

## IMPLEMENTING SELF-REFLECTION WRITING IN EFL WRITING CLASS: A CLASSROOM ACTION RESEARCH IN MADRASAH ALIYAH

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Keywords	Abstract
<i>Keywords: Madrasah Aliyah; Recount Text, Self-Reflection Writing, Senior High School</i>	<p>Writing is known as the most difficult skill for second language and foreign language learners. One of the strategies much used by teachers, instructors, and practitioners to help the students to overcome the issue is self-reflection writing. This study aimed to find out how the implementation of self-reflection writing could improve students' ability in writing recount text. This research was conducted in a Madrasah Aliyah Swasta Medan. The researchers used classroom action research as the research design, which was conducted in two cycles. In each cycle, the researchers collected both qualitative and quantitative data. Qualitative data were collected through observation sheets, interviews, diary notes and documentation, while quantitative data were obtained from pre-test, post-test I and post-test II. The results of qualitative data showed that: 1) the students felt enthusiastic at the implementation of self-reflection writing; 2) the students became more active in learning to write recount text by using self-reflection writing strategy. Moreover, the results of quantitative data showed that the students reached the minimum score criteria (KKM) in the first cycle with the percentage of 41.1%. In the second cycle, the students gained higher scores with the percentage of 88.2%. Based on the results, it can be concluded that the implementation of self-reflection writing can improve the students' ability to write recount text.</p>

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## INTRODUCTION

The most of Indonesian students assumed that writing is difficult skill to do because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language. Therefore, the demands of writing in various genres also got into trouble for students. One of them was the problem in writing the recount text.

Writing is one of the language skills, considered as an essential significance in second language (L2) learning because it serves as a tool both for communication and for means of learning, thinking, and organizing knowledge or ideas (Fithriani, 2018). The purpose of writing is to make the writers productive and expressive in written form, because it supports students' performances and many complex activities, which can increase their creativity. Furthermore, through writing activities, students can also convey knowledge and information that they know to the public (Ariyanti, 2016). Therefore, writing is important to learn for all L2 students who learn languages including English.

In Indonesia, English serving as a foreign language is taught at formal educational institutions. English writing skill is offered in Junior High School, Senior High School and at university level (Suwardi, 2010). Particularly in Senior High School level, the objective of learning English writing is regulated in Curriculum 2013 in which the students are expected to be active and competent to express/transfer their feelings, ideas, knowledge, and creation in written form. In addition, at the tenth grade of Senior High School, students are expected to write many kinds of texts in different genres, such as narrative text, recount text, descriptive text, procedure text, and expository text (Hasan, 2013). One of the crucial genres that is needed to be learned by the students is recount text.

Recount text is a text that tells some events that happened in the past. Recount text explains about what happened, who was involved, where the scene happened, when, and why it happened. The purpose of the recount text is to entertain or inform the reader or listener about past events. Furthermore, based on the syllabus and curriculum writing for Senior High School, students are expected to be able to write text, be able to understand the text and be able to express something through writing.

However, most of Indonesian students assumed that writing is difficult skill to do because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language. Therefore, the demands of writing in various genres also got into trouble for students. One of them was the problem in writing the recount text.

Therefore, providing the right strategy in teaching writing can be a solution (Klimova, 2014). Self-reflection is one of strategy that can be implemented. Self-reflection writing is writing based on students' own stories. It happens where the students made a recount text based on their own stories that have happened in the past. Besides, the procedure of self-reflection writing; the students can write events that occurred in the past, the students write according to the generic structure of recount text, the students write at least three paragraphs and the students make reflection sentences at the end of the paragraph.

Furthermore, based on previous studies, self-reflection is considered effective to improve students writing recount text. Hasnan's research, proving that there is a significant of using self-reflection writing on students' writing of recount text. The result was presented from the mean of pre-test was 48.2, post-test in the first cycle was 68.1 and post-test in the second cycle was 82.2 and students enjoy with this strategy (Yasin, 2018).

Based on the previous study above, the researcher believed this strategy could solve problems, which have found in the field. Based on Thus, the researcher is aim to improve students' ability to write recount text.

## **LITERATURE REVIEW**

### ***Writing***

According to Cahyono & Bambang (2009), writing is one of the four skills in teaching. Writing is thinking on paper or express to someone on paper, it's the way someone expresses thoughts, feelings, ideas, and intentions to people through writing. Writing possible active process the process of translating ideas into written symbols; it combines thoughts, feelings, and speaking silently to the reader and to oneself. Writing is the act of making up correct sentences and conveying them through the visual medium as mark on paper.

### ***Writing Process***

#### **1. Planning**

Writing well starts with choosing to write (Alan, 2011). Before we start to write, writers must know what they are going to write. That is planning, there are three main problems that the author must know, namely:

- a) The purpose of their writing is not only the type of text they want to produce, but the language used and the information they get;

- b) Writers must think about their intended readers, because the purpose of writing is not only in the form of writing but how it is arranged, the form of paragraphs, the language used is formal or informal;
- c) Pay attention to the structure of the content of the work in writing—that is, the best way to organize the facts, ideas, or arguments they have come up with for inclusion.

