

Improving Students' Ability in Writing Toward Report Text By Using Reflective Learning



Andre Anda Resta¹ , Absharini Kardena² , Melyann Melani³ , Elsi Amiza⁴ 

*Correspondence :

Email :
andaresta675@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

²Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

³Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

⁴Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

Abstract

The research was done to improve students' writing ability in report text by using reflective learning method. The research was an individual classroom action research (CAR). After that, the researcher as a teacher and also as a researcher to conducted this classroom action research. This classroom action research divided into 2 cycles that refer to the classroom action research procedure was planning, implementation of action, observation, and reflection. The research data were collected through observation, interview, and writing test. The subject of this research was the students of grade IX.2 SMPN 2 Kamang Magek. The total of number of students in the class was 21 students. The result of analysis showed that the reflective learning method could improve students' learning in writing report text. The result of observation that had been obtained in this research in cycle I and cycle II should improvement in the learning process activities. From the results obtained by students in cycle I and cycle II an improve in students' learning results and has reached the completeness criteria. The completeness criteria (KKM) is 75. Futhermore, it can be concluded that the used of reflective learning method could improve students' learning result.

Article History :

Submission : September
20, 2023

Revised : September 28,
2023

Accepted : October 15,
2023

Published : October 30,
2023

Abstrak

Penelitian ini dilakukan untuk meningkatkan kemampuan siswa dalam menulis report text dengan menggunakan metode pembelajaran reflektif. Penelitian ini merupakan jenis penelitian Tindakan kelas, tepatnya individual yang mana peneliti berperan sebagai peneliti dan juga sebagai guru. Penelitian ini dilakukan sebanyak dua siklus yang tiap siklus terdiri dari perencanaan, penerapan aksi, pengamatan, dan refleksi. Data penelitian ini didapatkan dari pengamatan, wawancara dan tes menulis. Subjek dari penelitian ini adalah seluruh siswa kelas IX.2 di SMP N 2 Kamang Magek yang berjumlah sebanyak 21 orang siswa. Hasil analisis menunjukkan bahwa metode pembelajaran reflektif dapat meningkatkan pembelajaran siswa dalam menulis teks laporan. Dari hasil yang diperoleh siswa pada siklus I dan siklus II terjadi peningkatan hasil belajar siswa dan telah mencapai kriteria ketuntasan. Kriteria ketuntasan minimal (KKM) yang ditetapkan adalah 75. Dengan demikian, dapat disimpulkan bahwa penggunaan metode pembelajaran reflektif dapat meningkatkan hasil belajar siswa.

Keyword : Writing

Ability¹, Report Text²,
Reflective Learning
Method³

Kata Kunci :

Kemampuan Menulis,
Teks Laporan², Metode
Pembelajaran Reflektif³

INTRODUCTION

Since 2013, the government has begun adopting the 2013 curriculum. The 2013 curriculum is intended to offer a platform for Indonesian youth to realize their full potential. The implementation of Curriculum 2013 emphasizes topic learning, in which students are supposed to be more active learners than teachers. Students are expected to learn not only from what their lecturer says, but also from other sources. Although the curriculum 2013 emphasizes thematic learning in its implementation, the curriculum's goal or outcome remains the same, which is to enable students to learn more independently and critically, so that it provides for student development, allows students to gain independence, and increases student knowledge and experience.

Although the independent curriculum has been in existence, it is only employed at a few institutions, mainly junior high schools, in grade seven. In grades eight and nine, the 2013



curriculum is still in use. Although each educational curriculum is unique, the goals are the same; each curriculum has learning outcomes in its execution.

This is due learning outcomes are an important issue in the field of education. Learning outcomes are abilities that students have to demonstrate at each developmental stage (Widiati, 2015). The learning outcomes are written statements that state what a successful learner should be able to do at the end of a module, course unit, or certificate (Adam, 2006). These two experts agree that learning outcomes are crucial. Because learning outcomes are so essential in the world of education, every teacher, and even every school, should try to achieve them in order to establish a high-quality school.

Learning outcomes are critical because they determine the level of the certification framework, establish qualification requirements, explain programs and courses, drive the curriculum, and determine assessment specifications (Mahajan & Singh, 2017). However, what is anticipated does not necessarily correspond to what is intended. Obtaining learning results will be difficult. The students had no previous school-based English expertise. This is a difficulty for junior high school English instructors in terms of obtaining learning results.

