REFLECTIVE PRACTICE OF EFL TEACHERS ON STUDENTS' WRITING SKILL DEVELOPMENT IN INDONESIAN SECONDARY EDUCATION

ABSTRACT

SARLIN. 2018. *Reflective Practice of EFL Teachers on Students' Writing Skill Development in Indonesian Secondary Education.* (Supervised by Kisman Salija and Sahril).

Teachers as the main actor in the language classroom has played essential role in developing students language skills especially writing skills. The aim of this study was to get (1) whether or not the use of Reflective Practice of EFL Teachers develop the students' writing skill at the eleventh grade students of Pesantren IMMIM and (2) the students' perception toward the use of Reflective Practice of EFL Teachers in writing process. The sample of this study was eleventh grade students of pesantren IMMIM in which were taken by means of purposive sampling. The data was collected through treatment from quasi experimental design by providing pre-test, six meetings for treatment, and post-test. In addition, The data were collected with two instruments: writing test and questionnaire.

The result of this research showed that 5.686 with the degree freedom (df) 58 at the level of significant p= 0.05 was higher than the t-table (2.042). Based on the finding and discussion of this research gave description that there was a significant difference between the eleventh grade students of experimental class who was taught by using Reflective Practice of EFL Teachers and control class who was taught by using individual work in writing. Teaching writing through Reflective Practice of EFL Teachers more effective rather than using individual work method. Besides, the analysis of questionnaire indicated that the students' perception toward the use of Reflective Practice of EFL Teachers were very positive.

Keywords: Reflective Practice, EFL Teachers, Writing skill, Indonesian Secondary Education

INTRODUCTION

It has been known that the changing of curriculum and it was known as 2013 curriculum indirectly encouraged teachers especially language teachers to enhance their quality of teaching in order to create interactive classroom teaching. In addition, the competence of the teacher becomes the fundamental part in increasing the quality of education especially in Indonesia. In this case, reflective teachers are needed in order to enhance the students' achievement during the learning process. It is because the teachers are the major actors who will run the education system and the quality of education depends on a quality of teacher.

According to Main (1985), reflective teachers use high level thinking and problem solving skills which are essential for the development of learners' learning in the teaching and learning process. Mcleod, Barr, & Welch, (2015) assert that reflective practice is the process of paying attention to what is occurring in practice, and thoughtfully considering the impact of

personal, cultural and social assumptions on experiences. It has been clear that reflective practice requires the capacity to think critically and gain deep understanding concerning on the students problem especially in learning writing skill. Then, it can be said that reflective teachers should be able to plan, create and organize the learning process in the classroom in order to upgrade the students' learning outcome.

To become reflective teachers, teachers should be able to create various innovative teaching techniques and make the teaching material become more interesting. The existence of the 2013 curriculum push the teachers to be able to apply innovative teaching technique during the learning process and the procedure of teaching which involve in 2013 curriculum should be implemented by the teachers.

REVIEW OF LITERATURE

Reflection concerns to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Reflective teachers are effective teachers in which the teachers attempt to apply effective teaching technique during the learning process. According to Schön (1987), reflective practice is a process of critical investigation into ones' own teaching practices for bringing an improvement in the teaching and learning process. In this case, the teacher should have good preparation in enhancing students' proficiency especially in learning writing skill.

Hole and McEntee (1999) identify six phases of teacher's reflective growth as part of a developmental continuum of a career teacher such as novice, apprentice, professional, expert, distinguished, and evaluative. The importance of teaching practice in stimulating the students' responses towards learning may be effective, when the teacher analyzes his students' needs. Hereby, teacher education is considered as a designer in his classroom, who tries to induce some active pedagogical ways in order to develop the process of teaching by reflecting in his

instructions, i.e., an effective teacher is a reflective one. The process of reflection requires a careful thought about previous performance. It gives rise to observation, positive changing, a desire for learning and getting new knowledge, and developing self-confidence for a better progress.

Bouaricha (2015) stated that reflective teaching transforms the attention of the teachers to have a careful insight about themselves, by following an integrated approach and doing a self-monitoring to self-assessment. Teachers may need to gather all the events, and collect all the data that happen before, after, and will take place in the classroom practice for the sake of enhancing the teaching/ learning process. Therefore, a set of procedures may be used by the teacher such as journal writing, lesson reports, and peer observation.

METHOD

This research was categorized as quantitative research. It was called as quantitative research because the data were presented in numbers and analyzed by statistical analysis (Sugiyono, 2010: 13). The research design used quasi-experimental design with non equivalent control group design (Gay *et al*., 2006: 258). There were two groups namely experimental and control group which received different treatments. The experimental group was taught by using reflective practice of EFL Teachers while the control group was taught by conventional way (without method) and both groups were given pre-test and post-test.

The sample of the research is 60 students selected by using cluster random sampling technique because, the eleventh grade students consist of two classes, the researcher chose one class as the sample. The two groups represent as experimental and control group. Class XI IPA MA (30 students) represents as experimental group and XI IPS MA (30 students) represents as control group.

