The Effectiveness of Reflection Learning Method to Increase the First Grade Students' Writing Skill of SMA Negeri 2 Sungguminasa Gowa Regency

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ABSTRACT

This research consisted of two objectives research, first objective research that was to find out the students' increased of content of writing recount text by using reflection learning method at the first grade students of SMA Negeri 2 Sungguminasa Gowa Regency, and second objective research that was to find out the students' increased of organization of writing recount text by using reflection learning method at the first grade students of SMA Negeri 2 Sungguminasa Gowa Regency. There were of assessment focused on the skill of students to write a recount text from content which consisted of unity, and completeness; organization which consisted of coherence, and spatial order; and generic structures which consisted of orientation, events, and reorientation. This research applied Classroom Action Research (CAR) design which divided into two cycles (cycle I and cycle II) and consisted of four stages or phases (planning, implementation of action, observation, and reflection). The subject of this research that was students of class X which consisted of 33 students. The instrument of this research that was writing test which it used recount text. The test would be used in the last item of every cycle. Moreover, based on the students' score in cycle I and cycle II, it showed that the score of students is increased from the standard score 7.00 with the significant increased 47.27 %.

Key words: *Reflection Learning Method, Writing Skill, Recount Text.*

INTRODUCTION

Writing is form of communication through which people can express their idea, feeling and knowledge. Writing is considered the most difficult to be learned and mastered because it involves some language components such as spelling, language use, vocabulary, and punctuation (Zubizarreta, 2016:126).

Based on the problems in the preliminary observation on 25th October 2016 in the teaching and learning process at SMA Negeri 2 Sungguminasa Gowa South Sulawesi, the writer found that there was specific problem or difficulty in writing skill. It can be seen from the result of the students in preliminary observation activity that was 4.50, and it means that the score is still poor from the

target score that was 7.00. To decrease the problems in writing skill, the writer (teacher) needs to apply the interested method that was reflection learning method. Therefore, the writer is interested to create or perform a research that under title *"The Effectiveness of Reflection Learning Method to Increase the First Grade Students' Writing Skill of SMA Negeri 2 Sungguminasa Gowa Regency".*

REVIEW OF RELATED LITERATURE

Reflection Learning Method

Keogh and Walker (2016: 7-15) stated that reflection learning method is a type of learning and teaching method that can be a in individual and group work. Richards and Lockhart (2016: 100-115) concluded that reflection learning method combines the three stages in the service learning process such as: pre-service, during-service, and post-service. Smith (2017: 1 – 5) explained that reflection learning method has some advantages for students and teacher in the writing learning-teaching process namely: a). It helped the students to step back and put experiences and developments into perspective, b). It made the students recognize their capacity for and enjoyment of learning, c). The students can realize that reflection is only one part of a learning experience-forming ideas and testing these are part of the learning process, and d). It helped the students to identify support for and criticism of ideas (Ismail, 2017).

Writing Skill

Oshima (2016 : 2) explained that writing is progress activity which it helped the students to write something down that they have already been thinking about on the paper. Writing skill had five significant components, they are content, organization, vocabulary, language usage, and mechanics (McMahan and Elizabeth, 2016:20). Andrew (2017: 10-68) concluded that there are two functions those are writing skill can be built

up by giving confidence, a sense of purpose and emphasis on meaning rather than on formal accuracy, and also it can be built up by giving the students developing a firm and accurate grasp of a limited number of structures, and four steps in writing skill namely: prewriting, drafting, revising, and editing. Writing skill has two characteristics those are ideas and content, and organization (Cumming, 2016: 38).

Recount Text

Crishtopher (2017: 90) explained that recont text is a text which it retells events or experiences in the past time and it consist of scene setting (orientation), a starting point and a problem account (series of event), and a conclusion (re-orientation). The language is descriptive, and there may be dialogue (Foo, 2016:90). The main purpose or function of recount text is to retell past event or something which is happened in the past time (Djuharie, 2017:15). Recount text has some types, they are namely: personal recount, factual recount, imaginative recount, procedural recount, and biographical recount (Derewianka, 2015:35).

RESEARCH METHOD

Research Design

This research applied the Classroom Action Research (CAR). The writer divided into two cycles (cycle I and cycle II) and consisted of four stages or phases (planning, implementation of action, observation, and reflection).

