

A Reflection and Review of Teaching Writing in Bilingual Classes: A Case in Indonesian Public Schools

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Abstract: The aim of this research is to reflect and review the process of teaching writing in bilingual classes at a Public Islamic school in South Tangerang, Indonesia. The method used in this research is narrative inquiry which is framed by dominant values and ideals. This is to challenge what the current landscape of teaching is. The data were collected from the observation sheets, description of interview and theories of teaching writing. The data sources in this research were six teachers of bilingual classes at the school. The findings of research reveal that there are some difficulties of teaching writing felt by the teachers in higher classes that is in the 4th, 5th and 6th grade. It is recommended that teachers in bilingual classes need ELT training to develop and to enhance their skills in teaching writing.

1 BACKGROUND OF STUDY

Reflection is an activity to rethink what has been done, in this case, after teaching. The teacher needs to reflect so that he can assess his strengths and weaknesses for further improvement.

Reflection has been defined as an active process of reviewing, analysing and evaluating experiences, drawing upon theoretical concepts or previous learning, in order to inform future actions (Reid, 1993). Reflection is a process which can be done by teachers after teaching in their class. In the process of reflection, teachers can review what has been done in teaching process, thus review is a part of reflection. While reviewing, teachers can seek for the benefits and the lack of an approach or technique which have been used in the teaching process before. Teachers can find out some information to solve their problems after they discover the lack of an approach or technique by using theories of English language teaching (ELT). Jarvinen (1999) has described teachers' professional development as dynamic and multidimensional and emphasized the important role of reflection in managing the process. By reflecting on their activity, teachers can gain a deeper understanding of themselves and their work

(Barkhuizen, 2011). By doing a reflection and review after teaching activities, teachers can develop and enhance their performances in teaching because the process of reflection and review can give more information to increase their professionalism and knowledge which are very important for them to teach, especially in ELT.

Bilingual Education refers to the use of a second language or foreign language in school for teaching or curriculum subjects (Cohen, 2000). Romaine (1995) in Warsi (2008) claims that the use of the two languages packed in bilingual education program strengthens the concept of meaning of the subjects learned and establishes automatic translating systems in the learners' brain.

In Indonesia, the implementation of bilingual program refers to the Acts of the Indonesian Republic Number 20 Year 2003 Article 50 Verse 3 which advocates that the Indonesian government and the local government have to organise at least a unit of education at all levels of education to be developed further as a unit having international standards of education. It is also mentioned on the Acts that the National Education System should perform the capability to guarantee the Indonesian citizens to get the even distribution of opportunity in

education practices, the quality improvement, and the relevance and the efficiency of education management to face challenges of the local, national, and global lives. Such a program is aimed at facilitating graduates of secondary school to face global demands and at establishing students to become elite bi- or multi-linguals who are competent in dealing with use of the target language in different contexts on the grounds that being competent bilinguals, graduates of secondary school levels are expected to survive in some globalisation strands which require high English proficiency to make contacts with other people from different countries who come from social-cultural and linguistic backgrounds (Margana, 2013).

Regarding to the implementation of bilingual program, a public Islamic elementary school in South Tangerang opens bilingual classes. In the intended school's bilingual classes, there are two class teachers. The first one is the guardian teachers who teach thematic subjects and the second one is assistant teacher who teaches some subjects in foreign language. Math, Science, Grammar and English are the subjects in foreign language. Writing is one of language skills of English subjects. Based on the interview to six teachers in bilingual classes, the most difficult one of ELT is teaching writing. The ability to write must be supported by students' good grammar and sufficient vocabulary. In fact, teachers encounter some problems to build pupils' grammar and vocabulary in bilingual classes. The problem solving expected by the bilingual teachers is the solution from other teachers to use some English vocabulary in their teaching activities. So that pupils' can remember new words in their minds. Then teachers wish for ELT training to develop and to enhance their skills in teaching writing.

In the future, documented teachers' experiences will be advantageous when they face problems in teaching writing for taking appropriate action to handle them. These actions mentioned as reflection and review are worth it to do by teachers in order to improve the quality of teaching, especially in teaching writing.

The researchers expect that this research can give some significances, such as to add some perspective in the world of education, especially about teaching writing in bilingual classes at primary schools and to be able as a reference for any teachers in reflecting and reviewing teaching writing based on the theories from the experts.

2 LITERATURE REVIEW

Researchers use some scholars' theories in order to get the proper basis of reasoning to elaborate their reflection precisely and clearly.