There were two instruments utilized in this research in order to obtain the data; writing test and questionnaire. To get whether or not reflective practice develop students writing skill, the researcher firstly conducted pre-test. After that, the researcher provided treatment to the students and in the end of the meeting, post-test was given to the students especially on writing test. Then, to get students perception, questionnaire was distributed in the last activity for experimental group. The questionnaire is to find out the students' responses on the procedure which is implemented in teaching and learning process.

To find the significant difference between pretest and posttest, the researcher calculated the value of the t-test through Microsoft Excel. Meanwhile, To interpret the students' perception, the researcher uses the classification on following table. Since this research consisted of 5 statements and 15 items, the range score from 15 to 75 which is used to determine the students' perception.

FINDINGS

1. **Reflective Practice of EFL Teacher and Its effect to the Students' Writing Achievement of Vocabulary and Language Use Aspects**

   The result of the students' writing achievement for pretest and posttest of *vocabulary* and *language use* aspects can be seen in table 1:

Table 1: Score of students' writing achievement in pretest and posttest both experimental class and control class

No.	Name of Class	Pretest	Posttest	Progress
1.	Experimental class	4.48	7.39	2.91
2.	Control class	4.42	5.47	1.05

The data in the Table 1 shown that Reflective Practice of EFL Teachers method has the different result with non Reflective Practice of EFL Teachers method on students' score of students' posttest at the students' writing achievement of *vocabulary* and *language use* aspects. It meant that Reflective Practice of EFL Teachers have effect, where the students' score in the posttest of control class (5.47) was different with the posttest of experimental class (7.39).

The data collected indicated that the use of Reflective Practice influenced the students' writing achievement on *vocabulary* and *language use* aspects. The result of the pretest and posttest can be seen in table 2.

Table 2: The students' score of vocabulary and language use aspects for pretest and posttest on control class and experimental class

Classification	Score	Control Class		Experimental Class	
		Pretest (%)	Posttest (%)	Pretest (%)	Posttest (%)
Excellent	9.6-10	0%	0 %	0 %	0%
Very Good	8.6-9.5	0%	0 %	0 %	10%
Good	7.6-8.5	0%	0 %	0 %	33.3%
Fairly Good	6.6-7.5	0%	10%	0 %	33.3%

Classification	Score	Control Class		Experimental Class	
		Pretest (%)	Posttest (%)	Pretest (%)	Posttest (%)
Fair	5.6-6.5	6.7%	30%	10.%	23.3%
Poor	3.6-5.5	73.3%	56.7%	70%	0%
Very Poor	0-3.5	20%	3.3%	20%	0%
Total		100%	100%	100%	100%

From the table 6 above, we can see the students' score from the result in the pretest and posttest of *vocabulary* and *language use* aspects on control class and experimental class. In the pretest on control class, the students got 20% very poor score became 3.3% in the posttest, while the pretest of experimental class, the students got 20% totally moved to 23.3% fair score.

Therefore, it can be concluded that the students' scores in the posttest of experimental class was higher than their scores in the posttest of control class. It means that the use of *Reflective Practice of EF Teacher* on *vocabulary* and *language use* have been influenced.

1.1. The Development of Students' Writing Achievement of Vocabulary and Language Use Aspects after Using Reflective Practice of EFL Teachers

The development of students' writing achievement on pretest and posttest of *vocabulary* and *language* use aspects after using Reflective Practice of EFL Teachers, we can see in the following table:

Table 3: The development score of students' writing achievement in pretest of vocabulary and language use aspects without Reflective Practice of EFL Teachers in control class and experimental class

No.	Name of Class	Vocabulary	Language Use
1.	Control Class	4.63	4.15
2.	Experimental Class	4.72	4.27

From table 3, we could see the students' score of *vocabulary* and *langauge use* aspects have not the significant different between the students' score of control class with experimental class. But after using Reflective Practice of EFL Teachers on experimental class in posttest have the significant different if we compare with the posttest on control class without use Reflective Practice of EFL Teacher.

Table 4: The comparison of the development score of students' writing achievement in posttest of vocabulary and language use aspects between Control Class and Experimental Class

No.	Name of Class	Vocabulary	Language Use
1.	Control Class	5.73	5.16
2.	Experimental Class	7.58	7.23

The data in the table 3 shows that the students' writing achievement got development, where the students' score in the posttest of experimental class was higher than control class. It meant that, there was the development of students' writing achievement of *vocabulary* and *language use* aspects after using Reflective Practice of EFL Teachers. It was also proved by the t-test was higher than the t- table.

❖ **Hypothesis Test**

If the t-test value was greater or higher than the t-table at the level of significance 0.05 and degree of freedom 58, thus the alternative hypothesis would be accepted and null hypothesis would be rejected. In contrary, if the t-test value was lower than t-table at the level of significance 0.05 and the degree of freedom 58, thus the alternative hypothesis would be rejected and null hypothesis would be accepted.

