

**IMPROVING THE STUDENTS' WRITING SKILL THROUGH
REFLECTION LEARNING METHOD**

*(A Classroom Action Research at the Eight Grade Students of SMP
Muhammadiyah Limbung, Gowa)*



A THESIS

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

UMMU KALSUM

105355287 12

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Makassar, 22 Ramadhan 1439
07 Juni 2018 M

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.Pd., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Baharullah, M.Pd.**
4. Dosen Penguji : 1. **Dr. Hj. Andi Tenri Ampa, M.Hum.**
2. **Nurdevi Bte. Abdul, S.Pd., M.Pd.**
3. **Dr. Eny Syatriana, S.Pd., M.Pd.**
4. **Prof. Dr. H. M. Basri Dalle, M.S.**

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

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Name : **UMMU KALSUM**

Reg. Number : **10535 5287 2**

Programmer : **English Education Department Strata 1 (S1)**

Faculty : **Teacher Training and Education**



Makassar, Juni 2018

Approved by

Consultant I

Consultant II

Dr. Hj. Andi Tenri Ampa, M.Hum.

Amar Ma'arif, S.Pd., M.Hum., Ph.D

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaserati Syam, S.Pd., M.Pd.
NBM: 977 807



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NIM : 10535 5287 12

Jurusan : Pendidikan Bahasa Inggris

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NIM : 10535 5287 12
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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Ummu Kalsum
NIM: 10535 5287 12

ABSTRACT

Ummu Kalsum. 2018. *Improving the Students' Writing Skill through Reflection Learning Method (A Classroom Action Research at the Eight Grade Students of SMP Muhammadiyah Limbung, Gowa)*. Thesis. English Department. Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by Hj. Andi Tenri Ampa and Amar Ma'ruf).

This research aimed to find out Reflection Learning Method improved the students' writing skill in terms of content and generic structure at the Eight Grade Students of SMP Muhammadiyah Limbung, Gowa.

The researcher used Classroom Action Research (CAR) which was conducted in two cycles and every cycle consisted of four meetings. The location of this research was taken at the Eight Grade Students of SMP Muhammadiyah Limbung Gowa with the number of the subject consisted of 36 students.

The research findings indicated that Reflection Learning Method improved the students' writing skill in terms of content, significantly. It was proved by the mean score of diagnostic test 2.39 and in the test cycle I was 4.77 then improved to be 7.53 in cycle II. And Reflection Learning Method improved the students' writing skill in terms of generic structure, significantly. It was proved by the mean score of diagnostic test 2.52 and the test cycle I was 5.32 then improved to be 8.10 in cycle II.

Finally, the researcher there was improved of the students' writing skill in terms of content and generic structure.

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Writer

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CHAPTER I

INTRODUCTION

A. Background

Language is the principle means for human to communicate, to transmit information or to share idea. Language is can said an instrument to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

There are four language skill in teaching English; they are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Harmer (2007:33) states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as apreable to discussion activities”.

Writing is different from other language skill. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocation among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skill that should be mastered by students.

Many students difficult in learn English. The most difficult skill to learn is writing. The researcher has obsereved the students in SMP Muhammadiyah

Limbung about the students' problem in writing English text. There are three problems that they have, they are: first, they lack of vocabularies. Second, they do not know how to make a good sentences. Third, they do not know how to organize writing.

In writing skill, the students have to master vocabulary and know how to use grammar in making text or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

There are many text types taught in Junior High School. Each text has different social function, schematic structures, and language features. One of the text taught for the eight grade students of Junior High School is recount text.

In teaching and learning English, there are many method to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning methods are relevant with the students need.

One of the method which is suitable in teaching writing is reflection learning method. The activity-reflection model of Lewin (1952) and Kolb (1984) is of particular relevance here. It's expressed 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 explanation above, the researcher wants to conduct a research entitled *“Improving The Students Writing Skill Through Reflection Learning Method in Eight Grade Students of SMP Muhammadiyah Limbung”*.

B. Problem statement

Based on the background of the research, the research question can be formulated as follows:

1. How is Reflection Learning Method implemented to improve the students' writing recount text in terms of content at the eight grade students of SMP Muhammadiyah Limbung, Gowa?
2. How is Reflection Learning Method implemented to improve the students' writing recount text in terms of generic structure at the eight grade students of SMP Muhammadiyah Limbung, Gowa?

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 to find out:

1. How Reflection Learning Method implemented to improve the students' writing recount text in terms of content at the eight grade students of SMP Muhammadiyah Limbung, Gowa.
2. How Reflection Learning Method implemented to improve the students' writing recount text ability in terms of generic structure at the eight grade students of SMP Muhammadiyah Limbung, Gowa.

3. Significance of the study

The result of the study are expected to provide useful information for English teachers in teaching writing skill of recount text using reflection learning method at SMP Muhammdiyah Limbung, for the writer and for the next researchers as a reference who are interested in conducting similar studies in the next time. This study is also expected can contribute to all people who involved in developing quality of English education.

4. Scope of the study

This research is restricted to improvement in term of writing skill in recount text through Reflection Learning Method. These items are chosen because the items are very important to be identified by the writer to motivating and overcoming the students' problems in the learning writing English language. There are of assessment focused on the ability of students to write a recount text from its content which consists of content, and generic structure.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concepts of Reflection Learning Method

According to Keogh and Walker (1995 : 7) Reflection Learning Method is one method in the writing process, which it is used by the writer to produce and explore their idea, or experiences. Reflection in term is a generic term for intellectual and effective activities in which individuals engage to explore their ideas or experiences in order to lead to new understandings and appreciations. The writer needs a method that caan help to produce, and explore ideas or experiences in the writing process so the writing process of the writer is suitable with procedures.

According to Jack. C and Charles Lockhart (2007 : 135) Reflection method comes from Latin language “reflectere”, it means that to see rearward or flashback. In this case reflection should not misinterpret with the reflex which connotation of involuntary. Although reflection owns the aspects of spontaneity and intuition, reflection represents the systematic opinion.

Reflection Learning Method in which the learning process of reflection is one of learning methods to improve performance, so that the learning process of reflection. Reflection learning as a form of mental processing – a form of thinking-that we use to fulfill a purpose or to achieve some anticipate outcome. It is applied to relatively complicated or unstructured ideas for which there is no obvious solution. (Moon, 1999).

D Boud (1985) defines and describes reflection as, 'Purposeful focusing on thoughts, feelings, sensations and behaviour in order to make meaning from those fragments of experience. The outcome of this reflection is to create new understanding which in turn may lead to: increasing choices, making changes or reducing confusion'. The process is conducted continuously directing an individual to be able to make alternative solutions and the final conclusion, so it has a better understanding. Without reflection learning to be ended, while management requires a way of thinking that in the learning process.

Reflection is a mental process which, applied to the act of learning, challenge students to use critical thinking to examine presented information, question its validity, and draw conclusion based on result ideas. This ongoing process allows the students to narrow possible solutions and eventually form a conclusion. The result of this struggle is achieving a better understanding of the concept. Without reflection learning ends "well short of the reorganization of thinking that 'deep' learning requires" (Ewell, 1997, p.9). this mental process allows the students to narrow possible solutions and eventually form a conclusion. The result of this mental process is achieving a better understanding of the concept.

Boud. D (1985 : 7) says that Reflection Learning Method is one method which it shows one strategy or technique for the students in the writing skill. Reflection learning method is small discussion group that allow students to express their ideas or bring out ideas details. This is one collaborative process in teaching writing which allow the students to share their idea with their group.

Reflection learning method is service learning provides students and teachers with a way to look back at their experience, evaluate them, and apply what is learn to future and developing creative solutions. Reflection learning method is an important method because the students together with their group can integrate prior knowledge and experiences with new solving skills.

1. The Process of Reflection Learning Method

In contextual teaching learning process reflection learning method plays a pivotal role. In a reflection method 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 measures that they need to take to make their learning more effective. (Zubizaretta, J, 2009:27)

Learning/Process Portfolios involve the focus on Plato's directive, "know thyself" which can lead to a lifetime of investigation. Self-knowledge becomes an outcome of learning. John Zubizaretta (2004, 2009), in his insightful books on Learning Portfolios in higher education, describes the primary motive of a learning portfolio: "to improve student learning by providing a structure for students to reflect systematically over time on the learning process and to develop the aptitudes, skills and habits that come from critical reflection." (2004, p.15).

Zull's overlay of Kolb's Experiential Learning Model over the structure of the brain (p.18, shown above), and Jennifer Moon's further elaboration (shown on the right), provide further support for the importance of reflection in supporting deep learning. Zull 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." (p.166) He also points out that reflection is a search for connections (p. 167) and suggests that we have to seriously consider the role of emotion if we want to foster deep learning (p. 169).

A Reflection Method combines the three stages in service learning process (pre-service, during service, and post service) into one (Jack. C. Richards and Charles Lockhart, 2007: 39-60). They explain about the process of the Reflection Method those are:

1. Pre-service reflection learning method activities
 - a. Giving explanation about the materials

Before the students start to make writing process especially in writing recount text, the teacher needs to give explanation about the materials that given by the teacher in the classroom. In this stage, the teacher gives explanation about the conceptual of writing process, and conceptual of recount text (definition, function, kinds, generic structures, language features, and example of recount text) (Jack. C. Richards and Charles Lockhart, 2007: 39-60)

b. Forming or making students' group

Students are grouped together in pairs or sets of three or four. Group can be formed based on a teacher decision, a student preference, a blend of genders, a blend of characters, a blend of students' skill or qualification level in language and writing, or a shared writing topic. (Jack. C. Richards and Charles Lockhart, 2007: 39-60)

c. Giving some different topic

In this stage, the teacher gives some different topics (e.g.: Holiday, Camping, Health, etc) for the students. The topic are given by the teacher pre-meeting, and then the topics also help the students to make final draft before they make a good recount text.

d. Generating Data

Before the students start to write, it is a good idea to give them the opportunity to activate their main knowledge, and find out the information. For these reasons, the teacher allows students to develop their ideas. In the group, the students can express or brainstorm any ideas in their mind, and share with their friend in the group. In this stage, the students assume the responsibility for choosing a topic or theme that interest them, narrowing down the topic/theme, and collecting information and developing ideas. In short this stage/phase gives the students a chance to stimulate their thinking and allow them

to create and organize ideas corroboratively together with their group (Jack. C. Richards and Charles Lockhart, 2007 : 39-60).