2.1 The Terms of Reflection

Reflection has a purpose to develop teachers' mind in conducting their teaching. Reflection is important for teachers conducted after they finish teaching. To have the insight of the signification of reflection and the characteristics of the one who conduct reflection, some scholars' notions are presented as follows:

In the view of Jay (2003), reflection means:

- 1) Thinking about what one is doing. It entails a process of contemplation with an openness to being changed, a willingness to learn, and a sense of responsibility for doing one's best.
- 2) A process of honest and deep thought undertaken by a person with the purpose of self-evaluation, changes oneself to be better because of responsibility or professionalism.
- 3) Some consciousness that arises from someone to dedicate him/herself for the task in occupation.
- 4) Needed for the development of self-qualities through joining some trainings, seeking for information and knowledges from books or journals and soon practices it to get better self-qualities.

Meanwhile, there are some matters which are supporting one's reflection process. Fade (2005) stated that reflection involves describing, analysing and evaluating our thoughts, assumptions, beliefs, theory base and actions. It includes:

- 1) Looking forward (prospective reflection)
Reflecting by looking forward is like looking at a holiday brochure before we go away. We get ideas about what the location might be like, what we might do and whom we might meet.
- 2) Looking at what we are doing now (specive reflection)
Reflecting by looking at what we are doing now is like looking at ourselves in a pool of water or a mirror; it shows us as we are at that point in time.
- 3) Looking back (retrospective reflection)
Reflecting by looking back is like looking at a photograph or video when we return from our holiday. It tells us about where

we went and what we did and whom we met.

The process of reflection consists of three stages. They are looking ahead, seeing what is happening and looking backward. The first stage, looking ahead process is to think of ideas to realize the activities to be undertaken and for whom the activities are carried out and to adjust the achievement of targets. The second stage is to reflect on self what is being done. In this stage, people can take notes if they find a problem in carrying out the planned activities. By making notes about the problem that arise, then people can think the solution needed in the future. In the last stage, people can review the notes of problems which have been made to determine the solution or anticipation to be shared with other people who might need information from their experience.

The process of reflection has several indication and characteristics. Rodgers (2002) indicated that these are criteria of reflection:

- 1) Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas.
- 2) Reflection is systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
- 3) Reflection needs to happen in community, in interaction with others.
- 4) Reflection requires attitudes that value the personal and intellectual growth of oneself and of others.
- 5) Reflection is the process of giving meaning from one experience to the next with a deeper, systematic, precise, organized and factual understanding. Reflection is also acceptable from the standpoint of self and others to develop personality and self-ability and other people.

Based on the theories above, it can be explained that reflection is a deep thought towards what will be done, what is being done and what have been done in teaching process. Reflection has a purpose to develop self-qualities. Criteria of reflection are based on experiences, systematic and factual report for institution and organization or to be shared for other teachers.

2.2 The Review of Teaching Writing

Nunan (2003) divides some principles of teaching writing that should be considered by the teacher into some part. The first principle of teaching writing is making the students understand the reasons for writing. The teacher explain what will they write and what they write for. It makes the students the aim of their writing. The second principle of teaching writing is providing many opportunities for the students to write. The students are provided with enough time and leisure to write because writing is not easy process. The third principle of teaching writing is making feedback helpful and meaningful.

According to Harmer (2001), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

2.2.1 Teaching Writing in Content Area

Teaching writing in content area has five sections below (Urquhart & McIver, 2005):

1) The Role of Time

Time in classrooms breaks down into four essential types: allocated time, instructional time, engaged time, and academic learning time (Marzano, 2001). Allocated time is the time in the school day specifically set aside for instruction, such as classes, as opposed to non-instructional activities, such as recess, lunch, passing time, and the like. Meanwhile, instructional time, the in-class time that a teacher devotes to instruction (as opposed to management-oriented activities). Engaged time, the portion of instructional time during which students are actually paying attention to the content being presented. Moreover, academic learning time, the proportion of engaged time during which students are successful at the tasks they are engaged in.

2) The Role of Assessment

A teacher can uses the rubric as assessment tools to asses writing skills. The steps to design a rubric is:

- a. Re-examine the learning objectives to be addressed by the task.

This allows you to match your scoring guide with your objectives and actual instruction.

- b. Identify specific observable attributes that you want to see (as well as those you don't want to see) your students demonstrate in their product, process, or performance. Specify the characteristics, skills, or behaviours that you will be looking for, as well as common mistakes you do not want to see.
- c. Brainstorm characteristics that describe each attribute. Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.
- d. For holistic rubrics (where the teacher scores the overall process), write thorough narrative descriptions for excellent work and poor work incorporating each attribute into the description. Describe the highest and lowest levels of performance combining the descriptors for all attributes. For analytic rubrics (where the teacher scores the component parts to obtain a total score), write thorough narrative descriptions for excellent work and poor work for each individual attribute. Describe the highest and lowest levels of performance using the descriptors for each attribute separately.
- e. For holistic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for the collective attributes. Write descriptions for all intermediate levels of performance. For analytic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute. Write descriptions for all intermediate levels of performance for each attribute separately.
- f. Collect samples of student work that exemplify each level. These will help you score in the future by serving as benchmarks.
- g. Revise the rubric, as necessary. Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation.

