**THE USE OF SELF-REFLECTION TECHNIQUE TOWARDS STUDENTS'
WRITING ABILITY**

(An Experimental Study at SMA Negeri 15 Adidarma Banda Aceh)

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Universitas Bina Bangsa Getsempena
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By:

WIRDA IRMAWATI
1511060034

UNIVERSITAS
Bina Bangsa Getsempena

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BINA BANGSA GETSEMPENA UNIVERSITY
BANDA ACEH
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APPROVAL

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Thesis Examiners Team of English Education Department
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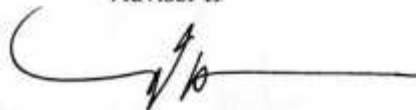Bina Bangsa Getsempena University
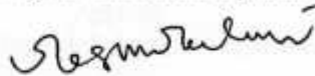
Banda Aceh, January 14th, 2022

Advisor I

Mulyani, M. Pd., M.TESOL
NIDN: 1307078301

Advisor II

Mulyadi Syahputra, M. Pd
NIDN: 1315109101

Approve
Head of English Education Department

Regina Rahmi, M.Pd
NIDN: 0103038204

Ascertain,
Dean of Faculty of Teacher Training and Education
Bina Bangsa Getsempena University

Dr. Mardhatillah, S.Pd.I., M.Pd
NIDN: 1312049101

APPROVAL II

**THE USE OF SELF-REFLECTION TECHNIQUE TOWARDS STUDENTS'
WRITING ABILITY
(An Experimental Study at SMA Negeri 15 Adidarma Banda Aceh)**

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Faculty of Teacher Training and Education
Bina Bangsa Getsempena University

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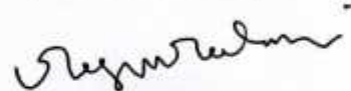|			Signature
Advisor I	:	Mulyani, M.Pd., M.TESOL NIDN.1307078301	
Advisor II	:	Mulyadi Syahputra, M.Pd NIDN.1315109101	( )
Examiner I	:	Cut Marlini, S.Pd.I., M. Pd NIDN.1327088402	( )
Examiner II	:	Rosdiana, M.Pd NIDN.0115088503	( )

Approve
Head of English Education Department

Regina Rahmi, M.Pd
NIDN: 0103038204

Ascertain,
Dean of Faculty of Teacher Training and Education
Bina Bangsa Getsempena University

Dr. Mardhatillah, S.Pd.I., M.Pd
NIDN: 1312049101

APPROVAL III

Thesis with the title *"The Use of Self-Reflection Technique Towards Students' Writing Ability (An Experimental at SMA Negeri 15 Adidarma Banda Aceh)"* was defended by Wirda Irmawati, 1511060034, English Education Department, Bina Bangsa Getsempena University on Wednesday, February 16th, 2022.
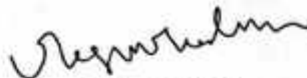
Approve,

Advisor I

Mulyani, M. Pd., M.TESOL
NIDN. 1307078301

Advisor II

Mulyadi Syahputra, M. Pd
NIDN.1315109101

Ascertain,
Head of English Education Department

Regina Rahmi, M.Pd
NIDN: 0103038204

Legitimize,
Dean of Faculty of Teacher Training and Education
Bina Bangsa Getsempena University

Dr. Mardhatillah, S.Pd.I., M.Pd
NIDN: 1312049101

ABSTRACT

Wirda Irmawati. 2021. The Use of Self-Reflection Technique toward Students' Writing Ability (An Experimental Study at SMA Negeri 15 Adidarma Banda Aceh. Thesis, English Education Department Teacher Training and Education College (UBBG) Universitas Bina Bangsa Getsempena, Advisor I. Mulyani, M. Pd., M. TESOL., Advisor II. Mulyadi Syahputra, M. Pd.

This research focused on using self-reflection technique toward students' writing ability. The purpose of this study was to find out whether or not self-reflection technique effective to improve students' writing ability at SMA Negeri 15 Adidarma Banda Aceh. The researcher used experimental quantitative approach as the method in this study. The test was used as the instrument. The result showed that there is significant difference score of writing recount text between the students taught by using self-reflection technique and the students taught without using self-reflection technique. After using the self-reflection technique in experimental class, the researcher found the different score of pre-test and post-test. The mean score of post-test was 69.5 and pre-test got 44.9. The result showed that t-score (13.15) is higher than critical at level significant 0.05 (1.83311) for one test. It means that there was significant different between two test. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it answers the first research question that the use of self-reflection technique is effective to improve the students' ability in writing recount text. However, even if there is a significant difference between pre-test and post-test, unfortunately it is not good enough to make the students passed the examination of writing because the minimum score of writing examination was 75. But, the students got the average score only 69.5. It means that the students still have not good capability in writing especially in recount text.

Keywords: Writing, Recount Text, Self-Reflection Technique

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CHAPTER I
INTRODUCTION

This chapter contains the background of the study, the problem of study, the objective of study, the significance of study, the scope of study, hypothesis, and the definition of term.

1.1 The Background of Research

In learning English, there are four skills that should be mastered by the students, they are listening, speaking, reading and writing. As one of the language skills learned by students, writing is considered as an important skill (Umme, S 2015:74). Learning writing is not an easy thing because there are some matters to consider such as selecting the appropriate grammar and vocabulary, thinking about the purpose of the text to be composed and choosing of a suitable style (Hasan and Zakhand 2010:77).

In the context of English teaching, writing skill is taught to students in order to fulfill several purposes. According to school based on curriculum 2013 (2017: 483) the purpose of teaching writing skill is that the students can develop their writing in sosial and academic potensial and write a simple short essay such as descriptive, narrative, explanation and hortatory exposition in the context of daily life. It means that the students can produce and write some kinds of English text.

Moreover, the other purpose of writing is to make the writer expresses ideas into a written form to give information for readers. The success in writing is when the readers can understand the meaning that consists of the words and sentences of the text. For senior high school students, writing is not only important for communication, but also

essential to help them in improving their grades, applying scholarship, job applications, and future careers. Therefore, writing is very crucial for their educational, social, and professional field.

However, writing is not easy to be mastered by the students. Based on the researcher's preliminary research during the PPL (A Teaching-Learning Assistance Program) at SMA Negeri 15 Adidarma, the researcher found that many students still encountered many problems in learning writing such as lack of idea when composing their writing, poor grammar, lack of understanding on the usage of the verb and to be in forming tenses, lack of vocabulary, having less motivation toward writing skill and being passive and less enthusiastic in learning writing.