Table 4: T-test value of students' writing achievement of vocabulary and language use aspects on control class and experimental class in the posttest

Indicators	**T-test Value**	**T-table Value**
Vocabulary and Language Use	5.686	2.042

The data above shows that the value of the t-test is greater than the value of the t-table. It is indicated that there was a significant difference between the result of the students' writing achievement of *vocabulary* and *language use* aspects. The result of the data analysis was the t-test value (5.686) was greater than t-table value (2.042). Based on the result, hypothesis test showed that H0 was rejected and H1 was accepted.

2. Analysis of Students' Perceptions on the questionnaire towards the use of Reflective Practice of EFL Teachers.

By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, undecided, disagree, or strongly disagree with the statements. Below are the results.

Statement number 1:   ***Using Reflective Practice of EFL Teachers in writing English text makes me easier in learning English especially writing***
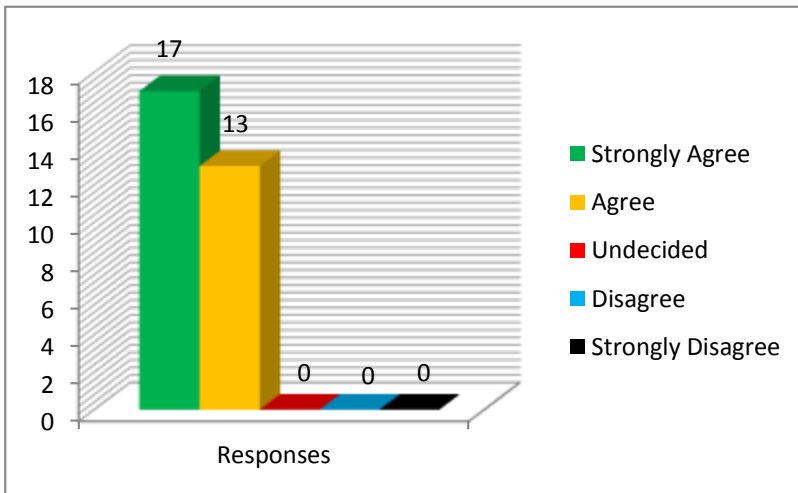

Figure 2. The frequency of statement number 1

The chart above shows that 17 students (56.67%) strongly agreed that using Reflective Practice in writing materials could make easier in learning English especially for writing test while 13 students (43.33%) agreed with the statements. Thus, it indicates that the use of Reflective Practice of EFL Teachers could make easier in learning English Especially in writing test.

Statement number 2: I am more interested in writing English text by using Reflective Practice of EFL Teachers than using the previous one.
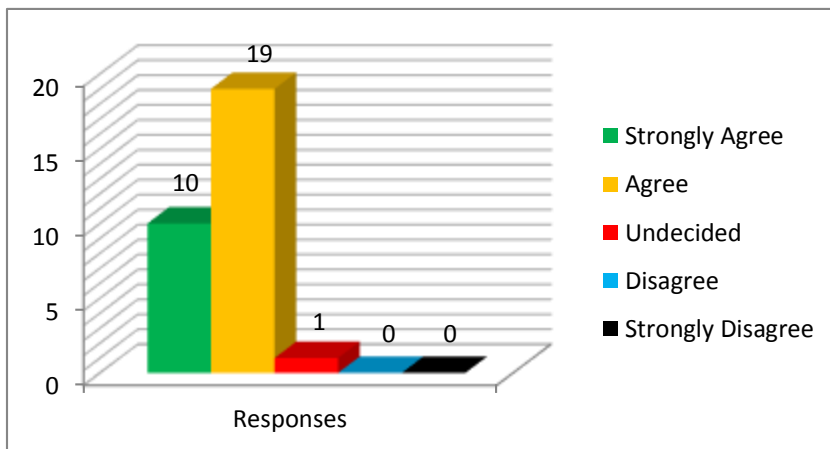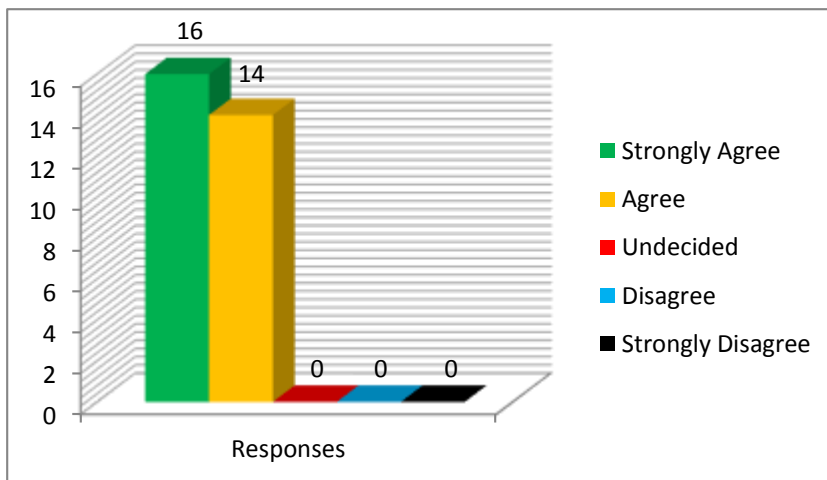

Figure 3. The frequency of statement number 2

The chart in Figure 2.2 shows that 10 students (33.33%) strongly agreed and 19 students (63.33%) agreed that English the use of Reflective Practice of EFL Teachers make the students are interested to learn the writing materials. Meanwhile, one student (3.33%) was undecided that the use of Reflective Practice of EFL Teachers is interesting in learning English especially writing.