Students are required to master all four abilities in learning English in order to accomplish learning goals, particularly in English language instruction with the present curriculum. However, this study focuses on one ability, namely writing. Students are anticipated to be able to convey ideas and experiences through basic and organized paragraphs, demonstrating development in the use of particular vocabulary and simple sentence structures, based on the learning goals of junior high school English. There are tactics or procedures that must be mastered by the instructor in order to accomplish these learning objectives.

It is not simple to achieve learning results, particularly in writing. Teachers and students confront several hurdles during the learning process. Teachers and students must collaborate to achieve the desired learning outcome. As a result, teachers must be intelligent and innovative in assisting and mentoring students to enhance their writing abilities.

Writing is a difficult task. Writing is one of the most difficult skills to master. Writing is a difficult activity since it involves time, focus, motivation, understanding what to write, how to write, knowing what mechanics to consider in writing, and many other factors to consider such as topic, vocabulary, grammar, language use, and mechanics (Heaton, 1988). Teachers have undoubtedly attempted various methods and tactics to assist students in improving their writing talents, but it is still insufficient to increase students' writing abilities. However, as a teacher, you must be resourceful in order to solve this challenge. After all, writing is a crucial skill for kids to learn because it is required in many sectors of life, particularly in the field of education. As a result, teachers must continue to think of new approaches to help students develop their writing skills.

Reflective learning is a learning strategy in which students recall which experiences are written down. Reflective learning is one of the learning methods that gives students the opportunity to think reflectively or remember something based on the student's experience (Majid, 2015). Teachers can utilize this reflective learning strategy to help students develop their talents in certain areas, particularly writing. Students will be more free in their writing if they are allowed to write based on what they recall. Allowing students to write reflections and elaborations on their experiences is one way to make writing more significant and exciting for them.

Many people like the act of reflecting. The typical individual tends to remember memorable events. People have a propensity of writing down their thoughts, preserving them as a personal collection, and even publishing them. Reflective writing benefits kids by teaching them to be expressive and motivating them to be innovative (Rais & Aryani, 2019)(Rais & Aryani, 2019). Reflective has numerous meanings that must be properly defined. It is used for the student's

grade once it has been attained based on the written disclosure in the context of reflective learning.

A clear and stated cause for reflection characterizes reflective learning, with objectives indicated in terms of learning, action, or clarity (Moon, 2004). Rather than a developmental or systematic method to reflection, reflective learning is concerned with how and at what level students reflect (Ariana, 2016). Students are expected to communicate well in writing about thoughts and feelings through reflective learning, because, as stated earlier, one wants to recall one's own experiences, and reflective learning corresponds to the above statement.

Based on preliminary research by using interviews with one of the English teacher twice, on January 28, 2023, and on February 9, 2023, at the teacher's house, and also interviews with several students in class IX, this study indicated the following problems:

The first issue is that students are not in the habit of writing. According to teacher and student interviews, teachers seldom provide writing projects during the English learning process. Then, data was acquired indicating that prior teachers often taught by discussing previous year's activities; in other words, if there is something that students do not grasp from the exercise, the teacher will teach and discuss it. As a result, when assigned a writing task, students find it difficult and grumble about it.

The second issue is that students believe writing is difficult. This issue was examined using the findings of interviews with various students, who reported that they found it difficult to create ideas when writing. This is also demonstrated by the average score of these students on daily assessments, particularly when producing narrative material. Based on the previous teacher's average daily test score on narrative text, the student's average was only 51,4 as contained in the second appendix, whereas the kkm in the school is 70. This data is the reason why students believe writing is difficult.

The last issue is that the way of studying English is insufficient to assist students develop their writing abilities. According to the findings of various student interviews, students only learn English by utilizing a dictionary, and students will only use the dictionary if they encounter difficult vocabulary. This causes students to be perplexed and unsure of what to do when writing. As a result, students lose concentration on the subject at hand and instead wait for responses from their peers. This is also consistent with the findings of the teacher interview, which revealed that the teacher prioritized students' grasp of the content over writing. As a result, the student learning technique and the teacher's teaching approach are insufficient to increase students' writing abilities.

Based on the current issues, it is vital to make an effort to enhance students' writing skill in report text by developing a method of learning English that engages active and quality students. Reflective learning is defined as learning that allows students to think about their experiences and then write about them. Reflective learning or reflective writing in the academic environment is also likely to include a deliberate and proclaimed objective for the reflection, with an outcome expressed in terms of learning, action, or clarity (Boud in Moon, 2004). In the reflective learning method, students are asked to recall what has been learned. Recalling what has been learned will make it easier for students to write.