2. During service reflection learning method activities

a. Drafting

Jack. C. Richards and Charles Lockhart (2007: 39-60) says that the students produce clear idea outlines, they produce clear idea with use drafting activity. In this stage, the students need to develop idea into drafts. While the drafting, the students can use different strategies/techniques, a teacher needs to give students effective time to complete their drafts. Through reflection learning method, the students can share resources (e.g., language, and content).

b. Giving feedback

In reflection learning method activity, feedback is given by the students' peer. Feedback is focused on content (e.g. ideas), organization, and form (e.g. vocabulary and grammar). In this activity, the peer gives some comments of their draft collaboratively so they can clarify their ideas, explain the meanings, and explore effective ways to express the ideas. The advantage of this activity that is to consider the comments of their peer (Jack. C. Richards and Charles Lockhart, 2007: 39-60)

c. Revising and Editing Drafts

Jack. C. Richards and Charles Lockhart (2007: 39-60) says that after students receive feedback from students' peer, the students continue to rework again their draft. They rework their drafts with use revise and edit activities. Revision gives rise to improvement the students' draft which it rests on the students' capabilities and quality of the feedback which they receive from their peers. The goal of editing is to check minor mistakes in vocabulary, language use, and mechanics without changing substantial ideas before students submit their final drafts at the teacher.

d. Correcting students' draft

In this stage, the teacher does correction activity for the students' draft before the students make their draft become a good recount text. The function of correction activity that is to check/see the mistake of the students' draft and make better the mistake. After there is not the mistake again in the students' draft and suitable with the topics/themes which are given by the teacher, the teacher ask for the students continue make their draft become a recount paragraph/text. (Jack. C. Richards and Charles Lockhart, 2007: 39-60)

3. Post service reflection activities

a. Making recount text/paragraph

In this stage, the students start to make or write a recount text from their draft which is made by them for the first time and after the

teacher corrects and make better their drafts' mistake. The students follow the teachers' explanation about the conceptual of recount text when they start to make or write their recount text. The last activity in this stage, the students make finish their writing recount text and collect their writing recount text at the teacher.

b. Correcting students' recount text at the teacher.

In this stage, the teacher does correction activity which is done by the teacher to know and make better the mistake of them in their writing, and the last, the teacher can take and write the students' score/result in the scoring sheet. (Jack. C. Richards and Charles Lockhart, 2007: 39-60)

c. Giving evaluation and reflection

In this stage, the teacher does two activities namely evaluation and reflection activities. The activities are done by the teacher to know/see, and to measure how far the students understand about the explanations from them and how far the students understand about the explanations from them and how far the students' improvement their writing skill especially writing skill in the recount text/paragraph. (Jack. C. Richards and Charles Lockhart, 2007: 39-60)

B. The Concepts of Writing Skill

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book "*Writing Well*" that writing is

pretentious and wordy, but a message come through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley (1985) said that writing is a way of thinking as well as means of communication. Fred D. White (1986) also said that writing is more than public communication; it is a way of thinking.

Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity.

Similarly, Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) said that writing is useful, effective, enjoyable, and above all necessary component of modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter. They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities. To Martha Heasley Cox (1962), writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual, receptive components.

From the opinion above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of lagnuage or language skills and it also means communication.

1. The Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. According to Martha Heasley Cox (1962) on her book that is *Writing Form Process Purpose*, she said that purposes of writing are:

- a. *To inform*, you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
- b. *To amuse*, when your *purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor you plan to use.*
- c. *To satirize*, *satire is often a form of humor, but it is always humor with a serious purpose- to effect reform.*
- d. *To persuade*, *if your purpose in writing is to persuade you desire to influence your reader's thoughts or action.*

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White (1986) writing means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students. They are:

- a. *Writing can improve a students' academic performance.*
- b. *Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.*
- c. *Writing enhances personal and community relationships.*

2. The Characteristics of Good Writing

A good writing is a product of careful thinking. There are several characteristic of good writing. According to Fred D. White (1986), there are four characteristic of good writing. They are:

- a. *The appeal to a target audience.* It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire.
- b. *A coherent structure.* It means that writing have organizational scheme or outline.
- c. *A smooth, detailed development.* It means that a writer should build his idea like discussing the idea in detail.
- d. *An appropriate, well- articulated style.* It means that a writer should be able to choosethe appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

According to Pardiyono, M.Pd (2007) on his book "*Teaching Genre-Based Writing*" said that to produce effective written text, a writer should:

- a. Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent).

Cohesion: related to the use of appropriate grammatical patterns; substitution, elliptical construction, preposition, conjunctions to

related among the clauses within paragraph, and references.

Coherent: related to the topic flow or flow of thoughts through the use of transition signals establish interrelation among the sentences and paragraphs.

b. Have the knowledge of basic sentence patterns.

c. Have the knowledge about textual devices. It includes:

Linguistic realization. It means the sentence is grammatically correct and realized by cohesive devices.

Topic flow. It means the sentence is realized by coherent devices.

d. Identify the role of written text. In the side of writer, written text has *function*. In the other hand, in the side of reader written text has *meaning*. From the two roles can be concludes into three roles of function or meaning. They are: *ideational meaning*, *interpersonal meaning*, and *textual meaning*

3. The Forms of Writing

Writing has several genre or forms. According to Robert Scholes and Nancy R. Comley (1985), the form of writing fall into three categories. They are *writer-oriented forms*, *reader-oriented forms*, and *topic oriented forms*.

a. **Writer-Oriented Forms**, it means the forms of writing in which the writer is the center of attention. There are two forms of these categories. They are expression and reflection.

- 1) *Expression*. In this form the writer writes to express their feeling or thoughts.
 - 2) *Reflection*. In reflective writing, the writer's self is doubled. In reflection we look back – that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between *then* and *now*. Reflection allows us to discover significance in the events of our own lives.
- b. **Reader-Oriented Forms**. There are two forms of reader-oriented writing. They are *direction* and *persuasion*.
- 1) *Direction*. It provides information and arranges the information in the most useful and comprehensible order such as cook book and instruction book.
 - 2) *Persuasion*. It is designed to persuade or to motivate the reader to do something.
- c. **Topic-Oriented Forms**. The six forms of topic-oriented writing are *narration*, *description*, *classification*, *argumentation*, *analysis*, and *synthesis*.
- 1) *Narration* is the writing form which shared to the reader about an event that happens in time.
 - 2) *Description* is to take a scene or an object and capture it in language.
 - 3) *Classification* is the form that puts a premium on organization. It uses category or subtopic.

- 4) *Argumentation* differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.
- 5) *Analysis* is both a way of observing and a way of writing about what writers have observed.
- 6) *Synthesis* is the fullest and most complete form of academic writing.

4. The Process of Writing

If someone wants to write something and he/she wants to make a perfect piece of writing, he/she has to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Robert Scholes and Nancy R. Comley (1985) said that there are three phases in the process of writing. They are:

- a. *Prewriting*, the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance to practice what you have to say before you begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list of potential subjects. Its purpose is to narrow the focus, to discover the limits that will allow working productively.

- b. *Drafting*, drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.
- c. *Revising*, the writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. “It is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer’s secret is revision and revision and revision.

In the other hand, Fred D. White (1986) said that there are five stages of process of writing. They are:

- a. *Invent*. To discover a topic, the important detail about the topic, and what a writer mainly want to say about it.
- b. *Gather and plan*. Retrieve details about the topic from a writer’s memory or from background reading.
- c. *Organize and outline*. Map out a writer’s ide in terms of beginning, middle, and end; device a working (trial) outline to maintain coherence and a through development.
- d. *Write a first draft*. Develop your idea, concentrating more on content than on style or correctness.
- e. *Revise*. Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the

most efficient time for it to occur is after you have completed a preliminary draft.

5. The Purpose of Writing Skill

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structure and the ability to choose appropriate words for the expression of the thoughts are required. According to Wright, Andrew (1997: 68), the skill of writing fluently and extensively can be built up by giving confidence, a sense of purpose and emphasis on meaning rather than on formal accuracy. Furthermore, the fluency of writing can also be built up by giving the students developing a firm and accurate grasp of a limited number of structures. There are many purposes of writing and the following are those stated by Crimmon, James.M (1983: 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 types of text related to the teaching learning process at SMP. The types discussed will be descriptive, report, narrative and recount.

C. The Concepts of Recount Text

According to Knapp (2005:224), recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.

Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount tells a series of event and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

1. Kinds of Recount Text

The social function of recount text is to retell past events or something which is happened in the past for the purpose of informing and entertaining. Foo, et.al. (2008: 209) say that are three kinds of recount text, they are:

- a. Biographical recount which are writing about what happened in the past focusing on one individual's life.
- b. Historical recount is about what happened in the past focusing on a group of people who lived through a historical period.

- c. Historical recount shows and evaluates reasons why things happened in the past.

According to Derewianka (1990) classifies recount text into some types, they are:

- a. Personal Recount

Telling about activities whereas the writer or speaker involves or do by her or he (e.g. oral anecdote, diary entry) use the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

- b. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events to a formal, structures research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement.

This type uses the third person pronouns (he, she , it, and they. Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at *2.45pm.*, between *Pandawa street* and *Antasari street*, the man drove at 90km/h). The

passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications.

c. Imaginative Recount

Imaginative recount entertain the reader by recreating the events of an imaginary world as though they are real, “A day in my life as a family pet”, for example, emotive language, specific detail and first person narration are used to give the writing impact and appeal.

d. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Example include a flow chart of the actions required for making bread, a storyboard of video tape script or advertisement, the steps taken to solve mathematical problem.

e. Biographical Recount

A biographical recount tells the story of persons’ life using a third person narraton (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, place and events. A purely factual, informative biography, however, would lack the appeal provided by personal rponses and memorable anecdotes. There is often an evaluation of the subject’s achivements in final section.

2. The Generic Structure of Recount Text

As a kind of text, recount text, recount text has its own structure:

- a. *Orientation* which provides the setting and introduces participants. It gives information about what, who, where and when did an event was happen.
- b. *Event* which tells what happened, in what sequence. It gives a report about an event chronologically.
- c. *Re-orientation* which maps the chronological order of the event.

3. Constructing in Written Recount Text

Boardman (2008:287) stated that the steps for constructing of written recount text are:

- a. The first paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off” the sequences of events or retell about what happened in the end.

Boardman (2008:287) the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use past tense to located events in relation to speaker's or researcher's time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adjectives to describe nouns.

According Boardman (2008:287) in making of functional grammar, the significant common grammatical patterns of recount include:

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use past tense and focus on temporal sequences.

4. The Components of Good Writing Recount Text

Saraka (1998) point out two significant components in writing, they are content, and organization.

a. Content

The content of writing can be clear for readers so that the readers can be understand the message convey and get information from it. In order to have a good content of writing, its content can be well unified and completed. This term is usually know as unity and completeness, which

become characteristic of good writing (McMahan and Elizabeth, 1996 : 15 – 30).

This term is usually known as unity and completeness, which become characteristic of good writing (Saraka 1998: 30 – 60).