Statement number 3: I always ask questions or give respond to the questions more than before to the lecturer if applying Reflective Practice of EFL Teachers.
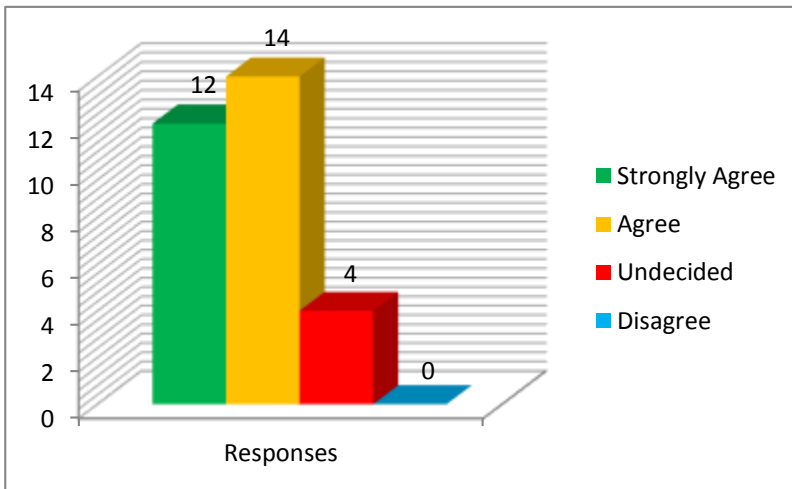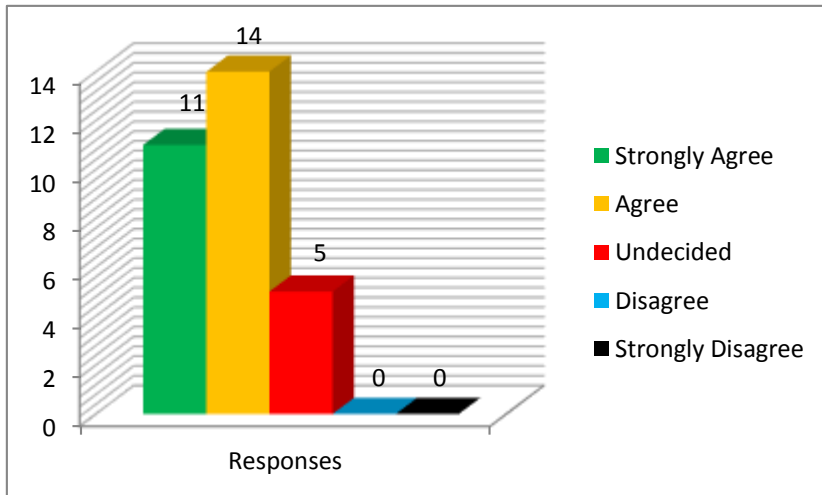

Figure 4. The frequency of statement number 3

The chart above shows that there were 12 students (40%) strongly agreed and 14 students (46.67%) agreed that the use of Reflective Practice of EFL Teachers could make the students are active to ask or respond the question in English, and 4 students (13.33%) undecided that the use of Reflective Practice of EFL Teachers.

Statement number 4:   I think learning writing text by using Reflective Practice of EFL Teachers very easy.
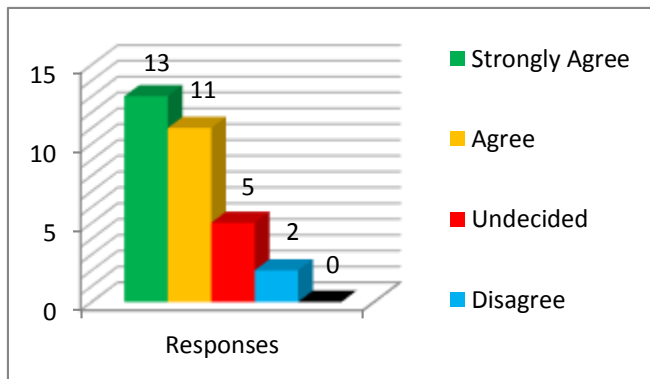

Figure 5. The frequency of statement number 4

The chart in Figure 4 shows that 16 students (53.33%) strongly agreed and 14 students (46.67%) agreed that writing materials by using Reflective Practice of EFL Teachers could make easy to understand it and attention in English

learning process. It indicates that the use of Reflective Practice of EFL Teachers make the students are understandable the material well.

