EVALUATION OF BIOLOGY EDUCATION STUDENTS' WRITING AND PRESENTATION SKILLS THROUGH PERSONALITY ASSISTANCE AND LEARNING METHOD PART Iı

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Abstract

The demand for self-development competence in the globalization era is higher. Ability of academic field is a major requirement for mastering contents, but this condition needs to be supported with the potential of writing skill and oral presentation. This study aims to investigate the skills of writing and presentation of biology education students at Sanata Dharma University. This qualitative research is conducted in the Program of Personality Assistance and Learning Method Part II, which became one of the places to develop writing and presentation skills at Sanata Dharma University. Qualitative data analysis techniques include data collection, data reduction, data presentation, and conclusions. Writing and presentation skills are conducted through the individual roles in the group when creating two types of papers. The results show that 38,46% of students are good and 61, 54% are good enough in writing. Overall, all students are competent in presenting the work.

Keywords: evaluation, writing, presentation, skill.

Introduction

The potential development of each student is different. Especially for students in the second semester, who have undergone a semester of lecture and adapt to learning system at campus. The lectures at Sanata Dharma oriented on Ignatian pedagogy and student-centered demands a rapid development for every student. Students need a container that can assist in self-development in the form of Personality Assistance Program and Learning Method Part II. This unique program and the privilege of Sanata Dharma University from all other campuses teaches you how to know your potential, be grateful for what you have, live up to the basic values of USD and practice writing a scientific work. This research focuses on Personality Assistance Program and Learning Method Part II which aims to introduce students, especially for the students from Biology

Education at USD. There are 40 students in the class that I have taught in that semester. They came from many provinces in Indonesia, such as Yogyakarta, Magelang, Toraja, East Nusa Tenggara, etc. In my first observation, the class condition are condusive and attractive, the students had high antusiasm and very excited with this subject. They have said this is the special program from USD that can't be found in the other universities, but only some students have a talent to try and learn the writing skill as the basic skill for them.

The topics including the four basic values of Sanata Dharma University (about the truth, diversity, justify, and humanism) will be the main topic in discussion session. After the introducing and looking for the articles that have closest relationship to four core values, the students must present their papers, continue to sharing and discussion. The students have been taught about the correcting of writing from lecturers and train them to write papers of popular scientific papers and scientific papers. The goals of this program is to prepare some students that have good potential in writing and presentation skill will be sent and prepared to go the next competition in scientific writing, perhaps can go to national competition, even international event. The stages of the student journey from Personality Assistance Program and Learning Method Part II play a role in shaping the potential character to be developed in writing form in Personality Assistance Program and Learning Method Part II. It aims to improve the sharpness of thinking, effective and good writing, and well presented too, although this will be difficult for most students. The product of this idea is a work that can be observed further by taking note of the students' writing skills and oral presentation. Both of these skills are a provision in terms of the establishment of independence, creativity, and communication between students. Writing skills need to be evaluated and integrated into individual presentations in each group.

Theory

Personality Assistance Program and Learning Method Part II is a learning assistance program. This program focuses on how students are able to live up to the four core values of Sanata Dharma University: love the truth, fight for justice, respect diversity, and uphold the nobility of human dignity combined with the practice of making scientific and popular writings (Sarkim, 2015). This paper was consulted with lecturers, revised, and presented in groups.

Wright (2011) revealed that in this era writing skills are very important and people are increasingly motivated to write well and competitively. Technology supports the design and creativity in writing, so it takes the ability to try to write well in accordance with the rules of writing the standard and true.

Hasani (2016) said that writing is the most complex ability compared to others. When writing, one must have indirect communication ability, language structure, writing techniques, and the ability to extract ideas form text. This is the challenges for all people, not only for students. We must know that is not easy way if this is your first time moment to write. You can begin with the imagine, pictures, verbal, and senteces. It will be really coherence paragraph to complete the sentences.

Our argumentative writing will be the main powerful weapon to desrribe the condition. Pranowo (2000) explained that successful of argumentative writing is when reader can be persuaded, brought, and conveyed to the paradigm that is stated and believed by the writer. It can be supported by data, claim, warrant, backing, modal qualifiers, an rebuttal as become good argumentative writing (Shehab and Nussbaum, 2015; Toulmin, 2003, 2009).

Dolan (2016) summarize that three components to be a good presentation such as the structure, body language and movement, and verbal delivery. This component will be done by students to explore the presentation skill and be daring in the class.

Writing and presentation skills are part of the language competencies that must be owned by everyone, especially students. The emphasis on writing and presentation competencies is a student centered model of learning and can be integrated into mentoring programs such as Personality Assistance Program and Learning Method Part II. Mulyani (2008) explains that language competence is a tiered and observable competency in terms of performance, language usage, interaction, and ability to access and use information.

