**IMPROVING THE STUDENTS' WRITING SKILLTHROUGH REFLECTION LEARNING METHOD**

*(A Classroom Action Research at the Tenth Grade of SMA Muhammadiyah 9 Perumnas Makassar)*



**A Thesis**

***Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in partial Fulfillment Of the Requirement for the Degree of Education In English Department***

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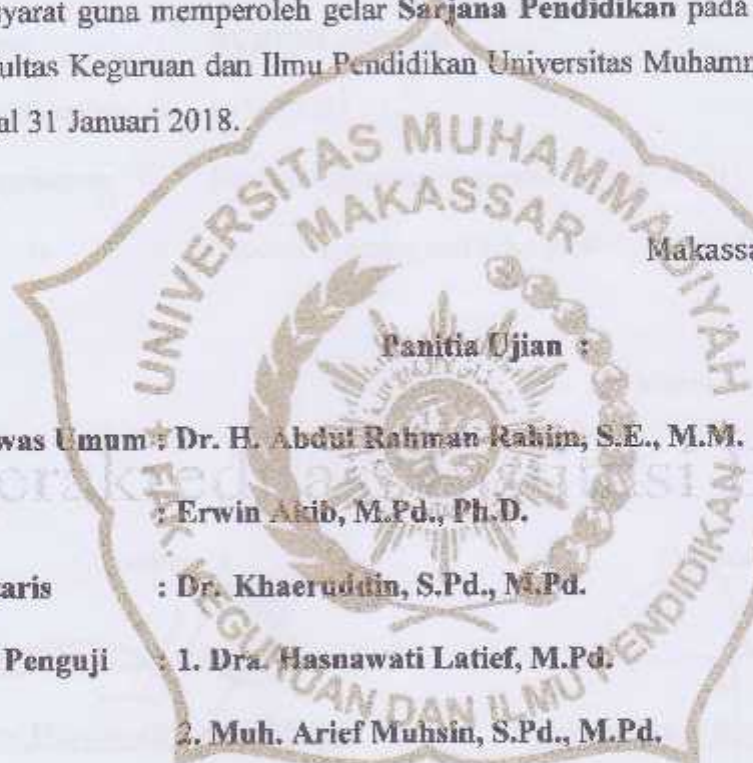
# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## UNIVERSITAS MUHAMMADIYAH MAKASSAR
## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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# MOTTO

*Tidak ada jalan pintas menuju kesuksesan*

*Kesuksesan akan datang pada mereka yang*

*Berusaha mendapatkannya, bukan pada orang*

*yang hanya mengharapkannya*

**ABSTARCT**

**NURENI ANWAR, 2017. Improving the Students' Writing Skill throught Reflection Learning Method** *(A Classroom Action Researcher at the Second Year of SMA Muhammadiyah 9 Perumnas Makassar)*, under the thesis of English Education Department. The Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, guided by Hasnawati Latief and Farisha Andi Baso.

This research aimed to explain how the use of the Reflection Learning Method improve content in the students' writing skill and explain how the Reflection Learning Method improve organization in the students' writing skill.

This research method used a classroom action research which consisted of two cycle with the subject was the students of SMA Muhammadiyah 9 Perumnas Makassar at class X.1 in 2016/2017 academic year which consisted of 20 students, Makassar regency and each cycle consisted of four meetings. The instruments of this research were observation sheet and writing test or evaluation.

The research findings indicated that Reflection Learning method could improve the writing recount text of the students. It was proved by the writing recount text of the students' mean score in cycle II test result was (71.56) which improved from the cycle I mean score (59.93). It was highly improvement from diagnostic test (D - Test) mean score (54.56). The writing recount text of the student's achievement in cycle II indicated that it had met the researcher score target (70.00), and considered to be successful criteria in improving the writing recount text through Reflection Learning Method. Based on the findings above, the researcher made conclusion that by using Reflection Learning Method could improve the writing recount text of the students.

**Keyword: Reflection Learning Method**

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Finally, the researcher realized that this thesis is still far from perfection and still needs suggestion and critics. Therefore, she expects some corrections, suggestions and criticism for this thesis.

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Makassar,   March 2017

**Nureni Anwar**

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# CHAPTER I
# INTRODUCTION

A. **Background**

English is an important language in the world. It is an international language that used by many people in the world and in many fields of everybody life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life, namely: technology, economy, social, politic and etc.

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. Writing is one of four basic skills. It is very important teaching and learning English. Writing involves some language component, such as: spelling, grammar, vocabulary and punctuation. According to Saifullah, (2009: 1) states that writing clear sentences requires you to the rules of English grammar and mechanics, such as the correct use of the verbs and pronouns, comma and other marks punctuation.

According to Nunan (1999: 271) writing is form of communication accepted that writing also crucial means of communication that cannot be separated for human life. The importance of writing is coming to be more recognized. It is thorough the written mode that links with the outside world are

formed (Smith, 1980: 126). Writing enables the human being to communicate and express their feelings and opinions. Writing is a of both communication and self expressions. Pincas (1987: 4).

Writing is considered the most difficult to be learned and mastered because it involves some language components (spelling, language use, vocabulary, and punctuation). That is why writing is regarded as the most difficult language skill to learn for a language learner. One simply way of making writing more meaningful, and interesting to students is to have students writing a reflection and elaborate their experience. As one skill of English, writing can help he students to learn and develop heir English by expressing their knowledge, experience and so on. It can be expressing their expressed in form of essay paragraph, a later, a short story and ect.In respect to the writing ability, students should know they purpose in writing. When ask about why they are write, students often say they write because their teacher asked them and because they need to do will in h course. Carino, (1990:5) explain that reasons of a write are provide information, to display knowledge, to entertain, to construct or persuade as audience, and to ask for something.

Based on the result of observing the students in the learning situation when the researcher did PPL 2 month ago at the Eighth Grade of Senior High School Muhammadiyah 9 Perumnas Makassar. The researcher got that the problem faced in the class are. There are several of students still lack of interest and motivation in learning writing, ability to think creatively, most students need a long time to think and develop thoughts through writing in producing descriptive paragraph,

sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar it is proved from their successful minimal criteria (KKM) are 7,0 while the students just got 5,8. It means very low. Such problems are found by the researcher through observation teaching and learning process.

Reflection is popular for students, teenagers, adult, and even old people like remember about their experience. People have so many great ideas in their mind, so that they often make writing and keep them as a private collection, even publish the experiences. There is an advantage for students are trained to expresses and moving themselves making a creation. Reflection itself can have many meanings and there is a need to define carefully its use in the context of reflection in learning for post-graduate students in information Systems where we are concerned with its expression in writing. The activity-reflection model of Lewin (1952: 23) and Kolb (1984: 54) is of particular relevance here. Its experience in a learning cycle which starts with an initial experience and activity, and after reflection and observation (which is most closely allied to 'negotiation of meaning' or 'initial understanding'), a concept is formed which can then lead to experimentation and new experience.Based on the evidences above, the writer conduct a classroom action research in order to improve the students' writing ability. The classroom action research focused on the **"Improving the Students'** ***Writing Skill through Reflection Learning Method A Classroom Action*** ***Research at The First Year of SMA Muhammadiyah 9 PerumnasMakassar"***.

**B.   Problem statements**

Based on the background of the study above, the statements of this research questions as follows:

1.   How is the improvement of the stude;;nts' ability to write content through Reflection Learning Method at the Tenth Grade of SMA Muhammadiyah 9 Perumnas Makassar?

2.   How is the improvement of the students' ability to write organization through Reflection Learning Method at the Tenth Grade of SMA Muhammadiyah 9 Perumnas Makassar?