Statement number 5: **It is easy to remember the vocabularies and the sentences in using Reflective Practice of EFL Teachers.**

Figure 6. The frequency of statement number 5

The chart above shows that 11 students (36.67%) strongly agreed and 13 students (46.67%) agreed that the use of Reflective Practice of EFL Teachers in writing materials could improve their memorization to remember the vocabularies and the sentences. Meanwhile, 5 students (16.67%) were undecided that the use of Reflective Practice of EFL Teachers easy to remember the vocabularies and the sentences.

Statement number 6: **I think the materials improve my motivations to write more the English writing test.**
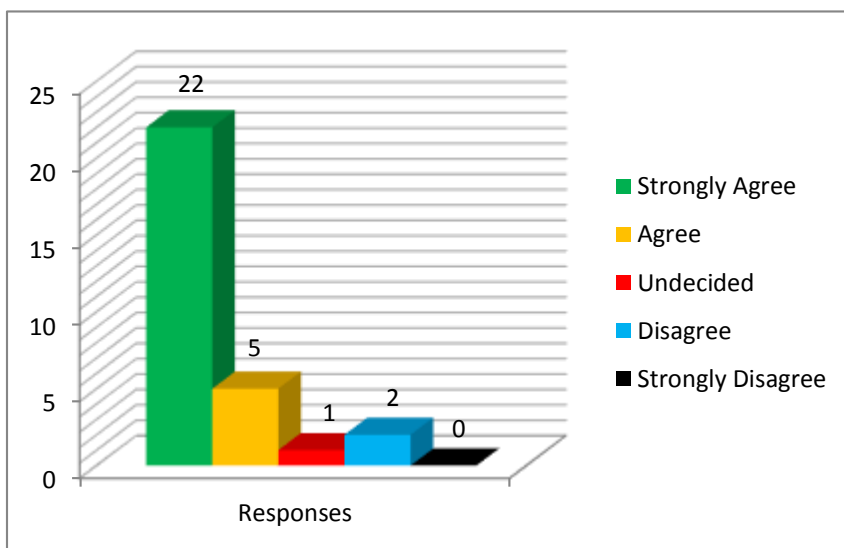
Figure 7: The frequency of statement number 6

Figure 7 shows that 22 students (73.33%) strongly agreed and 5 students (16.67%) agreed

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that the use of Reflective Practice of EFL Teachers in writing materials could make the classroom atmosphere becomes more active and can improve their motivation to write English writing test. Meanwhile, 1 student (3.33%) were undecided that Reflective Practice of EFL Teachers could make the classroom atmosphere more active and 2 students (6.67%) were disagree that the use of Reflective Practice of EFL Teachers can develop their motivation to learn English.

Statement number 7: **I think the topics of the materials are very interesting.**

Figure 8. The frequency of statement number 7

The chart in Figure 8 shows that 13 students (43.33%) strongly agreed and 11 students (36.67%) agreed that the use of Reflective Practice of EFL Teachers in writing materials are interesting. Meanwhile, 5 students (16.67%) was undecided that the use Reflective Practice of EFL Teachers is interesting to provide the materials, and one student (3.33%) was disagree about the topic of writing material.

Statement number 8: **I think the materials are interesting to be used in writing class.**
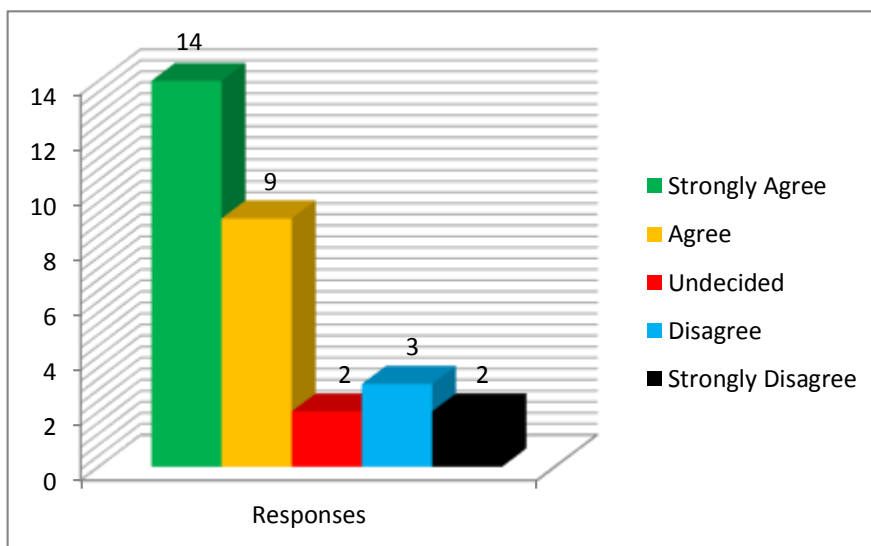

Figure 9. The frequency of statement number 8

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The chart (figure 9) shows that 14 students (46.67%) strongly agreed and 9 students (30%) agreed with the statement, 2 students (6.67%) were undecided about the materials are good to be used in writing class, and there were 3 students (10%) disagree, 2 students (6.67%) were strongly disagree. Thus, it indicates that the use of Reflective Practice of EFL Teachers good to be used in writing class.

