated in the previous part of this chapter, there were three instruments used to see the students’ progress in writing skills. It is clear that those three instruments provided data to analyze. In other word, the researcher expected to get the data dealing with the student’s writing improvement by using those instruments.

In the beginning, the researcher set the class with the activity like what it was stated in the theory of Reflective Pedagogy. Each step of Reflective
Pedagogy was combined with the theory of writing process based on the Tribble’s theory. Here, the students experienced the material or topic in the real activity.

E. Data Analysis Techniques

There were two steps in order to analyze the data; they are to analyze students’ writing and to analyze the observation. They will be done in one cycle and continued or repeated in the next cycle. Here the data collected are analyzed by the researcher, since the research begun, and are developed by in reflection and result report process.

Here is the diagram.

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>Data Needed</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How does reflective pedagogy empower students’ writing skills?</td>
<td>1. students’ motivation and enthusiasm&lt;br&gt;2. students’ participation&lt;br&gt;3. students’ writing skills improvement</td>
<td>1. questionnaire and field notes&lt;br&gt;2. Field notes&lt;br&gt;3. Worksheet</td>
</tr>
<tr>
<td>2.</td>
<td>In what extents does reflective pedagogy empower students’ writing skills?</td>
<td>1. students’ process of finding ideas and organizing them in writing&lt;br&gt;2. students’ skill at diction and spelling</td>
<td>1. Field notes, Writing Guide, and Worksheet&lt;br&gt;2. Interview and Worksheet</td>
</tr>
</tbody>
</table>
F. Research Procedure

There were some steps as the procedures used in this research. The steps were based on the steps of Classroom Action Research and Reflective Pedagogy. Before further explanation, here is the concept of pairing.

<table>
<thead>
<tr>
<th>No.</th>
<th>Action Research</th>
<th>Reflective Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>Deciding the teaching topic and preparing the lesson plan</td>
</tr>
<tr>
<td>2</td>
<td>Acting</td>
<td>- Context of the learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Evaluation</td>
</tr>
<tr>
<td>3</td>
<td>Observing</td>
<td>Observing the implementation and the students’ class performance</td>
</tr>
<tr>
<td>4</td>
<td>Reflecting</td>
<td>Preparing for the next teaching</td>
</tr>
</tbody>
</table>

Table 3.2. Classroom Action Research and Reflective Pedagogy Steps Pairing

1. Preparation

   a. Information gathering and problems finding
1) Conducting an interview with the Headmaster and the English teacher of fifth-grade students Class B of SD Kanisius Sengkan in order to identifying problems occurred in the school.

2) Conducting observations for several times at the school and class.

3) Finding theories related to the research.

4) Finding information about writing learning and its assessment of Elementary School students.

b. Planning

There were several activities that the researcher did before the class, such as providing the questions for the reflection, preparing the field notes or observation sheet in order to see the class effectiveness and students’ participation, and setting the class activities by providing the teaching materials, lesson plans, and assessments. Referring to steps in Reflective Pedagogy, in this section the teaching strategies, materials, and activities were designed on the real context of students’ life. The context covered the setting or place, the expressions, and the concepts they already had.

2. Action

This step explained how the research organized the class and conducted the research during the class. It seemed that every thing
related to the teaching-learning process and the instruments of the research were ready to be used.

Due to the reflective pedagogy, this section took three steps which were experience, reflection, and action. The experience step had them experience and “taste” internally the facts, concepts, and principles of the materials. This step also took into account the whole students’ mind, heart, and will. In this section, the researcher distributed the writing guide in which students should fill in as the information to develop in the writing.

After experiencing, the students reflected what they had experienced. In Reflective Pedagogy it is what is called as the reflection. The reflection was done through questions given to the students orally. The next step was action in which the students did some real actions after they understood the concept. Therefore, the actions should be based on the concept.

Then, the evaluation section was conducted, based on the last step of the reflective pedagogy, by giving a quiz or something else, including a task or assignment. Here the instrument needed was the assessment sheet for the students’ writing.

3. Observation

In this step, the researcher observed the students’ activities and filled the field notes to see the students’ progress and something which was needed to revise. The observation was also done through two other
instruments which were questionnaire and interview. Those two instruments were to gain the students’ opinion about the implementation.

4. Reflection

The researcher got the data of this research from the instruments used. As having been explained before, the writing sheet and field notes were conducted during the action taking and the assessment sheets was conducted after the students were done with the writing process.

After the researcher gathered the data from the instruments, then the data were analyzed. The result of the analysis pointed out the action of the following cycle if there were some revision or change or not.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions of the research. The findings are discussed through the description on implementing reflective pedagogy. This part is the answer of the first problem of the research, which is how reflective pedagogy enhances fifth-grade students’ writing skills. The findings present the result of the implementation. They are intentionally related to the teaching process and students’ writing improvement. The teaching process includes the combination of the cycles in classroom action research and the process of the reflective pedagogy in real teaching.

The second part is the presented data. After describing the implementation of the reflective pedagogy in the writing process, the researcher examined the extents in which the students improved. This is to answer the second problem of the research, which is to what extents the reflective pedagogy enhances the fifth-grade students’ writing skills. This part covers the extents of writing skills of the students.

A. The Implementation of Reflective Pedagogy to Enhance Students’ Writing Skills

This research aimed to see how the reflective pedagogy helps students enhance their writing skills. Then as a part of the research process, the
findings are discussed through the process of implementing reflective pedagogy through Classroom Action Research (CAR).

In the research, the researcher conducted two cycles. The description for each cycle is explained in the appendices.

1. The Implementation in Cycle 1

Cycle 1 was done in two meetings. The first meeting is for planning and action and the second meeting is for observation and reflection. Since the researcher referred to the CAR model of Kemmis & McTaggart (1981 as cited by Louis Cohen and co, 2000), the discussion on Classroom Action Research Cycle 1 was divided into four action stages, which are planning, acting, observing, and reflecting. Here are the detail descriptions for each.

a. Planning

In order to have an interesting and suitable class teaching-learning process, the researcher conducted an observation in the class. It was held at the moment that the English teacher of SD Kanisius Sengkan taught the class. The observation was done in the purpose of recognizing the students’ characteristics, as being explained in the research background, and bringing the researcher close to the students.

As a part of the phases of Reflective Pedagogy, in the planning, as the first phase of the Classroom Action Research, the researcher had to find the topic which brought the real context of the students’ life. This process was called as context of learning (Kolvenbach, 1993). Therefore, the researcher, in making a serious effort to get deal with the teaching
topic, conducted an interview to the English teacher of class 5B. In this sense, the teacher suggested the researcher to continue the topic, which was Pet. Other than the topic, the teaching-learning process also should bring the real context to the students.

Based on Erna Febru’s opinion, the simple text type of the writing for elementary students was a descriptive text. Therefore, the students should have writing in the form of a descriptive text.

After the observation had been done, the researcher started arranging the class teaching process. The process should adjust the time allocation provided by the school. Since getting at least four meetings, which was divided into six context hours (the first meeting was spent in one context hour, the second meeting was two context hours, the third meeting was two context hours, and the last meeting was one context hour), the researcher divided the class room action research into two cycles, three context hours for each.

In short, there were three main categories of the teaching-learning process for each meeting, which were opening activity, main activity, and closing activity. Since each cycle took two meetings, the implementation of the Reflective Pedagogy phases, which were context of learning, experience, reflection, action, and evaluation, was divided into two meeting as well. The summary of the design is presented on the table below.
(I. First Meeting of Cycle 1: one context hour)
A. Context of Learning
   1. Brainstorming about Pet: what is pet, kinds of pet, pet they have
   2. Sharing the students’ pet they own at home
B. Experience
   1. Having a writing guideline
   2. Understanding the composition of it.
      a) the name of the pet
      b) the body parts
      c) why I like it and why I don’t like it
   2. bringing the guideline to home
   3. completing the guideline by observing the pet at home

(II. Second Meeting of Cycle 1: two context hours)
C. Reflection
   1. sharing their opinion why they choose the pet
   2. finding words they want to use to describe their pet
   3. finding some difficult words in the guideline format and finding up the meanings
   4. focusing the discussion on new adjective words
   5. learning: I like it / don’t like it because it is _____, I have ____, it has _____.
D. Action
   1. having the example of a good writing about My Lovely Pet
   2. completing the guideline by making it into a writing through seeing the examples given.
E. Evaluation
   1. reviewing the last discussion about adjective words and English
patterns
2. re-checking the writing just made
3. submitting their final writing
4. filling the questionnaire sheet distributed

Figure 4.1 The Learning Design of Reflective Pedagogy in Cycle 1

In the process of combining writing steps and reflective pedagogy phases, this first meeting which spent one context hour covered context of learning. In this phase, the students did brainstorming. It purposed to make students know the context they were going to learn and the goal of it. In this case, the teacher just gave cross-questions in order that the students shared what actually they wanted from the lessons.

The second phase was to give the students experience with the context. In this phase, the researcher intended to put the second writing step, prewriting activities. In reflective pedagogy, the goal of this phase is to give the students a chance to be closer to the context being discussed. Therefore, in Cycle 1 the students should take one animal they had as their pet and then mapped what they wanted to write about the animal. The process of mapping was considered as a pre-writing process.

After the students decided the animal they wanted to describe and got the ideas they wanted to write, then the students did reflection. The reflection was to capture the meaning and the essential value of what is being studied and to discover the relationship of the context with other
aspects of knowledge and students’ activities. The reflection might be put in the whole process of learning, not just after experiencing the context. This phase provided the time for the students to make a draft, drafting process. They are in details described in the Action part.

Meanwhile, the second meeting of the Classroom Action Research Cycle 1 which spent two context hours included the rest of the writing-and-reflective pedagogy-phase combination. The phases covered were writing revision-action and writing submission-evaluation. Those are explained in the part 3 of Action and Observation part of the classroom action research cycles. The details of the teaching-learning process of first and second meeting of the classroom action research Cycle 1 is described in the appendix.

Those were the summary of the activities design to implement. Before going to the real class and implement the design, the researcher consulted and discussed it to the English teacher. The discussion also included the assessment for the students after the learning. The implementation also was done just after the researcher came to the class in a meeting before in order to see the students’ characteristics and get close with them.

b. Acting

The second phase of the classroom action research was action. In this phase, the teacher did everything which had been planned. The action performed is elaborated in the following.
The action was divided into three major parts which was the result of the combination between the writing and pedagogy phases. The parts were experience-drafting, reflection, and action-editing. Those first two phases, experience-drafting and reflection, were done in the first meeting and action-revising was done in the second meeting.