Based on the explanation above, this study discusses about How to Improving Students' Ability in Writing of Report Text by Using Reflective Learning of The 9th Grade At SMPN 2 Kamang Magek.

METHODS

This study used a mixed methods approach using a classroom action research (CAR) methodology. A mixed methods research design is a strategy for collecting, evaluating, and integrating quantitative and qualitative data in one study or group of studies to better understand a research topic (Creswell, 2011). In addition, mixed methods are combining both quantitative and qualitative data in one research, mixed methods research combines quantitative and qualitative research designs (Geoffrey E. Mills, 2019). This study uses mixed methods since the emphasis is on two types of data collection, quantitative and qualitative. Students are given tests to collect quantitative data, while interviews and observations are used to collect qualitative data.

This study employs a classroom action research (CAR) design. The systematic collection of data with the objective of bringing about social change is known as classroom action research (Bogdan & Biklen, 2007). Classroom action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educational process (Roza & Kardenia, 2021). Besides according to Bogdan, CAR defines as a type of self-reflective inquiry conducted by participants in a social (including educational) environment to enhance the logic and fairness of (a) social or educational practices, (b) knowledge of, and (c) the conditions in which practices are carried out (Kemmis in Alek, 2016). More specifically, this study used a (CAR) design with individual classroom action research, which in this type, the teacher or lecturer as a researcher as well as a researcher. As researchers, teachers or lecturers must be able to work on the path of the research, namely the path to improvement with steps that can be accounted for in the sense that teachers must ensure validity in order to support the objectivity of the research conducted (Sukardi, 2004). This study used a CAR design because the purpose of this research is to improve students' abilities, especially in writing.

The participants in this study were from class IX.2, with a total of 21 students. Several instruments were utilized to collect data for this study. Tests, observations, and interviews are the instruments. The exam is used to determine whether or not students' writing abilities have improved. An observation is conducted to determine and explain students' engagement in the learning process through reflective learning, and the last step is an interview to determine what the assessment content is in each cycle. This study included four procedures: planning, action implementation, observation, and reflection. This study was completed in two cycles since there was no improvement in student learning outcomes in the first round.

RESULT AND DISCUSSION

RESULT

This section seeks to provide a response to the research question. The post-test results in cycle I and cycle II can be used to determine whether or not students' ability to create report text improved utilizing the reflective learning technique. The comparison of the two cycles' scores may be seen in the table below.

Table 1. *Comparison Students' Score in Cycle I and Cycle II*

No	Initial Student	Score Cycle I	Score Cycle II	D	D ²
1.	AF	75	79	4	16
2.	AVS	80	82	2	4

3.	AMN	70	75	5	25
4.	AC	70	73	3	9
5.	AM	70	74	4	16
6.	FRP	72	76	4	16
7.	FRS	71	75	4	16
8.	GAM	70	75	5	25
9.	JPS	70	72	2	4
10.	MNR	76	78	2	4
11.	MH	75	77	2	4
12.	MZ	70	73	3	9
13.	NB	75	78	3	9
14.	NS	75	76	1	1
15.	NSR	72	75	3	9
16.	RH	62	70	8	64
17.	S	75	77	2	4
18.	SS	80	86	6	36
19.	SRM	79	83	4	16
20.	YS	71	77	6	36
21.	ZTA	84	87	3	9
Totally Score		1544	1618	Σ 76	Σ 332
Average		73.52	77.04		

Based on the data in the table above, it is possible to infer that the research results in enhancing students' capacity to create report text by utilizing the reflective learning approach were effective. This is seen by the rise in the students' average score, which began at 73.52 and rose to 77.04. This signifies that the reflective learning approach was utilized to assist students in improving their abilities to create report texts. After acquiring all of the writing test results, the students' scores were divided into multiple categories, as shown in the table below.

In analyzing the data in the table above, the following formula is used:

$$\bar{x} = \frac{\Sigma x}{N}$$

Note:

$\bar{x}$ = The average of The Students Score

Σx = Total Score

N = Number of Students (Arifmiboy, 2015)

After determining whether there was an improvement in students' ability to write report text using the reflective learning method in class IX.2 at SMPN 2 Kamang Magek with the following formula, it was determined whether there was an improvement in students' ability to write report text using the reflective learning method in class IX.2 at SMPN 2 Kamang Magek.