**C.   Objectives of the study**

The study aims at finding the answers to the questions stated in the problem statement. Therefore, the objectives of this study are to find out:

1.   To find out the improvement of the students' ability to write content through Reflection Learning Method at the Tenth Grade of SMA Muhammadiyah 9 Perumnas Makassar.

2.   To find out the improvement of the students' ability to write organization through Reflection Learning Method at the Tenth Grade of SMA Muhammadiyah 9 Perumnas Makassar.

**D.   Significance of the study**

Theoretically the result of the study can give the significant, for the English teacher; this study can provide contribution for the teachers to apply another techniques and media dealing with the teaching learning process especially in

teaching writing. By the considering the result of the study the teacher will not use monotonous method and change in teaching writing.

Practically the students know how to get the best result from good reflective writing should be made explicit to both staff and students. Also the model used would have to facilitate reflection for professional development, when students will need to explore strategies for technical developments. Finally, this study is expected to able give practical contributions to the write on how to improve the students' ability in writing recount text by using reflection learning.

**E.  Scope of the study**

This research focused on writing recount text. In this case, the writer limited the research recount text by using reflection learning in content. There are two parts content unities and completeness. There are two parts organization coherence and spatial order.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Related Findings

The researcher reports the identification of using several techniques to increase the students writing ability. Some researchers' findings are briefly cited as follows.

Saleha, (2008) in her thesis, *"Increasing the Students' Writing Skill through Think-Talk-Write Method"*. She found that the finding of her research indicates that there are significant difference of the students' achievement in writing especially in component of content and organization before and after the application of Think-Talk-Write method. It is proved by the result of t-test in component of content is 15.48 and t-test in component of organization 14.45. The data indicates that the value of t-test both of component is greater than t-table. So it means that the application; of Think-Talk-Write method is effective to increase the students' writing ability.

Yuharniyati, (2007) in her thesis, *"Implementation of Portfolios Assessment to Increase the Students' Writing Skill"*. She found that the findings of her researcher namely: (1). The students' progress in writing for the organization is 0.40 (40%) with t-test 5.9 and t-table 2.060 (5.9>2.060). It is significant because the t-test higher that t-table, (2). The students' progress in writing for the content is (59.6%) with t-test 8.82 and t-table 2.060 (8.82>2.060). It is significant because t-test is higher than t-table.

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Rizal, (2010) in his thesis, *"Improving Skill of the Second Grades of Madrasah AliyahNegeri 2 through the Picture Word Inductive Model Strategy"*. He found that the data is analyzed using the four component of writing, namely: content, organization, vocabulary and mechanic. He concludes that the findings indicated that sing PWIN strategy could improve the students' ability in writing recount paragraph. After the researcher conducted the first and the second cycle, the result showed that the students' in the first and the second improved. In the first cycle, there were 8 (31%) students' out of 26 students who got scores under the target score 60, meanwhile in the second cycle only 2 out of 26 students (8%) who still received scores under the target score 60.

Irawaty, (2009) in her thesis *"Using E-dialogue journal to improve the Students' Writing Skill"*. She found that the finding of her research at the students' mean score post-test in narrative writing are 60.35 and the students' mean score post-test are 71.07 with t-test 9.11 and t-table 2.45 where (9.011>2.45). It is increased because higher that t-table.

Rahmatia, (2010) in her thesis, *"Using Dictation Technique to improve the students' Writing Ability"*. She found that the result of her researcher showed the pre-test and post-test are different significantly. It is proved by the value of the t-test 12.2 which is greater than the value of t-table 2.045 with the level of significance (p) 0.05 and average of freedom (n-1) = 29. It can be concluded that the using dictation technique can improve the students' writing ability.

Based on the pervious finding above, the researcher explains that this researcher different from Saleha and Yuharniyati finding. Saleha and Yuharniyanti finding concern to increase the students' writing ability generally while this research concern to increase the students' writing ability in writing especially in component of generic structure and language use.

This research also different from Rizal finding.Rizal finding not just to concern to the component of organization and content but also concern to vocabulary and mechanics.

The other finding show that this research is the same with Saleha and Yuharniyanti finding are concerns in increasing the students' writing ability on organization and content in component of writing.

**B. The Concepts of writing**

**1. Definition of Writing**

Writing is one four major skills in which words are set in a written from. It is an indirect communication and it is means for expressing ideas, thought and experience. According to Oshima and Houge, (1997: 2) define that writing is progressive activity, it means that when we first something down, we have already been thinking about what we are going to say and how we are sometimes difficult to teach, requiring mastery not only grammar and rhetorical devices but also conceptual of judgmental element.

According to Kroma (1988: 135), writing is kind of activity where the writer expresses all ideas in mind in the paper from words to sentence, sentence to

paragraph and paragraph to essay. It is similarity to Gerhard (1983: 222) states definition of writing, he states that writing is a way to communicating a message to a reader for a purpose.

It is different from Widdowson inYakkop (2006: 5) states that writing is communicative activity and so is carried out accordance with certain general principle in which underline the use of language in communication.

Based on definition above, the research concludes that the writing is a tool of communication to producing a message into written form.

## 2. The Types of Writing

Oshima and Houge (1997: 89), state that the types of writing consist of four. They are narration description, exposition and recount.

## a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and the events are told in the same order. A narration tells a story series of conducted incidents or an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels and news stories, as well as a large part of our every day social interchange in the form of letter and conversation.

**b. Description**

Description is a form writing that describe something. It is reproduce the way thing looks, smell, taste, feel or sound. It may also evoke mood such as happiness, loneliness or a fear. It may be used also to describe more that outward appearance of people. It may tell about their tries of character of personally.

**c. Exposition**

Exposition is the form of writing that explains something. It often answers to the question of what, how and why. It used in giving information, making explanation and meanings. Its purpose is to present ideas and to make the ideas clear as a possible.

**d. Recount**

Recount is a text which retells events or experience in the past. Its purpose is to retells events. The generic structures of recount text are orientation, events and reorientation. Basically recount text is similarity to narrative. The differentiated are generally narrative found in tale, folktale, legend and fable whereas recount found in biography and autobiography. The narrative, there are conflicts among the store in the contrary we do not find conflict in the recount, just events of series as basic structures.

**3. The Importance of Writing**

Byrne in Satriani (2011: 14) states that there are many reason why writing is important, some of them:

a.  Writing is a tool discovery. We stimulate our thought process by the act soft writing and tap into information image; we have in our conscious minds.

b.  Writing generates new ideas by helping us to make connection and see relationship.

c.  Writing help us to organize our ideas, we arrange them in correct coherent form.

d.  Writing down ideas follows us to distance ourselves from them and evaluate them.

e.  Writing helps us to absorb and process information, when we write about topic, we learn it better.

f.  Writing on a subject, makes us become active learners rather than passive learners of information.

Raimes in Satriani also states some reasons about the important of writing, according to him writing is helpful the students. The reasons for that are:

a.  Writing reinforces the grammatical structures, idioms and vocabulary that have been taught to the students.

b.  When the students write, they also have chance to be adventurous with the language, to go beyond what they have learnt to say, to take risk.

c.  What the students write, they necessarily become very involved with the language, the effort to express ideas or thinking on paper.

**4. Definition of Reflection Learning Method**

Reflection derives from Latin "reflect ere" meaning to see rearward or flashback. Suryanni (2003: 1) says that "A teacher who conducts reflection thinks back what he/she has seen and beard". In this case reflection should not misinterpret with the reflex which connotation of involuntary. Although reflection owns the aspect of spontaneity and intuition, reflection represents the systematic opinion. A form of mental processing – a form of thinking-that we use to fulfill a purpose or to achieve some anticipate for which there is no obvious solution Moon (1999: 10).