Statement number 9: **Using Reflective Practice of EFL Teachers in writing English test makes me difficult in learning especially writing.**
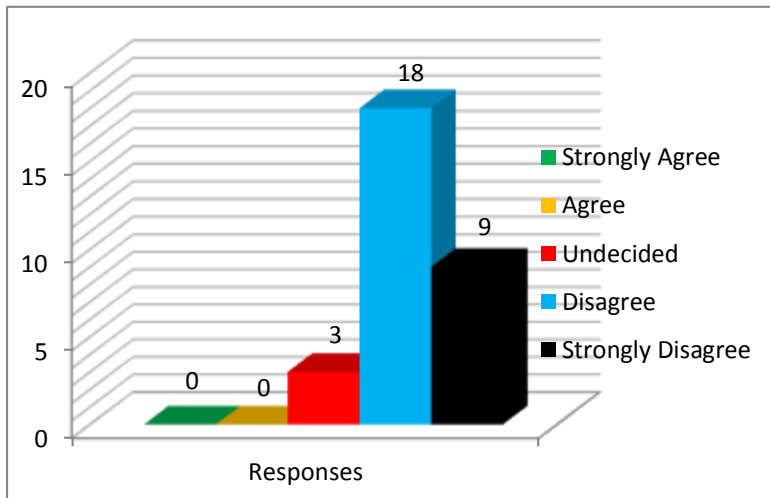
Figure 10: The frequency of statement number 9

The chart in Figure 10 shows that 3 students (10%) undecided and 18 students (60%%) disagree that they make difficult to understand in learning English by using Reflective Practiceof EFL Teachers. Meanwhile, 9 students (30%) were strongly disagree with that statement.

Statement number 10: **I am not interested in writing English test out of the class after being taught Reflective Practice of EFL Teachers.**
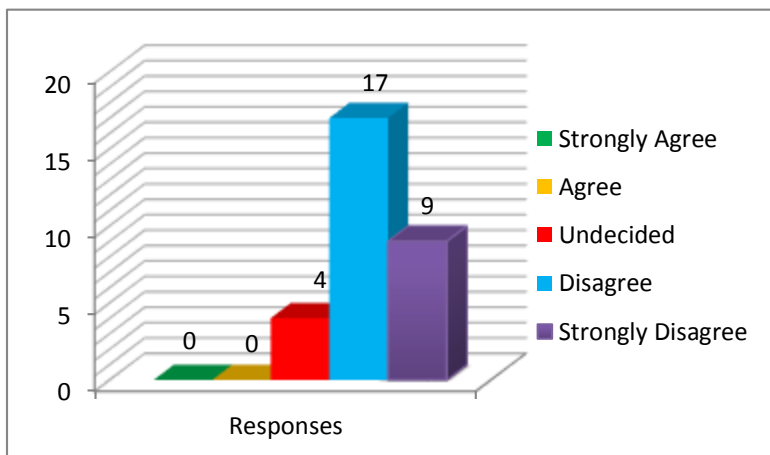
Figure 11. The frequency of statement number 10

The chart (figure 11) shows that 17 students (56.67%) were disagree and 9 students (30%) were

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strongly disagree that the teaching English by using Reflective Practice of EFL Teachers is not interested. Meanwhile 4 students (13.33%) were undecided with the statement. Thus, it indicates that the use of Reflective Practice of EFL Teachers make the students were interested in writing English test.

Statement number 11: I am not willing to ask or respond my friends questions when the lecturer using Reflective Practice of EFL Teachers.
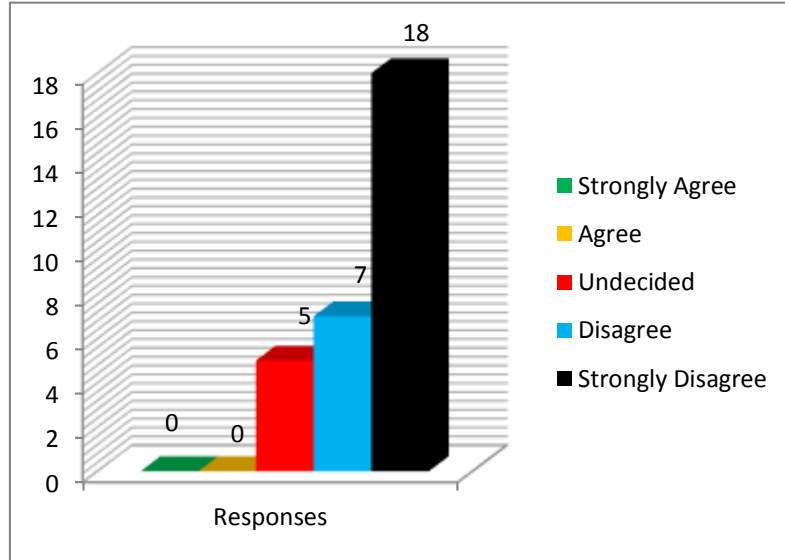

Figure 12: The frequency of statement number 11

The chart above shows that 18 students (60%) strongly disagreed and 7 students (23.33%) were disagreed that they will not ask or respond the questions when the teachers using Reflective Practice. Meanwhile, 5 students (16.67%) were undecided with the statement.