Variables and Indicators

1. **Variables**

There were two variables in this research, namely: independent variable and dependent variable.

a) **Independent variable**

Reflection learning method as independent variable because it gave effect

on teaching and learning writing Recount text.

b) Dependent variable

The score of the first grade students of SMA Negeri 2 Sungguminasa Gowa regency in the content, organization and generic structures of writing recount text with used reflection learning method.

2. Indicators

There were some indicators in this research, namely:
a) The indicators of the content such as the unity and completeness.
b) The indicators of the organization such as coherence and spatial pattern.
c) The indicators of the generic structures such as orientation, events, and reorientation.

Subject of Research

The subject of this research that was the students in the first grade of SMA Negeri 2 Sungguminasa Gowa regency at the class X.

Research Instrument

This research used one kind of instrument namely writing test which was using recount text. The writing test would be used in the last item of every cycle to measure the students' skill in writing content and organization in recount text.

Data Collections

To collect the data would be done with the following procedures namely:
1. Data source: the data source in this research was the students' achievement in writing process before got the writing material through reflection learning method.
2. The students would be given a test. It was done after implementing the reflection learning method in the observation stage of classroom action research (CAR) which would be done in every cycle.
3. To measured 3 components in writing proficiency, the writer used the following rating scale:

a. Content

Scores	Classifications	Criteria	
6	Excellent	a.	The ideas are very clearly stated.
		b.	The ideas are very clearly supported.
		c.	The ideas are very relevant.
5	Very Good	a.	The ideas are clearly stated.
		b.	The ideas are clearly supported.
		c.	The ideas are relevant.
4	Good	a.	The ideas are clearly stated.
		b.	The ideas are clearly supported.
		c.	The ideas are adequate relevant.
3	Fair	a.	The ideas are rather clearly stated.
		b.	The ideas get enough supports.
		c.	The ideas are quite relevant.
2	Poor	a.	The ideas are not clearly stated.
		b.	The ideas get limit to support.
		c.	The ideas are not quite relevant.
1	Very Poor	a.	The ideas are not clearly stated.
		b.	The ideas are not clearly supported.

	c. The ideas are irrelevant.

(Virginia, 2016: 120)

b. Organization

Scores	Classifications	Criteria	
6	Excellent	a.	Clear and logical progression of ideas.
		b.	Strong beginning, middle, and end.
		c.	Strong use of transition.
5	Very Good	a.	Logical progression of ideas.
		b.	Clear beginning, middle, and end.
		c.	Sufficient use of transition.
4	Good	a.	Some evidence of a logical progression of ideas.
		b.	Clear beginning, middle, and end.
		c.	Some use of transition.
3	Fair	a.	Limited evidence of a progression of ideas.
		b.	Clear beginning, middle, and end.
		c.	Limited use of transition.
2	Poor	a.	Lacks evidence of a logical progression of ideas.
		b.	Lacks a beginning, middle, and/or end.
		c.	Lacks clear transition.
1	Very Poor	a.	Little progression of ideas, difficult to follow.
		b.	Little evidence of beginning, middle or end.
		c.	Little transition.

(Virginia, 2016: 121)

c. Generic Structures

Indicators	Criteria	Classifications	Score
	Very complete in introducing the personal participation, location time, organizations, grammar and mechanics, sentence structure.	Excellent	6
Orientation	Complete in introducing the personal participation, location and time, organizations, grammar and mechanics, sentence structure.	Very Good	5
	Enough to introduce the personal participation, location and time enough. Adequate in organizations, grammar and mechanics, sentence structure.	Good	4
	Incomplete to introduce the personal participation, location and time, organizations, grammar and mechanics, sentence structure	Fair	3
	Indigent in introducing the personal participation, place and time, organizations, grammar and mechanics, sentence structure.	Poor	2
	No answer in introducing.	Very Poor	1
Events	Very complete to introduce the series of events, organizations, grammar and mechanics, sentence structure.	Excellent	6