1) Context of learning – Prewriting

The first step of the writing process was prewriting. What needed to do in Prewriting was to brainstorm the ideas, to specify the task, to outline, to collect data of what need to write, and to encourage the students’ participations (Christopher Tribble, 1996:38). Those prewriting activities were combined with the learning context of reflective pedagogy.

In the learning context, the students shared to the class what they learned in the previous meeting. They might open the handbooks they had. It was to make them understand that the context they were going to learn was stated in the syllabus.

Knowing that the topic was about Pet, the students shared about their pet. They shared about how interesting their dog is, about its uniqueness, etc. the students did the sharing with their friend beside. In the implementation, the brainstorming only took time about 12 minutes.

In the prewriting activities, it was observed that many students were active in delivering their sharing to their partner. It was seen with
many students who asked to the researcher about saying several words in English.

2) Experience – Drafting

   Experience, or giving the students experiences internally, was the second phase of Reflective Pedagogy after context of learning. In the research, the experience was done through students’ question, investigation of its elements and relationship.

   The next phase of the writing process was to make a draft. In the research, the draft was made through filling the writing guideline. In the first meeting of the Classroom Action Research Cycle 1, the students discussed what they know about Pet. Here was the time for them to share. What the researcher needed to do was to write down on the blackboard the students’ ideas, no matter what they were saying.

   Afterward, the researcher had them imagine their own pet at home. Since there were two students of thirty-two who did not have any, the teacher asked them to imagine a pet that they could observe at home. Then they shared what they could write from their pet.

   After that, the students got a format of writing, or the writing guideline, to understand what they could write from their pet. The format of the writing is attached in the appendix. In the guideline format, there was still one space the students could write or add related to the parts of the pet, such as the feather for a bird taken as a pet, the
Then, the students also should circle the words that they wanted and needed to use in the writing.

First, after having the guideline, the students should understand what were in the guideline, which were actually what they had shared in the prewriting. The understanding, which was done through class discussion, focused on the new adjective words, such as short, soft, nice, interesting, cute, cruel, naughty, etc., and the pattern, such as “my dog is nice, it is cute, etc.” Here they also understood what they needed to write and, intentionally, built their own motivation on writing.

Then, the students filled the guideline by circling the words and writing new ideas in the space provided. During those activities, they also might ask questions to the researcher. From the researcher’s field note, it mentioned that the questions were mostly about adjective words.

Since it was the end of the first meeting of the Classroom Action Research Cycle 1, the students had to bring the guideline to their home and made an intensive observation to their pet as the writing object. Nevertheless, before ending the class, the teacher should have checked the students’ task if the students still had questions to ask.

For all, it was the application of the task-based learning, in which the students had a task to understand deeply the topic. Asking each other among the students was also recognized as the implementation of the Cooperative Language Learning process.
3) Reflection

The third phase of the Reflective Pedagogy was reflection. In the reflection what the students needed to do was to share why they chose the pet to describe and why the pet interested them, and to find some difficult words in the guideline or the words they wanted to write. Based on the Kolvenbach’s opinion (1993), it was called as understanding the topic through feeling and memory. Besides, though finding new adjective words and finding up the meaning for each were to discover the relationship between the topic and other aspect of knowledge.

In the writing process, the students had many things to question. Actually, the questions were not separated with the whole writing activities. In the writing process, the students had to decide the object by themselves, to think of the ideas dealing with the object, and be responsible with the writing until they were able to finish the writing into a good writing result.

In the process, the reflection also was done as having described in the experience part that the students should find new words and each meaning. Then, the class discussion was about what the students had found. As the most words were about adjective, the discussion was also about adjective words and the pattern.

Having decided the object, the components of the object, and the English patterns, the students were supposed to get something to learn.
At first, the students considered that it was their writing to finish as they themselves were the one who decided the object and the components to write. The next one was that they had learned English patterns which were derived from what they needed in the writing. Those were what the reflection worked on.

4) Action – Editing

It was the second meeting of Classroom Action Research Cycle 2. On this occasion, the researcher only got first meeting hour.

The fourth phase of the reflective pedagogy was making an action. Colvenbach explained that the action refers to internal human growth based upon experience that has been reflected upon as well as its realization externally. Meanwhile the revision was done by reorganizing and reviewing.

The first step of the second day meeting was to have evaluation on the homework. Here the students shared their opinion about their difficulties in identifying intensively the object to write and what new words they got were.

Afterwards the researcher distributed a writing example with the same topic, which was Pet, and the same composition as what they had in the guideline. The examples are attached in the appendices. Then the researcher explained briefly about the composition in the example.

In the writing process, there were still some of them confused in a pattern about “I like it because …., I don’t like it because it is …., and
I have …”, the researcher explained it first in order to make the students merely understand it. The students also freely delivered their questions if they had any.

After that, it was the time for writing. Since the goal of the research was writing skills improvement, the action was done through real writing process just after the students had understood the adjective words and the patterns needed in the writing.

5) Evaluation - Submitting

After the students were finished with their writing, the researcher reviewed about what had been learned in last two meetings, such as about adjective words and English patterns. The teacher also asked them to recheck their writing before submission. Then, the teacher asked them to submit their writing. From the review, the researcher found that the students still remembered the words and the patterns.

At the end, the students got a questionnaire sheet to fill. Not to waste much time, the teacher guided them in filling the questionnaire by reading each question and giving 15 seconds to answer.

c. Observing

The third phase of Classroom Action Research was observation. The observation was carried out at the end of the teaching practice in the second meeting. The observation was done in two types, which were students-observation and self-observation.
1) The field notes

The students-observation referred to the observation on the students’ class performance. In doing the observation, the researcher used a field note as the instrument.

From the field notes, the students’ participation and enthusiasm in following the writing activities were good. It could be seen from the notes that the students delivered many questions when they had chances for it. Besides, they also listened carefully the researcher’s explanation and instruction. This situation also helped the researcher in the class-teaching time management.

The enthusiasm also could be seen when the students should accomplish and submitted the homework and tasks given. There were several students who always asked questions to the researcher and “kicked up a row”. None the worse, they listened the researcher’s instruction anyway and finished the task well. The result of the observation elaborated above was summarized and presented in the appendix.

Besides the field note, in collaboration with reflective pedagogy and writing phases, the observation was also done through students’ evaluation and writing submission. In the research, those phases were combined; the evaluation was done though writing submission and spontaneous sharing.
2) The questionnaire result

In order to get the students responds and opinions related to the last writing process, which spent two context hours, the researcher distributed questionnaires. In the questionnaire, what the students should do was to give a sign either in the column “yes” or in the column “no”. Here is the recapitulation of the questionnaire result.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Cycle I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Percent</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>The previous activities were different from the activities in other subjects.</td>
<td>22</td>
<td>68.75%</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>I really enjoyed the writing activities in the last meeting.</td>
<td>21</td>
<td>65.625%</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>I get interested more in writing after experiencing the last activities.</td>
<td>18</td>
<td>56.25%</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>I am also more conscious that writing activities are interesting and pleasant</td>
<td>22</td>
<td>68.75%</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>I enjoyed activities which engaged me to see the object at the moment when I wanted to write.</td>
<td>21</td>
<td>65.625%</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>I also more consider that reflection is enjoyable.</td>
<td>22</td>
<td>68.75%</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Reflection had me to get many</td>
<td>19</td>
<td>59.375%</td>
<td>13</td>
</tr>
</tbody>
</table>
ideas to write.
I could produce a good writing in the last meeting.
Experiencing the last activities, I desired to improve my writing skills.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I could produce a good writing in the last meeting.</td>
<td>11</td>
<td>34,375%</td>
</tr>
<tr>
<td>9</td>
<td>Experiencing the last activities, I desired to improve my writing skills.</td>
<td>25</td>
<td>78,125%</td>
</tr>
</tbody>
</table>

Table 4.1. The Recapitulation of the Questionnaire Discussion

In the first question, there were 22 students of 32 agreed that the activities in the last two meetings were different from the activities in other subjects. It meant that the agreement was 68,75%. It implied that there were still 31,25% of all the students who could not feel the difference of the activities from other subject.

From the second it was stated that only 21 students who enjoyed the writing process in the last two meetings. It meant that more than a half of all numbers of the students enjoyed the activities.

After experiencing the last writing activities, only 18 students clarified that they felt more interested in writing. Meanwhile, about 68% students felt conscious that writing is interesting and pleasant.

When the questions were related to Reflective Pedagogy in which the students learned and experienced the context, only 21 students enjoyed activities which engaged them to see the object at
the moment when I wanted to write. It meant that the number was only 65.6% of all students enjoyed learning and experiencing the context.

After students did reflection during the writing activities, 22 students stated that they enjoyed the reflection. But the number decreased on the next question. Only 19 students agreed that they got more ideas from the reflection whereas from the reflection they were expected to get many ideas to write.

The last two questions focused on the students’ writing progress. From the questionnaire it was stated that only 11 students felt that they could produce a good writing result. It meant that the number was less than a half of all students. But then, about 25 students, 78%, desired to improve their writing skills.

3) The interview result

In the phases of the reflective pedagogy, the evaluation purposed to discern each student’s progress in academic achievement. Thus, in the research, it was filled by students through submitting the final writing result and being interviewed by the researcher.

The interview was conducted after the researcher recapitulated the questionnaire and found that there were still some important points missing. The points were actually needed in a purpose of arranging and planning the following cycle. Therefore,
the interview was conducted to the students who had not showed a better improvement through the questionnaire. By conducting the interview, the researcher expected to get deep information and reason of those who had not showed any progress in the cycle 1.

There were four students being interviewed. There were chosen to be interviewed since they mostly said “No” in the questionnaire. Therefore, the researcher wanted to know more deeply about what they felt during the class activities.

The interview was conducted in Indonesia in order to make them express freely their feeling and thought by answering the questions. The questions and responses were discussed in the following.

a) The activities which were interesting and helped students in the writing

From the sharing, four of them said that they enjoyed the writing process in the previous meeting. But further two of them said that they did not like homework. They wanted the tasks were finished in the class since they had had many tasks from other subjects, such as mathematic, science, etc. For the next cycle, if it was possible, the writing process was finished in the classroom. However, if it was not possible and had the students should finish it at home, the students should not have the hard tasks to accomplish.
b) The students’ difficulties during the writing activities

Three of them said that they could not give their best on the writing. They explained that they were not satisfied with the writing they had made. When the researcher asked the reasons, they could not give any reason. Only one gave a reason that he was not good at English so he was not able to produce good writing.

