

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

Pranoto, Yohanes Heri. 2011. *Implementing Reflective Pedagogy to Enhance English Writing Skills of Fifth-Grade Students of Kanisius Sengkan Elementary School*. Thesis S-1. Yogyakarta: English Education Study Program. Sanata Dharma University.

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.

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Ketertarikan siswa dalam menulis harus ditumbuhkan sedini mungkin sejak mereka mengenal bangku sekolah sehingga kemampuan menulis bisa ditingkatkan dengan baik. Tetapi pertanyaannya ialah bagaimana menumbuhkan ketertarikan tersebut dalam kegiatan konkret yang disukai siswa. Itulah yang dicoba untuk dipecahkan di Kelas 5 Sekolah Dasar Kanisius Sengkan, Yogyakarta. Di sisi lain, ketertarikan mereka pada kegiatan menulis juga sangat kurang. Situasi ini membawa siswa pada hasil menulis yang tidak memuaskan. Hal itu memberi gambaran bahwa ada hubungan antara ketertarikan dengan kemampuan menulis dari siswa.

Dalam penelitian ini, peneliti mencoba untuk memecahkan masalah dengan cara mengimplementasikan Pedagogi Reflektif dengan menggunakan metode Penelitian Tindak Kelas (PTK) yang terdiri dari empat fase, yaitu perencanaan, penerapan, pengamatan, dan refleksi. Oleh karena itu, fokus penelitian ini ialah tentang penerapan Pedagogi Reflektif dalam meningkatkan kemampuan menulis bahasa Inggris siswa. Dalam mengumpulkan data, peneliti menggunakan beberapa instrumen, yaitu kuesioner, wawancara, catatan lapangan, dan pengumpulan hasil menulis. Jumlah partisipan ialah 22 siswa.

Penelitian ini mempunyai dua masalah untuk dipecahkan. Pertama, bagaimana penerapan Pedagogi Refleksi dapat membantu meningkatkan kemampuan menulis siswa. Kedua, sejauh mana penerapan tersebut meningkatkan kemampuan menulis siswa. Teori-teori yang digunakan dalam penelitian ini ialah sifat-sifat dasar Pedagogi Refleksi, kemampuan menulis bahasa Inggris siswa Sekolah Dasar, pembelajaran kooperatif, dan *Task-Based Language Learning*. Hasil dari penelitian ini dibagi menjadi dua bagian. Bagian pertama berfokus pada permasalahan pertama dari penelitian sementara bagian kedua berfokus pada permasalahan yang kedua.

Dari analisis data, peneliti mengetahui bahwa penerapan Pedagogi Refleksi membantu kegiatan menulis siswa dalam dua hal. Pertama, siswa tertarik dan menikmati kegiatan menulis. Di dalam kegiatan itu, peneliti menggabungkan fase-fase dari Pedagogi Reflektif (pembelajaran konteks, pengalaman, refleksi, tindakan, dan evaluasi) dengan proses menulis yang meliputi menulis awal (*prewriting*), pembuatan draft, pengeditan, dan pengumpulan. Siswa berpendapat bahwa kegiatan menulis bahasa Inggris lewat penerapan fase-fase Pedagogi Reflektif memberi pengalaman belajar yang menarik. Kedua, lewat penerapan Pedagogi Refleksi ini, siswa mampu mengembangkan kemampuan mereka dalam pengorganisasian ide-ide, pilihan kata, dan pengejaan. Hal itu terbukti dari nilai rata-rata kelas 73,2 dan 77, di atas Kriteria Ketuntasan Minimal yaitu 65.