THE IMPLEMENTATION OF SELF-REFLECTION WRITING TO IMPROVE STUDENTS' ABILITY TO WRITE RECOUNT TEXT AT THE TENTH GRADE OF MADRASAH ALIYAH SWASTA NURUL HAKIM MEDAN IN 2020/2021 ACADEMIC YEAR

A BACHELOR THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic University North Sumatra (UIN-SU) Medan as a partial Fulfillment of the Requirement for the Degree of *Sarjana Pendidikan* (S-1) Program

By:

MARLAINI
03.04.16.20.73

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

MEDAN

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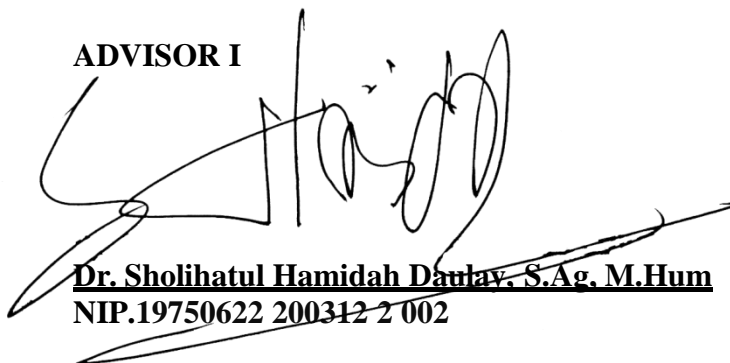
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By:

MARLAINI
03.04.16.20.73

Approved by:

ADVISOR I

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP.19750622 200312 2 002

ADVISOR II

Rahmah Fithriani, Ph.D
NIP. 19790823 2008012009

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

MEDAN

2021

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl.Williem Iskandar Pasar V Medan Estate 20371Telp. (061) 6615683-6622925 Fax. 6615683

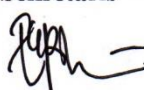Email : fitk@uinsu.ac.id

SURAT PENGESAHAN

Skripsi ini yang berjudul **"THE IMPLEMENTATION OF SELF-RELFLECTION WRITING TO IMPOROVE STUDENTS' ABILITY TO WRITE RECOUNT TEXT AT THE TENTH GRADE OF MADRASAH ALIYAH SWASTA NURUL HAKIM MEDAN IN 2020/2021 ACADEMIC YEAR."** yang disusun oleh **Marlaini** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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Panitia Sidang Munaqasyah Skripsi
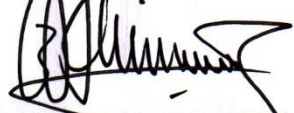**Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU**

Medan Ketua

Sekretaris

Yani Lubis, S.Ag. M.Hum
NIP. 19700606 200003 1 006

Ernita Daulay, M.Hum
NIP. 19801201 200912 2 003

Anggota Penguji

1. **Dr, Sholihatul Hamidah Daulay, S.Ag, M.Hum**
NIP. 19750622 200312 2 002

2. **Rahmah Fithriani, Ph.D**
NIP. 19790823 200801 2 009

3. **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
NIP.19690217 200701 2 024

4. **Yani Lubis, S.Ag. M.Hum**
NIP. 19700606 200003 1 006

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU
Medan

Dr. H. Mardianto. M.Pd
NIP. 196712121994031004

Nomor : Istimewa Medan, Juli 2021

Lampiran : - Kepada Yth:

Perihal : Skripsi Bapak Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara

a.n. Marlaini

Assalamualaikum Wr.Wb

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Nama : Marlaini

NIM : 0304162073

Jurusan : Pendidikan Bahasa Inggris

Judul : *The Implementation of Self-Reflection Writing to Improve Students' Ability to Write Recount Text at The Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim Medan in 2020/2021 Academic Year.*

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, Juli 2021

Pembimbing I   Pembimbing II

Dr. Sholihatul Hamidah Daulay, M.Hum.   **Rahmah Fithriani, Ph.D.**
NIP. 19750622 200312 2 002   NIP. 19790823 200801 2 009

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Yang bertanda tangan di bawah ini:
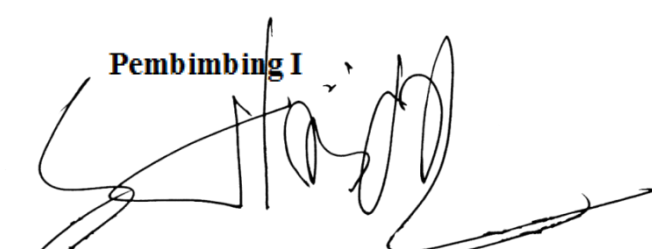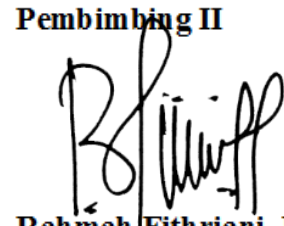
Nama : Marlaini