Only one of them said that she could produce a good writing. Even she was sure that she would get score more than 80 with a reason that she did enjoy the activities. Besides, she added that she loved English a lot.

c) The activities that the students wanted

From that question, they said that they do not like homework. Thus, they merely did not want to have any homework since they had much homework from other subjects as well. They wanted the tasks were finished in the classroom.

When the teacher mentioned reflective pedagogy phases, they suggested if they could observe the object at the time they wanted to write it. Therefore, they said, as a joke, how if they did English class and did the animal description at the zoo. From the sharing, it implied that they wanted to see the object directly and without imagining something at home and surmising.
d. Reflecting

The last phase of a classroom action research is to reflect what had been done and to start arranging the following cycle based on analyzed data from the observation of Cycle 1 evaluation. Therefore, it was important to identify and understand the problems and obstacles during the research and find the appropriate solutions.

Related to the performance of the teacher, the researcher found that his performance was quite good. Before entering the class, the teacher had approached the students and had communication with them. Hence, the researcher had built a good atmosphere with them. Then, the teacher also had prepared anything well and in a good time allocation. In the classroom, the students could follow his instruction. The teacher could deliver the materials clearly and understandably. Besides, when the students looked confused in several new words or English structure, such as I like it because it is cute, I don’t like it because it is cruel, I have a pet, etc., the teacher explained it to the whole of the students. From the observation, the researcher also realized that the relation between the teacher and students was much closer.

From the observation, it was revealed that the students had not done their best. They mentioned that they felt engaged in writing but they did not give their best. It seemed that they knew
their mistakes during the writing process and wanted to improve their writing in the next activity.

In Cycle 1, the students observed the object at home. Therefore, the researcher wanted to see if the students’ performance and progress would be improved significantly by observing the object in the real classroom.

Another thing to improve was to provide a piece of blank paper with lines for the students. It was to avoid the students to write not neatly. In Cycle 1, the students only got blanked paper without lines so they wrote the sentences dowdily. Then some of them felt bothered since they still needed to make lines on the paper by using a ruler.

That was a great condition that many students brought a dictionary at the classroom. The students might open the dictionary if they got stuck on the new word meanings or they were also allowed to ask their friends and the teacher. Then, the teacher had to move around the class if the students had wrong diction for the new words they found.

The results of the reflection presented were summarized into two major points. Those are:

1) Implementing reflective pedagogy to enhance writing skills of fifth grade students of SD Kanisius Sengkan was good and advantageous. The evidences were:
a) Students were very enthusiastic in following the activities.

It can be seen from the field notes of the researcher. From the questionnaire, more than a half of the students, or 21 of 32 students, said that they enjoyed the writing activities in the last meeting. Here they stated, in question number 5, they enjoyed the activities because they saw a real object to write. Afterward, in the third question, 18 students of 32 students stated that they felt motivated in English writing after the classroom activities.

The last question purposing to see if the students desired to develop further their writing skills or not after experiencing the last activities showed that 25 students desired to develop their writing skills. It meant that reflective pedagogy could enhance their writing skills.

b) Students really saw good efforts in producing good writing.

The average score of the students’ in Cycle 1 was 73.2. The score was derived from two considerations, which were the students’ skill on finding and organizing ideas and on diction and spelling. The average score of finding and organizing ideas, which was symbolized with OI, was 75.1. While the average score of diction and spelling, which were symbolized with D-S, was 71.3.
2) The obstacles discovered and possible solutions to solve them were:

a) Reflective pedagogy was to have the students experience physically with the object being leaned. It meant that the students should move from their seat and get closer with the object. How if those activities were applied for elementary school students? That was what happened in this cycle. When the students had to share with their friends about the object they wanted to write, the situation was getting crowded. Some of them were busy with their own business and even made a noise in the class, disturbing the others. Even some of them were busy with their “gang”. At that time, what needed to do was to change the seat position so they could not communicate with their gang members. Another possibility was to give them a task so they would not be busy at their own business anymore but at the task the teacher gave. Moreover, just move around the class and keep the eyes upon them. Rising the teacher’s voice intonation also possibly helped the teacher to get their attention.

b) In the first cycle, the students observed the object at home. The first meeting purposed the students to understand what they would like to do and the format of what they would
like to write. Thus, he did not see how the students did their observation. During the observation, he might be able to see the students’ enthusiasm, or if they had any question, they might ask the teacher, and even how honest they filled the guideline. Therefore, in the following cycle the researcher planned to have the activities that the students could observe in the classroom. From those activities, the researcher expected to see a better progress of the students.

3) A single point recommended for the next cycle was to ask the students bring the object to write at school or to go out and get closer with the object. It was better to have the students observe the object to write at the moment when they were to write.

2. The Implementation in Cycle 2

Classroom Action Research Cycle 2 spent three meeting hours comprising with two class meetings. The details of Cycle 2 are explained as follows.

a. Planning

The problems found when the researcher applied the research in Cycle 1 seemed to give a valuable reflection to the researcher. In order to make a better result on the research and to get a better students’ performance in the writing, the activities were made quite different from Cycle 1.
The differences were placed on the class activities. In Cycle 2, the students directly observed the object in the classroom. The teaching-learning activities plan on the first meeting of Cycle 2 is presented as follows.

<table>
<thead>
<tr>
<th>(I. First Meeting of Cycle 2: two context hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Context of Learning</td>
</tr>
<tr>
<td>1. Brainstorming about the most interesting object they have in the class</td>
</tr>
<tr>
<td>2. Sharing to friends about the object chosen.</td>
</tr>
<tr>
<td>B. Experience</td>
</tr>
<tr>
<td>1. taking one most interesting object the students have</td>
</tr>
<tr>
<td>2. mapping what need to write based on the object</td>
</tr>
<tr>
<td>3. finding new vocabularies and finding up the meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. Second Meeting of Cycle 2: one context hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Reflection</td>
</tr>
<tr>
<td>1. discussing the most mistake they have made in the previous writing submission and in the submitted draft</td>
</tr>
<tr>
<td>2. finding new sentence patterns, such as: it is available in …, I get it from …,</td>
</tr>
<tr>
<td>D. Action</td>
</tr>
<tr>
<td>1. having the example of a good writing about the description of an object</td>
</tr>
<tr>
<td>2. completing the guideline by making it into a writing through seeing the examples given.</td>
</tr>
<tr>
<td>E. Evaluation</td>
</tr>
<tr>
<td>1. the students submit their final writing</td>
</tr>
<tr>
<td>2. the students fill the questionnaire distributed</td>
</tr>
</tbody>
</table>

Figure 4.2 the Learning Design of Reflective Pedagogy in Cycle 2
In the beginning of the class activities, the researcher discussed the writing result the students had submitted in the previous meeting. Since the result was not so satisfying, the researcher tried to give the students deep motivation to do the next writing activities.

To get an observable object in the classroom or in the school, the students should take one most interesting object which they brought at that time. The object might be a pen, bag, drinking bottle, etc. than the teacher led them to map anything they wanted to write about the object. Here the teacher wrote the students’ opinions delivered spontaneously on the blackboard.

After they got some certain cases to write derived from the object, such as size, shape, colors, prize, why it was interesting, etc., the teacher also wrote down the possible choices for each. The choices comprising of adjective words were like cubical, round, circle, available, etc. In finding more words, the researcher planned to have the students open any dictionary. This was based on the observation in Cycle 1 that around 20 students brought dictionary in the classroom.

In the first meeting of Classroom Action Research Cycle 2, the point achieved based on the writing phases was to make a draft. The draft was derived from the direct observation held in the classroom in that time. In case of the reflective pedagogy phases, the planned achievement of the students from the first meeting was to find a real object around them as the
contextualized learning activities, to have experience with it, to reflect it, and to prepare finishing the draft as an action.

Despitefully, the second meeting was arranged to finish the process of the phases of writing and Reflective Pedagogy. The detail of the activities was explained in the appendix.

Through the second meeting, the students were expected to completing the draft into a good final writing. It was the final writing since the students had had any correction and clarification on the mistakes they made in the draft. In case of Reflective Pedagogy, those activities were regarded as doing an action. Afterward, the evaluation was done through submitting the final writing result and filling the questionnaire. The questions in the questionnaire were same as in Classroom Action Research Cycle 1.

b. Acting

After the researcher was ready with the teaching-learning activities plan, the following step was to do it in the real class teaching. As explained before, Cycle 2 of CAR was done in two meetings. First meeting spent two class context hours, or about 90 minutes. Meanwhile, the second meeting spent only one class context hour or about 45 minutes. Hence, researcher described the implementation of the reflective pedagogy at the frame of two meetings.
1) Context of Learning – Prewriting

First of all, the researcher explained the goal of the second writing that the students should have a better writing result. In this case, the students should carefully bother about the diction, spelling, and a bit about sentencing, such as “I like it because it is cute” instead of “I like it because cute”. Therefore, in Cycle 2 the researcher purposed the students to change the sentence into “I like my pen because I get it from my mother”.

After the explanation, the teacher had the students to take one observable and most interesting object they owned. In order to emphasizing the word “most interesting”, the teacher clearly explained that the most interesting object would help you to write the object better and pleasantly. From the instruction, most students took either drinking-bottle, pen, bag, shoes, or eraser.

Then the students shared to their friend besides them. In the activity, students shared about how interesting the object was. Afterward, the teacher chose two of them to come in front and shared to the class about the object he or she had. From the sharing, the students did not show that they found any difficulties. They still remembered the patterns of “I have a pen, I like it because it is nice, and I get it from my mother”. However, those two students found a difficulty in word choices, such as the size and the shape.
2) Experience - Drafting

In this stage, what the teacher and the students did was to see those two presentation and then to review the English patterns. It was done by delivering questions to the students. It was to reinforce what they learned in the previous meetings. Then, the teacher also discussed the word choices of size and shape. The word choices were explained further in the following section after they mapped what they wanted to write dealing with the object.

In the following step, the teacher guided the students to find any matters they want to write about the object and then to map them on the black board. Then the students derived some possible choices from the matters. The mapping the students and the researcher is presented in the appendix.

In order to make a complete mapping, the students might open dictionary and discuss with a partner beside him or her. The teacher also tried to help the students understand the format and new words well. In this case, if there was one student asked a question, the others listened. Then, the teacher wrote down the answer or/and the question on the blackboard.