3) The Role of Technology

Regarding the use technology, teachers should consider the aspects: identifying the elements of good software programs, evaluating and using technology in any content area, combining research-based classroom strategies with supporting technologies, and integrating technology into the writing process.

4) The Role of Teacher

In teaching writing, teacher should pay attention two factors: creating an environment conducive to effective writing, and recognizing how your own writing practices affect the writing in your classroom.

5) Strategies for Teaching Writing in the Content Areas: prewriting guide, prewriting think sheet, semantic feature analysis, the journalist' question, and consulting prewriting protocol.

2.3 The Terms of Bilingual Education

Based on Lin & Man (2009), to understand the great variety of bilingual education programmes in the world, one useful perspective is to consider the different sociohistorical contexts that have given rise to the different aims of bilingual education and its diverse programme types. Meanwhile, Baker (2011) stated that bilingual education does not necessarily concern the balanced use and development of two languages in the classroom. Behind bilingual education is varying and conflicting philosophies of what education is for. Sociocultural, political and economic issues are ever present in the debate over the provision of bilingual education. The bilingual education program in the world has differences in every country due to social and historical considerations. Therefore, some bilingual education programs set specific goals. Bilingual education has a characteristic use of a foreign language but does not specify the use of two balanced languages in the class. Bilingual education becomes the pros and cons in various countries.

2.3.1 Types of Bilingual Education

Baker (2007) gathers various types of bilingual education in ten different categories, which are divided in three major groups, depending on the linguistic goals of each type of bilingual education.

1) Mainstreaming/Submersion

This is the assimilation of minority language pupils within the major schools, who are taught throughout the curriculum in the language of the majority, without paying attention to their mother tongue.

2) Mainstreaming With Pull-out Classes

This type of education consists in withdrawing minority language children from mainstream classes for compensatory lessons in the majority language.

3) Segregationist Education

It occurs where minority language speakers and majority language speakers are completely divided: to minority children the access to majority schools is

denied, they attend different schools where the program is taught in their own language.

2.3.2 Teachers' Characteristic in Bilingual Education

Based on Feinberg (2002), characteristics of teachers in bilingual education are:

- 1) The availability of appropriately trained and credentialed teachers.
- 2) The availability of teachers with schooled levels of competence in the program languages.
- 3) The subject areas in which bilingual teachers hold teaching credentials.
- 4) The extent to which teachers have access to instructional materials in program languages.
- 5) The extent to which the faculty is familiar with the language and culture of the students participating in the program.
- 6) The extent to which native speakers of the language are represented in the program's faculty.

3 METHODS

3.1 Designs

Narrative inquiry is a methodology that takes stories, as they appear or are constructed from a variety of experiences and artefacts, as the unit of analysis for understanding relational aspects of human experience (Sisk-Hilton & Meier, 2016). Narrative Inquiry used in this research to portrait teachers' experience about approaches, techniques and activities conducted in teaching writing from 1st grade to 6th grade at elementary school in Indonesia.

3.2 Data Sources

The data collection in this research is gotten from observation sheet, description of interviews and theories of teaching writing.

Table 3.1: Data Sources

Teacher's Name	Age	Teaching Experience	Class Teachers
Miss A	38	6 years	Alexandria Class (1 st grade)
Miss U	32	2 years	Cordova Class (2 nd grade)
Miss D	34	6 years	Andalusia Class (3 rd grade)

Miss W	47	3 years	Anatolia Class (4 th grade)
Miss L	27	2 years	Sarajevo Class (5 th grade)
Miss V	35	5 years	Azerbaijan Class (6 th grade)

3.3 Research Instruments

Instruments are tools or devices to get the data for this research. Instruments used in this research are observation to discover some problems in teaching writing and solutions, interviews to observe the procedures and process of reflection and review in teaching writing, and theories of teaching writing to find out information based on the experts' opinion about the appropriate techniques, approaches, activities and assessment in teaching writing.

3.4 Data Collection Procedures

The researchers collect the data by using field texts that document the individual's story in his or her own words.

3.5 Data Analysis Procedures

The procedures to analysis the data in this research are as follows:

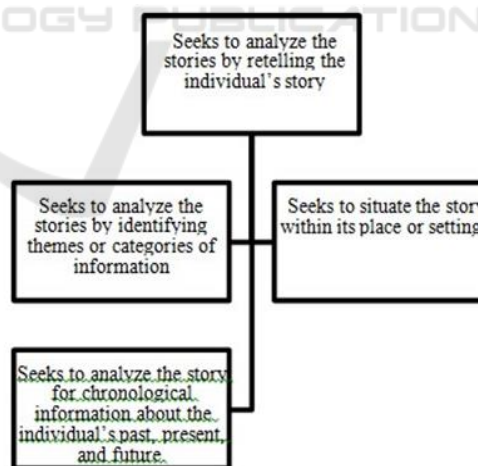


Figure 3.5: Data Analysis procedures

4 FINDINGS

The interview was conducted to six teachers in bilingual classes at the intended school to discover some information about the real situation in school.