NIM : 0304162073

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Judul : *The Implementation of Self-Reflection Writing to Improve Students' Ability to Write Recount Text at The Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim Medan in 2020/2021 Academic Year.*

Menyatakan dengan sepenuhnya bahwa skirpsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, Juli 2021

Yang Membuat Pernyataan

Marlaini
NIM. 0304162073

ABSTRACT

Marlaini. Registration Number: 0304162073. The Implementation of Self-Reflection Writing to Improve Students' Ability to Write Recount Text at The Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim Medan in 2020/2021 Academic. An Bachelor Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State University of North Sumatra, 2021.

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 class X-A Madrasah Aliyah Swasta Nurul Hakim Medan with 17 students. The researcher used classroom action research as the research design, which conducted in two cycles. In each cycle, the researcher 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 thatreached the minimum score criteria (KKM) in the first cycle, while the percentage was 41.1%. In the second cycle, while the percentage was 88.2%. Based on the results, it can be concluded that the students' scores have increased from the value of 71 in to 81 in cycle II. Thus, it can be conclude that the implementation of self-reflection writing strategy can improve the tenth grade students' ability to write recount text.

Keywords: *Recount Text, Self-Reflection Writing, Senior High School*

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بِسْـــــــمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Bismillahirrahmanirrahim

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Under the title **"The Implementation of Self-Reflection Writing to Improve Students' Ability to Write Recount Text at The Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim Medan in 2020/2021 Academic Year"**, this bachelor thesis is written to fulfill one of the requirements to obtain degree of *Sarjana Pendidikan* (S-1) program at English Education Department, Faculty of Tarbiyah and Teachers Training, of the State Islamic University of North Sumatra Medan.

In conducting this research, the writer received a lot of help and support from many people so the writer was be able to finish it. Therefore, in this opportunity the writer would like to thank to:

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The writer realizes that this bachelor thesis has a lot of weakness. Thus, the writer would like to ask the criticism to the readers in order to make this bachelor thesis better.

<div align="right">

Medan,   July 2021

Marlaini
Reg. Number 0304162073

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CHAPTER I

INTRODUCTION

This chapter presents background of research, the identification of problem, the formulation of problem, the objective of the study and significance of the study.

A. Background of Research

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.[1] 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 to the public.[2] Therefore, writing is important to learn for all L2 students who learn languages including English.

In Indonesia, English writing is taught in either formal or informal educational institutions including in Junior High School, Senior High School and at university level.[3] 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,

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[1] Rahmah Fithriani, (2018), Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing, *Journal of Foreign Language Teaching & Learning*, 3(1), p. 1.
[2] Ariyanti, (2016), The Teaching of EFL Writing in Indonesia, *Dinamika Ilmu*, 16 (2), p. 267.
[3] Aang Suwardi, (2010), *Students Difficulties in Learning Present Continuous Tense,* (Unpublished S-1 Program Thesis), UIN Syarif Hidayatullah Jakarta.

knowledge, and creation in written form.[4] 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.[5] One of the crucial genres that 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.[6] 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.[7]

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.[8]The condition of EFL writing instructions are students' English writingis one of the most difficult parts of learning to write English.[9]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.

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[4]H. Mahmud, (2017), Upaya Meningkatkan Keterampilan Menulis dengan Teknik RCG (Reka Cerita Gambar) Pada Siswa Kelas VI SDN Rengkak KecamatanKopang, Kabupaten Lombok Tengah Tahun Ajaran 2017/2018, *JISIP*, 1(2), p.35.

[5] Said H. Hasan, (2013), History Education in Curriculum 2013: A New Approach to Teaching History, *International Journal of History Education,*14(2), p. 165.

[6] John Barwick, (1999), *Targeting Text*, USA: Blake Education, p. 4

[7] Silabus Pembelajaran SMA/MA. https://www.kherysuryawan.id/2019/09/blog-silabus-terlengkap.html. Retrieved October 8[Th], 2020.