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Note:

P = Percentage of the students' score improvement

X1 = The mean of score of cycle I

X2 = The mean of score of cycle II (Gay, 2012)

From the above formula, the data can be processed as below.

$$\begin{aligned} P &= \frac{77.04 - 73.52}{73.52} \times 100\% \\ &= 0.048 \times 100\% \\ &= 4.80 \end{aligned}$$

Based on the formula results, it is possible to infer that the outcomes of this study have answered the research question. The considerable variation in scores between post-test cycles I and II demonstrates this. This means that the four steps in reflective learning, namely, planning, action implementation as many as three meetings, observation as many as two meetings, and interviews as many as two interviews, have helped and were able to help students improve their ability to write report text using the reflective learning method.

Based on the findings, it can be concluded that the research question in this study has been answered. The answer to the research question in this study was that there was an improvement in students' ability to write report text using reflective learning method. The improvement of students' scores can be seen from the improvement of students' post-test scores in cycle II. Therefore, this study stopped at cycle II or only two cycles.

Student scores on the post-test cycle I and cycle II in this study were also compared with the observation results of both cycles in the table below.

Table 2. *The Comparison of Observation in Cycle I and Cycle II*

No	Aspects that observed	Cycle I		Cycle II	
		Yes	No	Yes	No
1.	During teaching and learning activities, students participate in carrying out learning tasks.	✓		✓	
2.	Students involved in problem solving in learning activities.	✓		✓	

3.	Students are able to ask friends or the teacher if the student does not understand the material or encounters difficulties.	✓	✓
4.	Students want to try to find information that can be needed to solve the problems that students are facing.	✓	✓
5.	Students conduct group discussions as directed by the teacher		✓
6.	Students are able to assess own abilities and results	✓	✓
7.	Students practice solving problems or issues	✓	✓
8.	Students have the opportunity to use or apply what is obtained in solving the tasks or problems faced.	✓	✓

Based on the observation results from both cycles, it can be concluded that the learning process using the reflective learning method has improved and run smoothly and successfully. This is evidenced by the observation results where the level of student activeness in cycle II is better or more improved than cycle I because in cycle II students no longer ask many questions like in cycle I and in cycle II students have been able to do the task themselves without the help of other students.

In addition to compared with the results of observations, it was also compared with the results of interviews in the following table.

Table 3. *The Comparison of Students' Interview in Cycle I and Cycle II*

No	Aspect in Interview	Cycle I	Cycle II
1.	Students' understanding of the material	Don't understand the material yet	Already understood the material
2.	Teacher's explanation in explaining the material	The teacher explains the material too quickly	The teacher was perfect in explaining the material
3.	Media usage	Less interesting and the writing on the board was difficult to read	The media used by the teacher was perfect

4	Tasks given by the teacher	Tasks felt difficult	The task already felt like enough
5.	Disadvantages in the learning process	The natural phenomena material was too difficult, the teacher's writing had no spaces	There were no shortcomings because the material in cycle II was easier to understand

From the table above, it can be seen that in cycle II the learning process was much better than cycle I. This was proved by the students' answers saying that in cycle II, the teacher's explanation was easier to understand, the material was not as difficult as cycle I and also the media used was more interesting than the cycle I media. Therefore, it was concluded that the cycle II learning process was good and much better or had improved.

DISCUSSION

The findings of this research, which state that there was improvement in students' ability to write report text by using the reflective learning method were in line with Boud's theory in Moon (2004), who said that in the academic context, reflective learning or reflective writing also tends to have a deliberate and stated purpose for reflection, with results indicated in terms of learning, action, or clarity, and also said that in this method students were asked to recall all the things that had been learned or experienced so that through this method it would facilitate students in writing report text.

The results of this research are also in line with research conducted by Siti Mutiara Sani, Nia Kurniawati and Dahlya Indra Nurwanti which is entitled "The Use of Reflective Writing to Improve Students' Writing and Critical Thinking Skills" who conducted this research with three students from an Islamic University in Bandung, with the results of the research that said that reflective writing was able to improve students' ability to think and write. thinking and writing. In addition, the author of the research also revealed that there are other factors that can improve the ability to write and think critically, namely by evaluating, practicing, and conducting assessments. This proves that it was not only reflective writing that affected and helped improve students' ability to write, but there were other factors that could help students improve writing ability. It is also in line with research from Nurul Inayah which is entitled "Improving the Students' Writing Skill Through Reflection Learning Method (A classroom Action Research at the Second Year of SMA Negeri 1 Galesong)" Nurul Inayah also used a design (CAR) also consisting of two cycles and also used observation sheets and writing tests, whose research results reveal that the reflective learning method can help students improve in writing.