1) Unity

A paragraph or a text has unity if every sentence to develop one central idea. A paragraph or a text does not have unity if does not develop or support the main idea of paragraph or text.

2) Completeness

A complete paragraph or text provides information well enough and it develops the truth for reader.

b. Organization

The process of organization materials in writing involves coherence, order of importance, general to specific, specific chronological order and spatial pattern.

D. The Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

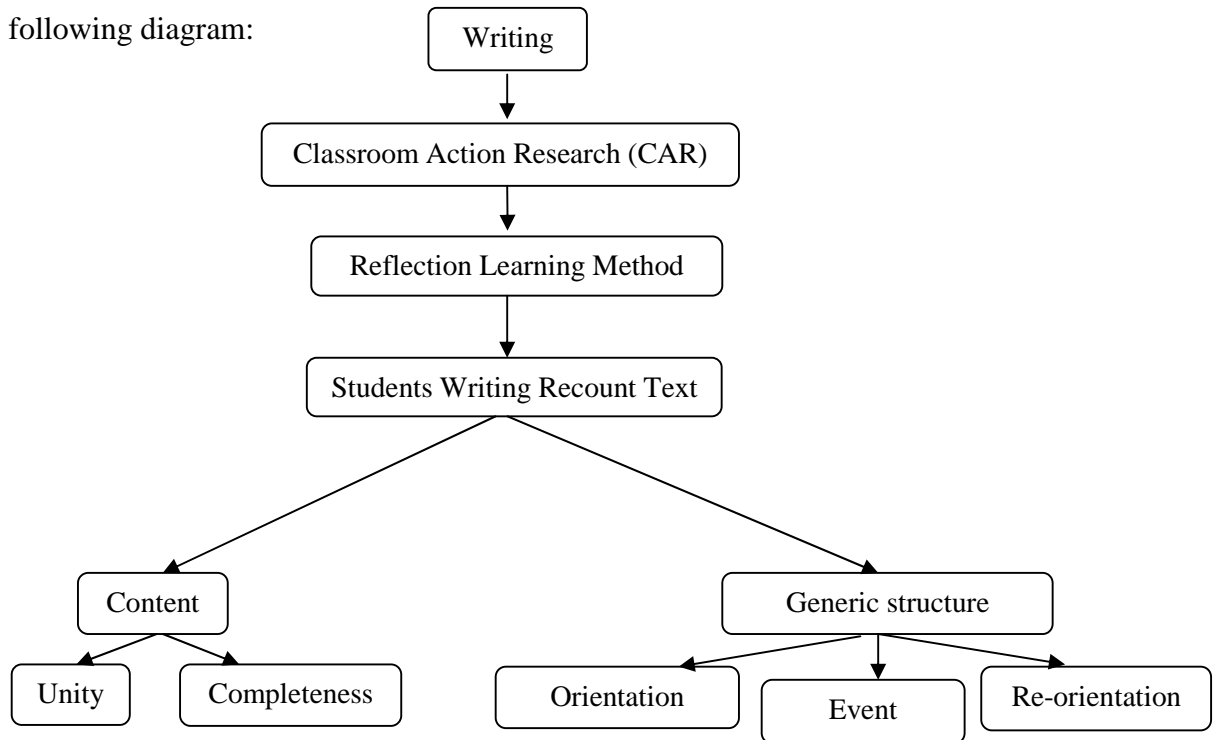


Figure 2.1. Conceptual Framework

Based on the conceptual framework above, in teaching and learning process, the researcher gave a text as teaching writing material and the as teaching writing material and the students retell the text by using Reflection Learning Method. The result of the text should have two indicators, they were content and generic structure. Where content consisted of unity and completeness, while generic structure consisted of orientation, events, reorientation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research follows the principal working of classroom action research that contains of four stage, they are: planning, implementation of action, observation, and reflection.

This research held around two cycles. They were first and second cycle and each cycle was the series of activity which has close relation. Where, the realization of the second cycle is continuing and re-correcting from the first cycle.

CYCLE I

1. Planning

The activities that was done in this stage as follows:

- a. The teacher was understanding about the curriculum of SMP Muhammadiyah Limbung, Gowa that used by this school in KTSP.
- b. The teacher was making lesson plan based on the syllabus, and was arranging the material of lesson plan based on the teaching of writing skill.
- c. The teacher was preparing the materials that would be taught for the students in the classroom.
- d. The teacher was making diagnostic test.

- e. The teacher was arranging the evaluation test to know the improvement of the result of the students writing skill especially writing Recount text in Cycle I.

2. Implementation of Action

The activities that were done in this stage where the implementation of Reflection learning method in the classroom, namely:

- a. Pre-service reflection learning method activities
 - 1. In the first meeting, the teacher was giving explanation for the students about the concepts of writing process, and concepts of recount text (definition, function, kinds, generic structures, language features, and example of recount text).
 - 2. The teacher was forming or making students' group. In this step, the students are group by the teacher in pairs 3 or 4.
 - 3. The teacher was giving some different topics/themes for the students. In the cycle I, the teacher was giving topics/themes.
 - 4. The teacher was giving a chance for the students to generate ideas collaboratively about the topics/themes together with their group.
- b. During service reflection learning method activities
 - 1. The students were drafting activity to produce clear ideas outlines.
 - 2. The teacher was giving a chance for the students' peer to give feedback for their draft collaboratively.

3. The students were receiving and editing their draft before they collect their draft at the teacher.
 4. The teacher was correcting and making better the students' mistake in their draft.
- c. Post service reflection learning method activities
1. The students were making a recount text/paragraph from their draft.
 2. The students were collecting their recount text/paragraph at the teacher.
 3. The teacher was correcting and making better the mistakes of the students' recount text/paragraph.
 4. The teacher was giving evaluation and reflection for the students which done by teacher to know/see and measure the ability/knowledge of the students about the materials, and the teacher could take score of the students in Cycle I.
3. Observation

There some activities that was done in this stage, namely:

- a. The teacher was making a note all the activity of the students in every meeting in order to measure the improvement of the students' skill.
- b. The teacher making identifying and making a note the entire problem when teaching and learning process in the classroom.
- c. The teacher was making a note for the students result/score in their learning activities at the cycle I.

4. Evaluation

In this stage, the teacher was doing some activities to know or to get the result of the students' writing recount text in Cycle I, and the activities namely:

- a. The teacher was evaluating the result of the writing test covering writing recount test which the result indicated that the students had not been gained the score target and need more improvement on the next cycle.
- b. The teacher was evaluating the result of the observation which indicated that there still some activities need to be emphasized in the learning process and causing some aspect has not been achieved yet.

5. Reflection

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

CYCLE II

1. Planning

This stage is the next activities which are based on the value of cycle I.

The activities namely:

- a. The teacher continued the activities that will be done in the cycle I.
- b. The teacher made lesson plan again, and preparing material for four meetings again.

- c. The teacher repaired the weakness in the first cycle.
- d. The teacher repaired action research.

2. Implementation of Action

In this stage, action will done to improve the result/score and it based on the cycle I. The activities of this stage almost same with the previous cycle where the writer improve the application of reflection learning method. The activities in this stage namely:

- a. Pre-service reflection learning method activities
 - 1. The teacher formed or made students' group again.
 - 2. The teacher gave some different topics/themes again for the students. In the cycle II, the teacher was giving topics/themes.
 - 3. The teacher gave a chance again to generate ideas collaboratively about the topics/themes together with their group.
- b. During service reflection learning method activities
 - 1. The students drafted activity again to produce clear ideas outlines.
 - 2. The teacher gave a chance again for the students' peer to give feedback for their draft collaboratively.
 - 3. The students received and editing their draft again before they collect their draft at the teacher.
 - 4. The teacher corrected and made better the students' mistake in their draft.

c. Post service reflection learning method activities

1. The students continued to make recount text from their draft.
2. The students collected their recount text at the teacher.
3. The teacher corrected and made better the mistakes of the students' recount text.
4. The teacher gave evaluation and reflection for the students which done by the teacher to take result or score of the students, and to measure how far the improvement of students writing skill from Cycle I to Cycle II.

3. Observation

In the reality of the observation will done in the cycle II, it will almost same with the observation which it done in the cycle I.

4. Evaluation

In the reality of the evaluation done in the cycle II, it almost same with the evaluation which it done in the cycle I. The evaluation done by the teacher to know and measure the ability or knowledge of the students to understand about the materials from the teacher and how far the students' improvement writing skill especially in writing skill especially in writing recount text.

5. Reflection

According to the achievement result of the observation collect and analyze. The researcher will draw conclusion that reflection learning method can improve the students' writing skill in the recount text.

B. The Variable and Indicators

This research uses two variables, they are:

1. Independent variable

The independent variable is implementation of reflection learning activity. It as the method used by the teacher when teaching the material.

2. Dependent variable

The dependent variable is the students' writing proficiency both in content and generic structure with the indicators are as follows:

- a. Indicators of the content are clear, logic, communicated, meaningful, relevant with the topic, knowledgeable.
- b. Indicators of the generic structure are orintation, events, and re-orientation.

C. Subject of the Research

The study would be conducted to the students at eight grade class of SMP Muhammdiyah Limbung Gowa. This class consists of thirty six students. For this research, the researcher chose this class as a subject.

D. Research Instrument

In this research, the researcher used one kind of instrument namely observation and writing test. The test used in the last item of every cycle to measure the students' achievement in recount text writing.