Reflection is a mental process which, applied to the act of learning, challenge students to use critical thinking to examine presented information, question it is validity, and draw conclusion based on result ideas. This ongoing process allows the students to narrow possible solution and eventually form a conclusion. The result of this struggle is achieving a better understand of the concept. Without reflection learning ends "well short of the reorganization of thinking that 'deep' learning requires" Ewell (1997: 9). Effective learning situations require time for thinking. Students also reflect on themselves as learners when they evaluate the thinking process they used to determine which strategy worked best. They can apply that information about how they learn as they approach learning in the future.

Reflection is service learning provides students and teachers with a way to look back at their experiences, evaluate them, and apply what is learn to future and developing creative solutions. Reflection is an important means by which

students integrate prior knowledge and experience with new solving skill (RMC Research Corporation, 2003: 10).

## 5. Definition of Method

The word 'method' from Latin 'm"ethodus', method, From Greek methods', pursuit, method: Meta, - beyond, after, see + hoods way, journey. The methods have meaning as follows:

a. Means or manner of procedure, especially a regular and semantic say of accomplishing something.

b. Orderly arrangement of part of steps to accomplish an end.

c. The procedure and technique characteristic of particular discipline or field to knowledge

d. Method a technique of acting in which the actors recall emotions and reactions from past experience and use them in identifying with and individualizing the character being portrayed.

## 6. The important of Reflection Learning

Reflection cam obviates the teacher from behavior impulsive and also routine activity. Reflection can instruct the future activity of teacher and plan the activity better to reach the target. Reflection also can instruct the teacher to intentionally act: what teachers have target. Reflection also can instruct the teacher to compose the behavior, which in character blind only, impulsive become the smart behavior.

Furthermore Dewey (1990: 35) says that the main target of education is assisting the students to obtain; get the reflection habits so that they can obtain; get the smart behavior. Education according to Dewey (1990: 35) is behavioral forming of reflection designer carefully. Education transfer not only of information, which can become of reflection successfully, teacher not only of used. To give instruction of reflection successfully, teacher should prepare themselves to become reflective.

In addition to reflecting their teaching, teacher can also motivate their students to reflect their learning. Students' reflect is the response to occurrence, activity, or new knowledge accepted. For example, teacher ask the new things obtained at the time, teacher asks the students to make an impression and suggestion of concerning lesson that day, student show result of his/her work by sticking on the wall or teacher asks the student to make the daily note or student journal.

According to Smith (2001: 25) the advantages for reflection have been that:

a. Reflection on learning has helped the students to step back and put experience and developments into perspective

b. It has made the students recognize their capacity for and enjoyment of learning

c. The students have realized that reflection is only one part of a learning experience-forming ideas and testing these are part of the learning process

d. It has helped the students to identify support for and criticism of ideas.

**7.    The Application of Reflection Learning**

In contextual teaching learning process reflection plays role. In a reflection activity the students are encouraged to think back about what has been learned, and how or why. It means help students learn about how to learn and develop critical thinking. With reflection students are made aware of the condition of their own learning and think of measure that needs to take their learning more effective.

In reflection actives, students can reflect about specific performance related to a certain task or assignment, or reflect about their general performance in learning English, finding their strength and problems and actively seek for solution. In preparing the class, the teacher conduct a reflect-based discussion to brainstorming general ideas, topic and concept related t the basic idea of diversity and how that idea is changing. The teacher asks the students to share their personal experience of traveling on the cities. In the process, reflection occurs frequently as students share their personal stories. The students are asked specifically to reflect on the fears and questions they had as well as the adjustments they went through when experience the new cultures.

From the model teacher together students think about what they have experienced, analyze information examine their values before and after their experience, and apply what they have learned to future experiences. Reflection occurs in at least three stages in service-learning process: pre-service, during service, and post service.

In pre-service reflection activities, students examine their beliefs, assumption, and attitudes about issues. They do this when they choose service project and prepare to engage in service. During service, students have the opportunity to learn from their peers, share observation, ask of and receive feedback, ask question, and solve problem. Teacher can evaluate students work and provide feedback as the reflection process continues. After service, students look back at their initial beliefs, assumptions, and attitudes do assess their own development. Their also evaluate their projects, apply what they learn, and develop ways to solve problem that may arise in the future.

Kolb in Zull (1984: 166-169) points out, "Even if we experience something that has happened to us before, it is hard to make meaning of it unless it engages our emotions. He also points out that reflection is a searcher for connections and suggests that we have to seriously consider the role of emotion if we want to foster deep learning.

## C. The Concept of Writing

In concept of writing consists of: 1. the nature of writing, 2. Definition of writing, 3. the students' problem in writing skill, 4. the component of writing, 5. the purpose of writing.

### 1. The Nature of Writing

English GBPP of SMA in Restu (2004: 12) states that writing is a skill of language which a kind of communication activity to express the thought from mind to printing material. The aims of writing are: (1) to arrange a jumbled

sentence, picture into narrative paragraph coherently; (2) to complete the simple conversation; (3) to rite personal massage and letter and answer the simple letter.

Brumfit (1978: 6) states that when we write, unlike when we talk we are engaged in an activity which is usually at the same time both private and public. It is because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot – as we do in conversation – interact whit the listeners and adapt as we go along.

Halliday (1985: 3) states that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily mat by the spoken language. He speculates that with the emergence of cultures based on agricultural rather than hunting and gathering. There developed a need for permanent recorders which could be referred to over and over again. This was the initial stimulate for the emergence of a new form of language writing.

Revel (1979: 6) argues that writing is a kind of activity where the write express all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to the essay. Writing is productive skill, which involves thought and emotion is a medium of communication Harmer (1991: 21). Though writing, massage can be existed for a long time.

Basically, writing means producing message into written language (Bram, 1995: 5) it involves an activities process to organize and formulate the ideas on

the paper. So that the reader can follow the writer's message like in an oral from. Based on the definition above, it can be conclude that writing is a kind of expressing the mind from the reader.

**2. Definition of writing**

As one of the language skills in English, writing is used express ideas. In writing, writer will be involved in the process of building the large units of ideas from the large ones. The will be linked to from sentence. The sentence will be linked to form a paragraph, which will be also linked together to form a large unit of writing that is piece.

Gerry in Januarty (1985: 45) states that there are three issues in the history will be highlighted in the consideration as in teaching writing skill:

a. The Process of Writing

There is a perennial tension in most aspects of language learning and teaching between languages as and writing as product. Traditionally, in curriculum practice, a distinction has been drawn between the activities of the syllabus designer which have been focused on products, and the activities of the methodologist, which have been focused on process. However in recent-years this over simplistic division has become difficult to sustain.

A few decades ago writing teachers were mostly concerned with the final product of writing: the essay, the report, the story and what the product should "look" like. Composition was supposed to (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity white what the audience would consider o be conventional. A good

deal of attention was placed on "model" composition that students would emulated and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical used, and mechanical considerations such as spelling and punctuation.

The new emphasis on process writing, however, must be seen in the perspective of a balance between process and product. As in most language teaching approach, it is quite possible for us go to an extreme in emphasizing process to the extent that the final product diminishes in importance. Try not to let this happen! The product is after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revision. Process is not the end; it is means the end.

b. Constructive Rhetoric

In recent year new research studies have appeared that tackle the issue of constructive rhetoric. One important conclusion from this renewed ware researcher is the significance of valuing students' native language-related rhetoric traditions, and of guiding them through a process of understanding those schemata, but not attempting to eradicate them. That self understanding the part of students may then lend itself to a more effective appreciation and use of English rhetorical convention.

c. Authenticity

A third issue in the teaching of writing surrounds the questions of how much of our classroom writing is "real" writing. That is, how authentic are the

classroom writing exercises that we ask students to perform? One could address this question by asking how much writing does the average, college education person in western society do, and what kind of writing?