As what Sari found that most of students in Indonesia primarily had difficulties to organize the generic structure of recount text. Secondly, they were still confused what the generic structures of recount text. Thirdly, they did not know how to start writing the next. Fourthly, the student still had problems in grammar. Fifthly, they did not know how to use the simple past tense in recount text and the students still used simple present tense in their recount text. Sixthly, the students still had problem with vocabulary. Lastly, they did not have many vocabularies in their mind, so they cannot share their ideas into a good sentence.[10] Similarly, the problems that exist above are also found in preliminary research at Madrasah Aliyah Swasta Nurul Hakim Medan conducted by the researcher on June 2020 in interviewing and observing the students. From the results of students' interview, it was found that the students still did not understand generic structure in recount text and the students had difficulty expressing their ideas. In addition, the students said that they had the ideas in mind but it was difficult to express in writing form the result of teacher interview there were still some students who used the present tense. Based on the results of observations, the teacher used learning strategies that did not get closer to students' lives. It made the students' unenthusiastic in learning to write recount text.

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[9]Rahma Fithriani, Utami Dewi, Sholihatul Hamidah, Maryanti Salmiah and Widya Fransiska, (2019), Using Facebook in EFL Writing Class: Its Effectiveness from Students" Perceptive. *The Second Annual International Conference on Language and Literature*, Universitas Islam Negeri Sumatera Utara (UINSU): Medan.p.637

[10] Mezia Kemala Sari, (2017), An Analysis Of Students ' Problem In Recount Text, *Journal of Educational Studies*, 2(1), p. 16.

Therefore, providing the right strategy in teaching writing can be a solution.[11] 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.[12] 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.[13]

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.[14]

Based on the previous study above, the researcher believed this strategy could solve problems, which have found in the field. Thus, the researcher conducted a research with the title **"The Implementation of Self-Reflection Writing to Improve Students' Ability to Write Recount Text at the Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim Medan in 2020/2021 Academic Year".**

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[11] Klimova, B.F, (2014), Self-Reflection in the Course Evaluation, *Journal of Social and Behavioral Sciences,* 141, p. 103.

[12] *Ibid.*, p.120

[13] https://www.aconsciousrethink.com/10258/self-reflection/. 27/04/2020

[14] Hasnan Yasin,(2018), *The Effect Of Using Self-Reflection Writing On Students' Writing Skill Of Recount Tex,* p. 5

B. The Identification of the Problem

Based on the background above, there were some problems that faced by the students at Madrasah Aliyah Swasta Nurul Hakim Medan in learning recount text. Therefore, the researcher identified the problems as follows:

1. Students did not understand generic structure in recount text;

2. Students got difficulties in expressing their ideas in writing recount text;

3. Students used the present tense instead of the past tense;

4. Teacher used learning strategies that do not get closer to students' lives;

5. Students were not enthusiast to learn writing in class.

C. The Formulation of Problem

Based on the identification of the problem above, the researcher formulated of this research in the following question: "How self-reflection writing could improve students' ability to write recount text at the tenth grade of Madrasah Aliyah Swasta Nurul Hakim Medan?"

D. The Objective of the Study

Related to the formulation of the problem above, the objective of this study was to find out: "How self-reflection writing could improve students' ability to write recount text at the tenth grade of Madrasah Aliyah Swasta Nurul Hakim Medan."

E. The Significance of the Study

There are two significance aspects the researcher considered would be affectedby the results of this study. First, it is theoretical aspectand the second is practical aspect, which can be further described as follows:

1. Theoretical Significance

Theoretically, this research is beneficial to add reference in performing and attempting the strategy to the need of students learning ability in writing recount text.

2. Practical Significances

Practically, this research could give benefits in some practical aspects including teachers, students and further researchers which are describedas follow:

a. For Teachers

The results of this study can be an alternative srategy for the English teacher to be applied in the classroom. Thus, it could make the classroom activity more various.

b. For Students

By applying this strategy, the students can write a good recount text based on generic structure. Especially for students in Madrasah Aliyah Swasta Nurul Hakim Medan, students' can be interested, in learning English particularly in English writing, recount text genre.

c. For Further Researchers

The result of this study can be used as a reference for further researchers who intend to conduct research with self-reflection writing strategy in their place or to increase the students' writing of recount text or want to use the same strategy but in different tex

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical framework, related studies, conceptual framework and hypothesis of the research.