E. Data Collection

To collect the data will done with the following procedures:

1. Data source: the data source in this research is the students' achievement in writing before got the writing material through reflection learning activity.
2. The researcher would be given test to the students. It is done after implementing the reflection learning Activity in the class or in the observation stage of classroom action research which would be done in every cycle. The following activities are:
 - a. The researcher explained about the recount of test.
 - b. The researcher asked the students to propose their interesting topic.
 - c. The students developed their reflection into recount text.
 - d. The students collected their writing result.
3. There are three components that to be concerned of the researcher in this research to measured the writing proficiency. To measured the writing score, the researcher used the following rating scale:

a. Content

Table 3.1 Criteria and classification of content

Score	Classification	Criteria
6	Excellent	<ul style="list-style-type: none"> a. All of the ideas are about the topic selected. b. The ideas are very clearly stated. c. The ideas are very clearly supported. d. The ideas are very comprehensible. e. The ideas are very well developed. f. The ideas are very relevant. g. The ideas are very fluently expressed.
5	Very Good	<ul style="list-style-type: none"> a. The ideas are about the topic selected. b. The ideas are clearly stated. c. The ideas are clearly supported. d. The ideas are comprehensible. e. The ideas are well developed. f. The ideas are relevant. g. The ideas are fluently expressed.
4	Good	<ul style="list-style-type: none"> a. All of the ideas are about the topic

		<p>selected.</p> <p>b. The ideas are clearly stated.</p> <p>c. The ideas are clearly supported.</p> <p>d. The ideas are quite comprehensible.</p> <p>e. The ideas are generally well developed.</p> <p>f. The ideas are adequate relevant.</p> <p>g. The ideas are adequately expressed.</p>
3	Fair	<p>a. The ideas are rather clearly stated.</p> <p>b. The ideas get enough support.</p> <p>c. The ideas are quite comprehensible.</p> <p>d. The ideas are generally developed.</p> <p>e. The ideas are quite relevant.</p> <p>f. The ideas are sufficiently expressed.</p>
2	Poor	<p>a. The ideas are not clearly stated.</p> <p>b. The ideas get limit support.</p> <p>c. The ideas are not comprehensible.</p> <p>d. The ideas are lack of developing.</p> <p>e. The ideas ar not quite relevant.</p> <p>f. The ideas are non-fluent expressed.</p>

(West Virginia, 2008: 120)

b. Generic Structure

Table 3.2 Indicators, criteria, and classification of Generic structure

Indicators	Criteria	Classifications	Score
Orientation	Very complete in introducing the personal participation, location, and time. Very complete in organizations, grammar and mechanics, sentence structure.	Excellent	6
	Complete in introducing the personal participation, location and time. Complete in organizations, grammar and mechanics, sentence structure.	Very good	5
	To introduce the personal participation, location and time enough. Adequate in organizations, grammar and mechanics, sentence structure.	Good	4

	Incomplete to introduce the personal participation, location and time. Somewhat confusing in organizations, grammar and mechanics, sentence structure.	Fair	3
	Indigent in introducing the personal participation, place and time, organizations, grammar and mechanics, sentence structure.	Poor	2
	No answer in introducing.	Very Poor	1
Events	Very complete series of events. Very complete in organizations, grammar and mechanics, sentence structure.	Excellent	6
	Complete series of events, ordered in a chronological sequence, complete in organizations, grammar	Very Good	5

	and mechanics, sentence structure.		
	To introduce a series of events is enough. Adequate in organizations, grammar and mechanics, sentence structure.	Good	4
	Incomplete in revealing series of events. Disordered in organizations, grammar and mechanics, sentence structure.	Fair	3
	Indigent in a series of events. Loosely in organizations, grammar and mechanics, sentence structure.	Poor	2
	No answer in events	Very Poor	1
Re-orientation	Very complete restate the writer's opinion of personal comments to the	Excellent	6

	<p>story, complete in organizations, grammar and mechanics, sentence structure.</p>		
	<p>Complete restate the writer's opinion or personal comments to the story. Complete in organizations, grammar and mechanics, sentence structure.</p>	<p>Very Good</p>	<p>5</p>
	<p>Restated the writer's opinion or personal comment to the story is enough. Adequate in organizations, grammar and mechanics, sentence structure.</p>	<p>Good</p>	<p>4</p>
	<p>Incomplete restate the writer's opinion or personal comment to the story. Extremely simple in organization, grammar</p>	<p>Fair</p>	<p>3</p>

	and mechanics, sentence structure.		
	Indigent to restate the writer's opinion or personal comment to the story. Loosely organizations, grammar and mechanics, sentence structure.	Poor	2
	No answer in giving comments.	Very Poor	1

(West Virginia, 2008: 120)

F. Data Analysis

The data were got from cycle I and cycle II were analyzed through the followed steps:

- a. To find the score of each students, the researcher used the following formula:

$$\text{Students score} = \frac{\text{the number of student's correct answer}}{\text{the total score}} \times 10$$

(Gay, L. R. 1991 : 298)

1. To calculate the mean score of the students' test result. The researcher was using formula:

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

Where:

\bar{X} = Mean score

$\sum X$ = the total score

N = the number of sample

(Gay, L. R. 1991 : 298)

2. To know the percentage of students' improvement by applying the following formula:

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

P : percentage of the students

X^1 : The first main score

X^2 : The second main score

(Gay, L. R. 1991 : 298)

3. To know the percentage of students' improvement by applying the following formula:

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

Where :

P = percentage

F = Frequency

N = total Number of subject

(Gay, L. R. 1991 : 298)

- c. From the basic standard above the writer formulates the standard score for the total value of the students' writing by calculating the standard score given, as follows:

Table 3.3 Standard score and classification

Score	Classification
9,0 – 10	Excellent
8,0 – 8,9	Very Good
7,0 – 7.9	Good
6,0 – 6,9	Faily Good
5,0 – 5,9	Poor
0 – 4,9	Very Poor

(Jeremy Harmer, 1991 : 116)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research deals with the answer of the problems statement which it aims to find out how the use of Reflection Learning Method is able to improved writing skill especially writing skill in the recount text. The result of data analysis find that teaching writing skill through Reflection Learning Method can improve the students' writing skill in terms of content, and generic stucture at the eight grade students of SMP Muhammadiyah Limbung, Gowa.

1. Implementation of Reflection Learning Method in Teaching Recount Text

The researher conducts planning before the action, where the researcher prepared the lesson plan through implementation of reflection learning method, teaching material, and evaluation for students. The activities in action stage for cycle I are the implementation of every steps of the learning process through reflection learning method which have been arranged in the plannig stage. The activities in action stage for cycle I namely:

First, the reseacher gives explanation for students about the conceptual of writing processes and conceptual of recount text. Second, the reseacher forms and makes students' group which are grouped in pairs

4. Third, the researcher gives some examples about recount text for students in the classroom. Fourth, the researcher gives some different topics/themes for. Fifth, the researcher gives a chance for students to generate their ideas collaboratively together with group. Sixth, the students do drafting activity to produce clear ideas outlines. Seventh, the researcher gives a chance for students' peer to give feedback. For their draft collaboratively. Eighth, the students receive and edit their draft. Ninth, the researcher corrects and makes better the students' mistake in their draft. Tenth, the students make a recount text from their draft. Eleventh, the students collect their recount text at the researcher. Twelfth, the researcher corrects and making better the mistakes of the students' recount text. And the last, the researcher gives evaluation and reflection for the students which are done by the researcher to know/see and measure the students' ability/knowledge about the materials and the researcher can take the students' ability/knowledge about the materials and the researcher can take the students' score or result. If the results of the students' scores do not achieve the target then cycle II will be taken. The activity in the second cycle is almost same with the first cycle. Where, before taking action, the researcher previously makes planning and implies it in the action stage. The difficulty that the writer is found in the cycle I is the students still difficult to get idea and organize their writing to be a good recount text or paragraph.

Recount text is a text which it retells or experiences in the past time. A text written to tell for information or entertainment. A recount text may consist of scene setting, a starting point, a problem account, and a conclusion. In the writing project, the researcher has chosen a topic/theme that is relative to their environment and interest for the students. Meanwhile, the result of the students' writing is still vague to the readers. They do not finish their writing about the topic/theme which has been given.

It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. They are very noisy, and they only play in the classroom. It shows that the teaching process during cycle I is not interesting for the students. So, the researcher decides to make some revision for the next cycle.

The result of revision planning to resolve the students' difficulty in getting an idea is providing some interesting topic/theme, the teacher also reforms many aspects such as relaxed in the teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, the teacher raises the voice when does teaching material in the classroom, and the researcher corrects the class management, and time management. The teacher also gives the students chance to ask the question, explains the students' mistakes in writing clearly, and the teacher guides the students in writing well.

Besides, the result of their writing is also influenced by their mood and interest to the topic specifically and the writing lesson generally. The researcher also finds that the students can be more understand about the space of paragraph, for example: recount text with topic/themes “factual story/factual experiences”. The students can be easy understand, and easy to write paragraph with the topic/theme, because the topic/theme is related to their self factual story or factual experience which is done in their life at the past time, and the writer can see how interested the students in doing their writing project.

2. The Students Improvement in writing recount text in term of content

The researcher used Reflection Learning Method in treatment to see improvement the students' in writing recount text in terms of content and generic structure and there was improvement in cycle I to cycle II. It showed from mean score of the students in cycle I to cycle II and also the improvement percentage. It could be seen in the table below:

Table 4.1 The Students Improvement in writing recount text in term of content

No	Indicators of content	The Students' Score		Improvement
		Cycle I	Cycle II	CI – CII (%)
1	Unity	4.63	7.17	54.86
2	Completeness	4.9	7.9	61.22

x	9.53	15.07	116.08
\bar{X}	4.77	7.53	58.04

Based on the table above indicated that in terms of content, the students' mean score from the content in cycle I 4.77 classified *poor* score. Most of the students felt confused how to make a good sentence in writing recount text. And it was caused they didn't know develop some support the main idea. On the other hand, they also didn't complete the paragraph or text provided information that not well enough to developed the truth for the reader. After that researcher gave treatment by using Reflection Learning Method and the score of the students had improved. It showed in cycle II which to be 7.53 classified a good score. The students had been able to bring their ideas of the topic given.

The result of cycle I and cycle II had improvement which was 58.04%. the data sowed that the influence of Reflection Learning Method could improved the students' writing recount text in terms of content.

The improvement the students mean score in cycle I and cycle II proved that using Reflection Learning Method was significant in improving the students' writing recount text in terms of content. Reflection Learning Method produced and explored their idea, or experiences in order to lead to new understandings and appreciations. The writer needs a method that caan help to produced, and explored ideas or experiences in the writing process so the writing process of the writer was suitable with procedures. Reflection learning method also was service learning

provided students and teachers with a way to look back at their experience, evaluate them, and apply what learn to future and developing creative solutions. Reflection learning method was an important method because the students together with their group can integrate prior knowledge and experiences with new solving skills.

3. The Students Improvement in writing recount text in terms of generic structure

Researcher also assessed students' in writing recount text in terms of generic structure. It was begin cycle I to cycle II. After researcher gave cycle I to cycle II there was improvement in writing recount text in tems of generic structure. It was indicated by the significant difference between students in cycle I and cycle II score. Beside that, the researcher also had counted improvement percentage of the students. It showed the following table.

Table 4.2 The Students Improvement in Writing Recount Text in term of Generic Structure

No	Indicators	The Students' Score		Improvement
		Cycle I	Cycle II	CI – CII (%)
1	Orientation	5.09	8.72	62.47
2	Events	5.42	7.63	40.77
3	Re-orientation	5.47	8.41	53.75

x	15.98	24.31	156.99
\bar{X}	5.32	8.10	52.33

Based on the table above indicated that in terms of generic structure, the students' mean score from the generic structure in cycle I was 5.32 classified *poor* score. It caused that they were not able to organized the writing correctly.

The result of cycle I and cycle II had improvement which was 58.04%. the data sowed that the influence of Reflection Learning Method could improved the students' writing recount text in terms of content. Mean score of cycle II was 8.10 classified as very good score, it was improved from cycle I. Based on the data in cycle I and cycle II had happened improvement the students in cycle I and cycle II was 52.33%. it was meant that Reflection Learning Method could improve the students' writing recount text in terms of generic structure.