Why do we want to write? In English for academic purpose (EAP), across the age-level from elementary school through university graduate courses.In school writing in order to succeed in mastering the subject matter. In school writing is a way of life. Without some ability to express ourselves in writing, we cannot pass the course. Academic writing ranges from short phrase (as in fill-in-there-blank test), to brief paragraph (as in "essay question" exercise and tests), to brief reports of many different kinds, to a full – length research paper. In vocational-technical English (where students are studying English in connection with trade or occupation), students need to fill out forms, write simple massage.

According to Hyland (2003: 1) writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.

## 3. The students' problem in writing skill

The students of junior high school still have a lot of problems expressing ideas through the written language. The learners are confronted with the fact that they are required to write their own, without the possibility of interaction or the benefit of the feedback (psychological problem). Besides, in writing they Have to keep he channel of communication open thought their own efforts and to assure

both the choice of sentences structure and by the way the sentences are linked together and sequenced, the next produced can be interpreted on its own (linguistic problem). Moreover, writing is a task which is often composed on the students; it can cause problem in terms of content what to say.

According to James and Tucker in Basyirahanan (2005: 44-46) about micro and macro skill for writing:

Micro skills for writing production have the following characteristics produce graphemes and orthographic pattern of English.

1) Produce writing at and efficient rate of speed to suit the purpose.

2) Produce and acceptable core of words and use appropriate word other patterns

3) Use acceptable grammatical system

4) Express particular meaning and different grammatical forms

5) Use cohesive devices in written discourse.

6) Use the rhetorical forms and conventions of written discourse.

7) Appropriately accomplish the communicated function of written texts according to form and purpose.

8) Distinguish between literal and implied meanings when writing.

9) Correctly convey culturally specific reference in the context of the written text.

10) Convey links and connection between events and communicate such relation as a main idea. Supporting idea, new information, given information, generalization, and exemplification.

Macro skills for writing production have the following characteristics produce graphemes and orthographic pattern of English.

1) Use the rhetorical forms and conventions of written discourse;

2) Appropriately accomplish the communicative function of written texts according to forms and purpose;

3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;

4) Distinguish between literal and implied meanings when writing;

5) Correctly convey culturally specific references in the context of the written text; and

6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

According Terrible (1996: 43), in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follow:

1) Content knowledge: knowledge of the concept involved in the subject area

2) Context knowledge: knowledge of the context in which the text will be read

3) Language system knowledge: knowledge of the aspects of the language system necessary for the completion of the task.

4) Writing process knowledge : knowledge of the most appropriately way of preparing for a specific writing task Therefore, in order to be able to produce a good written text, a writer shall require the range of knowledge. Besides, the writers also focus on the macro and micro skills of writing. In addition, Nunan (1998: 37) states successful writing involves:

   1. Mastering the mechanics of letter formation;

   2. Mastering and obeying conventions of spelling and punctuation;

   3. Using the grammatical system to convey one's intended and meaning;

   4. Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;

   5. Polishing and revising one's initial efforts, and

   6. Selecting an appropriate style for one's audience

**4. The Components of writing**

There are five general component of writing according to Cole et al in Heaton (1988: 3), they are: content, organization, vocabulary, language usage, and mechanic.

a. Content

The content tends to relevance, clarity, originality, logic, etc. the content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unity and complete.

1. Unity in writing means that each sentence must relate each other and support the main idea. The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do to support the main idea of the topic sentences.

2. Completeness means that the main idea has been explained and develops fully completeness as Baker (1986: 96) comments that controlling idea with is developed thoroughly by these of particular information. Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a

complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of some partial order. In writing, the write should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion. In addition, Byrne in Sulmiati (2007: 57) states that the writers should be talking care of the organization in their writing because it will help them communicate successfully with the readers.

1. Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherent paragraph is each idea in supporting sentence related to the topic or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentences paragraph.

2. Spatial order. If the purpose of the paragraph is to tell how something looks, most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c. Vocabulary

The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component of writing. To express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

d. Language use

Language use in writing description and other form of writing involves correct language and point of grammar. And adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two main parts of mechanic in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English for example, writing capital letters have two principles. First, they are used to distinguish between particulars and things. Second, it is used as first word in quotation, a statement and proper adjectives.

**5. The Purpose of Writing**

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose

appropriate words for the expression of the thoughts are required. According to Wright (1997: 68), the skill of writing fluently and extensively can be built up by giving the students developing a firm and accurate grasp of a limited number of structures. There are many purpose of writing and the following are those stated by McMahan et al. (1996:8):1) to express the writer's feeling. The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

In general, the classifications of types of writing are based on the purpose of writing, the generic structure, and the language feature. In this case, the discussion will be focused on some type of text related to the teaching learning process at SMA. The types discussed will be descriptive, report, procedure, narrative, and recount.

## D. Definition of Recount Text

Recount is a text which retells events or experience in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates. Foo, et al (2008: vi) states that a recount is a piece of writing that tells events in a chronological sequence. A recount text is like a narrative text in that you have to write a story but in a recount the story is real. The story may be an event or a situation that look place on a particular day, and you are the narrator of the whole event.

According to Derewianka (2004: 23) recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the

audience. There is on complication among the participants and that differentiates from narrative.

1.  Generic structure of recount text

    a.  Orientation: introducing the participants, place and time

    b.  Event: describing series of event that happened in the past

    c.  Reorientation: it is optional. Stating personal comment of the writer to the story.

2.  Language features of recount text

    a.  Introducing personal participant; I, my group, etc

    b.  Using chronological connection; then, first, etc

    c.  Using linking verb; was, were, saw, heard, etc

    d.  Using action verb; look, go, change, etc

    e.  Using simple past tense

3.  Progression in Recount

Purpose Recounts (or accounts as they are sometime called) are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform.

In addition, the purpose of actual recount is to document a series of events and evaluate their significance in some way. The purpose of literary or story

recount is to tell a sequence of events it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

According to Harmer (2006: 20) curriculum, the students are categorized in mastery of recount text when they are able to communicate both oral and written in the form of interactional and monolog by using the generic structure and language feature of recount text acceptably. Therefore, the students have to understand the characteristics of recount text. In addition, the roles of the teacher should not only give explanation but also facilities students to achieve the goal especially in teaching learning process.

A recount text is the unfolding of a sequence of events overtime. We are using language to keep the past alive and help us to interpret experience. Thus, a recount text is retelling past events and unfolding sequence of past events.

## 1. Types Recount Text

a. Personal Recount

Personal recount is retelling of an actually that write/speaker has been personality in involved in (e.g. oral anecdote, diary entry).

b. Factual Report

Factual report is recording the particulars of an incident (e.g. report of a science experiment, police report, and news report).

c. Imaginative Report

Imaginative report is taking on an imaginary role of giving details of events (e.g. a day in the life of a roman slaves, how, in invented…..)

2. **Text Organization of Recount Text**

    a. Orientation

        Orientation is provides the setting and introduces participants.

    b. Events
        Events are telling what happened in what sequence.

    c. Re-orientation

        Re-orientation is optimal closure of events.