- Interviewer: *Good morning, teachers.*
 All teachers: *morning, too.*
 Interviewers: *In your opinion, which is the lowest skill in teaching English?*
- Miss A: *Well, I think writing is a little difficult because students in lower classes, especially, first graders, still cannot distinguish between utterance and writing form*
- Miss U: *My students (the second graders) don't have any meaningful difficulties because they still learn to write one correct sentence in every session. Therefore, they enjoy learning writing.*
- Miss D: *Well, actually the thirdgrade students are not interested in learning writing without games. They have low interest in writing because they say it is boring for them.*
- Miss L: *The fourth graders have low skill in writing. Therefore, it is difficult for them.*
- Miss W: *My students also find difficulties in writing because they have low vocabulary mastery.*
- Miss V: *Yeah, my students find some difficulties in developing the topic.*
- Interviewers: *So, what kinds of activities are usually used in writing class?*
- Miss A: *Dictation*
 Miss U: *Choose interesting topics.*
 Miss D: *I give some exercises for my students to make sentences.*
- Miss L: *They usually make a story based on provided topics.*
- Miss W: *I encourage them to make invitation or greetings cards.*
- Miss V: *Make comics or something like that, for example animated story.*

- Interviewers: *Is there any specific methods or approaches that you use in writing class?*
- Miss A: *No, there isn't. Only dictation to examine the spelling of a word.*
- Miss U: *I focus on vocabulary to help them practice writing.*
- Miss D: *I manage some games to attract students' attention in doing their writing task.*
- Miss L: *Not yet. So far I just ask the students to develop one topic.*
- Miss W: *None of any specific method.*
 Miss V: *Yeah, the same I didn't use any specific method.*
- Interviewers: *How do you assess writing in your class?*
- Teachers: *By scoring directly*
 Interviewer: *Do you think you need some kind of English language teaching (ELT) trainings?*
- Teachers: *Yes, we need. Because so far, we only get trainings about curriculum of 2013 and should be self- developed in teaching English materials.*
- Interviewers: *Have you ever conducted self- reflection after teaching? or noted in personal journal?*
- Teachers: *Instinctively, we know the ability of our students without taking any notes though but we have a little time to do self-reflection after teaching.*

Based on the results of interviews that have been through the process of triangulation it can be described that Miss A feels that students still do not know the difference of writing and pronunciation. Therefore Miss A teaches writing with dictation.

Meanwhile, Miss U does not find it difficult to teach writing because she only focuses on getting students to know one word. Therefore Miss U taught more by writing new vocabulary. While Miss D more explore the game to make students want to write and prevent boredom of students.

According to Miss L fourth graders write based on predetermined topics to create stories. While Miss W stated that she did not know a particular method in teaching writing. Therefore he often asks students to make a greeting card. Just like Miss W, Miss V also does not use the method of writing a definite writing. Since sixth graders have difficulty in developing essays, he often asks students to make comics.

Besides conducting some interview, the researchers also do some observation to monitor the real situation in classrooms. The results of observation are:

Table 4.1: Components of Teaching Writing in Content Area

Grade	Role of Time	Role of Assessment	Role of Technology	Role of Teachers	Strategies for Teaching Writing in the Content Area
Alexandria Class (1 st grade)	√	-	√	√	-
Cordova Class (2 nd grade)	√	-	√	√	-
Andalusia Class (3 rd grade)	√	-	√	√	-
Anatolia Class (4 th grade)	√	-	√	√	-
Sarajevo Class (5 th grade)	√	-	√	√	-
Azerbaijan Class (6 th grade)	√	-	√	√	-

Based on the interviews to all teacher, they said that the development of writing skill in mostly use content area. Therefore, the researchers choose to analyse the teaching writing activities by using components of content area. The results show that teachers in bilingual classes have been done in role of time, role of teachers and strategies in content area.

The kinds of Bilingual education the school refer to mainstreaming with pull-out classes. The school uses Indonesian, English and Arabic in its learning activities. The goal for students is to have perfect ability in all fields.

5 CONCLUSIONS

Based on the findings, teachers at the public Islamic elementary school have limited time for self-reflection after teaching. Therefore, they need ELT training to add their insights into language teaching. Teachers at the school are not well acquainted with the approaches, methods and activities which should be used in teaching writing in content areas.

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