Based on the observation done by the researcher while conducting her practical teaching, the researcher found that many students encountered difficulties when they are asked to write. They said that they have many ideas in their mind but it was difficult to express. Another matter is that the teaching strategy which the teacher used were not interesting for them so that they often felt bored during the teaching and learning process in the classroom. Moreover, having no sufficient time to practice their writing skill was one of the problems encountered by the students in learning writing so that they only practiced their writing at school. By knowing the students' problems above, it could be said that writing is not an easy skill. It is difficult because there are a lot of things to figure out and to revise before it becomes one good text. On the other words, writing is a is a process rather than a product (Oshima, 2013:3)

Considering the above conditions, as English teacher, it is better to know various methods and techniques in teaching writing in order to make the students motivated and interested in learning writing. Therefore, the researcher took initiative to use Reflection Learning Method in teaching writing. It is one of methods in teaching writing. It is a process learning from experience. In this case, it is reflection about the students' own experience in undergoing or experiencing something.

Reflecting on experiences as a part of learning, it can help taking an objective view of progress and looking what is going on and what needs to work on. It gives evaluations, reflections, and indirect feedback. No matter form the students' reflection takes, it should initially involve them examining their feelings about ways to do experience, then identifying areas to develop and starting to think about ways to do that. Therefore, it is expected to develop the students' awareness of their learning process.

Several previous studies have already proven that the use of reflection learning method is very effective to be used in writing class. The first research was conducted by Hasan (2018) under the title "The Effect of Using Self-Reflection Writing on Students' Writing Skill of Recount Text". The result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% (= 0.05), t $_{observe}$ was 2.48 while t $_{table}$ was 1.68 or t$_{observe}$ > t$_{Stable}$. Therefore, H$_0$ was rejected and H$_a$ was accepted. It proved that there was positive effect of using self-reflection writing on students' writing skill of recount text.

Another research carried out by Magdeleine (2011) under the title "Writing to Learn: Can Reflection Jounals be Used to Promote Self-Reflection and Learning?" The

result of the study showes that there is evidence of reflection in students' journals and that students reflected on three general categories related to their learning: critical review of past learning experiences, cognitive learning strategies and summaries of what was learnt. Furthermore, the findings also indicate that students show improvements in their reflective skills as they progressed through the academic year. The findings when taken together suggest that reflection journals can be used to promote self-reflection and learning among students.

Based on the previous researches, it shows that the use Self-Reflection Technique has given a good impact toward the students' learning outcomes in teaching writing. It is recommended for teachers to use Self-Reflection Technique to make the learning more attractive and enjoyable so that they can learn and understand writing easily.

Based on the above reasons, the researcher intended to conduct a research on the title **"The Use of Self-Reflection Technique towards Students' Writing Ability (An Experimental Study at SMA Negeri 15 Adidarma Banda Aceh)".**

1.2 The Problem of Research

The problem of the research is "is the self-reflection technique effective to improve students' writing ability at SMA Negeri 15 Adidarma Banda Aceh?"

1.3 The Objective of Research

The objective of this study is "to find out whether or not self-reflection technique is effective to improve students' writing ability at SMA Negeri 15 Adidarma Banda Aceh."

1.4 The Significance of Research

This research is supposed to deliver benefits for some readers such as teachers, and other researches as follows:

1. Teachers

    Teachers can use this research to enrich the theories of reference in teaching writing by using self-reflection technique in order to find out the innovative and creative technique. Therefore, the teacher can apply the self-reflection technique in the teching and learning process in writing.

2. Other Researchers

    The result of this research will be beneficial for the other researchers as the future teacher. By conducting this research, the researcher will know how to teach writing by using self-reflection technique. Moreover, this research will be helpful for the other researcher as the additional references or informations in order to construct their research that have correlaton with this research.

1.5 The Scope of Research

Based on the explanation above, the writer gives scope and limitation as follows:

1. This research focuses on the effectiveness of self-reflection technique on students' achievement in learning writing.

2. This study is done only with the students of the second grade of SMA Negeri 15 Adidarma.

1.6 Hypothesis

H_o: Using self-reflection technique does not improve the students' writing ability

H_a: Using self-reflection technique improves the students' writing ability

1.7 The Definition of Key Term

It is important for the researcher to make an assumption clearly of the term used in this paper as the following;

1.7.1 Writing

Writing is a way of expressing ideas through the written language and organizing the ideas into connected sentences. It is one of way to communicate with other people besides spoken communication. Creme and Lea (2003:5) stated that writing consists of word and these words are put together in particular formation to make sentence and so on. It means that writing is an activity that arranges the words into sentences, sentences into paragraph and paragraph into a good text.

1.7.2 Self-reflection technique

According to Boud (2015:19) define reflection in the context of learning and focus more on someone's personal experience as the object of reflection, as referring to those intellectual and affective activities that individuals engage into explore their experience, which leads to new understanding and appreciations.

CHAPTER II
LITERATURE REVIEW

This chapter comprises review of literature. The review deals with the definition of writing, types of writing, approaches in teaching writing, techniques in generating ideas, the definition of recount text, the structure of recount text, types of recount text, language feature of recount text, definition of reflection, levels of reflection, kinds of reflection, and procedure of reflection.

2.1 Writing

Writing is one of language skills that is very important to be learnt. It is important language skill which is needed by language learners. Writing is a process of communication and expression of ideas visually from a writer to reader. Oshima and Hogue (2009:2) stated that writing is a process, is not a product. It means that when people put their ideas into a piece of paper, they have already been thinking about what are going to write and how to write it, and after finishing it, they read over what they have written and make changes and connection. In writing process people do not only create a text or writing discourse from their mind, but they also express the ideas in good grammar and good vocabulary.

Therefore, writing is never once complete action. It goes several processes and needs several steps to result in a good writing until it is finished. Writing is a group of visual activities that uses mind of ideas as the first steps. A writer should have an idea or thought about what he/she wants to write about. In addition, Ghaith (2002:1) asserted

that the writer has to explore thought and ideas and make them visible and concrete. The writer has to try to communicate his/her ideas in the form of written text from the reader will eventually understand the ideas and their meanings. The production of the written word that results in the text must be read and comprehended so that the reader can understand the message intended by the writer easily. Thus, the writer is demanded to pay attention to some aspects of the production of the written text which involves the content, organization, using vocabulary, using grammatical, discourse and mechanical considerations such as spelling and punctuation.

Writing is a way of expressing ideas through the written language and organizing the ideas into connected sentences. It is one of way to communicate with other people besides spoken communication. Creme and Lea (2003:5) stated that writing consists of word and these words are put together in particular formation to make sentence and so on. It means that writing is an activity that arranges the words into sentences, sentences into paragraph and paragraph into a good text. Writing is a way of knowing, or discovering what you know as you put it down not only in the form of word and phrases but of scribbles and drawings, ideas and images and all you the other wonderful stuff in your mind that may only become clear as you engage of the writing it down.

In supporting definitions of writing, Sutanto (2007: 1) said that writing is a process of expressing ideas or thought in words which should be done at our leisure. He says that we cannot do something or express the ideas or feeling in words or in sentences while we are getting some interventions. The conditions of writer which is relaxing and enjoyable will be explorer of a long visible of ideas or feeling and the

result of this, the writer can write well, it means he is able to move a pen, or find key words, remember rules of grammar and syntax, place the brain in order to make sense, and think a head to what to write next (Nathan, 2002:1). Therefore, it can be stated that writing is a process in which the writer need to be relax and enjoy to obtain the best ideas to construct sentences.