3. **Language Features of Recount Text**

    a. Specific participants

        E.g. Mrs. Brady, our dog, the shopkeeper.

    b. Use of simple past tense

        E.g. she smiled, it barked, he panted.

    c. Us of active verbs/material process

        E.g. went, clamed, act.

    d. Use of linking items to do with time

        E.g. on Wednesday, then, at the same time, next, later, and before.

E. **Conceptual Framework**

    The main purpose of this learning and teaching process is improvement of the students' writing recount text and below is the conceptual framework:

Input:

Writing Material:

Recount Text

Process:

This research will follow the principal research of classroom action research which will be conducted with two cycles

Cycle 1

Cycle 2

Planning of Lesson Plan based on principal teaching of Reflection Learning

Implementation of Reflection Learning

Observation

Reflection

Planning of lesson plan based on the development from the *first cycle*

Implementation of Reflection Learning

Observation

Reflection

Output:

The students' writing achievement

Content

Organization

Unity

Completeness

Coherence

Spatial Order

The conceptual framework above shows the process of teaching English writing from observation before the researcher got the problem. Therefore this research used a classroom action research design (CAR) to improve the students' ability in recount text terms of content and organization by using Reflection Learning Method.

# CHAPTER III

## RESEARCH METHODOLOGY

## A. Research design

In this research design, the researcher uses Classroom Action Research (CAR) with two cycles and each cycle consists of four meetings. The method employ by the researcher through 4 steps namely planning, action, observation, and reflection. Later, it was also uses to formulate the problem, planning, action, observation and reflection to the next cycle.
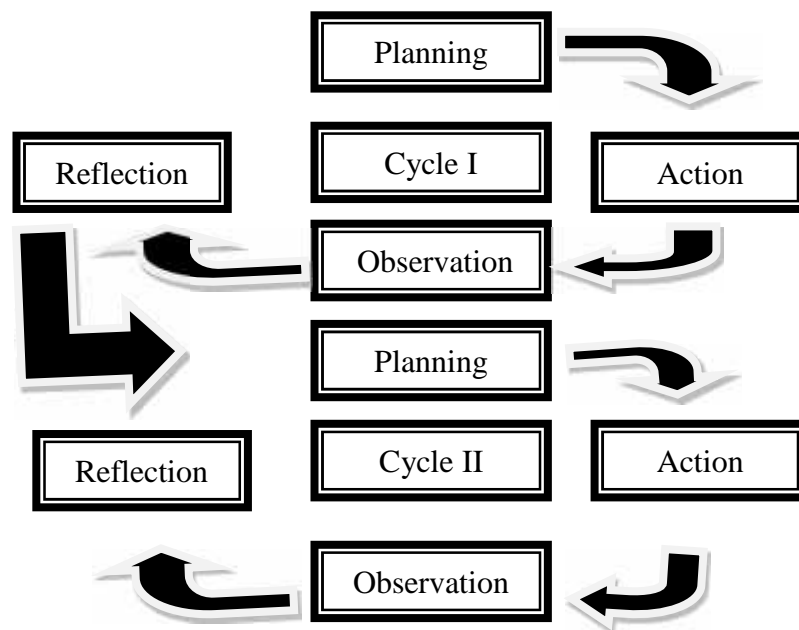


**The Scheme of Classroom Action Research**

(Kemmish and Mc Tagger in Harwanto, 2005: 48)

**B. Research Subject**

The study was conducted to the students of SMA Muhammadiyah 9 Perumnas Makassar for English subject. As subject in this research was class X.I in 2016-2017 academic years.

**C. Research Variable and Indicators**

This research uses two variables, they are:

1. Independents variable

   The independents variable was implementation of reflection learning activity. It as the used by teacher when teaching the material.

2. Dependents variable

   The dependent variables were content and organization of writing recount text.

3. Indicators

   The indicators of this research were used to measure the variables. Those variables were content and organization. The indicators of organization were coherence and spatial order.

**D. Research Instrument**

In this research, the researcher used two instruments for collecting data. They were test and observation sheet:

1. Test

   Test aims were used to find out the students' writing skill Reflection Learning Method.

2.  Observation sheet

Observation sheet was used to find out the students' activeness during the teaching learning process.

**E. Research Procedures**

In this Classroom Action Research (CAR), the observer used the CAR principle to collect the data. The research was divided into two cycles with each cycle consists of four phases.

In this research procedure divided into two cycles:

*CYCLE I*

1.  *Planning*

    The activities that was done in this stage as follows:

    a.  Studying and understanding the material that would be taught.

    b.  Marking the lesson plan for the implementation of action

    c.  Marking the sheet of students' assessment, to measure the students' achievement in writing both in content and organization.

2.  *Implementation of action*

    The activities that will be done in this stage:

    The First Meeting

    a.  The teacher conducted the writing test in the classroom and explains how to work out the test.

    b.  In this cycle, the students are free to choose the topics.

c.   Motivating the students to improve their interest in learning process.

The Second Meeting

a.   First of all, the teacher explained about writing, the components of good writing.

b.   The teacher introduced what Reflection Learning Method is and the way of writing recount text. And explain what they are going to do with Reflection Learning Method in the class.

c.   The research gave each student the examples of recount text

d.   The teacher explained about past tense to make a recount text

The Third Meeting

a.   The teacher distributed the writing test in recount text

b.   The teacher asked the students to share personal experience

c.   Instruction to students to write their experience that simple

The Fourth Meeting

a.   The teacher gave evaluation to the students

b.   The students ability to write a recount text by them self

## 3.   *Observation*

Observation is collecting data activity related with the learning English process which has solving problem and learning strategy which was improved stated by latief (2009: 27). So in this stage researcher will collection data,

instrument data collector will be use, data source would be explain and data collection technique will be use.

### 4. Reflection

Analyze all of the data which had been collected from observation, to assess the teaching program's achievement after giving an action at the first cycle.

## CYCLE II

### 1. The Planning

The activities that was done in this stage as follows:

a. Studying and understanding the material that would be taught.

b. Marking the lesson plan for the implementation of action

c. Marking the sheet of students' assessment, to measure the students' achievement in writing both in content and organization.

### 2. Implementation of action

In this stage, action is done to improve the result based on the cycle I the stages have same procedure but different variation and material to reach target learning result.

The Fifth Meeting

a. The teacher conducted the writing test in the classroom and explains how to work out the test.

b. In this cycle, the students are free to choose the topics.

c. Motivating the students to improve their interest in learning process.

The Sixth Meeting

a. The teacher explained about writing, the components of good writing.

b. The teacher introduced what Reflection Learning Method is and the way of writing recount text. And explain what they are going to do with Reflection Learning Method in the class.

c. The research gave each student the examples of recount text with the topic bad day.

The Seventh Meeting

a. The teacher distributed the writing test in recount text

b. The teacher asked the students to share personal experience

c. Instruction to students to write their experience that simple

The Eight Meeting

a. The teacher gave evaluation to the students

b. The students ability to write a recount text by them self

c. The students' ability to write recount text by them self

### 3. *Observation*

Observation is collecting data activity related with the learning English process which has solving problem and learning strategy which was improved stated by latief (2009: 27). So in this stage researcher will collection data,

instrument data collector will be use, data source would be explain and data collection technique will be use.

### 4. *Reflection*

Analyze all of the data which had been collected from observation, to assess the teaching program's achievement after giving an action at the first cycle. The gotten result can be to formulate the next better lesson plan.

### F. Procedure of Data Collection

To collect the data was done with the following procedures:

1. The researcher used observation sheet to find out the students' participation in teaching learning process through Reflection Learning Method by using checklist. It was done in every cycle. It was summed at the end of cycle one and two.