Statement number 12: I do not like studying English if the teacher using Reflective Practice in writing class
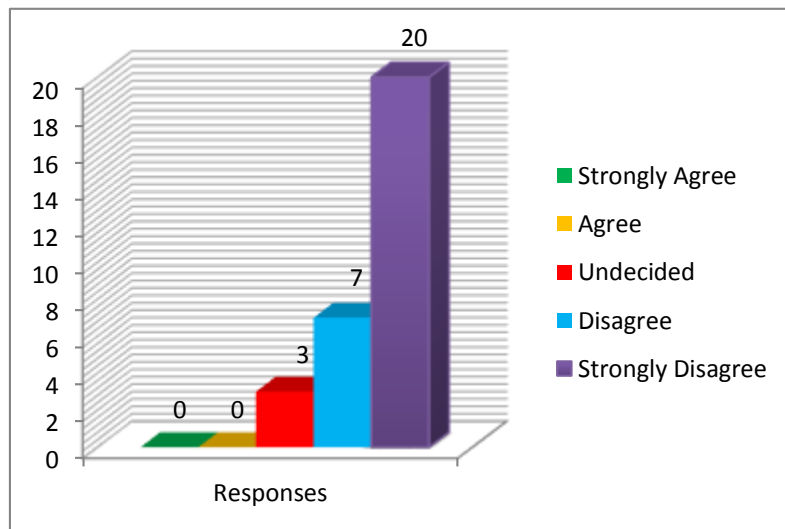

Figure 13: The frequency of statement number 12

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The chart in Figure 13 shows that there were 20 students (66.67%) strongly disagree and 7 students (23.33%) disagree that they do not like studying English when the teachers using Reflective Practice in writing class. Meanwhile 3 students (10%) were undecided with the statement. Thus, it indicates the students enjoy to study if using Reflective Practice of EFL Teachers in writing class.

Statement number 13:   I am lazy to attend the English class when the teacher uses Reflective Practice.
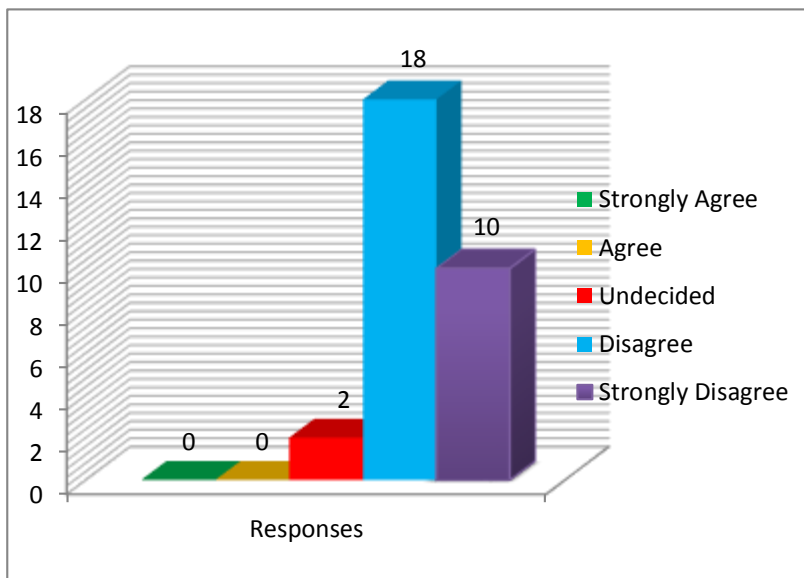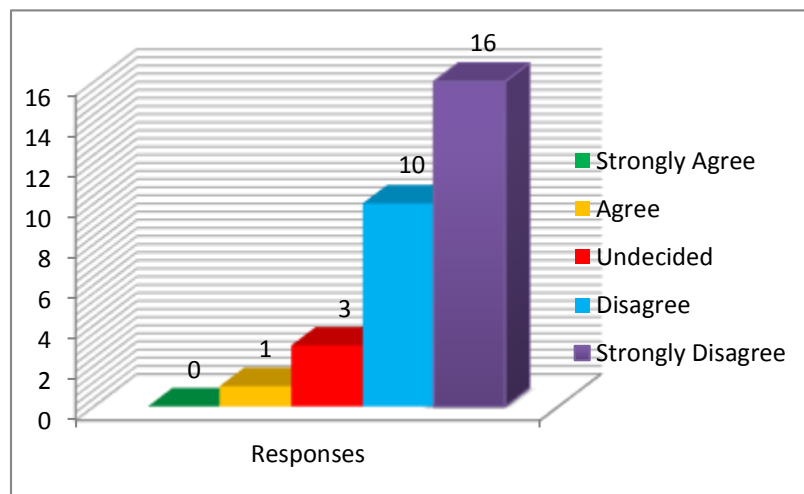

Figure 14: The frequency of statement number 13

The chart (figure 14) shows that there were 10 students (33.33%) strongly disagree and 18 students (60%) disagree with the statement. Meanwhile, there were 2 students (6.67%) undecided with the statement. Thus, It indicated the use of Reflective Practice of EFL Teachers makes the students were active to attend the writing class.