The improvement the students mean score in cycle I and cycle II proved that using Reflection Learning Method was significant in improving the students' writing recount text in terms of generic structure. Reflection Learning Method produced and explored their idea, or experiences in order to lead to new understandings and appreciations. The writer needs a method that caan help to produced, and explored ideas or experiences in the writing process so the writing process of the writer was suitable with procedures. Reflection learning method also was service learning provided students and teachers with a way to look back at their experience, evaluate them, and apply what learn to future and developing creative solutions. Reflection learning method was an important method because

the students together with their group can integrate prior knowledge and experiences with new solving skills.

B. Discussion

This part presents a discussion dealing with the interpretation of the research findings derived from the result of structure analysis to deficit improvement the students' writing skill in teaching and learning process through Reflection Learning Method.

The description of the data collected from writing test in terms of content and generic structure in cycle I and cycle II was improved. It was supported by mean score and percentage of the students' cycle I and cycle II result. Based on the findings above, the improvement students' of writing skill through Reflection Learning Method made students had mean score was higher in writing recount text than before they knew Reflection Learning Method.

1. The frequency and rate percentage of the students' cycle I and cycle II in terms of content.

The content of writing can be clear for readers so that the readers can be understand the message convey and get information from it. In order to have a good content of writing, its content can be well unified and completed. This term is usually know as unity and completeness, which become characteristic of good writing. Content was term usually known as unity and completeness. A paragraph or a text has unity if every sentence

to develop one central idea. A paragraph or a text did not have unity if did not develop or support the main idea or the paragraph or text. And a complete paragraph or text provides information well enough and it develop the truth for the reader. Content was very important aspect in writing text because it can help the reader comprehend about the topic and author's message.

In the first meeting when researcher gave cycle I, researcher looked the most of students did not know to develop some support the main idea. On the other hand, they also didn't complete the paragraph or text provided information that not well enough to developed the truth for the reader. It could be seen in the table 4.1 that the students writing in terms of content in cycle I the mean score was poor score, it was 4.77. in terms of content in cycle I, the students was confuse make a good sentence. Beside that, the students also wrote as they knew.

After students had given treatment of the researcher mean score in cycle II from students had improved become 7.53. it was higher score than cycle I score. Cycle I to cycle II score, there was improvement score of students from low to high by using Reflection Learning Method. The improvement percentage showed 58.04%.

The improvement of the students' mean score in cycle I and cyce II proved that using Reflection Learning Method was significant in improving the students writing recount text in terms of content. Reflection Learning Method produced and explored their idea, or experiences in

order to lead to new understandings and appreciations. The writer needs a method that can help to produce, and explore ideas or experiences in the writing process so the writing process of the writer was suitable with procedures. Reflection learning method also was service learning provided students and teachers with a way to look back at their experience, evaluate them, and apply what learn to future and developing creative solutions. Reflection learning method was an important method because the students together with their group can integrate prior knowledge and experiences with new solving skills.

Seeing the result above, using Reflection Learning Method had improved students' writing recount text in terms of content.

2. The frequency and rate percentage of the students' cycle I and cycle II in terms of content.

In addition the other problems was generic structure. It was one of important aspect in writing beside content. Based on findings above in using Reflection Learning Method in the class, the data was collected by the text as explanation in the previous findings section showed that the students' writing recount text in mean score of cycle I and cycle II and also improvement percentage on the table 4.2.

The data on the table 4.2 showed that the score improved from 5.32 in cycle I mean score to 8.10 in cycle II score. It was good improvement because they knew more about generic structure. After calculating of the

score between cycle I and cycle II, researcher found that writing recount text in terms of generic structure improved which was to be 52.33%. the improvement of the students mean score in cycle I and cycle II proved that using Reflection Learning Method was significant in improving the students writing recount text in terms of generic structure. Reflection Learning Method produced and explored their idea, or experiences in order to lead to new understandings and appreciations. The writer needs a method that caan help to produced, and explored ideas or experiences in the writing process so the writing process of the writer was suitable with procedures.

It was meant that implementation of Reflection Learning Method in treatment of students' Eight Grade of SMP Muhammadiyah Limbung Gowa was success to make students understandable and knew about writing recount text in terms of generic structure.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research by applying reflection learning method in improving students' skill in writing recount text the eighth grade students of SMP Muhammadiyah Limbung Gowa and based on the research findings in the previous chapter, the researcher puts forward the following conclusions.

1. Reflection Learning Method improve the students' writing recount text in terms of content at the eighth grade students of SMP Muhammadiyah Limbung Gowa, significantly. It was proved by the mean score of diagnostic test 2.39 and in the test cycle I was 4.77 then improved to be 7.53 in cycle II.
2. Reflection Learning Method improve the students' writing recount text in terms of generic structure at the eighth grade students of SMP Muhammadiyah Limbung Gowa, significantly. It was proved by the mean score of diagnostic test 2.52 and in the test cycle I was 5.32 then improved to be 8.10 in cycle II.

B. Suggestions

As the result of the study reveal that reflection learning method has been effective to improve the students' ability to write recount text, the researcher suggests the following things:

1. It is suggested to the English teachers that apply this reflection learning Method as one of alternative teaching in the teaching and learning process at the school.
2. Teacher should invite and raise the students' learning motivation by manipulating various methods in presenting productive skill, include writing skill.
3. The teacher should create fun atmosphere in order that the students enjoy learning writing activity.
4. It is suggested to the students that they be active and study hard in practice writing because the more they practice the more they can improve their writing skill.
5. It is suggested to the next researchers that they be able to use reflection learning method to improve the students' writing skill about the other component or variable of writing, because the researcher only observes a small part of the component of writing include content and mechanic.
6. The result of this research can also be used as an additional reference or further reseach with different discussion for the next writer.

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THE WRITING TEST RESULT
DIAGNOSTIC TEST

No	Sample	Content		Generic structure			Total	Final Score
		Unity	Completeness	Orientation	events	Re-orientation		
1	S-1	1.7	1.7	3.3	1.7	1.7	10.1	2.02
2	S-2	3.3	1.7	3.3	1.7	3.3	13.3	2.66
3	S-3	1.7	1.7	3.3	1.7	3.3	11.7	2.34
4	S-4	3.3	1.7	1.7	1.7	3.3	11.7	2.34
5	S-5	1.7	3.3	1.7	1.7	1.7	10.1	2.02
6	S-6	3.3	3.3	1.7	1.7	3.3	13.3	2.66
7	S-7	1.7	1.7	3.3	3.3	1.7	11.7	2.34
8	S-8	1.7	3.3	1.7	3.3	1.7	11.7	2.34
9	S-9	1.7	1.7	3.3	3.3	1.7	11.7	2.34
10	S-10	1.7	3.3	1.7	1.7	3.3	11.7	2.34
11	S-11	1.7	3.3	1.7	1.7	3.3	11.7	2.34
12	S-12	3.3	1.7	3.3	3.3	1.7	13.3	2.66
13	S-13	1.7	3.3	3.3	1.7	3.3	13.3	2.66
14	S-14	1.7	1.7	3.3	1.7	3.3	11.7	2.34
15	S-15	3.3	3.3	3.3	3.3	1.7	14.9	2.98
16	S-16	3.3	1.7	1.7	3.3	1.7	11.7	2.34
17	S-17	1.7	1.7	3.3	3.3	1.7	11.7	2.34
18	S-18	3.3	3.3	1.7	1.7	3.3	13.3	2.66
19	S-19	1.7	1.7	1.7	1.7	3.3	10.1	2.02
20	S-20	3.3	1.7	3.3	3.3	1.7	13.3	2.66
21	S-21	1.7	3.3	1.7	1.7	3.3	11.7	2.34
22	S-22	1.7	1.7	3.3	3.3	1.7	11.7	2.34
23	S-23	3.3	3.3	3.3	1.7	3.3	14.9	2.98
24	S-24	1.7	3.3	1.7	3.3	1.7	11.7	2.34
25	S-25	1.7	3.3	1.7	1.7	3.3	11.7	2.34
26	S-26	1.7	3.3	3.3	1.7	1.7	11.7	2.34
27	S-27	1.7	1.7	3.3	1.7	3.3	11.7	2.34
28	S-28	3.3	1.7	3.3	1.7	1.7	11.7	2.34
29	S-29	3.3	1.7	3.3	3.3	3.3	14.9	2.98
30	S-30	3.3	1.7	3.3	3.3	1.7	13.3	2.66
31	S-31	1.7	3.3	1.7	1.7	3.3	11.7	2.34
32	S-32	1.7	3.3	3.3	3.3	1.7	11.7	2.34
33	S-33	3.3	1.7	3.3	1.7	3.3	13.3	2.66
34	S-34	1.7	3.3	1.7	1.7	3.3	11.7	2.34
35	S-35	3.3	1.7	1.7	3.3	3.3	13.3	2.66
36	S-36	1.7	3.3	1.7	3.3	3.3	13.3	2.66
		83.6	88.4	93.2	85.2	93.2	442	86.06
\bar{X}		2.32	2.45	2.59	2.37	2.59	12.28	2.39

THE WRITING TEST RESULT

CYCLE I

No	Sample	Contents		Generic structure			Total	Mean Score
		Unity	Completeness	Orientation	events	Re-orientation		
1	S-1	5	6.7	3.3	6.7	6.7	28.5	5.68
2	S-2	3.3	6.7	5	5	5	25	5
3	S-3	5	5	6.7	6.7	3.3	26.7	5.34
4	S-4	5	5	5	6.7	5	26.7	5.34
5	S-5	3.3	6.7	5	3.3	6.7	25	5
6	S-6	5	6.7	6.7	5	5	28.4	5.68
7	S-7	3.3	3.3	5	5	5	21.6	4.32
8	S-8	5	5	6.7	6.7	6.7	30.1	6.02
9	S-9	5	3.3	5	6.7	3.3	23.3	4.66
10	S-10	6.7	5	5	5	5	26.7	5.34
11	S-11	3.3	3.3	6.7	5	6.7	25	5
12	S-12	3.3	6.7	5	5	5	25	5
13	S-13	5	5	5	6.7	6.7	28.1	5.62
14	S-14	3.3	3.3	6.7	5	5	23.3	4.66
15	S-15	6.7	5	5	5	6.7	28.4	5.68
16	S-16	5	5	3.3	5	5	23.3	4.66
17	S-17	5	3.3	6.7	5	6.7	26.7	5.34
18	S-18	3.3	5	5	3.3	6.7	23.3	4.66
19	S-19	3.3	5	6.7	6.7	5	26.7	5.34
20	S-20	5	5	5	6.7	5	28.4	5.68
21	S-21	5	3.3	5	6.7	6.7	26.7	5.34
22	S-22	5	6.7	6.7	5	5	28.1	5.62
23	S-23	3.3	3.3	5	6.7	3.3	21.6	4.32
24	S-24	5	3.3	3.3	5	6.7	23.3	4.66
25	S-25	5	6.7	5	6.7	5	28.4	5.68
26	S-26	6.7	5	6.7	5	5	28.4	5.68
27	S-27	3.3	5	5	5	5	23.3	4.66
28	S-28	5	6.7	3.3	6.7	5	26.7	5.34
29	S-29	6.7	5	6.7	6.7	6.7	31.8	6.36
30	S-30	3.3	5	3.3	5	5	21.6	4.32
31	S-31	5	3.3	3.3	5	5	21.6	4.32
32	S-32	5	6.7	5	3.3	6.7	26.7	5.34
33	S-33	5	3.3	3.3	5	5	21.6	4.32
34	S-34	5	5	5	5	6.7	26.7	5.34
35	S-35	5	3.3	3.3	5	3.3	19.9	3.92
36	S-36	3.3	5	5	3.3	6.7	23.3	4.66
		166.7	176.6	183.4	195.3	197	919.9	189.24
\bar{X}		4.63	4.9	5.09	5.42	5.47	25.55	5.25