	Complete to introduce the series of events, organizations, grammar and mechanics, sentence structure.	Very Good	5
	Enough to introduce the series of events, organizations, grammar and mechanics, sentence structure.	Good	4
	Incomplete to introduce the series of events, organizations, grammar and mechanics, sentence structure.	Fair	3
	Indigent to introduce the series of events, organizations, grammar and mechanics, sentence structure.	Poor	2
	No answer in events	Very Poor	1
Re – orientation	Very complete explains the writer's opinion or comments about the story, organizations, grammar and mechanics, sentence structure.	Excellent	6
	Complete explains the writer's opinion or comments about the story, organizations, grammar and mechanics, sentence structure.	Very Good	5
	Enough to explain the writer's opinion or comment about the story, organizations, grammar and mechanics, and sentence structure.	Good	4
	Incomplete explains the writer's opinion or comment about the story, organizations, grammar and mechanics, sentence structure.	(Harmer, 2016: 316)	
	Indigent to explain the writer's opinion or comment to the story, organizations, grammar and mechanics, sentence structure.	Poor	2
	No answer in giving comments.	Very Poor	1

(V(Virginia, 2016: 122)

Data Analysis

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

a. To found the score of each student, the writer used the following formula:

$$\text{Students Score} = \frac{\text{The Number of student's corret answer}}{\text{the total score}} \times 10$$

(Gay, 2016: 298)

b. To calculated the mean score of the students' test result. The writer was using formula:

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

Where: X = Mean score $\qquad \sum X$ = the total score
N = the total number of students

(Gay, 2016: 300)

c. To knew the percentage of students' improvement by applying the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = Percentage   X2 = the second mean score
              X1 = The first mean score   (Gay, 2016: 300)

d. To calculated percentage students' achievement in the content, organization, and generic structures writer used the formula:

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

Where: P = Percentage   N= Total Number of Subject
              F = Frequency   (Gay, 2016: 301)

e. To analyzed the students' activeness in the material and activities in taught and learned processed by checklist. The students' activeness described followed:

No	The Students' Active Participation	Scores	Indicators
1.	Very Active	4	Students' respond the material very active.
2.	Active	3	Students' respond to the material actively.
3.	Fairly Active	2	Students' respond to the material just one or twice.
4.	Not Active	1	Students just sit down during the activity without doing something.

(Weigle, 2016: 116)

Percentage the students' participation through the followed formula:

$$P = \frac{Fq}{4 \times N} \times 100$$

Where:

P = Percentage.   N   = the Total of Students.
Fq = Sum of All the Students' Score   (Gay, 2016: 302)

d. From the basic standard above the writer formulates the standard score for the total value of the students' writing by calculating the standard score given, as follows:
    1. Scores 9.0-10 is classified as excellent.   2. Scores 8.0-8.9 is classified as very good.
    3. Scores 7.0- 7.9 is classified as good.   4. Scores 6.0-6.9 is classified as fairly.
    5. Scores 5.0-5.9 is classified as poor.   6. Score 0-4.9 is classified as very poor.

(Harmer, 2017: 116)

Research Findings and Discussions

Research Findings

The findings of the research deal with the answer of the problem statement and the score of the students in learning writing skill with covers terms "content, organization, and generic structures" through reflection learning method at the first grade students of SMA Negeri 2 Sungguminasa Gowa regency.

a. **The Increasing Score of Students' Recount Text through Reflection Learning Method from Its Contents with indicators "Unity and Completeness"**

The score of the students' writing skill in recount text for content with indicators "unity and completeness" indicate that there is increasing between score in cycle I and cycle II after use one method that is reflection learning method. The increasing score of students' recount text through reflection
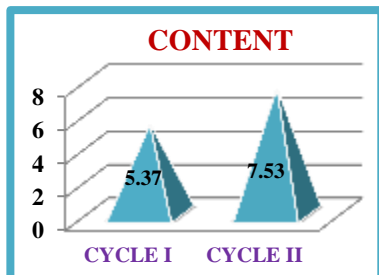
learning method from its contents shows in table 1.

Table 1: The Increasing Score of Students' Recount Text through Reflection Learning Method from Its Contents with indicators "Unity and Completeness"

NO	Indicators	The Student' Score		Increasing
		Cycle I	Cycle II	CI – CII (%)
1	Unity	5.21	7.13	36.85
2	Completeness	5.52	7.92	43.48
	$\sum X$	10.73	15.05	80.33
	$\overline{X}$	5.37	7.53	40.17

The data of table 1 indicates the students' mean score from content with indicators "unity and completeness" in cycle I are 5.37 and classifies as poor score. Through revision of the lesson plan to be implemented in learning process, the target has been achieved with the mean score over 7.0 that are 7.53 with some corrections of activities in the cycle II. The mean score in data of table 1 achieves by the students in cycle II has been indicated a significant increasing in term of recount text that it 40.17 % from cycle I to cycle II. The increasing of the students' recount text through reflection learning method in the contents presents at the figure 1.