3) Reflection

Like in Cycle 1, the reflection was done in the whole process of learning. The reflection was done from the time when the students chose the most interesting object, the components they needed to write,
and the English patterns. In the component they found a new pattern, which was “it is available in ...., or I get it from......”.

Before ending the first day of the writing, the students might ask any question and shared anything related to the draft they made. The teacher also reviewed the points which had been studied, such as the adjective words and matters in which they should complete.

Afterward, the students submitted the draft to the researcher and that was the end of the class at that day. In Cycle 2, the teacher did correction on the students’ writing draft at home.

At the second day of Cycle 2, the students started the activities with discussing the draft on the first meeting. Actually, there were no many mistakes to discuss so the discussion did not take a long time. The mistake was only about spelling and to differentiate between round, circle, and cylindrical. Then, the teacher explained to the class the difference between the size, which included big, small, medium, and shape, such as round, circle, rectangle, cubical, cylindrical. Here, they learned new vocabularies.

4) Action - Editing

After the students understood the mistakes and how to correct the mistakes, they had their draft and started to complete the draft into a good writing. Here the teacher distributed lined paper and the examples of a good writing format and composition for the students to follow.
From the observation, the students seriously did their writing. Only some of them still asked to their friends or the researcher about new words. The researcher only gave them 20 minutes for writing. While the students were busy with their writing, the teacher wrote on the blackboard about what some of them asked. Then the teacher asked the students to stop writing and to listen to some explanation. Here the teacher explained what he had written on the blackboard. In addition, if the students had mistakes on what was written, they might correct their writing.

5) Evaluation - Submitting

After that, the students stopped writing and submitted the writing to the researcher. After the submission, the students and the teacher discussed the last writing activities and reviewed the points discussed. In the review, the teacher emphasized some new words, such as size, shape, available in, I like it because, etc.

To end the class, the researcher distributed questionnaire with same questions as previous. In order to make the students finish filling the questionnaire at the same time and effectively and also to help the students understand the questionnaire better, the researcher read each question and gave a few minutes for the students to answer after the question. It seemed that the students followed instructions to fill the questionnaire.
c. Observing

Just the same as the previous cycle, the observation was done through having field notes, questionnaire, and interview as the instruments. The field notes were taken when the students were doing the activities or after the activities. While the questionnaire and interview helped just after they did the activities.

From the observation done, it was concluded that Classroom Action Research Cycle 2 was quite successful. From the field notes, it was mentioned that the teaching-learning activities were done much better than the activities in Cycle 1. The students were still enthusiastic in the classroom. They listened to the instructions and explanations from the teacher, did what they had to do, and cooperated with the teacher as well so there was no time wasted.

Besides, the student looked enjoying the class activities. It was because they could see the writing object at the time they wanted to write in the classroom. They also showed the object to their friends and shared about anything they wanted to write with the object.

From the observation, the students did not use the dictionary effectively. They still felt confused with the meaning of words anyway. Therefore, they asked the words to the teacher or their friends if they knew the words. When they delivered a question, the situation perhaps became noisy. In that case, the researcher asked him or her say the question loudly and all students listen to their friend’s question.
The observation on the students’ performance in the class was done through three instruments, which were field notes, questionnaires, and interview. Here is the description of each instrument.

1) The field notes

From the field notes, it was seen that the activities run well. Anything planned was done appropriately in accordance with the time. The students also looked enjoying the activities in the class. Moreover, all of them took their favorite thing as the object of the description.

When they had to map the ideas to write, since they were holding the object, they could give many ideas to map. Besides, there were more than a half of the students asked questions. It described that they were thinking of what they wanted to do and not just following the instructions without any interest.

2) The questionnaire result

Comparing to the activities in other subjects, 28 students had a notion that the activities in last two meeting were different from the activities in other subjects. The number increased from 22 students in Cycle 1 to 28 students in Cycle 2.

In Cycle 2, the number of those who enjoyed the writing activities increased from 21 students to 24 students. This finding was followed with the increasing number of those who felt more interested in writing. It clarified that the students’ interest on
writing was improved through the implementation of reflective pedagogy in Cycle 2 from 56% to 62.5%.

Being equal to Cycle 1, there were still 22 students who were conscious that writing activities were interesting and pleasant. Related to the reflective pedagogy phases, there were 27 students of all stated that they felt interested in the activities which engaged them with the real object to observe before they wrote about it. The number of the students was increased from the result in the cycle 1 which was only 21 students. Besides, the number of the students who stated that reflection activates were also enjoyable was increased to 28 students. The percentage increased from 68.75% to 87.5%.

The number of the students who agreed with the statement saying reflection had them to get many ideas to write also increased from 19 students to 26 students. It meant that the there were more students who felt that having reflection could help them in finding and organizing ideas to write.

When they were nudged with the writing result, there were only 17 students stated that they could produce a good writing. Even the number increased from 11 students, or about 34% of all students, the number were not satisfying enough. 17 students of 32 students showed that there were 47%, or about a half, of all students who could not produce a good writing.
In the last question of the questionnaire, it was stated that there were 29 students of 32 students felt engaged in writing and desired to improve their writing further. Actually, the number increased from 25 students or about 78% of all students. The number 29 showed that almost all students, about 90%, wanted to improve their writing skills seriously.

Overall, the percentage of the students’ progress could be seen from the average of the percentage. The percentage increased from 62.85% to 76.74%. It showed that the students’ progress increased through the implementation of the reflective pedagogy. The data of the questionnaire are presented as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The previous activities were different from the activities in other subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>68.75</td>
</tr>
<tr>
<td>2</td>
<td>I really enjoyed the writing activities in the last meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>65.625</td>
</tr>
<tr>
<td>3</td>
<td>I get more interested in writing after experiencing the last activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>56.25</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
I am also more conscious that writing activities are interesting and pleasant. I enjoyed activities which engaged me to see the object at the moment when I wanted to write. I also more consider that reflection is enjoyable. Reflection had me to get many ideas to write. I could produce a good writing in the last meeting. Experiencing the last activities, I desired to improve my writing skills.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I am also more conscious that writing activities are interesting and pleasant</td>
<td>22</td>
<td>68.75</td>
<td>10</td>
<td>31.25</td>
<td>22</td>
<td>68.75</td>
</tr>
<tr>
<td>5</td>
<td>I enjoyed activities which engaged me to see the object at the moment when I wanted to write.</td>
<td>21</td>
<td>65.625</td>
<td>11</td>
<td>34.375</td>
<td>27</td>
<td>84.375</td>
</tr>
<tr>
<td>6</td>
<td>I also more consider that reflection is enjoyable.</td>
<td>22</td>
<td>68.75</td>
<td>10</td>
<td>31.25</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td>7</td>
<td>Reflection had me to get many ideas to write.</td>
<td>19</td>
<td>59.375</td>
<td>13</td>
<td>40.625</td>
<td>26</td>
<td>81.25</td>
</tr>
<tr>
<td>8</td>
<td>I could produce a good writing in the last meeting.</td>
<td>11</td>
<td>34.375</td>
<td>21</td>
<td>65.625</td>
<td>17</td>
<td>53.125</td>
</tr>
<tr>
<td>9</td>
<td>Experiencing the last activities, I desired to improve my writing skills.</td>
<td>25</td>
<td>78.125</td>
<td>7</td>
<td>21.875</td>
<td>29</td>
<td>90.625</td>
</tr>
</tbody>
</table>

Table 4.2 the Recapitulation of the Questionnaire Discussion

3) The description of the interview result

The interview was done in the following day of the class activities. In Cycle 2, there were three students interviewed. Those
students were different from who had been interviewed in Cycle 1 since from the questionnaire they showed a good progress. Those three students were chosen as they did not show a good progress showed by the questionnaire. All students interviewed were male.

1) *The activities which were interesting and helped the students in writing*

From the interview they said that they enjoyed the writing activities in the class, even most of them still remember the object they described.

They said that the mapping process helped them in the writing. In that process they knew anything they wanted to write and put them in good order. For three of them, the most interesting activity was when they had to find most interesting thing they had. At that time, they said that they wanted to take more than one thing to describe since they had more than one interesting thing. For one of them, he said that he could not produce good writing since he was so noisy and disturbed the others so at the end he did not have enough time to complete his writing. He further explained that actually he could produce a good writing. Another student said that he could not do his best in the writing since he wanted to write about another thing but he had wrote much about another object in which he did not really feel interested.
2) *The difficulties that the students found in the writing activities*

Three of them shared that they had no any difficulties during the writing activities. Related to the difficult words found, like the difficulties some students found in cycle 1, they said that they had no difficulties in it. They explained that the difficulties words had been solved at the time they made a draft or mapping. From that question it implied that the students did not have any difficulties in the writing activities through reflective pedagogy phases. Only two of them did not produce good writing as they wrote the object they were not interested in most. It concluded that the interesting object they chose to write influenced their writing process and result. Therefore, in order to produce good writing, he or she should be interested in the process and also what they wanted to write.

3) *The writing activities that the students wanted*

Intentionally, the teacher did not apply any game in the writing activities. It was due to the limited time the researcher had. Besides, the researcher expected that the students could have fun during doing the writing activities, such as observation and sharing. But the students only considered it as a part of the lesson and wanted a separated time to have a game only. Therefore, through the interview the researcher found that the students merely wanted to have fun by having several
games before and after the lesson. Two of them also suggested the researcher not to be such a grumpy teacher. They wanted a teacher who was friendly and humorous. Nevertheless, the researcher realized that he did not teach them grumpily. Sometimes he should raise the voice to gain the students’ intention. So far, they enjoyed the researcher and there was a good relation between them and the researcher. The good relation could be seen from the humor and conversation between them and the researcher at the outside of the class. Besides, two of them also suggested that it was better if the learning activities were not only done in the class but outside of the class. They wanted the activities which had them to practice what they were learning.

d. Reflecting

In this stage, the reflection was delivered through combining all data from the instruments. Examining all process above, it was concluded that implementing reflective pedagogy in order to enhance students writing skills was merely effective and advantageous. By implementing the reflective pedagogy phases the students enjoyed the activities. They could observe the object, experience it, and then know what they wanted to write.
By having experience with the object and reflecting what they needed to write about it, they could produce a good writing result. It seemed that they built their sense of belonging on their owned writing since they decided the object by themselves and anything to write.