THE WRITING TEST RESULT

CYCLE II

No	Sample	Contents		Generic structure			Total	Final Score
		Unity	Completeness	Orientation	events	Re-orientation		
1	S-1	6.7	8.3	8.3	6.7	8.3	38.3	7.66
2	S-2	6.7	8.3	6.7	8.3	8.3	38.3	7.66
3	S-3	8.3	6.7	6.7	8.3	8.3	38.3	7.66
4	S-4	6.7	8.3	10	8.3	8.3	41.4	8.32
5	S-5	5	8.3	10	6.7	8.3	38.3	7.66
6	S-6	6.7	8.3	8.3	6.7	6.7	36.7	7.34
7	S-7	8.3	8.3	8.3	6.7	8.3	39.9	7.98
8	S-8	8.3	6.7	8.3	6.7	10	40	8
9	S-9	6.7	8.3	6.7	8.3	6.7	36.7	7.34
10	S-10	8.3	8.3	8.3	8.3	6.7	39.9	7.98
11	S-11	6.7	8.3	8.3	6.7	10	40	8
12	S-12	8.3	6.7	10	8.3	10	43.3	8.66
13	S-13	6.7	8.3	8.3	8.3	10	41.6	8.32
14	S-14	6.7	8.3	6.7	8.3	8.3	38.3	7.66
15	S-15	8.3	6.7	8.3	8.3	8.3	39.9	7.98
16	S-16	6.7	8.3	8.3	6.7	8.3	38.3	7.66
17	S-17	8.3	8.3	8.3	8.3	10	43.2	8.64
18	S-18	6.7	8.3	10	8.3	8.3	41.6	8.32
19	S-19	8.3	8.3	8.3	6.7	6.7	38.3	7.66
20	S-20	5	6.7	8.3	8.3	8.3	36.6	7.32
21	S-21	6.7	8.3	10	8.3	10	43.3	8.66
22	S-22	5	8.3	8.3	8.3	6.7	36.6	7.32
23	S-23	8.3	8.3	6.7	8.3	8.3	39.9	7.98
24	S-24	6.7	8.3	6.7	6.7	8.3	36.7	7.34
25	S-25	8.3	6.7	8.3	8.3	8.3	39.9	7.98
26	S-26	5	8.3	10	8.3	8.3	39.9	7.98
27	S-27	6.7	8.3	8.3	6.7	6.7	36.7	7.34
28	S-28	8.3	8.3	8.3	8.3	10	43.2	8.64
29	S-29	10	8.3	10	10	10	48.3	9.66
30	S-30	6.7	8.3	8.3	8.3	10	41.6	8.32
31	S-31	6.7	6.7	8.3	8.3	8.3	38.3	7.66
32	S-32	8.3	6.7	6.7	8.3	8.3	38.3	7.66
33	S-33	8.3	8.3	8.3	6.7	8.3	39.9	7.98
34	S-34	6.7	8.3	8.3	8.3	6.7	38.3	9.66
35	S-35	5	8.3	6.7	8.3	8.3	36.6	7.32
36	S-36	8.3	6.7	8.3	8.3	8.3	39.9	7.98
		258.4	284.4	297.9	274.6	302.9	1688.04	287.3
\bar{X}		7.17	7.9	8.27	8.27	8.41	49.89	7.98

The Row Score of the Students' Diagnostic Test, Cycle I, and Cycle II

No	Sample	Diagnostic Test (D.Test)	Classification	Cycle I (CI)	Classification	Cycle II (CII)	classification
1	S-1	2.02	Very Poor	5.68	Poor	7.66	Good
2	S-2	2.66	Very Poor	5	Poor	7.66	Good
3	S-3	2.34	Very Poor	5.34	Poor	7.66	Good
4	S-4	2.34	Very Poor	5.34	Poor	8.32	Very Good
5	S-5	2.02	Very Poor	5	Poor	7.66	Good
6	S-6	2.66	Very Poor	5.68	Poor	7.34	Good
7	S-7	2.34	Very Poor	4.32	Very Poor	7.98	Good
8	S-8	2.34	Very Poor	6.02	Fairly Good	8	Very Good
9	S-9	2.34	Very Poor	4.66	Very Poor	7.34	Good
10	S-10	2.34	Very Poor	5.34	Poor	7.98	Good
11	S-11	2.34	Very Poor	5	Poor	8	Very Good
12	S-12	2.66	Very Poor	5	Poor	8.66	Very Good
13	S-13	2.66	Very Poor	5.62	Poor	8.32	Very Good
14	S-14	2.34	Very Poor	4.66	Very Poor	7.66	Good
15	S-15	2.98	Very Poor	5.68	Poor	7.98	Good
16	S-16	2.34	Very Poor	4.66	Very Poor	7.66	Good
17	S-17	2.34	Very Poor	5.34	Poor	8.64	Very Good
18	S-18	2.66	Very Poor	4.66	Very Poor	8.32	Very Good
19	S-19	2.02	Very Poor	5.34	Poor	7.66	Good
20	S-20	2.66	Very Poor	5.68	Poor	7.32	Good
21	S-21	2.34	Very Poor	5.34	Poor	8.66	Very Good
22	S-22	2.34	Very Poor	5.62	Poor	7.32	Good
23	S-23	2.98	Very Poor	4.32	Very Poor	7.98	Good
24	S-24	2.34	Very Poor	4.66	Very Poor	7.34	Good
25	S-25	2.34	Very Poor	5.68	Poor	7.98	Good
26	S-26	2.34	Very Poor	5.68	Poor	7.98	Good
27	S-27	2.34	Very Poor	4.66	Very Poor	7.34	Good
28	S-28	2.34	Very Poor	5.34	Poor	8.64	Very Good
29	S-29	2.98	Very Poor	6.36	Fairly Good	9.66	Excellent
30	S-30	2.66	Very Poor	4.32	Very Poor	8.32	Very Good
31	S-31	2.34	Very Poor	4.32	Very Poor	7.66	Good
32	S-32	2.34	Very Poor	5.34	Poor	7.66	Good
33	S-33	2.66	Very Poor	4.32	Very Poor	7.98	Good
34	S-34	2.34	Very Poor	5.34	Poor	9.66	Excellent
35	S-35	2.66	Very Poor	3.92	Very Poor	7.32	Good
36	S-36	2.66	Very Poor	4.66	Very Poor	7.98	Good
Σ		86.06		189.24		287.3	
\bar{X}		2.39	Very Poor	5.25	Poor	7.98	Good

THE PERCENTAGE OF STUDENTS' IMPROVEMENT

1. Content

a. Unity

Improvement from cycle I to cycle II :

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{7.1 - 4.63}{4.63} \times 100\%$$

$$P = \frac{2.54}{4.63} \times 100\%$$

$$P = 54.86\%$$

The students' improvement from cycle I to cycle II is 54.86%

b. Completeness

Improvement from cycle I to cycle II :

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{7.9 - 4.9}{4.9} \times 100\%$$

$$P = \frac{3}{4.9} \times 100\%$$

$$P = 61.22\%$$

2. Generic structure

a. Orientation

Improvement cycle I to cycle II:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{8.27 - 5.09}{5.09} \times 100\%$$

$$P = \frac{3.18}{5.09} \times 100\%$$

$$P = 62.47 \%$$

The students' improvement from cycle I to cycle II is 62.47%

b. Events

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{7.63 - 5.42}{5.42} \times 100\%$$

$$P = \frac{2.21}{5.42} \times 100\%$$

$$P = 40.77 \%$$

The students' improvement from cycle I to cycle II is 40.77%

c. Re-orientation

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{8.41 - 5.47}{5.47} \times 100\%$$

$$P = \frac{2.94}{5.47} \times 100\%$$

$$P = 53.75 \%$$

The students' improvement from cycle I to cycle II is 53.75%

THE MEAN SCORE OF THE STUDENTS' TEST RESULT

CYCLE I

1. Content

a. Unity

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

$$\bar{X} = \frac{166.7}{36}$$

$$\bar{X} = 4.63$$

b. Completeness

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

$$\bar{X} = \frac{176.6}{36}$$

$$\bar{X} = 4.9$$

2. Generic structure

a. Orientation

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

$$\bar{X} = \frac{183.4}{36}$$

$$\bar{X} = 5.09$$

$$\bar{X} = \frac{195.3}{36}$$

$$\bar{X} = 5.42$$

c. Re-orientation

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

$$\bar{X} = \frac{197}{36}$$

$$\bar{X} = 5.47$$

b. Events

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

THE MEAN SCORE OF THE STUDENTS' TEST RESULT

CYCLE II

1. Content

a. Unity

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

$$\bar{X} = \frac{258.4}{36}$$

$$\bar{X} = 7.17$$

b. Completeness

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

$$\bar{X} = \frac{284.4}{36}$$

$$\bar{X} = 7.9$$

2. Generic structure

a. Orientation

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

$$\bar{X} = \frac{297.9}{36}$$

$$\bar{X} = 8.27$$

$$\bar{X} = \frac{274.6}{36}$$

$$\bar{X} = 7.63$$

c. Re-orientation

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

$$\bar{X} = \frac{302.9}{36}$$

$$\bar{X} = 8.41$$

b. Events

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

THE PERCENTAGE OF STUDENTS' IMPROVEMENT

DIAGNOSTIC TEST

No	Classification	Frequency	Percentage
1.	Excellent	F= 0 N= 36	0%
2.	Very Good	F= 0 N = 36	0%
3.	Good	F = 0 N = 36	0%
4.	Fairly Good	F = 0 N = 36	0%
5.	Poor	F = 0 N = 36	0%
6.	Very Poor	F = 36 N = 36 $P = \frac{F}{N} \times 100$ $P = \frac{36}{36} \times 100$	100%