## 2. Drafting

The first step of a piece of writing is called a draft. Next is the editing process, and the last is the final.

## 3. Editing (reflecting and revising)

Once writers have produced a draft, then they usually read what they wrote and then require which words to use and not. Reflection and revision are usually assisted by editors who will provide comments and suggestions.

## 4. Final version

After the authors edit the draft and then make changes that they think need to be changed, then they will then produce the final version.

### ***Recount Text***

Recount text is kind of which retells the action happened in the past (Dalimunte, 2019). Its purpose is either to tell or to entertain the audience. There is no complication between the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events (Priyana, 2008).

Hyland stated that recount is a kind of genre that has social function to retell event for the purpose of advising 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).

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### ***Self-Reflection***

According to Bolton (2010), self-reflection is not a technique or curriculum element but a state or event that has been passed. Reflection is defined by the Oxford English Dictionary as “The act or process of thinking carefully and deeply about a particular subject, involving events from one's past experiences. Self-reflection is revealing event or events that have occurred in the past.

To sum up, self-reflection is not a technique in writing but students can write events that are in the mind, events that have been passed based on their own stories.

### ***Procedure of Reflection***

This focuses on students' self-reflection. As stated by Roux et al (2012), that self-reflection in teaching learning can be literate into a piece of writing. We hope that the reflection process will be more helpful in communicating student experiences and understandings. This is because reflections are expressed more accurately and the teacher can evaluate students' reflex.

Although reflective writing has no fixed format, it tends to follow the structure of any other essay. There have to be preliminary paragraph to tell the topic writing. Then there are 3-4 paragraph expressing self-opinion. Finally yet importantly, 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.

Due to the use of reflective writing, systematically analyzing what happens in learning, what material occurs, what problems they express. At the end of the class they narrated the phenomenon narrative and asked certain questions to inspire them about what to tell and then formed reflective writing at the end of the course. Written reflections are grouped into the reflection groups and given comments to fill in the students' voices.

## **METHOD**

This study was conducted by using classroom action research (CAR) method. CAR emphasizes the involvement of teachers in problems in their own classrooms and has as its

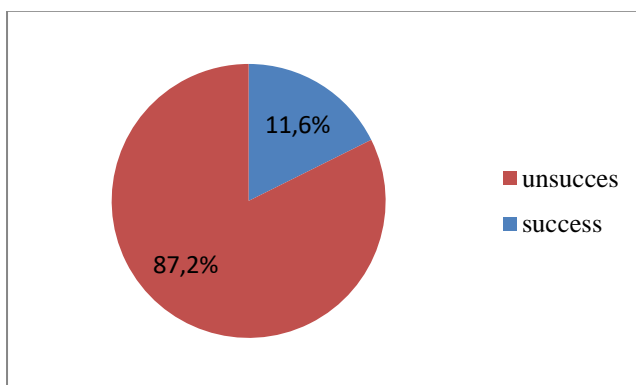
primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education.

The purpose of CAR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice (Burn, 2010). Therefore, it can be defined that classroom action research is the research focuses on improving the learning process and the functions as a tool to solve problems that are always present in the classroom during the learning process. The researcher was used this method because the researcher believed that CAR was an appropriate design to achieve the objectives of this study, which was to improve students' writing skill in recount text.

The model design of this study which used by the researcher was Kemmis & Mc.Taggart model. The reason why the researcher used this model, because it required several steps which related to be implemented in the classroom action research itself. It is said that action research is one of the spiral cycles which consisted of planning, actions, observation and reflection, and which was to be followed by the next cycle (Sukardi, 2013). Planning is the compiler of the plan includes actions that the researcher, actions is what the researcher do, observe is the activity of observing the results or impacts of the actions carried out and reflection is considering the results or impacts of the actions.

## FINDING AND DISCUSSION

### *Pre-Test*



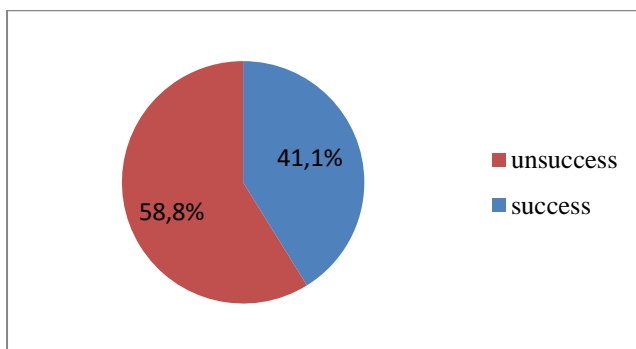
*Figure 1. Percentage of Students' Pre-Test*

From the data above, it can be concluded that the students' writing skill performance in recount text is still low. The percentage of the students who get success score is 11,6% and the percentage of the students who get unsuccessful score is 87,2%. It can be concluded that the students' ability to write recount text in pre-test is unsuccessful.

As a conclusion of both data findings, the students' ability to write recount text was low because the value is below KKM. Furthermore, it was supported by the results of interview and observation that students find it difficult to express their ideas and only a few students were enthusiast in learning process. Thus, the researcher continued to do the cycle I in terms of implementing the self-reflection to improve students' ability in writing recount text.