Thus, writing is a thinking process to express an idea clearly by paying attention to language use and some other important roles in writing. People can present their ideas by writing. Writing is not only about how to write or express ideas but also how to use grammar, linguistics and mechanics in language. Therefore, writers need to do a process before conducting their writing in order to get a good result.

2.2 Types of Writing

The writing looks better then, words are writtenin according with the theme.Writing should look types of writing that want to write.According to (Weaver 2006:26), there is a traditional division of writing into forms of discourse. The five principle forms are commonly labeled description, expository, narration, argumentation and persuasive.

1. Narrative

    Narrative is a type of writing which tells an event or process chronologically in a certain time. This writing involves two dominate elements: time and action. Narration focuses on the time and action of an event or process. This type usually answer the question: "what happen?" (Sri, 2009:201). It means

that the narrative is a type of writing which tells a story arranged in chronoligal way and focusing on what happened in the past time.

2. Descriptive

Descriptive is a type of writing which describes something in details in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event. The writer transforms his/her message, observation result and feeling to the readers through a description. In this case, a writer must be able to describe an object based on its specific characterization in details (Abrar, 2015:15). It means that the essence of the descriptive writing is to entertain the reader by describing a person, thing, place,and event in specific way.

3. Expository

This writing is intended to explain or inform something in order to enlarge reader's perception. It is often used to explain the nature of an object and elaborate the correlation between an object to others (Dina, 2017:29). It can be stated that the expository writing is a type of writing which gave facts and informations about a topic.

4. Argumentative

It is intended to influence reader's opinion, attitude, and their way of thinking to do whatever the writer wants. The writer needs efforts to convince the audience by providing some available reasons and proof logically. There are some facts must be provided in this type to persuade reader's attention (Wiwin,

2015:17). It can be figuredout that argumentative writing is aimed to entertain the reader where the writer is either "for" or "againts" an issue or subject, or present the case for both sides.

5. Persuasive

This type of writing tries to persuade someone (readers) to accept the writer opinion. It needs a lot emotion so that makes this writing to be illogical as its weakness. It just needs a few of facts. In this case, the most important point is how to comprehend reader's feeling and emotion so that they can agree with writer's opinion. An agreement is a goal of this writing (Sri, 2009:303). It can be stated that the main purpose of the persuasive is to present a point of view and seeks to persuade a reader.

2.3 Approaches in Teaching Writing

In EFL, there are several approaches of writing in the classroom. According to (ICEEPSY, 2013:147), for effective writing in EFL classroom, EFL practitioner suggests three approaches: product, process and genre.

A. Writing Product Approach

A product approach is a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage, (Gabrielatos, 2002:5). For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing.

According to Badger and White (2000:153), in this approach have fours stages in learning writing: familiarization, controlled writing, guided writing and free writing.

1. Familiarization

    This stage purposes to make students aware of certain features of a particular text. Students study model text and then the features of the genre is highlighted. Familiarization might involve categorizing words or pharases or noticing linguistic features of a model text.

2. Controlled Writing

    Controlled writing is to let students practice the skill with enhancing freedom until they are ready to write across content area with is considered as free writing. In additon, at the control stage, learners can attempt to produce their own sentences using some of the languages highlighted.

3. Guided Writing

    This is the most important where the ideas are organized. Those who adapt this approach believe that the organization of idea is more important than the ideas themselves and as important as the control of writing. It could involve ordering ideas or producing one of the arguments in groups.

4. Free Writing

    Students choose from the choice of comparable writing task. To know what they can be as fluent and competent using the language, students individually use the skill, structure and vocabulary that they have been taught to

produce the product. The students use writing skill as a part of genuine activity such as a letter, strory or essay.

B. Writing Process Approach

A process approach tends to focus more on varied classroom activities that promote the development of language use (Hasan and Akhand, 2010:76). Writing process strategies can be divided into four stages which are also elaborated with other experts as the following:

a. Pre-writing

Prewriting can help students get started, defined the topic, and develop the ideas. They can use them to generate the ideas at any point in the writing process. The prewriting strategies also hepl students attack the blank sheet contructively with imaginative thought, analysis and experimentation (Brandon: 2003:44). It means that pre-writing is any activity that helps writers figure out what to write about. It became a very important thing to be considered as the first step of an article, because if the beginning is not good, readers will never get to the middle or the end.

b. Drafting

Drafting is a procedure for improving a work in progress. It is a series a strategies to organize and develop a sustained piece of writing (Trimmer:2004:6). In this stage, students product the ideas down with complete sentences and reflecting the general conventions of writing. When the students

write first draft, they have to pay attantion to your outline, list or eluster. They do not worry with perfect spelling, grammar or punctuation (Brandon, 2003:47). It can be stated that using pre-writing materials as inspiration, the writer writes and writes some more. The goal is to get everything down on paper as quickly and as easily as possible.

c. Revising

Revising is a series of strategies intended to check and reconsider the choices that have produced a piece a paper (Trimmer, 2004:6). Students can then shift your plans, decide to put in or to leave out, move sentences or paragraphs around connect ideas defferently or express them better. Acompleted writing should be read back to check on the possibility of the author's mistakes. Revision process can be carried out by the authors themselves or often performed by others in the form of peer-reviewing, small class discussion, and whole-class discussion.

d. Editing

In editing students usually accomplish these repairs; get rid of unnecessary words, choose better words, rearrange word into a stronger, clearer order, use more subordination in sentences, add accurate transitions for continuity of thought, check usage, and check grammar (make subject agree with verbs, pronouns with what they stand for; make verb tenses consistent). In addition, it is such a complex and demanding task which has purpose to make a finishing and fix writing after passing review stage and had some correction.

C. Writing Genre Approach

Genre based approach considers writing as a social and cultural practice. The purpose of this writing involves the context where the writing occurs, and the convention of the target discourse community. Genre approach emphasizes more on the reader and on the conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Hasan and Akhand, 2010:81).

Principally, the stages in implementing process genre approach are divided into three stages as follows:

a. Modeling of text

Where students are exposed to a reading text by which students can be facilitated in understanding the context and the purpose the writers address. The function is making students understand the form and functions of language in a text. It means that the students are directed and situated in order to know and understand the function of the text, the communicative purpose of the text. The students then, study the vocabulary usages of a certain genre procedure, grammatical or structural patterns of procedure, and then the students practice the procedure if necessary.

b. Construction of Text

Where teacher would draft a text on the board with the sentence coming from the students and would give confidence to students that their opinions are meaningful. Given such as a demonstration, the students learn how to make a draft. In construction of text, the students start to do something more practical

and operational dealing with writing. However, their work of genre writing is not writing at all because they modify and manipulate the text given. The students are still guided and helped by the teacher before they become really independent writer of a certain genre taught and learned. As a matter of fact, there are three practical steps how join construction stage is developed and implemented.

c. Independent Construction of Text

The students write independently. This is in line with the view of Lingzu (2009:21). She stressed that learning to write is learning to control genres. Genres are identified by their generic strustures. Students should learn first of all the structure, but the emphasis on structure should not be reduced from the essential emphasis on meaning. By having prior understanding and experiences of stage one and stage two, the students are ordered to write a certain type of genre as what they have learned before. The student write a given genre type independently. In this case, the teacher must be sure that the students really understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical patterns usage, relevant vocabulary usage, and textual devices as well.