CYCLE I

No	Classification	Frequency	Percentage
1.	Excellent	F= 0 N= 36	0%
2.	Very Good	F= 0 N = 36	0%
3.	Good	F = 0 N = 36	0%
4.	Fairly Good	F = 2 N = 36 $P = \frac{E}{N} \times 100$ $P = \frac{2}{36} \times 100$	5.55%
5.	Poor	F = 21 N = 36 $P = \frac{E}{N} \times 100$ $P = \frac{21}{36} \times 100$	58.33%
6.	Very Poor	F = 13 N = 36 $P = \frac{E}{N} \times 100$ $P = \frac{13}{36} \times 100$	36.11%

CYCLE II

No	Classification	Frequency	Percentage
1.	Excellent	$F = 2$ $N = 36$ $P = \frac{E}{N} \times 100$ $P = \frac{2}{36} \times 100$	5.55%
2.	Very Good	$F = 10$ $N = 36$ $P = \frac{E}{N} \times 100$ $P = \frac{10}{36} \times 100$	27.78%
3.	Good	$F = 24$ $N = 36$ $P = \frac{E}{N} \times 100$ $P = \frac{24}{36} \times 100$	66.67%
4.	Fairly Good	$F = 0$ $N = 36$	0%
5.	Poor	$F = 0$ $N = 36$	0%
6.	Very Poor	$F = 0$ $N = 36$	0%

24	MUTIARA	✓	✓	✓	✓	✓	✓	✓	✓
25	NUR SAHIRAH	✓	✓	✓	✓	✓	✓	✓	✓
26	NURAINI SULISTYAWATI	✓	✓	✓	✓	✓	✓	✓	✓
27	NURHIKMAH	✓	✓	✓	✓	✓	✓	✓	✓
28	NURUL AFIAH	✓	✓	✓	✓	✓	✓	✓	✓
29	NURUL FATIHATUL HIDAYAH	✓	✓	✓	✓	✓	✓	✓	✓
30	NURWAHDANIA	✓	✓	✓	✓	✓	✓	✓	✓
31	RADINA AMALIA	✓	✓	✓	✓	✓	✓	✓	✓
32	REZKI SAFITRI NURAMA	✓	✓	✓	✓	✓	✓	✓	✓
33	SITI RAHMAKENDE KS	✓	✓	✓	✓	✓	✓	✓	✓
34	SRI HAJIBA RAHMA AL RASYID	✓	✓	✓	✓	✓	✓	✓	✓
35	ST AISYAH HUMAIRAH	✓	✓	✓	✓	✓	✓	✓	✓
36	WAHDANIAR	✓	✓	✓	✓	✓	✓	✓	✓

THE MEAN SCORE DIAGNOSTIC TEST OF THE STUDENTS

No	Sample	Contents	Generic structure			Total	Final Score
			Orientation	events	Re-orientation		
1	S-1		2	2	3	10	4.17
2	S-2		3	2	3	11	5.2
3	S-3		3	3	3	11	5.2
4	S-4		3	3	3	12	5.0
5	S-5		3	3	3	11	4.6
6	S-6		3	3	3	12	5.0
7	S-7		2	2	3	9	3.75
8	S-8		3	3	3	12	5.0
9	S-9		3	3	3	12	5.0
10	S-10		2	2	3	9	3.75
11	S-11		3	3	3	11	4.6
12	S-12		2	2	3	9	3.75
13	S-13		3	3	3	11	4.6
14	S-14		3	3	3	12	5.0
15	S-15		3	2	3	11	4.6
16	S-16		3	3	3	12	5.0
17	S-17		4	4	4	15	6.2
18	S-18		3	2	3	11	4.6
19	S-19		3	3	3	11	4.6
20	S-20		3	2	2	10	4.17
21	S-21		3	3	3	12	5.0
22	S-22		3	2	3	11	4.6
23	S-23		4	4	4	15	6.2
24	S-24		2	2	3	10	4.17
25	S-25		3	3	3	11	4.6
26	S-26		3	2	3	11	4.6
27	S-27		3	2	3	11	4.6
28	S-28		4	3	4	14	5.8
29	S-29		3	2	3	11	4.6
30	S-30		5	5	5	19	7.9
31	S-31		3	2	3	10	4.17
32	S-32		3	2	3	11	4.6
33	S-33		4	3	3	13	5.4
34	S-34		3	3	4	13	5.4
35	S-35		3	2	2	10	4.17
36	S-36		3	3	3	11	4.6
		97	109	96	112	415	174.2
	\bar{X}	2.69	3.02	2.67	3.11	11.52	4.83

✓APPENDIX

LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

NO	ASPPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	Pra Pembelajaran				
1.	Siswa menempati tempat duduknya masing-masing		✓		
2.	Kesiapan menerima pelajaran			✓	
II	Kegiatan Awal Pembelajaran				
1.	Mampu menjelaskan kembali isi materi terdahulu		✓		
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran yang hendak dicapai.			✓	
III	Kegiatan Pembelajaran				
A	Penjelasan Materi Pembelajaran				
1.	Memperhatikan dengan serius ketika materi pelajaran dijelaskan.		✓		
2.	Aktif bertanya saat proses penjelasan materi.			✓	
3.	Adanya interaksi positive diantara siswa.			✓	
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.		✓		
B	Pendekatan strategi/pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran.			✓	
2.	Siswa memberikan pendapatnya kketika diberi kesempatan.		✓		
3.	Siswa termotivasi dalam mengikuti proses pembelajaran.			✓	

4.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan santai dan tidak penuh dengan tekanan.			✓	
6.	Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan di dalam pembelajaran.			✓	
C	Pemanfaatan Media Pembelajaran / Sumber pembelajaran				
1.	Adanya interaksi positif saat media pembelajaran disajikan.		✓		
2.	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan.		✓		
3.	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran.		✓		
D	Penilaian Proses dan Hasil Belajar				
1.	Siswa merasa terbimbing		✓		
2.	Mampu menjawab pertanyaan-pertanyaan guru dengan benar.			✓	
E	Penggunaan Bahasa				
1.	Penjelasan dapat dengan mudah dimengerti oleh siswa.			✓	
2.	Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pelajaran.			✓	
F	Penutup				
1.	Siswa secara aktif memberi rangkuman.		✓		
2.	Siswa membuat rangkuman hasil pembelajaran secara runtuh.		✓		

Keterangan :

4 = Sangat baik

2 = Cukup

3 = Baik

1 = Kurang

APPENDIX I

DIAGNOSTIC TEST

1. Write a recount text that you think interesting!
2. Determine the generic structure of your recount text!

APPENDIX II

LESSON PLAN

(SIKLUS I)

Sekolah : SMP Muhammadiyah Limbung, Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/I

Aspek/Skill : Menulis/Writing

Pertemuan : 1, 2, 3, 4 (siklus I)

Alokasi Waktu : 8x45 menit

Standar Kompetensi:

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator :

1. Menggunakan isian teks sesuai dengan topik atau tema.
2. Menggunakan bahasa dan tata bahasa yang baik dan benar.
3. Menghasilkan teks berbentuk *recount*.

Tujuan Pembelajaran:

1. Siswa dapat mengenal teks *recount* dengan baik.

2. Siswa dapat menghasilkan sebuah teks tertulis berbentuk recount.
3. Siswa dapat mengungkapkan informasi-informasi tertentu dari text recount.

Materi Pokok:

Teks tertulis yang berbentuk Recount Text

Model/ Metode Pembelajaran:

Reflection Learning Method

Langkah-langkah Kegiatan:

- a. Pre-Service Reflection Learning Method Activities
 - 1) In the first meeting, the teacher will give explanation for the students about the conceptual of writing process, and conceptual of recount text/paragraph (definition, function, kinds, generic structures, language features, and example recount text).
 - 2) The teacher will form or make divide students in group. One group consist of 5 or 6 members.
 - 3) The teacher will give some different topics/themes for the students in the cycle 1, the teacher will give topics/themes namely: weekend, holiday, and camping”.
 - 4) The teacher will give a chance for the students to generate ideas collaboratively about the topics together with their group.
- b. During-Service Reflection Learning Method Activities
 - 1) The students will draft activity to produce clear ideas outlines.
 - 2) The teacher will give a chance for the students’ peer to give feedback for their draft collaboratively.
 - 3) The students will receive and editing their draft before they will collect their draft at the teacher.

- 4) The teacher will correct and make better the students' mistake in their draft.
- c. Post-Service Reflection Learning Method Activities
- 1) The students will make a recount text from their draft.
 - 2) The students will collect their recount text at the students' recount text.
 - 3) The teacher will correct and make better the mistakes of the students' recount text.
 - 4) The teacher will give evaluation and reflection for the students which will done by teacher to know/see and measure the ability/knowledge of the students about materials, and the teacher will can take score of the students in Cycle I.

Sumber/Alat/Bahan Pembelajaran:

- a. Buku yang relevan
- b. Contoh-contoh teks monolog berbentuk recount text
- c. Kamus

Evaluasi :

- a. Teknik : tugas mandiri dan kelompok
- b. Bentuk : recount text
- c. Instrument : terlampir

Lampiran-lampiran:

1. Materi Pembelajaran

a. Definition of Recount Text

Recount is a text which retells events or experiences in the past. A text written to retell for information or entertainment. A recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named. A non-fiction recount may begin with a scene-setting introduction.

b. Purpose of recount text

The purpose of this text is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

c. Generic structure of recount text

There are three sections in the recount text's structure, namely:

1. Orientation

The function of this part is to introduce the participants, place, and time.

2. Events

The function of this part is to describe a series of events that happened in the past.

3. Re-orientation

It is optional. Stating personal comment of the writer to the story.

d. Language features in recount Text

1. Introducing personal participant: I, my group, etc.

2. It is using chronological connection: then, first, etc.

3. It is using linking verb: was, were, saw, heard, etc.

4. It is using action verb: look, go, change, etc.

5. It is using simple past tense.

2. Contoh recount Text

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

3. Evaluasi

- a. Write the reflection of the Recount Text or reflects the contents of recount text with own words or sentences!

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach

me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

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After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

- b. Write a recount text with topic or theme "experience, holiday, weekend, and health"!

LESSON PLAN

(SIKLUS II)

Sekolah	: SMP Muhammadiyah Limbung, Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Aspek/Skill	: Menulis/Writing
Pertemuan	: 5, 6, 7, 8 (siklus II)
Alokasi Waktu	: 8x45 menit

Standar Kompetensi:

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator :

1. Menggunakan isian teks sesuai dengan topik atau tema.
2. Menggunakan bahasa dan tata bahasa yang baik dan benar.
3. Menghasilkan teks berbentuk *recount*.