Statement number 14: I am always sleepy in the class when the teacher used the writing material.

Figure 15. The frequency of statement number 14

The chart in the left side (figure 15) shows that there were 16 students (53.33%) were strongly disagree and 10 students

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(33.33%) were disagree with the statement. Meanwhile, there were 3 students (10%) were undecided, and there is one student (3.33 %) was agree with the statement. It indicated that use of Reflective Practice of EFL Teachers would not make them sleepy in the English writing classroom.

Statement number 15: I hope the teacher closes the meeting as soon as possible when using Reflective Practice.
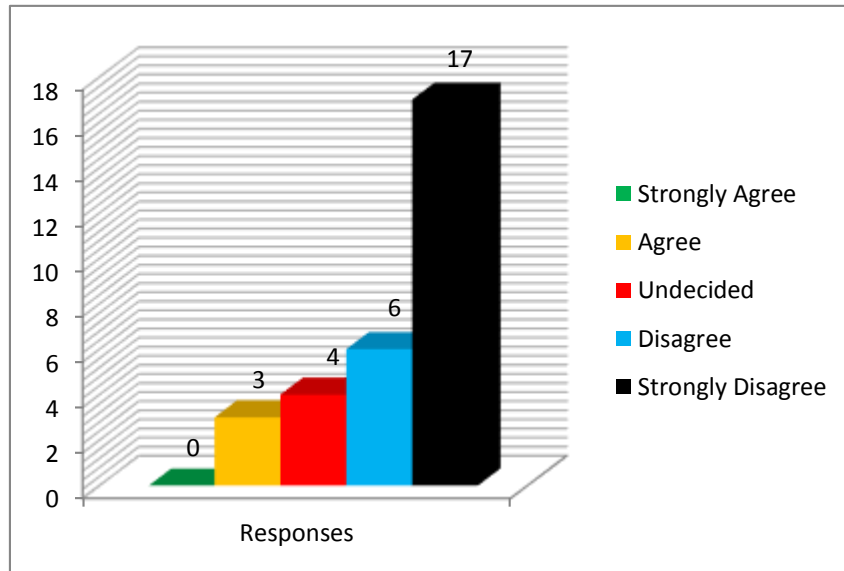

Figure 16. The frequency of statement number 15

The chart above shows that there were 17 students (56.67%) strongly agreed and 6 students (2%) disagreed, there were 4 students (13.33%) undecided. Meanwhile there were students agree with the statement. Thus, it indicated that the use of Reflective Practiceof EFL Teachers was expected to implement in teaching writing class.

After calculating the raw score shown by each student in the questionnaire, the general calculation results of the questionnaire can be summarized in the following as follows:

Table 5. Frequency and percentage of questionnaire on students' perception toward the use of Reflective Practice of EFL Teachers.

No	Category	Frequency	Percentage (%)
1	Very positive	21	70
2	Positive	9	30
3	Moderate	0	0
4	Negative	0	0
5	Very Negative	0	0
	Total	30	100

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The table in page 14 performs the findings on the questionnaire of perceptions toward the use of Reflective Practice of EFL Teachers. The result obtained after the teaching and learning process by using Refective Practice of EFL Teachers for Six meetings exhibits that most of students perceived very positive response. It was also supported by the mean score of the students' perception which was classified as "Very Positive Perception" by having interval range = 64.

From the finding of the study revealed that the use of Refective Practice can develop writing seemed to be effective, as it indicated that in the posttest score got significantly development, it was higher than the pretest score. And the students' respond from the questionnaire revealed that they were more interested in learning English if the teacher use Refective Practice in teaching writing materials. The researcher assumed that the use of Refective Practice was beneficial in leaning English specially in writing.

Furthermore, the result of students' perception indicated that the teaching class was more attentive and the students were more interested in learning. The use of Refective Practice in teaching, the students were more encouraged and motivated to learn through the writing text.

Based on the findings of the study, the pedagogical implications should be emphasized. First, the teacher should employ the use of Reflective Practice of EFL Teachers instruction to improve students' writing skill. The second, the teacher should encourage the students' interest and motivate them to learn by writing activity.

CONCLUSION

Based on the data analysis of written test on the previous chapter, the writer made the conclusion as followed:

- Reflective Practice of EFL Teachers in writing process of *vocabulary* and *language use* aspects can develop the students' achievement. It was implied that the students effective in writing process with using Reflective Practice of EFL Teachers. Reflective Practice of EFL Teachers is more effective than itself in developing the students' achievement of *vocabulary* and *language use* aspects.

- Furthermore, the research indicated that the use of Reflective Practice of EFL Teachers in teaching writing skill obtained very positive responses from the students. Most of them agreed that by using Reflective Practice of EFL Teachers in teaching could deveop their writing skill.