In addition to the factors mentioned above and also the factors that have been found when conducting research, there were also other factors that affect students' writing ability such as, (1) Motoric (2) Behavioral, (3) Perception, (4) Memory, (5) Ability to perform modal cross, (6) Use of dominant hand, and (7) Instructional Ability (Learner in Suardi, 2016)(Learner in Suardi, 2016).

Based on the results of previous research and the results of this research, it can be concluded that the reflective learning method was indeed one of the ways that can help improve students' ability to write. As from the results of research from Siti Mutiara Sani, Nia

Kurniawati, and Dahlya Indra Nurwanti which reveals that other factors that affect students' writing ability include practicing a lot, conducting evaluations, and assignments. Likewise, with the results of this research, there were other factors that influenced students' ability to write besides the reflective learning method, such as media, learning materials, and the way the teacher explained the material.

CONCLUSION

Following the classroom action research on the use of reflective learning method and based on the research findings, the conclusion of this research is that the implementation of reflective learning method can improve students' report text writing ability in class IX SMPN 2 Kamang Magek. Then, the implementation of the reflective learning method is able to improve the quality the English learning process in 9th grade at SMPN 2 Kamang Magek. Furthermore, the average improvement of students in writing report text using reflective learning method improved. This was proven by the average which initially (pre-test) only reached 68.38, and then improved (cycle I) to 73.52 (7.51%). Since it has not reached the KKM, then cycle II is carried out with an average improvement to 77.04 (4.80%). Based on the results obtained, the questions of this research were answered. There was an improvement in students' ability to write report text using reflective learning, and the improvement was significant, from below average to above average.

References

- Adam, S. (2006). *Introducing Bologna objectives and tools*. EUA Bologna Handbook.
- Alek. (2016). *Classroom Action Research Dalam Pendidikan Bahasa : Teori, Desain, dan Praktik* (1st ed.). UIN Jakarta Press.
- Ariana, R. (2016). *Teaching Reflective Learning in Higher Education*. Springer.
- Arifmiboy. (2015). *Statistik Pendidikan*. IAIN Bukittinggi.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods* (5th ed.). Pearson.
- Creswell, J. W. (2011). *Educational Research* (4th ed.). Pearson.
- Gay, L. R. (2012). *Educational Research : Competencies for Analysis and Applications*.
- Geoffrey E. Mills, L. R. G. (2019). *Educational Research: Competencies for Analysis and Application*. In *Educational Research* (12th ed.). Pearson.
- Heaton, J. B. (1988). *Writing English Language Tests* (p. 135). Longman Handbooks for Language Teachers.
- Mahajan, M., & Singh, M. K. S. (2017). Importance and Benefits of Learning Outcomes. *IOSR Journal of Humanities and Social Science*, 22, 66. <https://doi.org/10.9790/0837-2203056567>
- Majid, I. Al. (2015). Penerapan Pembelajaran Reflektif dalam Upaya Meningkatkan Kemampuan Berpikir Kritis pada Pembelajaran Sepak Bola Siswa Kelas XI IPA 1 SMAN 1 Ungkaran Kabupaten Semarang. *Journal of Physical Education, Sport, Health and Recreations*, 4 (1), 1562. <https://doi.org/10.24036/pedagogi.v9i1.119>
- Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. Routledge Falmer. <https://doi.org/10.4324/9780203416150>
- Rais, M., & Aryani, F. (2019). *Pembelajaran Reflektif*. UNM.
- Roza, V., & Kardenia, A. (2021). Pendampingan Peningkatan Kemampuan Menulis Penelitian Tindakan Kelas Guru Bahasa Inggris di Kabupaten Solok. *Jurnal Dedikasia: Jurnal Pengabdian Masyarakat*, 1(1), 08. <https://doi.org/10.30983/dedikasia.v1i1.4630>
- Suardi, E. A. (2016). Meningkatkan Kemampuan Menulis Bentuk Huruf (a, o, g, p, b, d) Melalui Media Angka 8 Tidur Pada Anak Berkesulitan Belajar di SD Negeri 15 Ulu Gadut. *Jurnal Ilmiah Pendidikan Khusus*, 5(2), 38–53.
- Sukardi. (2004). *Metodologi Penelitian Pendidikan*. 42.

Widiati, U. (2015). *Pengembangan Kurikulum dan Pengajaran Bahasa Inggris* (2nd ed.). Universitas Terbuka. U Widiati - pustaka.ut.ac.id