In the learning process in the first cycle, the researcher faced several problems obtained from student test results and class observations, as follows: There were still many students who used the present tense, students did not know the generic structure of recount text and how many students were still not enthusiastic in the learning process.

### ***Post-Test-I***

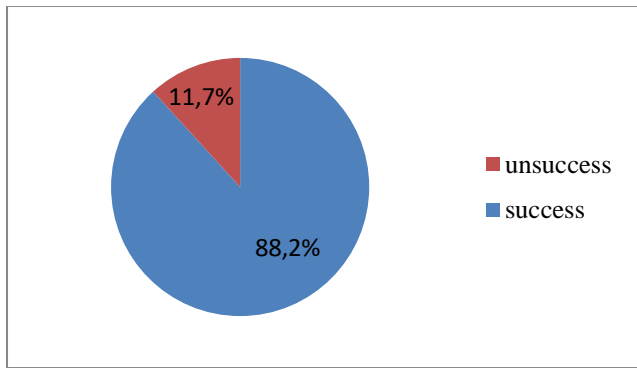


*Figure 2. Percentage of Students' Post-Test I*

Based on the data above, only 41,1% was success and 58,8% were unsuccess. There was a significant percentage increase in cycle I compared to pre-cycle. However, many students have not reached the KKM score yet. It can be concluded that the students' ability in writing recount text in cycle 1 was unsuccessful.

From the qualitative data above, it shows that the teachers and the students agreed that the implementation of self-reflection writing could help students improve their writing skill performance in writing recount text and made students enthusiast to learn writing recount text.

### ***Post-Test II***



*Figure 3. Percentage of Students' Post-Test II*

Based on the data above, The percentage of success increased to 88,2% and those who were unsuccess 11,7%. It can be concluded that the students' ability in writing recount text in cycle 2 was success.

The implementation of self-reflection writing could improve students' ability in writing recount text in cycle II was not completed without obstruction. Therefore, the researcher reflected on the implementation of the action. The researcher agreed that there was an improvement in students' ability to write recount text, which can be proven by the observation sheet and the students' score.

### ***The Comparison Result of the Cycle***

#### ***Comparison of Qualitative***

In this research, the researcher has done every cycle such as pre-cycle, post-cycle I and post-cycle II. Every cycle was followed by 17 students. The results of the data showed that there was an improvement of students' ability in writing recount text of each cycle. The followed data below was the detail information related to the implementation of self-reflection writing that could improve students' ability to write recount text:

#### ***Comparison Results of Each Cycle***



No.	Pre-Cycle	Cycle I	Cycle II
1	Students were not enthusiastic about learning to write recount text	There were still some students who were not enthusiastic about the learning process of writing recount text	All students were enthusiastic in the learning process of writing recount text
2	Students did not know the generic structure of recount text	There were still some students who did not understand the generic structure of recount text	Students understood the generic structure of recount text
3	Learning strategies that applied by the teacher did not get close to students' lives	All students liked the application of self-reflection writing strategy	All students liked the application of self-reflection writing strategy

### *Comparison of Quantitative*

While the comparison between every cycle related to the implementation of self-reflection writing to improve students' ability in writing recount text showed in the diagram below:

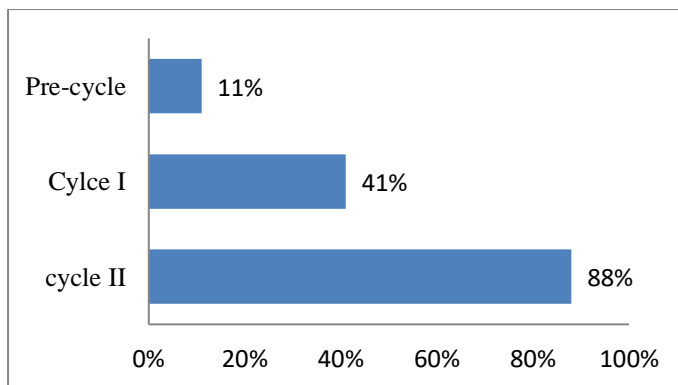


Figure 4. Comparison of the Percentage of the Result Students' Success Score

The data above showed that there was an improvement from the pre-cycle, cycle I and cycle II. The comparison between every cycle were; in the pre-cycle there were two of 17 students could reach the KKM score (11%). While in the cycle I there were seven of 17 students who got score up to KKM (41%) and the last in cycle II, there were 15 of 17 students who were success in the test (88%). Based on this data, the researcher decided to stop doing the research because of the aims of this study had been achieved.

## CONCLUSION

As conclusion, the implementation of self-reflection writing could improve students' ability in writing recount text because it has given the positive impact for the students. The implementation of self-reflection writing makes students interested because this strategy tells the students' own experiences that happened in the past which makes it easy for students to write recount text.

On the other hand, the students' score in every cycle has increased as well. This was proven by the result of test in every cycle. There was significant increase in students' mean score, which was 65 in the pre-cycle that has increased to 71 in the cycle I and it has increased to 81 in the cycle II.

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