Figure 1: The Increasing of Students' Recount Text through Reflection Learning Method from Its Contents

The data of the figure 1 indicates the students' recount text achievement is on the cycle I. The students' recount text achievement in cycle II is higher than cycle I that is 7.53 > 5.37. The cycle I means that the score increasing in cycle II, with the increasing from cycle I to cycle II is 40.79%.

b. **The Increasing Score of Students' Recount Text through Reflection Learning Method from Its Organizations with Indicators "Coherence and Spatial Order"**

The score of the students' writing skill in recount text for organization with indicators "coherence and spatial order" indicates that there is increasing between score in cycle I and cycle II after use one method that is reflection learning method. The increasing score of students' recount text through reflection learning method from its organizations shows in table 2.

Table 2: The Increasing Score of Students' Recount Text through Reflection Learning Method from Its Organizations with Indicators "Coherence and Spatial Order"

NO	Indicators	The Student' Score		Increasing
		Cycle I	Cycle II	CI – CII (%)
1	Coherence	5.57	8.13	45.96
2	Spatial Order	5.36	8.28	54.48
$\sum x$		10.93	16.41	100.44
$\overline{X}$		5.47	8.21	50.22

The data of table 2 indicates the students' mean score from organization with indicators "coherence and spatial order" in cycle I are 5.47 and classifying as poor score. Through revision of the lesson plan to be implemented in learning process, the target has been achieved with the mean score over 7.0 that are 8.21 with some corrections of activities in the cycle II. The mean score in data of table 1 achieves by the students in cycle II has been indicated a significant increasing in term of recount text that it 50.22 % from cycle I to cycle II. The increasing of the students' recount text through reflection learning method in the organizations presents at the figure 2.

Figure 2: The Increasing Score of Students' Recount Text through Reflection Learning Method from Its Organizations

The data of the figure 2 indicates the students' recount text achievement is on the cycle I. The students' recount text achievement in cycle II is higher than cycle I that is 8.21 > 5.47. The cycle I means that the score increasing in cycle II, with the increasing from cycle I to cycle II is 50.22%.
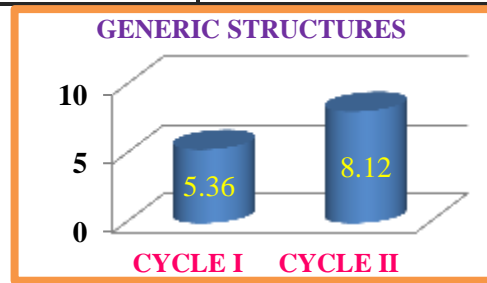
c. **The Increasing of Students' Recount Text through Reflection Learning Method from Its Generic Structures with Indicators "Orientation, events, and reorientation"**

The score of the students' writing skill in recount text for generic structures with indicators "orientation, events, and reorientation" indicates that there is increasing between score in cycle I and cycle II after use. The increasing score of students' recount text through reflection learning method from its generic structures shows in table 3.

Table 3: The Increasing of Students' Recount Text through Reflection Learning Method from Its Generic Structures with Indicators "Orientation, Events, and Reorientation"

NO	Indicators	The Student' Score		Increasing
		Cycle I	Cycle II	CI – CII (%)
1	Orientation	5.15	8.27	60.58
2	Events	5.57	7.72	38.60
3	Re – orientation	5.36	8.38	56.34
	$\sum X$	16.08	24.37	155.52
	$\overline{X}$	5.36	8.12	51.84

The data of table 3 indicates the students' mean score from generic structures with indicators "orientation, events, and reorientation" in cycle I are 5.36 and classifying as poor score. Through revision of the lesson plan to be implemented in learning process, the target has been achieved with the mean score over 7.0 that is 8.12 with some corrections of activities in the cycle II. The mean score in data of table 1 achieves by the students in cycle II had been indicated a significant increasing in term of recount text that is 51.84 % from cycle I to cycle II. The increasing of the students' recount text through reflection learning method in the generic structures presents at the figure 3.