In addition, to help the students understand what they had to do correctly, they still needed an intensive guidance personally. Therefore, what the researcher needed to do was to go around and see that the students were doing the correct things.

The results of the reflection presented were summarized into two major points. Those are:

1) Implementing reflective pedagogy to enhance writing skills of fifth-grade students of Kanisius Sengkan Elementary School was good and advantageous. The evidences were:

   a) Like in Cycle 1, the students were enthusiastic in following the activities.

      From the field notes, it was stated that the students did the writing activities enthusiastically. In Cycle 2, 24 of 32 students said that they enjoyed the writing activities in the last meeting. The number increased from the 21 students in Cycle 1 to 24 in Cycle 2. Afterward, in the third question, the number of those agreeing with the statement increased from 18 students to 20 students of 32 students. They stated that they felt motivated in English writing
after the classroom activities. The last question in the questionnaire purposed to see if the students desired to develop further their writing skills or not after experiencing the last activities. After experiencing the writing activities in Cycle 2, 29 students or 90% desired to develop their writing skills. From the data presented above, it concluded that reflective pedagogy could enhance students’ enthusiasm in writing.

b) Students really saw good progress in producing good writing.

The average score of the students’ increased from 73.2 to 77. The average score of finding and organizing ideas increased from 75.1 to 77.9. While the average score of diction and spelling also increased from 71.3 to 76.2.

2) An obstacle discovered in the implementation of the reflective pedagogy in Cycle 2 was found when the students were getting noisy. It seemed that they were getting bored with the activities. At the time, the researcher just decided to raise the voice intonation in order to gain the students’ attention. Besides, the researcher also tried to make the activities more interesting rather than to provide a game. Spontaneously the researcher asked two students to come in front and share the object they would like to write. From the interview, the students suggested that a teacher should involve games in the learning activities. The games would engage the students’ interest in learning. However, the game should appropriate with the topic being discussed.
If it was possible, the games could be derived from the topic, or possibly it was not always in a form of game but it might be in the form of any activities which involves students to move or do something physically, such as observation or role play.

3) Based on the implementation in Cycle 2, here is what the researcher recommended for the next implementation.

a) A teacher is suggested to involve games in the reflective pedagogy implementation.

b) If it is possible, bringing the students out of the class and having them experience with the object would be more effective in helping them explore what they would like to write. It also might help the students learn new kinds of text, such as procedure and recount.

c) Working in a group consisting of three or four students and doing a certain project in that group would be able to help students produce good writing. In that group, they could share their understanding on a certain topic. In the reflective pedagogy phases, making a group was merely possible. Moreover, it could be put in from the learning context until in the reflecting phase. This also helped them grow in a positive atmosphere of cooperation.
B. The Extents that the Students Improved through the Implementation of the Reflective Pedagogy

After knowing all process of the classroom action research and the details of teaching-learning activities by implementing Reflective Pedagogy phases in writing, the next steps was to understand the extents the students felt improved. The extents were derived from the writing result of the students. The details of the result are attached in the appendix. Here is the presented average score of writing result the students made during the research.

<table>
<thead>
<tr>
<th></th>
<th>Cycle 1</th>
<th></th>
<th>Cycle 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OI</td>
<td>75,1</td>
<td>D-S</td>
<td>71,3</td>
<td>77,9</td>
</tr>
<tr>
<td></td>
<td>73,2</td>
<td>Total</td>
<td>77,9</td>
<td>76,2</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td></td>
<td>77</td>
<td></td>
</tr>
</tbody>
</table>

NB:
OI : Organizing Idea (100 as the maximum score)
D-S : Diction-Spelling (100 as the maximum score)
Total : Total Score ((OI + D - S) : 2)

Table 4.3. The Median of the Students’ Writing Result

In the data presentation, the researcher did classification on the extents of the students’ performance and how the improvement of each extent was occurred. The extents included the process of finding and organizing ideas, the word choice or diction, the words’ spelling, and the students’ enthusiasm following the writing activities parallelized with Reflective Pedagogy phases.
The data presented by the questionnaire in both cycles, Cycle 1 and Cycle 2, is attached in the appendix.

1. Finding and Organizing Ideas

The students’ improvement in finding and organizing ideas through the implementation of Reflective Pedagogy was revealed from the questionnaire and writing result of the students. From the questionnaire, the seventh and eighth statements revealed the students opinion about students’ skill in finding ideas and producing good writing through the implementation of the contextual guessing strategy. In Cycle 1 19 students (59,38%) confirmed their agreement that doing reflection had them to get many ideas to write.

The number of the students increased in Cycle 2. In that cycle, 26 students (81,25%) agreed that the reflection helped them finding ideas to write. It implied that the questions which the researcher delivered in the activities helped them to find what they needed to write. However from the questionnaire it was also stated that there were still 6 students (18,75%) who did not find a help from the questions given. Therefore they confirmed their disagreement to that statement.

The result seemed to emphases that the process of finding the real object, observing it, and having experience with it could help them find the ideas as many as possible. From the object they also delivered anything they wanted to write from the most important one to the less. The way of organizing the ideas in such a way could help them put the ideas in the writing well. It meant that they were also improved in organizing the ideas.
The improvement also could be seen from the writing result. There were no students who had trouble in organizing ideas into a good writing.

From the questionnaire, the students also stated that they got interested in reflection. In the writing composition, the researcher always asked why they took the object, how interesting it was, why they liked the object, etc. In the process of understanding the new vocabularies or English structure, the researcher also always asked question such as how to say “I have …” since they observed their own object and to say “I like it because it is ….”

From the writing submission in Cycle 1, it mentioned that the average score of the ideas-organizing skill of the students was 75.1. The score seemed to imply that the achievement was quite good. Then the score improved though the implementation of the reflective pedagogy in Cycle 2. The score was 77.9.

2. **Diction and Spelling**

Overall, the students’ achievement on diction and spelling was mentioned by the result of the students’ writing and interview result. In the writing process, the students had to make a draft. After they observed the object and experienced it, they should map and draft what they wanted to write.

In making the draft, they had a chance to write the words or phrases and not the complete sentences. This step helped the students to write the words carefully and correctly. Thus they could write the words correctly in the sentence. Hence the students’ improvement in diction and spelling was influenced by the reflective pedagogy which facilitated the students with a
chance to see and experience the object and then to find difficult words dealing with the object they wanted to write.

As the evidence, from the writing submission, the students showed that their skill on diction and spelling in the writing process was good, with the average score 71.3. In Cycle 2, the score increased to 76.2. It meant that the first cycle was actually succeeded in improving the students’ spelling and diction skill. Moreover, the score was strengthened by the result in Cycle 2.

From the interview, the students said that they did not have any difficulties in diction and the spelling. They said that the difficulties on diction and spelling was overcome through the activities which gave them an opportunity to experience the object and then to make a draft or map. From those activities, the students might ask the researcher, their friends, or opened an Indonesia-English dictionary. Besides, from the interview they said that the difficult words, covering the diction and the spelling, were settled through the questions the researcher gave during the activities.

Here was what the researcher could summarize on the research findings about the students’ skills improvement.

a. From the questionnaire, interview, and the average score of the students writing submission, it mentioned that implementing reflective pedagogy helped the students get many ideas to write and put the ideas in a good writing composition. It was also found that the students’ skills of finding and organizing ideas were improved effectively in Cycle 2. Nevertheless, it did not mean that Cycle 1 was failed because
in Cycle 1 students also had already showed the good result of the skills.

b. The writing submission indicated that the students’ writing skill on diction and spelling was good. In Cycle 1, the average score of Diction and Spelling symbolized with D-S was 71.3 and it improved to 76.2 in Cycle 2. From the interview, the students generally said that they did not get any difficulties in diction and the spelling because the stages in the learning process gave them opportunity to decide a good word-choice and to check and re-check the spelling.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is to present the conclusions of the research and suggestions for a better teaching-learning through implementing Reflective Pedagogy. The conclusions were derived from the findings and the discussion of the research. Meanwhile the suggestions were addressed to English teachers, teachers in general and future researchers.

A. Conclusions

There were two problems to be investigated, which were how Reflective Pedagogy was implemented to enhance writing skills of fifth-grade students Class B of Kanisius Sengkan Elementary School and to what extent Reflective Pedagogy could enhance writing skills of the students. In the research, Reflective Pedagogy was implemented in the collaboration with writing steps of Christopher Tribble through Classroom Action Research (CAR) based on Kemmis and McTaggart’s model.

Since there were two formulated problems, there were two conclusions of this research as well. The first conclusion was derived from the implementation of the reflective pedagogy in the real class teaching-learning in the purpose of enhancing the students writing skills of the students. The implementation was done in two cycles. Each cycle took two meetings and each meeting stood from three meeting hours.
In those two cycles, Reflective Pedagogy was implemented by being combined with the writing phases. In Context of Learning, the students learned the learning context through sharing and understood the topic by observing the object being learned visually and. In Experience, the students, guided by a writing guideline, made a draft of the writing. In Reflection, the students made any decision concerning to what they wanted to write and needed to write. The reflection, which actually was done in the whole writing process, had them decide what English patterns, structure, and new words might include or be needed in their writing. In Action, the students got their outline which had been corrected by the teacher and then they changed the outline into a good writing. In the last phase of reflective pedagogy, Evaluation, the students reviewed what they had learned during the writing activities and submitted the writing finished.

From the data gathered by field notes, questionnaire and interview, it showed that the implementation of Reflective Pedagogy was able to enhance students’ English writing skills. In other words, the implementation of Reflective Pedagogy in writing activities was effective. Students did enjoy the activities. From the interview they stated that Reflective Pedagogy had them experience the object directly and helped them in the writing process.

The overall data gathered showed that the fifth grade students of class B responded positively the implementation of Reflective Pedagogy in English class through writing activities though they did not know that they had been following Reflective Pedagogy phases. It did not matter indeed. To measure the achievement of the implementation, the researcher was intended to ask them in
the other words rather than to ask them in the same terminology as Reflective Pedagogy phases, such as changing the word “reflection” with “questions”.

Meanwhile the second conclusion was to summarize the discussion of the second problem, which was to find the extents that the students improved though Reflective Pedagogy implementation. The second conclusion is taken from the data presentation at the students’ writing result. From the data taken from the writing submission of the fifth-grade students Class B of Kanisius Sengkan Elementary School, the researcher found some extents that the students improved during the learning process by implementing reflective pedagogy. The extents were the students’ ideas finding and organization ability and diction, or word choices, and spelling ability. From the research it concluded that the implementation of Reflective Pedagogy phases and writing steps could help the students in finding and organizing ideas as well as finding a good diction and spelling.