2.4 Techniques in Generating Ideas

Ideas are very important when someone want to write, ideas in writing can be generated by several techniques. According to Urguhart and Melver (2005:11),

techniques in generating ideas can be divided into four stages which are also elaborated with other experts as the following:

a. Free Writing

Students just write and pour their ideas in a piece of paper without stopping so they can explore, experiment and invent their ideas (Brandon, 2003:20). It means that freewriting is a method of exploring a topic by writing about it or whatever else it brings to mind for an uninterrupted period of time and without concern for form or correctness.

b. Listing

Listing is a technique that operates on the same general principle like free writing but it is faster. In listing, the students write down everything that comes to their mind and possible make lists of words or phrases related their topic, but do not write in the sentences (Leki, 2008:23). It can be stated that listing is a method of free association of ideas. The studnets just let their mind wander freely over your topic, jotting down key words and phrases as they come. Don't even bother trying to write out their ideas in complete paragraphs or sentences. Just a random list or collage of more or less associated words and phrases is all they should aim for.

c. Questioning

Questioning is technique for new ideas and let the students' mind run free. They can start with the big-six questions about the subject area: who, where, what, when, why and how. Asking questions like these may help the

students to clarify exactly what subject to discuss in the composition (Leki, 2008:25). It can be stipulated that questioning is a more structured way of finding something to say about students' topic is to ask the kinds of questions news reporters ask when they write their stories.

d. Clustering and Branching

Students write words related the ideas by duble-bubbling in the middle and draw single bubbles of related ideas on spokes radiating out and branching from the hub (Brandon, 2003:37). Furthermore, clustering, also called mapping, is a way of building on the ideas generated by freewriting or listing and organizing those ideas into a visual diagram or chart. Like a more formal outline, a cluster diagram is especially helpful in understanding and representing the relationships among ideas.

e. Outlining

Outline is a kind of fremework that the most students think in connection with organizing an essay. It divides the controlling idea into section of support material, dividing those sections further, esthablishing a workable sequence (Brandon, 2003:45). It means that an outline is an ordered list of the main points of the students' essay. Outlining helps students to define and organize their topic and subtopics so that they bring the reader on a logical journey from their essay, through the supporting evidence, to their conclusion.

2.5 Recount Text

There are some kinds of recount text that should be learned by senior high school students. They are descriptive text, narrative text, explanatory text, and recount text. These texts are different in definition, purpose, structures and language features. As stated, recount text is one of these text.

According to Knapp and Watkins (2015:223), that recount text is the simplest text type in narrative genre. Formally, recounts are sequential texts that do little more than sequence a series of events.1 It means that recount text contains not only sequence of events but also more than just sequential events like the introduction and the conclusion or the ending comment. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place.

In addition, Anderson (2017:48) stated that recount text is a writing which retells about events happened in the past, usually in the order in which they occurred. It means recount text is a text which tells about past events including what happened, who was involved, where it happened, when it happened, and why it happened. Also, it is written chronologically which means that the story should be chronological from the first events until the last ones that want to be written. Each event should be clear in order not to repeat the same events in the next event.

Furthermore, recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in

original sequence (Hyland, 2016:177). He also clearly said that it has to be in original sequence which means the same sequence as the real events. He also emphasis that past tense is used.

In writing recount text, writer may write all past events not only retell about factual or historical events but based on their personal experiences.[4] It means that writing about past events, personal experiences, factual or historical events which has happened is called recount text. The writer may write their own past stories about their lives such as unforgettable moment, horrible moment, and any moment that happened in the past.

Based on some definitions above, the researcher concludes that recount text is text which tells past events or experiences in chronological order and includes the detail of the events clearly and grammatically which is not always in form of personal experience but also in some other kinds of recount.

2.6 The Structure of Recount Text

According to Anderson (2010:50), that a recount text has three main parts (generik structure). They are as follow:

a. Orientation

It is the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where, and when. The writer needs to gives information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed. It can

be stated that the orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why).

b. Events

It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened. Events is selected carefully to add to the audience's understanding of the topic. Students have to be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a shopping list of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details. It can be stipulated that in series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

c. Reorientation

It functions as the closing statement. It is a paragraph which contains a personal comment of the writer. The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It can be figured out that the final section concludes the recount by summarizing

outcomes or results, evaluating the topic's importance or offering personal comment or opinion.

2.7 Types of Recount Text

The types of recount text according to Katrina (2010:8) are as follow:

a. Factual Recount

It is concerned with recalling events accurately. It can range from an everyday task such as a school accidents report to a formal, structured research task such as a historical recount. The emphasis is on using language that is precise, factual and detail, so that the reader gains a complete picture of the event, experience or achievement. Extended description, emotive language and unnecessary details are out of place in his form. Passive voice and third person narration are used to give credibility to the information presented. It can be stated that a factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources.

b. Personal Recount

It is a writer's own experience. Letters, diary entries, journals, anecdotes and postcard are common forms of this type of recount. It is usually written in the first person (I, we), and often aim to entertain as well as inform. Facts and information are important, but personal responses and comments are also

appropriate, particularly in the re-orientation or evaluation. In summary, a personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we.

c. Imaginative (literary) Recount

This type of recount entertains the reader by recreating the events of an imaginary world as though they are real. Emotive language, specific detail and first person narration are used to give the writing impact and appeal. In adiition the imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

d. Procedural Recount

It record the steps taken in complementing a task or procedure. The use of technical terms, an accurate time sequence and first person narration give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve a mathematical problem. The focus is on the accurate order of sequence, the selection of the correct language for the topic

and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

2.8 Language Features of Recount Text

The language features of recount text based on Katrina (2010:9) are the following:

a) Simple past tense is used, but present tense may be used to create immediacy such as in diary or journal. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future. Here is some words indicating simple past tense: was, could, got, went, arrived, and many others.

b) Subject-specific term are used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing.

c) Specific descriptive words (adjectives) help the audience visualize or imagine events. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount such as red, bleeding, broken, fast and others.

d) A range of conjunction (because, although, while etc.) is used to link clauses within sentences.

e) Time connectives (firstly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.

f) Passive voice is used, particularly in factual recounts, to give objectivity to the text. For example – the land was worked by the peasants.

g) Adverbs (yesterday, outside) and adverbial phrases are used to indicate specific times and places.

h) Specific participants (such as Mt Stromlo, William Wallace) provide detail and credibility.

i) Pronouns are used to provide cohesion by tracking participants through the text. The name of the participants should be used the first time they are mentioned in each paragraph, but after this pronouns such as he, she, they and it should be used for variety.

j) A rage of sentence types (simple, compound and complex) is used to add variety and interest.

k) Personal comment may be woven into the text or added as a conclusion. For example: it was a greatest day for me.

l) Emotive language may be used to influence the reader's attitude to the topic. For example: caning was a harsh and unnecessary punishment.