Figure 3: The Increasing of Students' Recount Text through Reflection Learning Method from Its Generic Structures

GENERIC STRUCTURES

The data of the figure 3 indicates the students' recount text achievement is on the cycle I. The students' recount text achievement in cycle II is higher than cycle I that is 8.12 > 5.36. The cycle I means that the score increasing in cycle II, with the increasing from cycle I to cycle II is 51.84%.

d. **The Increasing of Students' Writing Skill through Reflection Learning Method**

The increasing of the students' writing skill in term of contents, organizations, and generic structures through reflection learning method is very good. It is indicated by the mean score of cycle I and cycle II tests which are shown clearly in the table 4.

Table 4: The Increasing of Students' Writing Skill through Reflection Learning Method

NO	Indicators	The Student' Score		Increasing
		Cycle I	Cycle II	CI – CII (%)
1	Content	5.37	7.53	40.22
2	Organization	5.47	8.21	50.09
3	Generic Structures	5.36	8.38	51.49
	$\sum X$	16.2	23.86	141.8

$\overline{X}$	5.40	7.95	47.27

The data of table 4 indicates the students' mean score from contents, organizations, and generic structures in cycle I is 5.40 and classifying as poor score. Through revision of the lesson plan to be implemented in learning process, the target has been achieved with the mean score over 7.0 that are 7.95 with some corrections of activities in the cycle II. The mean score in data of table 1 achieves by the students in cycle II has been indicated a significant increasing in term of recount text that it 47.27 % from cycle I to cycle II. The increasing of the students' recount text through reflection learning method in the generic structures presents at the figure 4.

Figure 4: The Increasing of Students' Writing Skill through Reflection Learning Method from Contents, Organizations, and Generic Structures

THE STUDENTS' WRITING SKILL
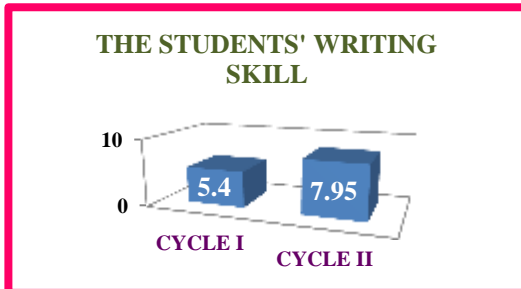
The data of the figure 5 indicates that the students writing skill which are covering content, organization, and generic structures in cycle I is still low 5.40 since there are some students that the content of their writing still lack in setting idea as well as controlling idea, still difficult in determining appropriates tense and the uses of mechanics are due to capitalization, punctuation and spelling not appropriate. Through revision of the lesson plan to be implemented in learning process, the score target has been achieved in cycle I over 7.0 that is 7.95 with some corrections of activities in the cycle II.

Discussions

The discussion covered the interpretation of findings which were derived from the evaluation result about the frequency and rate percentage of the students' cycle I and cycle II tests in writing skill.

a. **The Frequency and Rate Percentage of the Students' Scores at Cycle I and Cycle II in Term of Content Covered Unity and Completeness**

1. **Unity**

The used of reflection learning method increased the students' writing skill in term of unity could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 5.

Table 5: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Content Covered Unity and Completeness

No	Classification	Range of Score	The Application of RLM			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	2	6.06
2	Very Good	8.0 – 8.9	0	0	10	30.30
3	Good	7.0 – 7.9	0	0	0	0

4	Fair	6.0 – 6.9	10	30.30	16	48.48
5	Poor	5.0 – 5.9	17	51.52	5	15.2
6.	Very Poor	0 – 4.9	6	18.18	0	0

The data of table 5 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 6 or 18.18 % students who got very poor score, 17 or 51.52% students who got poor score, and 10 or 30.30 % students who got fair score. In cycle II, there are 5 or 15.2 % students who got poor score, 16 or 48.48 % students who got fair score, 10 or 30.30 % students who got very good score, and 2 or 6.06 % students who got excellent score. Since the data of the table 5 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' content in term of unity after has been conducted in action of the cycle I and after making some revisions in cycle II.

2. **Completeness**

The used of reflection learning method increased the students' writing skill in term of completeness could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 6.