The criteria of the students' active participation as follow:

*Table 3.1*: **Score and Indicator of students' active participation**

| No | The students' active Participation | Indicator |
|----|------------------------------------|-----------|
| 4 | Very Active | Students respond the material very actively |
| 3 | Active | Students respond the material actively |
| 2 | Fairly Active | Students respond the material just one or twice |
| 1 | Non Active | Students just sit down during the activity without doing something. |

(Haremer in Rahmat, 2006: 31)

2. The researcher gave test to students to find out their improvement of students in writing recount text by using Reflection Learning Method.

f. Researcher gave test to students through the following steps.

g. Researcher prepared test material or topic for students.

h. Researcher asked students to follow all steps in Reflection Learning Method to write.

i. Researcher gave correction on their writing based on their mistakes.

There was a component that concerns of the researcher in this researcher to measure. Those were content and organization which used criteria as follows:

1. *Content*

*Table 3.2:* **Score and criteria of Unity**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 90-100 | Sentence is clearly about the topic select. |
| Very good | 80-90 | Sentence relates each other and supports the main idea clearly. |
| Good | 70-80 | Sentence adequate relate each other and support the main idea. |
| Fairly Good | 60-70 | Sentence rather relates each other but not support the main idea. |
| Fairly | 50-60 | Sentence and main idea not relate each other. |

*Table 3.3:* **Score and criteria of Completeness**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 90-100 | Main ideas are comprehensible and the ideas are well-development. |
| Very good | 80-90 | Main idea has been explained well and meaning is conveyed effectively |
| Good | 70-80 | Main idea has been explained well and meaning is conveyed but breaks down at items. |
| Fairly Good | 60-70 | Main idea and meaning explained is frequently clear. |
| Fairly | 50-60 | Main idea and meaning is unclear. |

*2. Organization*

*Table 3.4:* **Score and criteria of Coherence**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 90-10 | Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing |
| Very good | 80-90 | Some transition of ideas evidence |
| Good | 70-80 | There are a few transitional markers or repetitive transitional markers |
| Fairly good | 60-70 | There is transitional marker |
| Fairly | 50-60 | No evidence of concept |

*Table 3.5:* **Score and criteria of Spatial Order**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 90-100 | Shows clear understanding of writing topic and main idea |
| Very good | 80-90 | Shows a good understanding of writing topic, and main idea development |
| Good | 70-80 | Shows some a good understanding of writing topic and main idea, less development. |
| Fairly good | 60-70 | Shows a little evidence of discourse understanding, meaning is conveying effectively. |
| Fairly | 50-60 | No evidence of concept of writing |

## G. Technique of Data Analysis

The data analysis in the classroom action research from the score analyzed by using the following formula:

a. To find out the mean score of the students' writing test through Transition-Action-Details Strategy, researcher used the following formula:

$$\bar{X} = \frac{X}{N}$$

Note:

$\bar{X}$ = Mean Score

$\Sigma X$ = Total raw score

N = Number of Subject, (Gay, 1981: 298).

b. To calculate the percentage of the students' activity in learning process using formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Total number of Subject, (Sudjana, 1990: 36).

c. To know the students' participation in teaching learning process through Reflection Learning Method, researcher used percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

N = Number of students, (Sudjana, 1990: 36).

d. After collecting the data of the students', researcher will classify the score of the students. The score of the students can be classified into the following criteria.

1) 90-100 is classified as excellent

2) 80-89 is classified as very good

3) 70-79 is classified as good

4) 60-69 is classified as fairly good

5) 50-59 is classified as fairly, (Sukyadi, 2010).

# CHAPTER IV

## FINDINGS AND DISCUSSIONS

### A. Findings

The findings of the researcher deals with the problem statements. It aims to find out the improvement of the students ability to write recount text. The result of data analysis found that teaching writing skill through Reflection Learning Method can improve the students' writing ability in terms of contents and organization at the Eleventh Grade Students at SMA Muhammadiyah 9 Perumnas Makassar.

### 1. The Improvement of Content in the Students' Recount Text

The students' ability to write recount text has been improved; it is indicated by the difference score and improvement between cycle 1 and cycle 2 tests. The following table shows the students' improvement in content which consist of two indicators: unity and completeness.
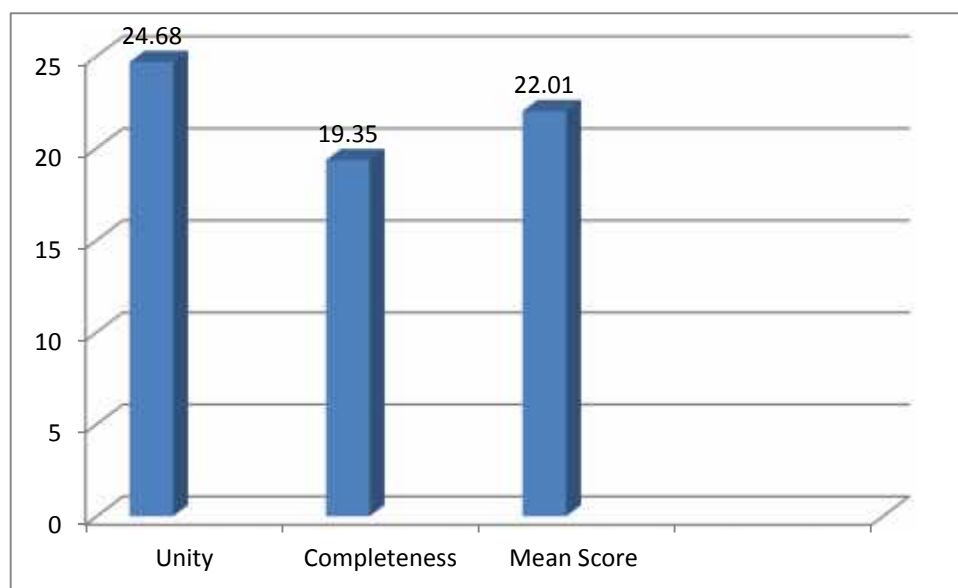
**Table 4.1: The Students' Improvement in Contents**

| No | Indicators | Cycle I Score | Cycle II Score | Improvement % CI → CII |
|----|-----------|---------------|----------------|------------------------|
| 1 | Unity | 58.75 | 73.25 | 24.68 |
| 2 | Completeness | 62.00 | 74.00 | 19.35 |
| | **X** | **120.75** | **147.25** | **44.03** |
| | **$\bar{X}$** | **60.37** | **73.62** | **22.01** |

The table 4.1 shows the students' content in writing ability the result of calculating of the students' test at the students' writing ability through Reflection Learning method, where the students' test score in cycle I is different from the students' test in cycle II. The mean score in cycle I is 60.37 in cycle II is 73.62. The assessment of cycle II is greater than cycle I (73.62>60.37) and classified as good. And then, the improvement of students' from cycle I to cycle II is 22.01%.

Based on the percentages above, there are significant improvements of the students through Reflection Learning Method. To see clearly the improvement of the students' writing viewed from its contents, the following graphic is presented.

**Figure 4.1: The Students' Improvement in Contents**



The figure4.1 shows the students' improvement in content from cycle I to cycle II in terms of unity is 24.68%, completeness is 19.35% and the mean score is 22.01%. The students' improvement in unity is higher than completeness (24.68> 19.35. therefore there is the improvement of the students' in content and

the target can be achieved. Finally the Reflection Learning Method is effective for students the unity and completeness of details in content.

2. **The Improvement of Organization in the Students' Recount Text**

The following table shows the students' organization which consists of coherence and spatial order.