2.9 Self-Reflection Technique

Reflection as active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends (Dewey, 2011:9). While Bolton (2010:3) stated that reflection is not a technique or element of curriculum but it is placed in a state of mind regarding to what has been through. Reflective practices facilitates students figure out the values of

experiences about themselves, their learning, and relationship what is happening between the learning with the life outside which is related to their identity formed by society and culture.

Furthermore, Boud (2015:19) defines reflection in the context of learning and focus more on one's personal experience as the object of reflection, as referring to those intellectual and affective activities that individuals engage into explore their experience, which leads to new understanding and appreciations. On the other hand, according to Moon (2009:74), reflection focuses more on the role of reflection and learning, and embeds reflection into the learning process. She describes reflection as a form of mental processing with a purpose and anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution.

Reflection is also defined by the Oxford English Dictionary as "The action or process of thinking carefully or deeply about a particular subject, typically involving influence from someone's past life and experiences." Reflection is a way of enabling self-development and deeper learning by looking back at an experience so as to learn from it and then move forward. A person may discuss learning from an experience; reflective writing takes this a stage further by putting the reflection into the more permanent and structured format of a written account and linking it to academic theory.

To conclude, reflection is the action of active, persistent and careful consideration of any belief or a form of mental processing with a purpose which is placed in a state of mind regarding to what has been through or simply exploring their experience, which leads to new understanding and appreciations.

2.10 Levels of Reflection

The levels of reflection are divided into four steps namely descriptive, evaluative, reflective, and imaginative levels (Lane, 2014:428). In descriptive level, teachers or students describe events happening in the classroom. In evaluation level teachers or students judge valuably what has been found in the events, in reflective level teachers/students examine the effective or ineffective lesson or activities by giving specific reason.

In imaginative level, teachers or students are able to holistically see the classroom scenario and suggest a possible scenario which is different and developed. This study concerns on the students' reflection of learning recount text. Consequently, the level of reflection can be seen based on the process of their reflection. Related to the level of reflection in the learning process of recount text on the writing, the descriptive level positions the students as the reflectors describe the process of learning recount text on the writing. For instance, they can correctly describe their difficulties in learning recount text. In evaluating level, the students can evaluate the errors by correctly fixing them.

In reflective level, they know the reason why they do the errors with specific explanation. Last but not least in imaginative level the students can see strategies to avoid the same errors in their future writing. This study actually did not measure the students' level of reflection but this inspired question of reflection that were offered to the students in the interview session. Each student will be asked some given questions

to gain the data about their perception and the strategies in reflecting the learning of recount text.

2.11 Kinds of Reflection

According to Hickson ((2011:831), reflective practice can be divided into two kinds namely reflection in action and reflection on action. The explanation is as follows:

a) Reflection in action

It happens when teacher or students reflect on situation during the teaching learning. Teachers do this reflection to analyze the classroom activity and anticipate ineffective instruction. Students are doing this action to analyze what and why they are doing any specific instruction and can directly ask for the explanation.

b) Reflection on action

It happens later after the teaching learning they recall what they are thinking, feeling, and doing. Teachers critically ask themselves what was going on in the classroom and evaluate any ineffective instruction materials. Students can also do this in the end of the classes by answering any given answer to evaluate the classes or directly telling the teaching learning.

2.12 Procedure of Reflection

This focuses on students' self-reflection. As stated by Roux et al. (2012:2), that selfreflection in teaching learning can be literate into a piece of writing. The process of reflection is hoped to be more helpful to bridge the students' experience and their

understanding due to the fact that the reflection can be expressed literally and also the teachers can review the students' reflection.

Although reflective writing has no fixed format, it tends to follow the structure of any other essay. There have to be introductory paragraph to tell the topic writing. Then there are 2-3 paragraph expressing self-opinion. Last but not least, the conclusion covers the core idea of the writing. Yet, the researcher decided to let the students choose whether they want to write it in paragraph or simply make a list. Having this form of reflective writing, students should have some guidance or scaffolding before starting to write (Klimova, 2014:120).

Due to the use of reflective writing, the students will systematically analyze what is going on in the learning, what materials are taught, what problems they reveal. In the end of the class they will narratively tell the phenomena and will be given some certain question to inspire them what to tell and then will establish the reflective writing in the end of the course. The written reflection will be grouped based on the similarities of the reflection and commented to accommodate the students' voices.

CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with research methodological procedures. This includes research design, population and samples, instruments, data collection and data analysis.

3.1 Research Method

This research used the quantitative approach. The researcher used quantitative approach because this research focused on the calculation between the result of pre-test and post-test. Arikunto (2006:12) stated that quantitative research is a kind of research that requires the use of number, ranging from the data collection, data interpretation and the appearance of the result.

In addition, according to Gunderson (2012), quantitative research is an inquiry into a sociable problem, describe phenomena by gathering numerical data that are analysed using mathematically structured methods. It means that the quantitative research is the process of collecting and analyzing numerical data from the sample. Moreover, quantitative research is the opposite of qualitative research which involves collecting and analyzing non numerical data (e.g. video, text, document, or audio).

3.2 Research Design

The model of the research design used by researcher was pre-experimental design of one group pre-test and post-test design. The characteristics of pre-experimental design is the design may have pre-test and post-test without a control

group (Nunan, 2002:41). Furthermore, according to Gay (2000:372), the one group pre-test and post-test design takes a group that is pre-tested, exposed to treatment, and post-tested. In conducting the research, the researcher used one class of the first year students at SMA Negeri 15 Adidarma.

In the first meeting, the students were given the pre-test in order to know their ablity in writing recount text before implementing the self reflection technique. Then, the students were given the treatment. At the end, they were given post-test; it measured the students' ablity in writing recount text after implementing the self reflection technique. According to Sugiyono (2005:108), the type of pre-experimental design of this research is comparing the result after and before giving treatment. The researcher only compared score of pretest and posttest, where the first was before implementing self-reflection technique and the second was after implementing self-reflection technique.

This research is related to two variable, there are a dependent variable and independent variable. The dependent variable is the variable that is being measured throught the experiment. The dependent variable, in this research is teaching writing. Moreover, independent variable is the variable which manipulates and affects in another variable in this research. Therefore, self-reflection technique is the independent variable of this research.