Table 6: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Content Covered Completeness

No	Classification	Range of Score	The Application of RLM			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	4	12.12
2	Very Good	8.0 – 8.9	0	0	17	51.51
3	Good	7.0 – 7.9	0	0	0	0
4	Fair	6.0 – 6.9	15	45.45	12	36.36
5	Poor	5.0 – 5.9	13	39.39	0	0
6.	Very Poor	0 – 4.9	5	15.15	0	0

The data of table 6 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 5 or 15.15 % students who got very poor score, 13 or 39.39% students who got poor score, and 15 or 45.45 % students who got fair score. In cycle II, there are 12 or 36.36 % students who got fair score, 17 or 51.51 % students who got very good

score, and 4 or 12.12 % students who got excellent score. Since the data of the table 6 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' content in term of completeness after has been conducted in action of the cycle I and after making some revisions in cycle II.

b. **The Frequency and Rate Percentage of the Students' Scores at Cycle I and**

Cycle II in Term of Organization Covered Coherence and Spatial Order

1. **Coherence**

The used of reflection learning method increased the students' writing skill in term of coherence could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 7.

Table 7: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Organization Covered Coherence

No	Classification	Range of Score	The Application of RLM			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	7	21.21
2	Very Good	8.0 – 8.9	0	0	15	45.45
3	Good	7.0 – 7.9	0	0	0	0
4	Fair	6.0 – 6.9	15	45.45	11	33.33
5	Poor	5.0 – 5.9	14	42.42	0	0
6.	Very Poor	0 – 4.9	4	12.12	0	0

The data of table 7 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 4 or 12.12 % students who got very poor score, 14 or 42.42% students who got poor score, and 15 or 45.45 % students who got fair score. In cycle II, there are 11 or 33.33 % students who got fair score, 15 or 45.45 % students who got very good score, and 7 or 21.21 % students who got excellent score. Since the data of the table 7 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' organization in term of coherence after has been conducted in action of the

cycle I and after making some revisions in cycle II.

2. **Spatial Order**

The used of reflection learning method increased the students' writing skill in term of spatial order could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 8.

Table 8: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Organization Covered Spatial Order

No	Classification	Range of Score	The Application of RLM			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	9	27.27
2	Very Good	8.0 – 8.9	0	0	15	45.45
3	Good	7.0 – 7.9	0	0	0	0
4	Fair	6.0 – 6.9	13	39.39	8	24.24
5	Poor	5.0 – 5.9	14	42.42	1	3.03
6.	Very Poor	0 – 4.9	6	18.18	0	0

The data of table 8 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 6 or 18.18 % students who got very poor score, 14 or 42.42% students who got poor score, and 13 or 39.39 % students who got fair score. In cycle II, there are 1 or 3.03 % students who got poor score, 8 or 24.24 % students who got fair score, 15 or 45.45 % students who got very good score, and 9 or 27.27 % students who got excellent score. Since the data of the table 8 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' organization in term of spatial order after has been conducted in action of the cycle I and after making some revisions in cycle II.

c. **The Frequency and Rate Percentage of the Students' Scores at Cycle I and Cycle II in Term of Generic Structures Covered Orientation, Events, and Reorientation**

1. **Orientation**
The used of reflection learning method increased the students' writing skill in term of orientation could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 9.

Table 9: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Generic Structures Covered Orientation

No	Classification	Range of Score	The Application of RLM			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	8	24.24
2	Very Good	8.0 – 8.9	0	0	17	51.51
3	Good	7.0 – 7.9	0	0	0	0
4	Fair	6.0 – 6.9	9	27.27	7	21.21
5	Poor	5.0 – 5.9	18	54.54	1	3.03
6.	Very Poor	0 – 4.9	6	18.18	0	0

The data of table 9 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 6 or 18.18 % students who got very poor score, 18 or 53.53 % students who got poor score, and 9 or 27.27 % students who got fair score. In cycle II, there are 1 or 3.03 % students who got poor score, 7 or 21.21 % students who got

fair score, 17 or 51.51 % students who got very good score, and 8 or 24.24 % students who got excellent score. Since the data of the table 8 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' generic structures in term of orientation after has been conducted in action of the cycle I and after making some revisions in cycle II.

2. **Events**

The used of reflection learning method increased the students' writing skill in term of events could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 10.