B. Suggestions

By experiencing the process of Reflective Pedagogy, the researcher found some many meaningful values. From the data presentation, the findings, and the discussion, the researcher purposed some suggestions to English teachers and also to the future researchers.

1. English Teachers

Since implementing Reflective Pedagogy, which comprised five learning phases, learning context, experience, reflection, action, and evaluation, was
effective in the writing activities, the researcher recommended for English teachers to apply those phases in their teaching activities. They probably could take not all of the phases in sequence but rather take just some of them depending on the students’ needs. Since offering enjoyable learning activities for students, elementary school students in particular, Reflective Pedagogy is suitable for students in case that a teacher cannot force them to learn but giving them interesting activities.

2. Teachers in General

In the process of conducting this research, the researcher realized that Reflective Pedagogy can be applied for any subjects, levels of learners, and schools, not only limited for Catholic schools and Elementary School students. Therefore, on this occasion, the researcher did recommend to all teachers teaching any subject and any level to apply Reflective Pedagogy in their teaching activities. Reflective pedagogy is completely suitable for all subjects. Providing students context to learn, experience with the topic, reflection on what the students feel, see, and hear, action based on the understanding on the topic, and evaluation could give the student interesting and valuable learning activities. Further, it could help the students learn the topic better and more effectively.

3. Future Researchers

In this research, the researcher combined Reflective Pedagogy phases with the writing process which included brainstorming, drafting, revising, and submitting. It seemed that the activities in each phase were merely from the
writing process itself. Therefore, here the researcher invited researchers to conduct a research on Reflective Pedagogy implementation in the English writing skills with different writing activities or process. Furthermore, the researcher also invites those who are interested in Reflective Pedagogy to conduct a research on the implementation of Reflective Pedagogy in a different skill and level.
REFERENCES


APPENDICES
APPENDIX A

Research Permission Letter from PBI
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA

Nomer: 19.5 /Pril/2011
Hal: Permohonan Ijin Pencatatan

Kepada

Wah. Kepala Sekolah
SD Kanisius Sengkan

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Yohanes Kris Prajito
Nim: 07 1914 154
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 2

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: SD Kanisius Sengkan
Waktu: Mei - Juni 2011
Topik/Judul: "Implementing Receptive Palagogy to Enhance Writing Skills of Fifth-Grade Students of Kanisius Sengkan Elementary School"

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 8 Mei 2011

[Signature]

C. Teguh Widyatmoko, S.Pd., M.Pd.
NPP: 16680

Tembusan Yth:
1. 1.2. Dekan FKIP
2. Dekan FKIP
APPENDIX B

Competence Standard and Basic Competence of English Lesson for Fifth-Grade Elementary School Semester II
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Menulis</strong></td>
<td></td>
</tr>
<tr>
<td>8. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah</td>
<td>8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima</td>
</tr>
<tr>
<td></td>
<td>8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>8. Spelling and copying very simple sentences in a school context</td>
<td>8.1. Spelling very simple sentences accurately and acceptably.</td>
</tr>
<tr>
<td></td>
<td>8.2. Copying and writing very simple sentences accurately and acceptably with correct punctuations</td>
</tr>
</tbody>
</table>
APPENDIX C

Research Instruments
1. WORKSHEET

a. Students Writing Guide

1) Cylee 1

<table>
<thead>
<tr>
<th>Name: _________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Lovely Pet</td>
</tr>
<tr>
<td>Kind: dog / cat / hamster / bird / fish / rabbit / ___</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Habitat: water / land</td>
</tr>
<tr>
<td>Parts:</td>
</tr>
<tr>
<td>• Body (fat / thin)</td>
</tr>
<tr>
<td>• Fur (color: ____ long / short / curly / straight / soft)</td>
</tr>
<tr>
<td>• Leg (two / four / tall / short)</td>
</tr>
<tr>
<td>• Tail (short / long)</td>
</tr>
<tr>
<td>• ____________________________________</td>
</tr>
</tbody>
</table>

I like it because:
• It is cute.
• It is nice.
• It is friendly.
• It is clean.
• It is smart.
• It runs fast.

I don’t like it because:
• It is naughty
• It is dirty.
• It is lazy.
• It is cruel.
2) Cycle 2

b. WRITING ASSESSMENT SHEET

<table>
<thead>
<tr>
<th>Components</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 25</td>
<td></td>
<td>Perfect: very complete, many ideas, “dense”, and creative (they can explore, not just copy)</td>
</tr>
<tr>
<td>16 – 20</td>
<td></td>
<td>Good: complete and creative</td>
</tr>
<tr>
<td>11 – 15</td>
<td></td>
<td>Average: quite complete but not explorative</td>
</tr>
<tr>
<td>&lt; 10</td>
<td></td>
<td>Low: poor</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 - 25</td>
<td></td>
<td>Very good – perfect: fluent, understandable, and acceptable</td>
</tr>
<tr>
<td>16 - 20</td>
<td></td>
<td>Good: fluent, and there are a few mistakes.</td>
</tr>
<tr>
<td>11 - 15</td>
<td></td>
<td>Average: not fluent but still acceptable</td>
</tr>
<tr>
<td>&lt;10</td>
<td></td>
<td>Low: not fluent and not acceptable</td>
</tr>
</tbody>
</table>
### Components

<table>
<thead>
<tr>
<th>Components</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diction</td>
<td>21-25</td>
<td>Very Good – Perfect: no or one-two mistakes /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tolerable</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>Good: a few mistakes / acceptable</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Average: some mistakes</td>
</tr>
<tr>
<td></td>
<td>&lt; 10</td>
<td>Low: poor</td>
</tr>
<tr>
<td>Spelling</td>
<td>21-25</td>
<td>Very Good - Perfect: no or one-two mistakes /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tolerable</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>Good: a few mistakes / acceptable</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Average: some mistakes</td>
</tr>
<tr>
<td></td>
<td>&lt; 10</td>
<td>Low: poor</td>
</tr>
</tbody>
</table>

**Total Score**

**Comments**

### 2. FIELD NOTES

**Meeting**: ________

**Number of the students**: ________

<table>
<thead>
<tr>
<th>What worked well</th>
<th>What needed to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. INTERVIEW GUIDE

Questions to convey:

1. Which activities were interesting and could help you much in writing?
2. Did you find any difficulty in the writing activities? If you have any, what are they?
3. Do you have any suggestion what writing activities you like?
4. **SAMPLE OF QUESTIONNAIRE**

**QUESTIONNAIRE**

Nama : __________________________

Berilah tanda (v) di kolom “Ya” jika anda setuju dengan pernyataan di bahwa dan di kolom “Tidak” jika anda tidak setuju dengan pernyataan tersebut.

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kegiatan di pertemuan terakhir beda dengan kegiatan di mata pelajaran lain dan sangat menyenangkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya sangat menikmati kegiatan menulis di pertemuan terakhir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Setelah mengalami pertemuan terakhir, ketertarikan saya pada menulis meningkat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya juga lebih sadar bahwa kegiatan menulis itu menarik dan menyenangkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya menikmati proses belajar yang melibatkan saya untuk melihat secara langsung obyek dari yang akan saya tulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya juga semakin menyadari bahwa refleksi juga menyenangkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dengan refleksi saya mendapat ide yang lebih banyak untuk ditulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Di pertemuan terakhir, saya mampu untuk menghasilkan tulisan yang bagus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Setelah mengalami kegiatan terakhir, saya ingin lebih mengembangkan kemampuan menulis saya.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

Raw Data

1. Field Notes Cycle 1 and 2
2. Questionnaire Cycle 1 and 2
3. Interview Transcript of Cycle 1 and 2
4. Writing Result in Cycle 1 and 2
# Field Notes Transcript

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>St.</th>
<th>Time</th>
<th>What worked well (activities)</th>
<th>What needed to improve (suggestions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>32</td>
<td>May 4  09.50 – 10.30</td>
<td>The students were active and discipline. What I had planned was done well and in a good time management. Besides, they also followed the researcher’s instructions. First, the students had a task which was to fill the writing guidelines titled My Lovely Pet. The topic was about pet. In this case, they should take one their pet to describe (see the writing guidelines format). Before they fill the pre-writing format or guideline, they had explanation about how to fill it and some difficult words. The difficult words were related with adjective words. Through this activity, they also learned the adjective words in the real context, such as to imagine their dog which was funny or cruel, to imagine their cat which was cute or dirty, etc. So far there was no difficulty in the teaching implementation. When I gave questions to reflect, they also responded positively by giving logic and honest answers. After they were done with this part, for the following day they should complete the format in the form of writing.</td>
<td>There were two students who did not have a pet. Thus they should take one kind of animal around their house that they could observe. Here, what the researcher needed to do was to be flexible and creative spontaneously. Therefore, I should have a second plan or should anticipate any possibilities if the students did not performance like what he expected. Besides, the students also had many questions to ask. At one side, I was happy since having questions meant that they were enjoying the activities and serious with it. At another side, I was overwhelmed by the questions. What I did was to ask them to say the questions loudly and clearly so the others could listen the question. Afterward, I explained the answer of the questions for the whole students in the class. It was able to avoid the same questions of the students.</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td></td>
<td>May 18 09.20 - 10.40</td>
<td>The second meeting also ran well. The students brought their draft / outline. There was only one of them who did not bring the outline. Therefore, he should remember what he had written and then filled the new blank outline sheet that I had already prepared. Then they changed the draft or outline into good writing. They needed to make good sentences. They submit the writing. During they complete their writing, I explained some English structures, such as “I have, she has, I like, I don’t like, etc.” I also gave them some new adjective words, such as cruel, naughty, and friendly.</td>
<td>Some of them were busy with their own business and even made a noise in the class. Even some of them were busy with their “gang”. What needed to do was to change the seat position to make them not communicate with their gang members. The situation was getting crowded when they had to share with their friends related to the object.</td>
</tr>
<tr>
<td>Cycle</td>
<td>Meeting</td>
<td>St.</td>
<td>Time</td>
<td>What worked well (activities)</td>
<td>What needed to improve (suggestions)</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
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<td>----------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>32</td>
<td>May 19,</td>
<td>In the beginning, I distributed questionnaires to them related to the previous meeting. After I got them fill the questionnaire, the main activity of that day was to have second writing activities. It was needed since there was still something incomplete in the first writing activity. Firstly I asked them to take one object they have. The object had to be the most they like. Here was to have them be closer with the object and to help them in building ideas to write. Afterward, I explained such a mind mapping. In order to collect ideas, I asked them what they wanted to write related to that object. Here was to make them share their opinions and to make them own their following writing. Some opinions were like the name, the shape, the size, the price, the uses, the colors, how I got it, etc. through this mind mapping, they learned new adjective words, such as circle, cubicle, prism, interesting, useful, etc. After that, they submitted the draft.</td>
<td>The problem discovered in the implementation of the reflective pedagogy in cycle 2 was same as in cycle 1. At that time, I just decided to raise the voice intonation in order to gain the students’ attention. Besides, I also tried to make the activities more interesting rather than to provide a game. Spontaneously I asked two students to come in front and share the object they would like to write. In this case, the game was appropriate with the topic being discussed.</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td></td>
<td>May 25,</td>
<td>I gave them their draft that I had checked from each diction and spelling. After they got their draft again, they should complete the draft into a good writing. (I gave them the example of good writing to follow and the format of writing to complete). After that, they submitted the writing. Then I distributed them the second questionnaire with same questions. That was the end of the forth meeting. From the activities, the students did follow the teacher’s instructions. They enjoyed their writing. When some students had finished their writing, they did not disturb the others. Even some students helped their friends in finishing their writing.</td>
<td>In the mid of activities, I felt that I needed some approaches which were closely related to the children’s world. I thought that activities which were designed in such a way in which the students could move physically could engage their interest much more. In process, I saw that I needed extra energy for that since I had to think over hard to make the learning activities very interesting. That was what I did instead of applying games. However, the students wanted a game in separated time of the learning activities. Hence, providing games also would help them enjoy the learning process.</td>
</tr>
<tr>
<td>Cycle</td>
<td>Meeting</td>
<td>St.</td>
<td>Time</td>
<td>What worked well (activities)</td>
<td>What needed to improve (suggestions)</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
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<td>------</td>
<td>-------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>When they reviewed the last materials, almost all of them still remembered what having learned. It also happened for two students who I guessed did not follow the class activities seriously. When they had to fill questionnaire sheet, they also did it in silence.</td>
<td></td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Questionnaire Transcript