3.3 Location of the Research

The researcher conducted this research at SMA Negeri 15 Adidarma. It is one of the schools in Banda Aceh. The Location of it is at Jl. Pelangi No. 23, Mulia, Kec. Kuta Alam, Kota Banda Aceh, Aceh 24415. There are 17 teachers and 129 students in the school. The accreditation of the school is B. There are six classroom, one laboratory, and one library.

3.4 Population and Sample

Population of this research was all of the first year students of SMA Negeri 15 Adidarma in academic years 2020/2021. There were two classes of the first year. They were divided into two programs; Science Program X MIPA and Social Program X IPS. Population and sample can not be separated in quantitative approach. They have very important role in every aspect of the research that used quantitative approach. According to Arikunto (2006), population is the entire sample who are going to be observed in a research.

In this study, the process of determining population and sample was conducted. According to Arikunto (2011:62), sample is partial or representative of a particular population that is expected to be able to represent the characteristics of any individual in a population. It means that sample is the part of population. In this case, the researcher used random sampling as the sampling procedure. Random sampling was a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly was meant to be an unbiased representation of the total population. In other words, random sampling is one of the simplest forms of collecting

data from the total population. In this study, the total population was all the class of the first grade student in SMA Negeri 15 Adidarma Banda Aceh. They were divided into two programs; Science Program X MIPA and Social Program X IPS.

Under random sampling, each member of the subset carried an equal opportunity of being chosen as a part of the sampling process. The sample was determined by writing out the name of the classess of the first grade students in piece of paper which was folded and put in a basket. After thorough reshuffling, the researcher select a piece of paper in the basket, then the required sample is obtained. After doing the random sampling, the students of class X MIPA consisting of 13 students were chosen as the sample of this research.

3.5 Research Instrument

The research instruments are devices which are used by the writer to collect the required data. According to Arikunto (2006: 160), an instrument is a tool or facility used in collecting data in order to make the work easier and the better result. In other words, the result is complete and systemic, so it is easy to be processed. In collecting the data, the instruments used in this research was test.

3.5.1 Test

According to Arikunto (2006:150), test is a series of questions or exercises, other tools are used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. Test is the component to collect data in this research. In the pre-test, the researcher asked the students to write a paragraph of recount text at least 150 words with the topic of "Last Experience in Junior High

School". The researcher did not implented the self reflection technique in the pre-test to know the stduents' ability in writing recoun text before implementing the technique.

In the treatment stage, the researcher gave them a test by writing a paragraph using self reflection technique about "What You Have Done Last Meeting". The researcher gave questions guidence to the students such as "what did you do?, how was your feeling?, what was good and bad about the experience?, if you were still in junior high school, what else could you have done?, and if you were faced the same situation again, what would you do differently?." Next, in the post-test, the researcher asked the students to write a paragraph at least 150 words with the topic of "First Day of Being Senior High School Students".

3.6 Data Collection

Data was needed in order to answer research questions. In this research, the data was collected by using several technique of collecting data. There were two kinds of test in conducting the research. First was pre test, it was given before experimental teaching is conducted. It aimed to know the students' ability in writing before the use of self-reflection technique applied in experimental class. Second was post test, it was given after the treatment was done. It was given in order to know the students' improvement in writing after teaching by using the self-reflection technique. Experimental teaching was done for four meetings. In experimental class, the researcher taught the students by using self-reflection technique. The illustration of the meetings was described as follows:

3.6.1 Pre test

At the first meeting, the researcher gave pre test for the experimental class. Before giving the test, the researcher asked to the students about recount text that they had learned before. After that, the researcher gave the pre test to the students. On pre test, the researcher asked the students in experimental class to write a paragraph at least 150 words with the topic of "Last Experience in Junior High School". The time allocation for the test was 90 minutes; 10 minutes for greeting and checking attendant list, 10 minutes for givin the instruction of doing the test, and 70 minutes for testing. Finally, the researcher collect the students' worksheet.

3.6.2 Treatment

a) First Meeting

In this meeting, the researcher asked the students' problem during the pre test. Then, she explained to the students about the defenition of recount text and the rhetorical steps in the text, which consist of social function, generic structure, and language features. After that, the researcher gave questions guidance to the students in order to explain to the students on how to write a text into a good recount text. Then, she asked the students to develop their idea by using questions guidance that was prepared by the researcher.

b) Second Meeting

At the second meeting, the researcher reviewed about the meaning of recount text and the students' idea in their paragraph. Then, she gave the students another theme. The researcher trained the students to develop their idea by using self-reflection technique. Finally, she collected the students' exercise and correct together. She asked

one of the students to write on the blackboard, and discuss the mistakes which were written by the students in writing the paragraphs based on the theme.

    c) Third Meeting

Here, the researcher gave the students another theme. The researcher trained the students to develop their idea by using self-reflection technique just like at the third meeting. Finally, she collected the students' exercise and correct together. She asked one of the students to write on the blackboard, and discuss the mistakes which were written by the students in writing the paragraphs based on the theme.

3.6.3 Post Test

The post test was given for the class, the researcher administered the post test to find out whether there was the use of self-reflection technique on students' achievement in writing English. In this last meeting, she gave the test to the students. The researcher gave the same test as pre test to know the different achievement of the students in pre test and post test. The test was in form of written test. The students are asked to write a paragraph at least 150 words with the topic of "First Day of Being Senior High School Students".

3.7 Data Analysis

The data were analyzed by using some criteria in assessing writing and some statistical formula. In analyzing the data, t-test is used to find out the effectiveness of English self-reflection technique in teaching writing of recount text. There are several steps to prove the hypothesis, as the following formula:

The result of the test classified into five categories based on criterion evaluation that suggested by Brown (2011:173) as follows: excellent, very good, good, enough, and bad.

Table 3.1. The classifications of test score:

Score	Value	Category
90-100	A	Excellent
80-89	B	Very good
65-79	C	Good
55-64	D	Enough
0-54	E	Bad

After all components were assessed and calculated, the researcher classified the students' reading ability based on the score that students obtained through the result of pre-test and post-test. After the students' reading was assessed by using some criteria, the researcher uses some statistical procedures to calculate data as explained in this bellow:

3.7.1 Putting the pre- test and post-test score

The first step was the researcher put the scores of the pre-test and post-test gained from the students' worksheet. It aimed to ease the researcher processing the data.

3.7.2 Calculating the mean of the data

The second step was the researcher calculated the mean from all scores both pre-test and post-test. The mean refers to the average of the score. It is the most common statistic that aims to measure the center of a numerical data which sum of all the data divided by the number of samples. By calculating the mean of the score, then the researcher knew the average of the data and could compare with the minimum score of

the writing examination whether the students' average scores pass the minimum criteria of writing or not.