**Table 4.2: The Students' Improvement in Organization.**

| No | Indicators | Cycle I Score | Cycle II Score | Improvement % CI → CII |
|----|------------|---------------|----------------|------------------------|
| 1 | Coherence | 59.25 | 71.00 | 19.83 |
| 2 | Spatial order | 59.00 | 71.50 | 21.18 |
| | **X** | **118.25** | **142.50** | **41.01** |
| | $\overline{\overline{X}}$ | **59.12** | **71.25** | **20.50** |

The table 4.2 shows the students' organization in writing ability as the result of calculating of the students' test at the students' writing ability through Reflection Learning method; where the students' score in cycle I is different from the students' test in cycle II. The mean score in cycle I is 59.12% in cycle II is 71.25%. The assessment of cycle II is greater than cycle I (71.25%> 59.12%) and classified as good. And then, improvement from cycle I to cycle II is (20.50%).

Based on the percentages above there are significant student's improvement of the students through Reflection Learning method. To see clearly the improvement of the students' writing viewed from is organization, the following graphic is presented.

**Figure 4.2: The Students' Improvement in Organization**
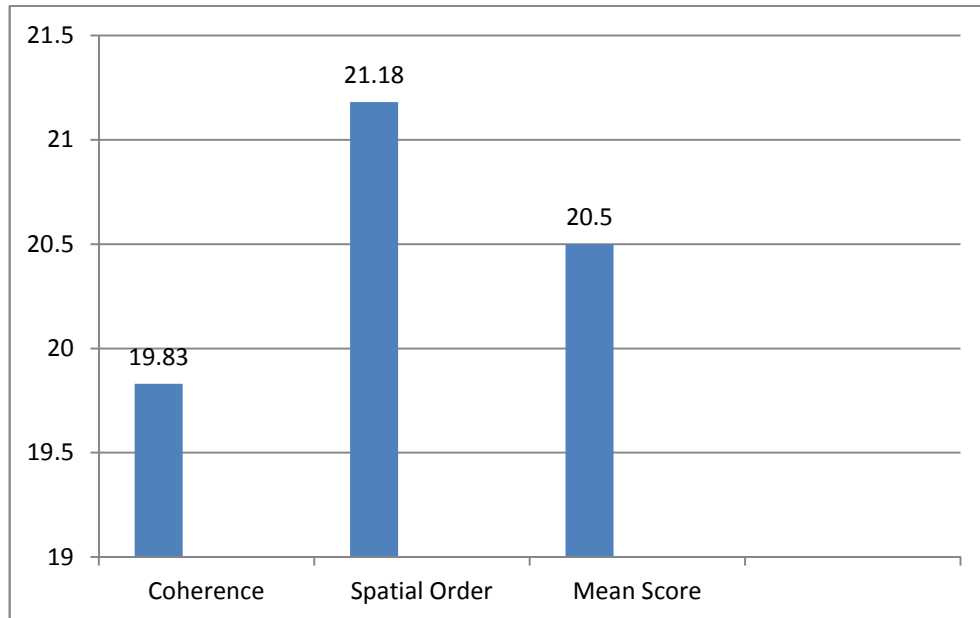


The figure 4.2 shows that there is improvement of the students in organization from cycle I to cycle II in terms of coherence is 19.68%, spatial order is 21.18% and the mean score is 20.50%. Thus, spatial order has better improvement than coherence (21.18%>19.68%).

## 3. The Improvement of Students' Writing Ability

The improvement of the students' wiring ability in terms of contents and organization through Reflection Learning method is good. It is indicated by the mean score of cycle I and cycle II test which are shown clearly in the following table

**Table 4.3: The Students' Improvement in Writing Ability**

| No | Variables | Cycle I | Cycle II | Improvement % |
|----|-----------|---------|----------|---------------|
|    |           | Score   | Score    | CI → CII      |
| 1  | Content   | 61.00   | 73.62    | 20.68         |
| 2  | Organization | 58.87 | 71.50   | 21.45         |
|    | **X**     | **119.87** | **145.12** | **42.13**  |
|    | $\bar{X}$ | **59.93** | **72.56** | **21.06**    |

The table 4.3 shows the mean score of students' achievement writing ability in recount text both of contents and organization. Based on the table, it indicated that the improvement of the students' writing ability Reflection Learning method was successful. The students' mean score in d-test is 54.56 classified into *fairly* score, the students' mean score in cycle I is 59.93 classified into *fairly too* and the students' mean score in cycle II is 72.56 classified into *Good* score. Based on the percentages above there are significant improvement of students' writing ability by Reflection Learning method. To see clearly the improvement of the students' writing skill, the following chart is presented. The students' achievement in writing ability is clearly depicted in the following chart:

**Figure 4.3: The Students' Improvement in Writing Ability**
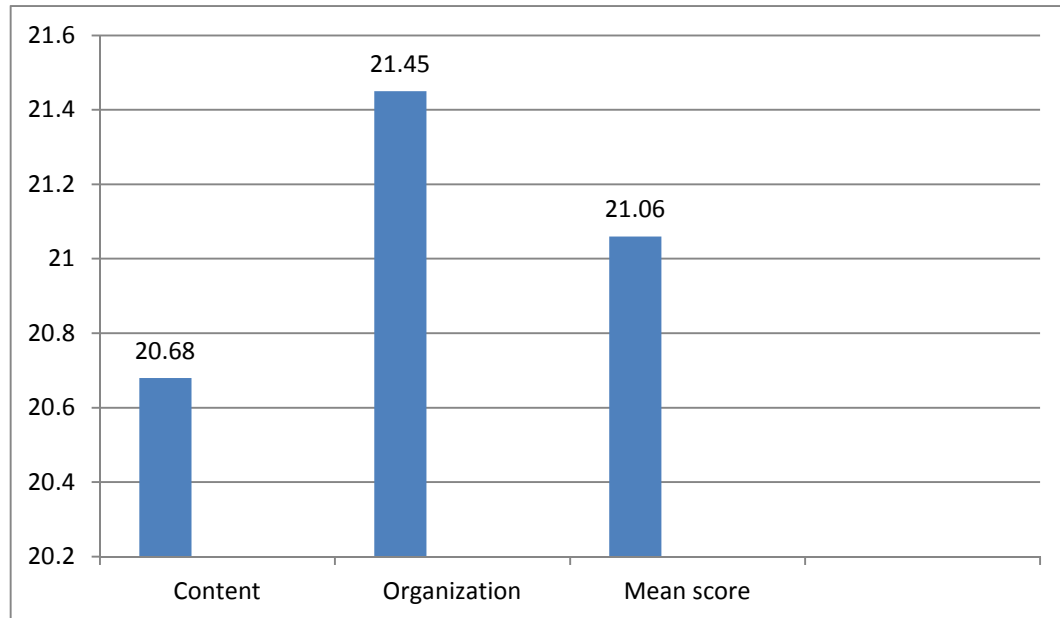


The figure 4.3 above shows the different of the students' improvement from cycle I to cycle II. The students' improvement in contents is 20.68%, while the students' improvement in organization is 21.45%, and means score is 21.06%. Thus, organization has better improvement than contents (21.45%> 21.68%).

## 4. The Implementation of Reflection Learning Method

The researcher observed many aspects to assess the implementation of Reflection Learning method such as: students' attitude, students' model and students understanding. The students show their progress in every meeting. In attitude aspect researcher observers about students' participation in learning by using Reflection Learning method.In model aspect researcher observers students' response during teaching and learning process. Then in understanding aspect

researcher observer students' understanding, they get point of subject matter or not.