Methodology

The method that used in this research is descriptive. The subjects of this study were forty students of biology education class of 2016 in the course of Personality Assistance Program and Learning Method Part II at Sanata Dharma University which took place during the even semester of 2016/2017. Instruments used in the form of presentation and writing assignments.The students only practice first by doing the writing skill (individualization in each group) and continue in the class by presenting their papers. It was happened after the two meeting after discuss the four core values at USD. Qualitative and quantitative data were collected during the study of writing through lecture observation. Data analysis is an interactive analysis consisting of data collection, data presentation, conclusion, and verification (Miles & Huberman, 1984).

Results and Discussion

A. Writing Skill

Writing skills is the student's primary capital for interpreting various language expressions. In this case, students are required to develop the results of writing into the form of works in the form of papers and popular scientific papers. Guidance and consultation were conducted twice and presented. The lecturer checks the paper work and gives a summary of the review of the paper. Table 1 shows the results of the assessment of students' writing:

Table 1. Evaluation of Scientific Papers

No	Group	Notes	
		Popular Scientific Paper	Scientific Paper
1	1	The use of words and sentences effectively not too good, the order of the sentence and the link is still not good and has not shown coherence	Structuring really good, fairly structured, the source of the majority references from internet
2	2	Fairly good, opinion is strong enough in describing the message works	Fairly enough, the script type can be more neat again
3	3	Paragraph is too long, but substance is good. Types of text can be neat, too tight	How to quote there is still something wrong, the construction of the sentence needs to be improved, the substance is quite good
4	4	The contents of the writing is quite good, the sentence sequences can still be improved, how to write the bibliography is still a mess	The script type can be tidied up again, pay attention to consistency in typing, the list of libraries fall apart
5	5	Substance is good enough, can be tidied up again	Good substance, typing can be more neat again
6	6	Substance is good enough, typed less tidy	Substance is good enough, less tidy type
7	7	Good substance, typed neatly enough, can be tidied up again	Good substance, typed can be tidied again
8	8	Substance is good, aesthetics of writing can be improved again	Good substance, typing can be made again
9	9	Substance is good enough,	Good substance, spacing

No	Group	Notes	
		Popular Scientific Paper	Scientific Paper
		typewriting can be spaced again	consistency please noted
10	10	Substance is good enough, but 1 paragraph is too long	The writing is good, but 1 paragraph is too long
11	11	Good substance, keep in mind spatial consistency	Good substance, can be improved
12	12	Good substance, typing can be more tidied again	Good substance, typing can be more tidied up again
13	13	Substance is quite good, need attention in typing manuscript	Substance is good, can be improved again from the side of typing neatness

Writing is not easy assignment. The complexity of writing activity requires systematic and well-ordered thinking that must be mastered by students and which finally will be the way of their behavior (Gonye *et al.*, 2012). The results show that 38,46% of the students were good in writing and 61,54% were good enough in writing. There are still many students who are constrained by the grammar and how to cite a theory source. The majority of students use the source of internet links. Overall, students are dynamic and creative enough to extract information about a paper linked to the four basic values of USD (each group makes a paper with two different USD's core values), but must to pay attention when typing manuscript, Some mistakes has been found in their papers. Futhermore, Hasani (2016) explained that at university, students usually write argumentative writing when they create a paper for daily routine tasks or thesis. They use these argumentative writings because a paper deals with new and original ideas, and it must be written with strong and convincing argumentation. Meanwhile, Walsh (2010) add writing is an important communication activity for developing self potential and can use the help of some applications or software in this modern learning.

B. Presentation Skill

Presentation skills rely on individual speaking skills. Each presentation, the student must make a powerpoint and deliver the paper systematically. The class condition is relatively condusive, there are some interaction among all the students for the problem that have suitable with four core values, such as corruption, the social justice including gender. The students explained clearly and ask to their friends if necessary. The weakness are some students still reading when present and explain, and the sentences in power point is too long to be one slide. Students can be creative and design the eye catching pictures and display of their content. Overall, the average student in the group has a competent attitude with an average score ranging from 48 from 60. Students can provide text when introducing each topics and revisit again to objective learning (Dolan, 2016). Presentation grain points refer to Sutrisno (2011: 139-140) which states that presentation judgments include how to open presentations, using language, systematic presentation, mastering content, mastering classroom condition, time management, communicative, and closing the presentation. Class discussion is considered to be quite alive in every lesson. This is supported by the quality of argumentation and tolerance to the opinions of friends. This condition is certainly not separated from sharing things, Granescu (2016) explains that the motivation and culture of students greatly affect the skills of speaking for presentation.

Conclusion

Based on the discussion that has been done, it can be concluded that the final evaluation of 38,46% of students is good in writing and 61,54% others are quite good in the writing skills' procedure. Meanwhile, all students are competent in presenting the work orally. The effect of writing skills and presentations is not only ended in the lecture Personality Assistance Program and Learning Method Part II, but in the long term such as doing lectures, following the writing

contest, and preparing the thesis. Therefore, it is expected that in the future the students can continue their competence in writing and presenting the findings that can be shared to all people. Students can attend and practice in some activities or events such as seminar, workshop, doing assignments regulary, and try to follow any competition that can improve the good writing and presentation skills.

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