The formula is as follow: $= \frac{\Sigma x}{n}$

Where:

Xi   : the sum of all data

n   : the number of samples

3.7.3 T-score

Next, the researcher analyzed the data through t-test to find out whether the difference of the scores between pre-test and post-test was significant or not. The formula is: $t = \dfrac{m}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}}$

Where: T   : Significance test

MD   : The main of gain

x^2d   : Sum of quadrate of deviation

N   : The Number of Students

3.7.4 Calculated the number of degree of freedom

After calculating all of the scores, the researcher calculated the number of degree of freedom by adding the number of the students, then substract of one. The formula is : df = N-1

Where:

df : degree of freedom

N : the number of students

Standar of significance : 0, 05

3.7.5 Concluded the result

    After doing those steps, the researcher concluded the result of the research by test the hypothesis.

Table 3.1 Rubric of scoring writing test suggested by (Brown, 2004)

Aspect	Score	Criteria
Content	20-18 (Excellent)	The students' written is relevant to the topic and easy to understand
	17-15 (Good)	The students' written rather relevant to the topic and easy to understand
	14-12 (Fair)	The students' written relevant to the topic but is not quite easy to understand
	11-6 (Poor)	The students' written quite relevant to the topic but is not quite easy to understand
Complete sentences	20-18 (Excellent)	The students are able to complete all of the sentences with the correct vocabulary words
	17-15 (Good)	The students are able to complete most of the sentences with the correct vocabulary words
	14-12 (Fair)	The students are able to complete some of the sentences with the correct vocabulary words
	11-6 (Poor)	The students are able to complete some of the sentences with the correct vocabulary

		words
Organization	20-18 (Excellent)	Most of the sentences are related to the main idea
	17-15 (Good)	Some sentences are related to the main idea
	14-12 (Fair)	Few sentences related to the main idea
	11-6 (Poor)	The sentences are unrelated to each other
Vocabulary	20-18 (Excellent)	Precise vocabulary usage, use of parallel structure, concise, register good
	17-15 (Good)	Attempts variety, good vocabulary, not wordy, style fairly concise
	14-12 (Fair)	Some vocabulary misused, lacks awareness of register, may be too wordy
	11-6 (Poor)	Poor expression of ideas, problems in vocabulary, lacks variety of sentences
Mechanics	20-18 (Excellent)	All needed capitals, paragraph indented, punctuation and spelling very neat
	17-15 (Good)	Some problems with punctuation, occasionally spelling errors
	14-12 (Fair)	Spelling problems distract the reader, punctuation errors interfere with ideas
	11-6 (Poor)	Part of essay not legible, errors in sentence punctuation

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presented the description of data, the data of the research, standard deviation, the hypothesis testing, and the discussion based on the results of the research.

4.1 The Result of Research

In this section, the researcher presented the students' ability in pre-test and post-test by using comic media in the process of writing. As mentioned before, the researcher used test as the instrument in collecting data. It was given to students of class X MIPA at SMA Negeri 15 Adidarma as a single group. The researcher presented and analyzed the data through two kinds of test, they are pre-test and post-test. Those tests were conducted to the single group; of class X MIPA that consisted of 13 students. However, only 10 students participated in the test. It is because when the test is held, the students undergoing other activities as committee in the event. The pre-test was given before using self-reflection technique and post-test was given after using the self-reflection technique in teaching writing especially recount text.

4.2 The Result of Writing Test by Using Self-Reflection Technique

4.2.1 The Results of Pre-Test

The research was done in one meeting for pre-test in orther to compare the score between the result from writing procedural text test before using self-reflection technique and the result after using self-reflection technique. The research tabulation of the data as follow:

Table 4.2.1.1 Students' Pre-test Score

No	Students Initial	Content	Complete sentence	Organization	Vocabulary	Mechanic	Total score
1	CPM	15	15	15	13	12	70
2	AM	7	7	7	7	7	35
3	NTV	12	12	10	10	7	50
4	NL	6	6	6	6	6	30
5	MH	6	6	6	6	6	30
6	IS	15	15	15	13	12	70
7	MHI	7	6	6	6	7	32
8	FZ	7	6	7	6	6	32
9	MIK	10	14	12	12	7	55
10	IJ	9	10	10	8	8	45

After putting the score of pre-test, then the researcher calculated the mean of the data to determine of average of the score. The rescarcher used the following formula to get the mean of score: $= \frac{\sum x}{n}$

Where:

Xi : the sum of all data

n : the number of samples

The last step was substituting the score as follow:

70 35 50 30 30 70 32 32 55 45

$$X = \frac{\sum X}{n}$$

$$X = \frac{7 + 3 + 5 + 3 + 3 + 7 + 3 + 3 + 5 + 4}{1}$$

$$X = \frac{4}{1}$$

$x = 44.9$

This score means that the average score for this test is not good enough to make the students of a whole class passed the examination of writing because the minimun score of writing examination was 75. But, the students got the average score only 44.9 means the students still have not good capability in writing especially in recount text text.

4.2.2 The Results of Post-test

After analizing the pre-test score, the researcher continued to analized the result of post-test in experimental class. For more explanation, it can be seen on the following table:

Table 4.2.2.1 Students' Post-Test score

No	Students Initial	Content	Complete sentence	Organization	Vocabulary	Mechanic	Total score
1	CPM	18	17	20	18	17	90
2	AM	14	12	15	10	14	60
3	NTV	20	16	18	15	15	75
4	NL	14	12	10	10	14	60
5	MH	12	12	12	10	14	60
6	IS	18	18	17	15	17	85
7	MHI	12	12	12	10	14	60
8	FZ	14	12	10	10	14	60
9	MIK	15	14	15	14	12	70
10	IJ	15	15	16	12	12	75

After putting the score of post-test, then the researcher calculated the mean of the data to determine of average of the score. The rescarcher used the following formula to get the mean of score: $= \frac{\Sigma x}{n}$

Where:

Xi   : the sum of all data

n   : the number of samples

The last step was substituting the score as follow:

60   60   60   60   60   70   75   75   85   90

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{6 + 6 + 6 + 6 + 6 + 7 + 7 + 7 + 8 + 9}{1}$$

$$X = \frac{6}{1}$$

X= 69.5

This score shows that the average score for this test is not good enough to make the students of a whole class passed the examination of writing because the minimun score of writing examination was 75. But, the students got the average score only 69.5 means the students still have not good capability in writing especially in recount text.

4.2.3 The Analysis of Hypothesis

In examining the hypothesis Sudjono (2008:34) explain that "t" test (t_0) used to determine the significant examining of the students score. It was designed to meassure and examine the significant between two means of pre-test and post-test. Then the result of calculation of the t-test value will be consulted to t-valuable. If the obtained value is higher than t-table of 5% alpha level, it means that there is significant difference achievement between two test.

4.2.3.1 Alternative hypothesis (Ha) and Null hypothesis (Ho)

The Alternative hypothesis (Ha) and Null hypothesis (Ho) was determined as follow:

Ha: There is a significant difference between students who are taught by using self-reflection technique than the students who are not taught by using self-reflection technique.

Ho: There is no significant difference between students who are taught by using self-reflection technique than the students who are not taught by using self-reflection technique.