Researcher observers students' response every meeting in two cycles where every cycle consists of four meetings. The result of the observations that have been done researcher conclude that Reflection Learning method improved students' response. The students admit that they love this method. They do not feel bored, but more enthusiastic to follow the teaching learning process. The students look braver and more confident to write and express their ideas. They also admit that they become active and full of concentration in the classroom.

The use of Reflection Learning method especially makes groups, researcher's supports and guides can make the students more active and causes the improvement of their writing ability. The improvement of students can be seen in the improvement of students' score. The result of the test can be seen in the significant improvement. The use of Reflection Learning method in teaching writing can overcome the students' difficulty in expressing their ideas. The students also have a positive response to the implementation of teaching writing by using lection Reflection Learning method.

The students' writing ability can be improved through Reflection Learning method, because in this method they can share with their friends in their own group and the teacher is consultative and guide, which makes easily understand. And if they get difficulty of expressing ideas, Reflection Learning method can

reduce this problem. They can help each other. So, it is fun and interesting. They

can be motivated and more easily in learning writing skill.

**B. Discussions**

**1. The Improvement of Students' Writing Ability through Reflection Learning Method in contents**

The improvement of students' writing ability through Reflection learning

method has been improved. The researcher found that before the application of

Reflection learning method, the students' score was 56.00 (*fairly*) but after the

application of Reflection learning method the students' score in cycle I was 61.00

(*fairly good*) and in the cycle II became 73.62 (*good*). So, the improvement of the

students' writing ability from D-test to cycle I is 8.92%, from cycle I to cycle II is

20.68% and from D-test to cycle II is 31.46%. And then, the improvement from

D-test to cycle II is greater than D-test to cycle I (31.46% > 8.92%).

During the teaching and learning process in cycle I, the researcher found

that the students were difficult to organize good recount writing. There was no

relevance or relation between sentences. To solve this problem the researcher had

done cycle II and revised the previous lesson plan. In this case, the researcher

gave correction activity so the students could correct their writing each other. The

researcher also gave deep explanation about the structure of a recount text so the

students could make a good recount text. From the explanation above, the

researcher analyzed that Reflection learning method could improve the students'

writing ability to writing recount text in term of content where the students' mean score in cycle I and cycle II was higher than D-test.

**2.   The Improvement of the Students' Writing Ability through Reflection LearningMethod of Organization.**

The improvement of students' achievement in writing recount text through Reflection learning method had effective effect. In the analysis of students' organization, the researcher found that before the application of Reflection Learning method the students' score in D-test was 53.12 (*fairly*). After application of Reflection Learning method in cycle I the students score was 58.87 (*fairly*) and in the cycle II the students' score was 71.50 (*good*). The achievement loft cycle II is greater than cycle I and diagnostic test (71.50>58.87>53.12). The improvement of the students' writing ability from D-test to cycle I is 10.82%, from cycle I to cycle II is 21.45% and from D-test to cycle II is 34.60%. And then, the improvement from D-test to cycle II is greater than D-test to cycle I (34.60%> 10.82%). So, it means that there is improvement from the diagnostic test to the cycle I and from cycle I to cycle II by applying Reflection learning method. So, the researcher concludes that the variables in writing ability can be achieved. It means that the researcher does not need to do next cycle.

During the teaching and learning process in cycle I, the researcher found some students' error in writing recount text. In this case, the researcher revised the next cycle by rearranging the lesson plan. The researcher gave more explanation about correct language use usage the students could share each other in writing

task. From the explanation above, the researcher analyzed that the students' ability in writing recount text in tern of organization through Reflection learning method was improved where the students' mean score in cycle I and cycle II was higher than D-test.

## 3. The Improvement of the Students' Activeness During the Teaching and Learning Process

The observation result of the students' activeness in teaching and learning process improved significantly through Reflection learning method from the first meeting in cycle I to the fourth meeting in cycle II where the student activeness in the first meeting of cycle I was 37.05%. It meant that there was another activity the students were done in teaching and learning process. Next meeting, researcher gave them problem solving for their weakness. So, the students' activeness in the last meeting of cycle I became 60.00%. In the cycle II, the researcher gave revision again for their problem in facing teaching and learning process. So, the students' activeness in the last meeting 87.05%. It meant that almost no another activity that the students were done in teaching and learning process. They were active in asking if they did not know what they would write. They were active in teaching and learning process.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the findings and discussion in the previous chapter it can be concluded that the model of learning writing skill through "Reflection Learning Method" can improve the students' writing skill at the Tenth Grade Students of SMA Muhammadiyah 9 Perumnas Makassar. It was proved as follow:

1. The improvement of the students' writing ability in terms of accuracy dealing content was indicated by the students' mean score in D-test was 54.56, cycle I was 61.00, and cycle II was 73.62. The improvement of the students writing ability in terms of accuracy from D-test to cycle I was 20.68%, cycle I to cycle II was 21.45% and D-test to cycle II was 21.06. The improvement of the students' mean score in D-test was 60.37, cycle I was 58.75 and cycle II was 73.25. The improvement of the students accuracy from D-test to cycle I was 24.68%, cycle I to cycle II was 19.35%, and D-test to cycle II was 22.01%.

2. The improvement of the students' writing ability in terms of accuracy dealing with organization was indicated by the students' mean score in D-test was 53.12, cycle I was 58.87, and cycle II was 71.50 The improvement of the students writing ability in terms of accuracy from D-test to cycle I was 10.82% cycle I to cycle II was 21.45% and D-test to cycle II was 34.60%.

**B. Suggestion**

In relation to the writing ability in term students' response and writing ability in recount text in this thesis. The writer would like to give some suggestions to students' (learners), the English teacher and the next researchers as follows:

1. For students
   a. In relation to this strategy, to get writing ability and motivation, the students should practice their English more by applying Reflection Learning Method in every times when the students learn writing because it can stimulate them to be active and diligent to learn especially in writing. Reflection Learning Method has many features that we can use and then can be interesting for students to learn writing.
   b. The students' should be more active in learning process because writing ability needs big attention and motivation. Always spirit in every time when learning process especially in writing.

2. For teachers
   a. The implementation of Reflection Learning Method could significantly improve the students' writing ability in terms of students' response and writing recount text dealing with generic structure at the eleventh grade students of SMA Muhammadiyah 9 Perumnas Makassar. So it is suggested to be applied in teaching English Writing in the classroom in order to improve the students' achievement.

b. The teacher would be more creative in teaching English especially writing because to master it need more method and strategy in improving it.

3. For the next researchers

To improve the students' writing ability generally, there are many points which should improve such as: preparation for teaching, methods, strategy, media, and ways in teaching. At this research, the writer want to know the improvement of students' writing ability through method that namely "Reflection Learning" method and followed by the students' response to know the motivation and activeness of students' in teaching and learning process. So for the next researcher, they can take the other ways to be improved it either they use this method or other method. But it is better to use this method in order to know the students' writing ability.

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# APPENDICES

# CURRICULUM VITAE

 **The writer Nuraeni Anwar**, was born in Tobarakka on December 06$^{th}$, 1993. From the marriage of her parents, Anwar Said (father) and Hj. Sitti Maesuri Jalil (mother). She is the youngest child, from no brother and third sister in her family.

She began her elementary school at SDN 185 Tobarakka, Wajo Regency in 2000 and she graduated in 2006. Then, continued her study at MTsN 1 Pitumpanua in 2006 and graduated in 2009, in the same year she continued her study at and SMAN 1 Pitumpanua and graduated in 2012. In the next year, she was accepted as an English Department Students, Faculty of Teacher Training and Education of Makassar Muhammadiyah University.