Table 10: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Generic Structures Covered Events

No	Classification	Range of Score	The Application of RLM			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	4	12.12
2	Very Good	8.0 – 8.9	0	0	15	45.45
3	Good	7.0 – 7.9	0	0	0	0
4	Fair	6.0 – 6.9	14	42.42	12	36.36
5	Poor	5.0 – 5.9	16	48.48	2	6.06
6.	Very Poor	0 – 4.9	3	9.09	0	0

The data of table 10 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 3 or 9.09 % students who got very poor score, 16 or 48.48 % students who got poor score, and 14 or 42.42 % students who got fair score. In cycle II, there are 2 or 6.06 % students who got poor score, 12 or 36.36 % students who got fair score, 15 or 45.45 % students who got very good score, and 4 or 12.12 % students who got excellent score. Since the data of the table 8 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' generic structures in term of events after has

been conducted in action of the cycle I and after making some revisions in cycle II.

3. **Reorientation**

The used of reflection learning method increased the students' writing skill in term of events could be seen by the differences of the students' score of diagnostic test without reflection learning method and the students' increased after conducting cycle I and cycle II by used reflection learning method in teaching and learning process. We could see the differences of the students' score at the table 11.

Table 11: Frequency and Rate Percentage of the Students' Score at Cycle I and Cycle II in Term of Generic Structures Covered Re-Orientation

No	Classification	Range of	The Application of RLM

		Score	Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.0 – 10	0	0	10	30.30
2	Very Good	8.0 – 8.9	0	0	15	45.45
3	Good	7.0 – 7.9	0	0	0	0
4	Fair	6.0 – 6.9	1	3.03	17	51.51
5	Poor	5.0 – 5.9	18	54.54	1	3.03
6.	Very Poor	0 – 4.9	4	12.12	0	0

The data of table 11 indicated that frequency and rate percentage in cycle I and cycle II. In cycle I, there were 4 or 12.12 % students who got very poor score, 18 or 54.54 % students who got poor score, and 1 or 3.03 % students who got fair score. In cycle II, there were 1 or 3.03 % students who got poor score, 17 or 51.51 % students who got fair score, 15 or 45.45 % students who got very good score, and 10 or 30.30 % students who got excellent score. Since the data of the table 8 indicated that the frequency and rate percentage in cycle II is higher than cycle I, it proves that using reflection learning method in learning process is able to increases the students' generic structures in term of re-orientation after has been conducted in action of the cycle I and after making some revisions in cycle II.

Based on the data which was collected from cycle I and cycle II test score, it indicated the students' writing skill score through reflection learning method at class X. Language program students of SMA Negeri 2 Sungguminasa Gowa regency was better than before through reflection learning method in diagnostic test and effective in classroom action research (CAR). Whereas, cycle II mean score was greater than cycle 1 and diagnostic test (7.95 > 5.40 > 2.31) which was supported by significant increased 47.27 % from cycle I to cycle II.

CONCLUSION AND SUGGESTION

Conclusion

Reflection learning method could increase the writing skill of the first grade students' of SMA Negeri 2 Sungguminasa Gowa regency. It was proven by the based on the data which was collected from cycle I and cycle II test score, it indicated the students' writing skill score through reflection learning method at class X of SMA Negeri 2 Sungguminasa Gowa regency was better than before through reflection learning method in diagnostic test and effective in classroom action research. Whereas, cycle II mean score was greater than cycle 1 and diagnostic test (7.95 > 5.40 > 2.31) which was supported by significant increased 47.27 % from cycle I to cycle II. Finally the writer concluded that through reflection learning method could increase the students writing skill covered recount text with the significant increased was 47.27 %.

Suggestion

Based on the conclusion above, the writer gives some suggestions as follow: 1). It is suggested for the English teacher of SMA Negeri 2 Sungguminasa Gowa regency to apply or to use the reflection learning method one alternative way in their teaching and learning process especially in teaching and learning writing process. The teaching and learning writing process should enhance students' writing skill. 2). The English teacher of SMA Negeri 2 Sungguminasa

Gowa regency should invite and raise the students' learning motivation by manipulating various methods in presenting productive skill, include writing skill, in other hand, the English teacher of SMA Negeri 2 Sungguminasa Gowa regency should create the fun atmosphere when they used reflection learning method or studied at classroom, so with fun atmosphere the students enjoy learning writing activity. 3). It is suggested for the students of SMA Negeri 2 Sungguminasa Gowa regency that they should be active in their reading activity so they can be easy to increase their writing skill.

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