The test-formula: $t = \dfrac{m}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$

T : Significance test

MD : The main of gain

$x^2 d$: Sum of quadrate of deviation

N   : The Number of Students

Table 4.3.1 Analysis Pre-test and Post-test

No	Students' Name	Pre-test	Post-test	Gain(d)	Xd=(d-Md)	X²d
1.	CPM	70	90	20	-4.6	21.16
2.	AM	35	60	25	0.4	0.16
3.	NTV	50	75	25	0.4	0.16
4.	NL	30	60	30	5.4	29.16
5.	MH	30	60	30	5.4	29.16
6.	IS	70	85	15	-9.6	92.16
7.	MHI	32	60	28	3.4	11.56
8.	FZ	32	60	28	3.4	11.56
9.	MIK	55	70	15	-9.6	92.16
10.	IJ	45	75	30	5.4	29.16
		449	**695**	**246**		
	Md (d/N)			**24.6**	**x²d**	**316.4**

$$m = \frac{\Sigma d}{N} = \frac{2}{1} = 24.6 = 25$$

$$t = \frac{m}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}}$$

$$t = \frac{2\ .6}{\sqrt{\frac{3\ .4}{1\ (1\ -1)}}}$$

$$t = \frac{2\ .6}{\sqrt{\frac{3\ .4}{1\ (9)}}}$$

$$t = \frac{2\ .6}{\sqrt{\frac{3\ .4}{9}}}$$

$$t = \frac{2\ .6}{\sqrt{3.5}}$$

$$t = \frac{2\ .6}{1.8}$$

$$t = 13.15$$

Based on the data analysis above, the researcher decided to accept the hypothesis. The statement was proved by using criteria below:

DF   = N-1

       = 10-1

       = 9

Ho accepted and Ha rejected if t-score < t-table

Ho Rejected and Ha Accepted if t-score > t-table

The result showed that t-score (13.15) is higher than critical at level significant 0.05 (1.83311) for one test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there is a significant difference between two tests.

4.5 Discussion

Based on the data analysis, the researcher found that the scores of post-test are more highly increased than the score of pre-test. After using the self-reflection technique in experimental class, the researcher found the different score of pre-test and post-test. The mean score of post-test was 69.5 and pre-test got 44.9. This result shows that there is significant difference score of writing recount text before the students taught by using self-reflection technique and after the students taught without using self-reflection technique. The result showed that t-score (13.15) is higher than critical at level significant 0.05 (1.83311) for one test. It means that there was significant different between two tests. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

However, even if there is a difference between pre-test and post-test, unfortunately it was less significant to make the students passed the examination of writing because the minimun score of writing examination was 75. But, the students got the average score only 69.5. It means that the students still have not good capability in writing especially in recount text.

Therefore, the researcher concluded that there were some factors that made the students do not have a good ability in writing recount text by using self-reflection technique. Firstly, the students are lack of critical thinking knowledge. Meanwhile critical thinking knowledge is very crucial for every individual especially the students in writing since by having critical thinking knowledge, the students will have high analytical ability and enhance creativity in writing recount text. Furthermore, the subject matter is too high, so it was hard for the students to understand the subject matter that taught by the teacher.

In addition, the students still lack of knowledge in the basic English material, such as grammar, vocabullary, tenses, and so on. Therefore, it was hard for them to write recount text even if the researcher used the reflection learning method. The researcher need to tell them about the verb, grammar, vocabulary, tenses before writing the recount text. Therefore, it took longer time to understand about the learning material especially recoun text since the researcher need to taught them about the basic English material before implementing the technique.

Moreover, time duration in implementing the merhod was too short. There were only three meetings of the treatment. While the treatment was going on, the students

behaviour was beyond the expectation. The researcher tought that the students would take their attention and focus on learning how to write the recount text by using the self reflection technique. However, there were some students who make a noise when teaching and learning process. Therefore, it disturbed other students' to focus on learning the material. As a result, most of the students did not understand the learning material easily.

The researcher realized that there are still weaknesses in using self-reflection technique to teach writing especially recount text. However, the result of this research may give us enlightenment toward the importance to vary out technique in teaching writing recount text in senior high school in order to make the teaching and learning process could run well and obtain the learning objectives as expected.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter discuses the conclusion and suggestion as an inference of the result from the research results and discussion presented in the previous chapter.

5.1 Conclusion

After completing this research, the researcher draws some conclusions and suggestions in terms of the use self-reflection technique toward students' writing ability in recount text. As presented in first chapter, the purpose of this study is to examine the use of self-reflection technique towards students' writing ability in recount text.

Based on the research results and discussions, the researcher concludes that the use of self-reflection technique is not effective yet to be implemented in learning recount text. This is proven by the students' learning outcomes between pre-test and post-test. The mean score of post-test is higher than of the pre-test. This indicates that there is a \difference in score between two means. However, it was less significant to make the students pass the examination of writing because the minimun score of writing examination was 75. But, the students got the average score only 69.5. It means that the students still have not good capability in writing especially in recount text. It can be concluded that the use of self-reflection technique is less significant to be used in the teaching and learning writing especially recount text.

There were some factors that made the students have no good ability in writing recount text by use self-reflection technique. They are; the students are lack of critical thinking knowledge. Meanwhile critical thinking knowledge is very crucial for every

individual especially the students in writing since by having critical thinking knowledge, the students will have high analytical ability and enhance creativity in writing recount text. Furthermore, the subject matter is too high, so it was hard for the students to understand the subject matter that taught by the teacher. In addition, the students still lack of knowledge in the basic English material, such as grammar, vocabullary, tenses, and so on. Therefore, it was hard for them to write recount text even if the researcher use of self-reflection technique.

Moreover, time duration in implementing the merhod was too short. There were only three meetings of the treatment. While the treatment was going on, the students behaviour was beyond the expectation. The researcher tought that the students would take their attention and focus on learning how to write the recount text by using the self reflection technique. However, there were some students who make a noise when teaching and learning process. Therefore, it disturbed other students' to focus on learning the material. As a result, most of the students did not understand the learning material easily.

5.2 Suggestions

Based on the results of the research, there are some suggestions addressed for the teachers and other researchers as follows:

a. For teachers

Considering the use of self-reflection technique on studenst' achievement in learning writing especially recount text is not effective yet, therefore, this method is not recommended to be used by the teacher in teaching and learning writing especially recount text. However, the teachers must make teaching and learning process become more interesting since it is one of the teachers' duty in teaching their students, so that the students will not get bored easily.

b. For other researchers

For other researchers, as this research is not perfect yet, it is suggested to the other researcher to make sure that in implementing the self-reflection technique, they need to understand that the students are lack of vocabulary, critical thinking knowledge, and so on. Therefore, it is suggested to give the subject matter that is easy to understand by the students. So, the implementation of self-reflection technique will obtain significant result. Moreover, it is suggested to the other researcher to conduct further research on similar area in writing recount text by using this research as a reference to conduct a further research related to the use of self-reflection technique in teaching writing, in a wide range of areas and participants.

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