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENT</th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>The previous activities were different from the activities in other subjects.</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>I really enjoyed the writing activities in the last meeting.</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>I get interested more in writing after experiencing the last activities.</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>I am also more conscious that writing activities are interesting and pleasant</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>I enjoyed activities which engaged me to see the object at the moment when I wanted to write.</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>I also consider more that reflection is enjoyable.</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Reflection had me to get many ideas to write.</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>I could produce a good writing in the last meeting.</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>Experiencing the last activities, I desired to improve my writing skills.</td>
<td>25</td>
<td>7</td>
</tr>
</tbody>
</table>
Interview Transcripts

1. Interview in Cycle 1

Interview with Respondent 1
I : good morning
R : good morning, Sir.
I : gimana hasil writing kemaren? Memuaskan?
R : gak, Sir. Kok aku dapat 5, Sir?
I : kok malah tanya. Lha kamu menulis dengan maksimal dari yang kamu bisa gak?
R : gak sih. aahahahh. kurang puas.
I : tapi dilihat dari kegiatan di kelas gimana?
R : yang mana sir?
I : mulai dari pembuatan mindmap atau draft, terus observasi Pet di rumah, terus mulai menulis?
R : ya senang. Tapi jangan ada PR Sir, dah banyak PR ni. IPS, IPA, Matematika, tugas Agama. Aku juga les lagi.
I : o begitu. Lha kegiatan yang paling kamu sukai yang mana?
R : yang waktu membuat peta (mapping). Aku ra reti bahasa inggris e "galak". aahahha. emang kenapa, sir?
R : iyo, ingat.
I : itu namanya refleksi. Jadi refleksi itu bukan hal-hal yang melulu ditulis, tapi juga pertanyaan yang perlu dipikirkan. Lha kalau mister mau ngajar lagi, pinginya yang seperti apa?
R : mbok keluar kelas sir, biar bisa jalan-jalan. aahhhah. oya satu lagi, n jangan ada PR. Ok, sir?
I : okelah kalo begito. Thank you ya..
R : sip, Sir.
I : jawabnya you’re welcome.
R : your welcome sir.
I : :-O

Interview with Respondent 2
I : good morning.
R : good morning, Sir. How are you?
I : I’m fine, and you?
R : I’m fine too, thank you.
I : may I have your time for some minutes?
I : good morning, how are you?
R : fine, thank you. Ada apa mister?
I : boleh minta waktu sebentar buat ngobrol-ngobrol?
R : wokeh...ahhah
I : berapa kali mister masuk ke kalas?
R : tiga kali yang, Sir? 2 kali mengajar.
I : siph.. selama mister ngajar di kalas dua pertemuan, kegiatan mana yang paling menarik dan mengesankan?
I : oke deh. Tapi yang penting kemarin bisa ngumpulkan writing yang bagus to?
R : gak yakin aku Sir. Kurang puas sih.
I : emang menemukan kesulitan?
R : ada sih, bingung mau nulis gimana.
I : kan sudah ada contohnya, sudah buat draft lagi. Masih bingung?
R : iya e.
I : Iha terus kegiatan yang diinginkan itu seperti apa?
R : apa ya? Yang menyenangkan aja, Sir.
I : oke. Trimakasih ya... see you.
Interview with Respondent 4
I : hay, Nik.
R : hay, Sir. Minggu depan masuk kelas lagi, Sir?
I : kalau tidak kenapa?
R : Wah, dah mau pergi pa Sir?
I : gak, minggu depan masuk lagi. Minggu dapan enaknya ngapain ya?
R : bermain Sir.ahahha. ya pokoknya tidak usah serius Sir, jangan ada PR juga. Dah banyak PR sih.
I : oke. Kalau dari pertemuan kemarin, kira-kira kegaitan yang paling mengesankan yang mana?
I : terus kira-kira ada kesulitan selama mengikuti aktivitas bersama mister?
R : tidak ada. Cuma mister, jangan galak-galak.ahhahha.
I : oke deh! Kalau kata-kata sukar gimana?
R : gak ada thu, kan kemarin ada waktu buat tanya-tanya itu. Aku juga ada kamus mister.
I : oke. Trimakasih ya Nik.
R : sama-sama mister.

2. Interview in Cycle 1 with initially SD, ST, and SG

Interview with Respondent 1
I : Hello D.
R : hello Sir.
I : mengganggu jam istirahat gak ni?
R : ada e Sir, gak sih.
I : kita ngobrol-ngobrol sebentar ya. Eh dah berapa kali ya mister masuk di kelas VB?
R : wah berapa ya? Banyak to Sir. emank kenapa Sir? Dah may pergi?
I : iya e. selama mister masuk kelas, kegaitan mana yang paling D sukai?
I : oya? Terus kira-kira ada kesulitan gak?
R : tidak.
I : OK. Berarti bisa menghasilkan tulisan yang bagus to?
R : Maksudnya?
I : tulisan yang dikumpulin kemarin dah yang paling bagus gak?
R : o jelas, thu dah yang paling bagus.ahahha.
I : ada pesan buat mister kalau mengajar lagi?
R : mau masuk lagi mister? Kan minggu depan dah ujian.
I : tidak, sebagai saran saja kalau mister mau mengajar di temapat lain.
Interview with Respondent 2
I : good morning, T. How are you?
R : good morning, Sir. I am fine. And you?
I : I am fine too. Thank you. Lagi istirahat ni? Sambil makan kita ngobrol-ngobrol bisa?
R : Ngobrol-ngobrol soal apa, Sir? bisa sih, o pasti ini dah tidak mau mengajar di sini lagi?
I : lha kok bisa?
R : ya kurang serius saja. Tetapi sebenarnya bisa lebih baik.
I : ada masalah-masalah yang ditemui?
R : tidak ada thu. Eh apa nilai itu mempengaruhi rapor ya Sir?
I : lha kenapa tidak serius?
R : sebenarnya aku pengen menulis soal gantungan kunciku, tapi keburu dah nulis banyak soal penghapus jadi malas mau ngulang dari awal lagi.
I : o begitu, tapi sebenarnya bisa lebih baik kalau nulis tentang gantungan kuncimu?
I : jadi kemarin kurang asyik?
I : o begitu. Oke deh. Ada saran lain?
R : tidak ada. O ya, boleh thu kalau harus ke luar kelas Sir, jadi ga harus di kelas terus belajarnya.
I : oke deh. Trimakasih ya T.
R : sama-sama mister.
I : bye...
R : bye-bye...

Interview with Respondent 3
I : hay G. what are you doing?
R : makan siomay. Minggu depan masuk kelas lagi mister?
I : tidak, kan kalian sudah siap ujian. Gimana nilai yang kemarin mister bagikan?
R : ahhahah, tidak bagus. Jelek mister. Wong kemarin itu belum selesai, eh Sudah dikumpulin?
I : bukannya waktunya cukup?
I : jadi sudah tahu salahnya? Tapi sebenarnya ada kesulitan gak? Kayak kata-katanya terlalu sulit, atau tidak tahu apa yang mau ditulis?
I : menariknya yang mana?
R : pas harus memberi tahu teman soal tas ku. Aku bilang itu pemberian waktu aku ultah ke 10 years birthday?
I : tenth-year birthday.
R : o iya dink.
I : terus kira-kira ada saran soal kegiatan menulis di kelas?
I : itu lebih menarik ya?
I : okelah, intinya kegiatan di luar kelas terus pake praktek gitu?
R : siph. Mister mau pergi?
I : iya ni. Oke deh. Trimakasih ya G.
R : sama-sama mister.
<table>
<thead>
<tr>
<th>Students</th>
<th>Cycle 1</th>
<th></th>
<th>Cycle 2</th>
<th></th>
</tr>
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<td>Total</td>
<td>OI</td>
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<tr>
<td>1</td>
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<td>71,3</td>
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<td>77,9</td>
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</tbody>
</table>

**NB:**
- **OI**: Organizing Idea (100 as the maximum score)
- **D-S**: Diction-Spelling (100 as the maximum score)
- **Total**: Total Score ((OI + D-S) : 2)
APPENDIX E

Lesson Plans
Lesson Plan of Cycle 1

School: SD Kanisius Sengkan
Subject: English
Skill: Writing (Descriptive)
Class: V B
Semester: 2
Time allocation: 1) 1 X 45 minutes
                 2) 2 X 45 minutes
No. of students: 32

Competence Standard:
8. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah
8. Spelling and copying very simple sentences in a school context.