Tujuan Pembelajaran:

1. Siswa dapat mengenal teks *recount* dengan baik.
2. Siswa dapat menghasilkan sebuah teks tertulis berbentuk *recount*.

3. Siswa dapat mengungkapkan informasi-informasi tertentu dari text recount.

Materi Pokok:

Teks tertulis yang berbentuk Recount Text

Model/ Metode Pembelajaran:

Reflection Learning Method

Langkah-langkah Kegiatan:

- a. Pre-Service Reflection Learning Method Activities
 1. In the first meeting, the teacher will give explanation for the students about the conceptual of writing process, and conceptual of recount text/paragraph (definition, function, kinds, generic structures, language features, and example recount text).
 2. The teacher will form or make divide students in group. One group consist of 5 or 6 members.
 3. The teacher will give some different topics/themes for the students in the cycle II, the teacher will give topics/themes namely: weekend, holiday, and camping”.
 4. The teacher will give a chance for the students to generate ideas collaboratively about the topics together with their group.
- b. During-Service Reflection Learning Method Activities
 1. The students will draft activity to produce clear ideas outlines.
 2. The teacher will give a chance for the students’ peer to give feedback for their draft collaboratively.
 3. The students will receive and editing their draft before they will collect their draft at the teacher.
 4. The teacher will correct and make better the students’ mistake in their draft.

c. Post-Service Reflection Learning Method Activities

1. The students will make a recount text from their draft.
2. The students will collect their recount text at the students' recount text.
3. The teacher will correct and make better the mistakes of the students' recount text.
4. The teacher will give evaluation and reflection for the students which will done by teacher to take result of score of the students, and to measure how far the improvement of students writing skill from Cycle I to Cycle II.

Sumber/Alat/Bahan Pembelajaran

- a. Buku yang relevan
- b. Contoh-contoh teks monolog berbentuk recount text.

Evaluasi

- a. Teknik : tugas mandiri dan kelompok
- b. Bentuk : recount text
- c. Instrumen : telampir

Lampiran-lampiran:

1. Materi Pembelajaran

a. Definition of Recount Text

Recount is a text which retells events or experiences in the past. A text written to retell for information or entertainment. A recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named. A non-fiction recount may begin with a scene-setting introduction.

b. Purpose of recount text

The purpose of this text is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

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There are three sections in the recount text's structure, namely:

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It is optional. Stating personal comment of the writer to the story.

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1. Introducing personal participant: I, my group, etc.

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3. It is using linking verb: was, were, saw, heard, etc.

4. It is using action verb: look, go, change, etc.

5. It is using simple past tense.

2. Contoh recount Text

A Page from A Girl's Diary

It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. It was very dark outside. Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday.

I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

3. Evaluasi

- a. Write the reflection of the recount text or reflect the contents of recount text with your own words or sentences!

A Page from A Girl's Diary

It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. It was very dark outside. Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday.

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A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

- b. Write a recount text with topic or theme "personal experiences/events of your self, personal experiences/events of other person, biographical recount of yourself, and biographical recount of other person. And analyze it with details: orientation, events, and re-orientation/conclusion!

APPENDIX IV

STUDENTS' WORKING SHEETS

CYCLE I

1. STUDENTS' WORKING SHEET I

Group :

Members : 1.
2.
3.
4.

1) Write the Recount Text of Some topics in the table. Look at the example!

No .	Topic/Theme s	Recount Text
1.	Holiday	<p>Last week I and my friends had to go to Ungaran Mountain for the requirement of school program. EGP was one of school activity which is focused on activity that related with nature.</p> <p>On this occasion we tried to climbed Ungaran Mountain together. Before we going to the mountain, firstly we met in B3 park to checked the participant and the logistic. We had to checked it because of safety. We always paid attention with safety, because the place that we came was dangerous place.</p> <p>After checking all of thing, we went to the mountain together. We tried to go on foot, because it was one of the physical train. We saw many beautiful sceneries on all day long. There is tea garden, waterfall, beautiful farm, etc.</p> <p>Finally we got to the mountain, it was very amazing. Over there we saw a hidden waterfall and we took arrest. We were exhausted but we didn't felt that because we enjoyed it and that</p>

		was a very fantastic trip.
2.	Camping
3.	Health
4.	weekend

2) Discuss with your group about details of recount text at the no. 1, and write details in the table. Look at the example!

STUDENTS' WORKING SHEETS

CYCLE I

2. STUDENTS' WORKING SHEET II

Group :

Members :

You ever done vacation together with the other people. I groups of three, wite the recount text with topic/theme “vacation”. Look at the example!

Example :

Topic/theme: Vacation

APPENDIX III

TEACHING MATERIAL

A RECOUNT TEXT

Recount is a text which retells events or experiences in the past. A text written to retell for information or entertainment. A recount may consist of scene-writing, A starting point, a problem, account and conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named. A non-fiction recount may begin with a scene-setting introduction.

The social function of recount text that is retell about the personal events or experiences of our self or the other person in the past time. Biographical recount of someone in the past time, and the last it retells about the interest topic or themes.

Example:

1. Topic/theme : Personal Events/Experiences of our self
Title :
 - a. “My First Experiences to Ride Motorcycle”.
 - b. “My Busy Holiday”.
2. Topic/theme : biographical recount
Title : “Biographical Picasso”
3. Topic/theme : History
Title : “The Hisrory of Titanic”.
4. Topic/theme : Personal Events/Experience of other person
Title : “The Experienced of Ken”

Example of Recount Text

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ".

Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

Details of recount text "My First Experience to Ride Motorcycle"

Orientation	Events	re-orientation
One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy	- Firstly, my father refused my request and promised that he would teach me two or three years later, but I still	After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of

<p>to ride it. I persuaded my father to teach me to ride " Honda 75 ".</p>	<p>whimpered.</p> <p>Finally, my father surrendered and promised to teach me.</p> <ul style="list-style-type: none">- He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".- One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow	<p>me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.</p>
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	<p>slippery street, I got nervous. I lost my control and I fell to the ditch</p>	
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Instruction :

The researcher conducts planning before the action, where the researcher prepared the lesson plan through implementation of reflection learning method, teaching material, and evaluation for students. The activities in action stage for cycle I are the implementation of every steps of the learning process through reflection learning method which have been arranged in the planning stage. The activities in action stage for cycle I namely:

First, the researcher gives explanation for students about the conceptual of writing processes and conceptual of recount text. Second, the researcher forms and makes students' group which are grouped in pairs 4. Third, the researcher gives some examples about recount text for students in the classroom. Fourth, the researcher gives some different topics/themes for. Fifth, the researcher gives a chance for students to generate their ideas collaboratively together with group. Sixth, the students do drafting activity to produce clear ideas outlines. Seventh, the researcher gives a chance for students' peer to give feedback. For their draft collaboratively. Eighth, the students receive and edit their draft. Ninth, the researcher corrects and makes better the students' mistake in their draft. Tenth, the students make a recount text from their draft. Eleventh, the students collect their recount text at the researcher. Twelfth, the researcher corrects and making better the mistakes of the students' recount text. And the last, the researcher gives evaluation and reflection for the students which are done by the researcher to know/see and measure the students'

ability/knowledge about the materials and the researcher can take the students' ability/knowledge about the materials and the researcher can take the students' score or result. If the results of the students' scores do not achieve the target then cycle II will be taken. The activity in the second cycle is almost the same with the first cycle. Where, before taking action, the researcher previously makes planning and implies it in the action stage. The difficulty that the writer is found in the cycle I is the students still difficult to get idea and organize their writing to be a good recount text or paragraph.

Recount text is a text which it retells or experiences in the past time. A text written to tell for information or entertainment. A recount text may consist of scene setting, a starting point, a problem account, and a conclusion. In the writing project, the researcher has chosen a topic/theme that is relative to their environment and interest for the students. Meanwhile, the result of the students' writing is still vague to the readers. They do not finish their writing about the topic/theme which has been given.

It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. They are very noisy, and they only play in the classroom. It shows that the teaching process during cycle I is not interesting for the students. So, the researcher decides to make some revision for the next cycle.

The result of revision planning to resolve the students' difficulty in getting an idea is providing some interesting topic/theme, the teacher also reforms many aspects such as relaxed in the teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, the teacher raises the voice when does teaching material in the classroom, and the researcher corrects the class management, and time management. The teacher also gives the students chance to ask the question, explains the students' mistakes in writing clearly, and the teacher guides the students in writing well.

Besides, the result of their writing is also influenced by their mood and interest to the topic specifically and the writing lesson generally. The researcher also finds that the students can be more understand about the space of paragraph, for example: recount text with topic/themes “factual story/factual experiences”. The students can be easy understand, and easy to write paragraph with the topic/theme, because the topic/theme is related to their self factual story or factual experience which is done in their life at the past time, and the writer can see how interested the students in doing their writing project.

Name :

Class :

TEST

CYCLE I

1. Write a recount text and choose one of the topics/themes below that you think interesting!
 - a. Weekend
 - b. Camping
 - c. Holiday
2. Read the following text, write the details of the text, and reflect the content of the text with your own words/sentences!

My Horrible experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the tow.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Reflection of the contents	Details of recount text		
	Orientations	Events	Reorientation/conclusion
.....

TEST

CYCLE II

1. Write recount text and choose one of the topics/themes below that you think interesting!
 - a. Personal experiences/events yourself
 - b. Personal experiences/events of other person.
 - c. Biographical recount of yourself
 - d. Biographical of other person.

2. Read the following text, write the details of the text, and reflect the content of the text your own words/sentences! Write your answer in the table!

Biographical of Picasso

Picasso was one of the most out standing and important artist of the 1990's. He is best known for his paintins. Almost every style in mmodern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga. Spain as the son of an art teacher. He studied painting with his father and also in Madrid.

From about 1895 to 1901 he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time he only used shades of blue in his paintings to show poverty he saw in Barcelona.

After 1907, he entered into the style of cubbism. Among his well-known cubbist painting are "The Three Musicians" and "The Man with a guitar" which depict the destruction of a Spanish town. Picasso died in French in 1973.

Reflection of the contents	Details of recount text		
	Orientations	Events	Reorientation/conclusion
.....

DOCUMENTATION





CURRICULUM VITAE



Ummu Kalsum, was born on March 10th, 1995 in Bone, Gowa. She has 3 brothers and 2 sisters. She is the third child of her parents Basri and Musdalifah.

In 2000, she started her education in SD Inpres Panciro Kec. Bajeng Kab. Gowa and graduated in 2006. She continued her study in SMP Muhammadiyah Limbung Kec. Bajeng Kab. Gowa and graduated in 2009. And then she continued her study in SMA Negeri 1 Bajeng Kec. Bajeng Kab. Gowa and graduated in 2012. In 2012 she was accepted as a student in English Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University.