Basic Competence:
8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima
8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat.
8.1 Spelling very simple sentences accurately and acceptably
8.2 Copying and writing very simple sentences accurately and acceptably with correct punctuations.

Indicators:
1. The students are able to map the ideas they want to write.
2. The students are able to produce writing which is good at sentencing, diction and spelling.
3. The students are able to respond the teacher’s instructions and questions fluently and acceptably.

Learning Methods:
1. Lecturing
2. Pair work
3. Class discussion
4. Individual work

Learning Activities:

1. First Meeting

   Date: May 4, 2011
   Time Allocation: 09.50 – 10.30 WIB / one-meeting hour

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
<th>Method</th>
<th>Media</th>
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<tbody>
<tr>
<td>1.</td>
<td>Opening Activity (10’)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Greeting</td>
<td>2’</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Brainstorming about Pet</td>
<td>8’</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (25’)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. My Lovely Pet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Having a writing guideline</td>
<td>2’</td>
<td>Class</td>
<td>Blackboard</td>
</tr>
<tr>
<td></td>
<td>b. Understanding the composition of it.</td>
<td>10’</td>
<td>Pair-discussion</td>
<td>Blackboard</td>
</tr>
<tr>
<td></td>
<td>a) the name of the pet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) the body parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) why I like it and why I don’t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Adjective Words</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>a. finding some difficult words in the guideline format and finding up the meanings</td>
<td>8’</td>
<td>Individual work</td>
<td>Guideline</td>
</tr>
<tr>
<td></td>
<td>b. focusing on new adjective words</td>
<td>5’</td>
<td>Class</td>
<td>Blackboard</td>
</tr>
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<td>3.</td>
<td>Closing Activities (10’)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Reviewing the adjective word and completing the guideline as homework</td>
<td>10’</td>
<td>Class</td>
<td>discussion</td>
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</table>
2. Second Meeting

Date : May 18, 2011
Time Allocation : 09.20 - 10.40 WIB / two-meeting hour

<table>
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<th>Media</th>
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<td>1.</td>
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<td></td>
</tr>
<tr>
<td>1.</td>
<td>Greeting</td>
<td>2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Reviewing the last materials</td>
<td>8’</td>
<td>Class-</td>
<td>Guideline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (65’)</td>
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</tr>
<tr>
<td>1.</td>
<td>Discussing the homework</td>
<td>7’</td>
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</tr>
<tr>
<td>2.</td>
<td>Discussing the draft or writing-</td>
<td>15’</td>
<td>Class-</td>
<td>Black-</td>
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<td></td>
<td>guideline</td>
<td></td>
<td>discussion</td>
<td>board</td>
</tr>
<tr>
<td>3.</td>
<td>Having the example of a good</td>
<td>8’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>writing about My Lovely Pet</td>
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</tr>
<tr>
<td>4.</td>
<td>Learning: I like it because it is</td>
<td>15’</td>
<td>Class-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>______.</td>
<td></td>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don’t like it, I have, it has</td>
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</tr>
<tr>
<td>5.</td>
<td>Completing the guideline and</td>
<td>20’</td>
<td>Individual</td>
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<td>making it into a writing by</td>
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<td>work</td>
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</tr>
<tr>
<td></td>
<td>seeing the example given</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Closing Activities (15’)</td>
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<td></td>
</tr>
<tr>
<td>1.</td>
<td>Sharing spontaneously about what</td>
<td>7’</td>
<td>Class-</td>
<td>Black-</td>
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<tr>
<td></td>
<td>they feel after the learning</td>
<td></td>
<td>discussion</td>
<td>board</td>
</tr>
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<td>process done</td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Reviewing the last materials</td>
<td>3’</td>
<td>Class-</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Filling a questionnaire sheet</td>
<td>5’</td>
<td>Individual</td>
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</tbody>
</table>
Learning Materials:

the format of the writing guideline:

<table>
<thead>
<tr>
<th>Name: _________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Lovely Pet</td>
</tr>
<tr>
<td>Kind : dog / cat / hamster / bird / fish / rabbit / _____</td>
</tr>
<tr>
<td>Name :</td>
</tr>
<tr>
<td>Habitat: water / land</td>
</tr>
<tr>
<td>Parts :</td>
</tr>
<tr>
<td>• Body (fat / thin)</td>
</tr>
<tr>
<td>• Fur (color: _____ long / short / curly / straight / soft)</td>
</tr>
<tr>
<td>• Leg (two / four / tall / short)</td>
</tr>
<tr>
<td>• Tail (short / long)</td>
</tr>
<tr>
<td>• ___________________________________</td>
</tr>
<tr>
<td>I like it because:</td>
</tr>
<tr>
<td>• It is cute.</td>
</tr>
<tr>
<td>• It is nice.</td>
</tr>
<tr>
<td>• It is friendly.</td>
</tr>
<tr>
<td>• It is clean.</td>
</tr>
<tr>
<td>• It is smart.</td>
</tr>
<tr>
<td>• It runs fast.</td>
</tr>
<tr>
<td>I don’t like it because:</td>
</tr>
<tr>
<td>• It is naughty</td>
</tr>
<tr>
<td>• It is dirty.</td>
</tr>
<tr>
<td>• It is lazy.</td>
</tr>
<tr>
<td>• It is cruel.</td>
</tr>
</tbody>
</table>

The reading examples to follow:
My Lovely Poppy

I have a pet. My pet is a dog. I love my dog so much. I call my dog Poppy. Poppy has fat and big body. Poppy has brown fur. The fur is also long, curly, and soft. The tail is short. Poppy is also tall. I like my pet so much because it is cute and nice. It is also clean and smart. It can run fast. But I also don’t like it because it is cruel and naughty.

Cupang Fish

I have a pet. My pet is a fish. The name is Cupang. Cupang lives in water. I put Cupang in an aquarium. The body is fat. The colors are red and blue. The fin is long and beautiful. My Cupang eats worms. I love Cupang because it is cute and beautiful. You can get Cupang in pet shops or traditional markets. Usually it costs Rp. 5.000 – 15.000 per each.

Assessments:

1. Oral assessment: students’ participation through asking and answering teacher’s questions.
2. Written assessment: students’ skills in organizing ideas, dictions, and spelling.
Lesson Plan of Cycle 2

School : SD Kanisius Sengkan
Subject : English
Skill : Writing (Descriptive)
Class : V B
Semester : 2
Time allocation : 1) 2 X 45 minutes
                 2) 1 X 45 minutes
No. of students : 32

Competence Standard :

8. Spelling and copying very simple sentences in a school context.

8. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Basic Competence :

8.1 Spelling very simple sentences accurately and acceptably
8.2 Copying and writing very simple sentences accurately and acceptably with correct punctuations.
8.3 Mengeja kalimat sangat sederhana secara tepat dan berterima
8.4 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang.

Indicators :

1. The students are able to map the ideas they want to write.
2. The students are able to produce writing, about the object they feel interested most, which is good at sentencing, diction and spelling.
3. The students are able to respond the teacher’s instructions and questions fluently and acceptably.
Learning Methods:

1. Lecturing
2. Pair work
3. Class discussion
4. Individual work

Learning Activities:

1. First Meeting
   Date: May 19, 2011
   Time Allocation: 09.50 - 11.20 WIB / two-meeting hour

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
<th>Method</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening Activities (10’)</td>
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<td></td>
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<tr>
<td>1.</td>
<td>Greeting</td>
<td>2'</td>
<td>Class</td>
<td></td>
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<tr>
<td>2.</td>
<td>Discussing a bit the writing result</td>
<td>8’</td>
<td>Class</td>
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<td>2.</td>
<td>Main Activities (70’)</td>
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<tr>
<td>1.</td>
<td>Taking one most interesting object the students have.</td>
<td>15’</td>
<td>Pair-discussion</td>
<td>Black-board</td>
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<tr>
<td>2.</td>
<td>Mapping what need to write based on the object.</td>
<td>30’</td>
<td>Class</td>
<td>Black-board</td>
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<tr>
<td>3.</td>
<td>Finding new vocabularies and finding up the meaning.</td>
<td>15’</td>
<td>Class</td>
<td>Black-board</td>
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<td>4.</td>
<td>Finding new sentence patterns, such as: it is available in ..., I get it from ...</td>
<td>10’</td>
<td></td>
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<td>3.</td>
<td>Closing Activities (10’)</td>
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<tr>
<td>1.</td>
<td>Reviewing the last process and sharing on it.</td>
<td>8’</td>
<td>Class</td>
<td>Black-board</td>
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<tr>
<td>2.</td>
<td>Submitting the draft they have made.</td>
<td>2’</td>
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2. Second Meeting  
Date : May 25, 2011  
Time Allocation : 09.50 - 10.40 WIB / one-meeting hour

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
<th>Method</th>
<th>Media</th>
</tr>
</thead>
</table>
| 1.  | Opening Activities (8’)
   1. Greeting | 3’ | Class-discussion |
   2. The students have their draft feedback and the correction | 5’ |
| 2.  | Main Activities (27’)
   1. The students get explanation about the most mistakes they have made in the submitted draft. | 5’ | Class-discussion |
   2. The students change the draft into a good writing composition. | 15’ | Individual work |
   3. The students share their feeling after the second writing process. | 7’ | Class-discussion |
| 3.  | Closing Activities (10’)
   1. The students submit their final writing | 3’ | |
   2. The students fill the questionnaire distributed. | 7’ | Individual work |

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
Learning Materials

The format of the writing guideline:

Colors

Size

Shape

Object

Available in

Made from …

It is interesting because

The reading examples to follow:

“Romeo and Juliet”

I have a book. The title is “Romeo and Juliet”. The book is big and thick. The shape is like a box. It is written in England but it is translated into Indonesia. I read the book when I want to sleep at night. I like the book because the story is so interesting. I also like the book because the cover is colorful. You also can buy this book in Gramedia bookstore. It is about Rp. 45,000.

“A Pen from My Lovely Mother”

I have a pen. My pen is cylindrical and small. It is Rp. 1500. It is available in markets. The colors are red and white. It is made of plastic. It is made in United States of America. I use this pen to write so I bring it when I want to go to school. I love my pen because I get it from my mother in my 10th birthday. I also love my pen because the colors are interesting.

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