A. Theoretical Framework

Theories are needed to explain concepts and terms applied in the study. In this research, theories related to writing as a language skill, recount text and self-reflection. Theoretical elaboration on the concept and term is presented in the following:

1. Writing as a Language Skill

a. Definition of Writing

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.[15]In Al-Quran, writing is mentioned in Al-Baqarah verse 282:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ

د

The meaning: "*O who believe When you deal with each other, in communications involving future obligations in a fixed period of time, reduce them to writing let a scribe write down faithfully as between the parties : let not the scribe reject to write : as Allah has taught him, so let him write. Let him who incurs the liability dictate*". (Q.S. Al-Baqarah: 282)

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[15] Cahyono, Bambang Yudi, (2009), *Techniques in Teaching EFL Writing*, Malang: University of Malang Press, p. 75

Based on the verse above, Allah asks people to write something correctly and decently in every transaction or activity so that can help us to remember of something. For instance, the students write the factual of study correctly so that can help them to read or remember it again when needed.[16]

In addition, in Islam, writing is also important. It can be seen in Holy Qur'an (Al-Alaq: 4):

بِالْقَلَمِ عَلَّمَ الَّذِ

The meaning: "*Who taught knowledge by means of the pen*" (Q.S. Al-Alaq: 4)

Based on those verses, Allah SWT explained that He taught human being by pen (Qalam). The pen designates the foundation of the knowledge that comes through writing. Discovery of pen and writing are the greatest gifts from Allah SWT. By writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing itself have important roles. Allah says that writing is one of ways to get knowledge to progress his knowledge and status in society. Therefore, by writing, human could get knowledge.

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[16]Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al-Hilali, (1999), *Interpretation Of The Meanings Of The Noble Quran In English Language*, RiyadhSaudi Arabia: Dar-us-Salam, p. 808

Prophet Muhammad *sallallahu 'alaihiwasallam* said,

<div dir="rtl">قيِّدوا العِلم بالكِتابة</div>

The meaning: "Tie the science by writing" (Genealogy of hadith Ash Shahihah no. 2016)

Shaykh Muhammad bin Salih Al 'Uthaymeenrahimahullah said, "A student of science should be spirit of remembering what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget, then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten". (Kitaabul'Ilmi p.62)[17]

While in the hadith, it also explains the importance of writing science:

<div dir="rtl">إذا سمعت شيئًا فاكتبه ولو في الحائط</div>

The meaning: "*When you hear something (from science) then write it even on the wall*." (HR. Abu Khaitsamah in Al - Sciences no. 146).

Based on the hadith, there is no place for us to write, therefore our compilation hear something that we want to write, write it while we have to write on the wall.

b. Writing Process

1) Planning Writing well starts with choosing to write.[18] Before starting to write or type, the writers try to decide what they are

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[17] Wisma MTI:Yogyakarta. (2012), https://kunaasyaa.wordpress.com/2012/11/08/ikatlahilmu-dengan-tulisan/. Retrieved on February 03, 2020, 22.10 pm.

[18] Alan Barker, (2011), *Improve Your Communication Skills*, London: Kogan Page Limited, p. 135.

going to say. In planning, the writers have to think about three main issues:

a) Consider the purpose of their writing since this effect not only the type of text they wish to produce, but also the language they use, and the information they choose to include;

b) Think of audience they are writing for, since this effect not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language—whether for example formal or informal in tone;

c) Consider the content structure of the piece—that is how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

The first version of a piece of writing can be referred as a draft. As the writing process continues into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft, they then usually read through what they require written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (editors) who comment and make suggestions.

4) Final version

Once writers have edited their draft, making the changes they consider to be needed, they produce their final version.

c. Writing Genres

Genre is a term for group texts together, representing how writers typically use language to respond to recurrent situations. Every genre has a number of features, which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of culture. Genres encourage us to look for structural patterns, or the way that texts are rhetorically structured to achieve a social purpose.[19] Thus, each genre has its own specific features. In syllabus of first grade students of senior high school, there are four kinds of writing genres that are expected to be comprehended by students: procedure, descriptive, narrative, and recount text.

1) Procedure

The social function of procedure is to describe how something is accomplished through a categorization of actions or steps. The generic structures are goal, materials, and steps.

2) Descriptive

The social function of descriptive is to describe individual person, place, or thing. The generic structures are identification and description.

3) Narrative

The social function of narrative is to amuse and entertain. Narrative deals with difficult events, which lead to a crisis in finding a resolution. The generic structures are orientation, evaluation, complication, resolution, and reorientation.

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[19] Key Hyland, (2009), *Teaching and Researching Writing,* London: Pearson Education Limited, p. 15.

4) Recount

The social function of recount is to retell events for the purpose of informing or enjoyable. The generic structures are orientation, events, and reorientation.

2. Recount Text

a. Definition of Recount Text

Recount text is kind of which retells the action happened in the past.[20] 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.[21]

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.[22]

Recount text is retells events or experiences in the past. The tense that used in recount text is past tense. The purpose of recount text is either to inform or to entertain the audience.

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[20]Muhammad Dalimunte, Sholihatul Hamidah Daulay and Hana Habibah,(2019), *Holiday Picture: A Media to Enchance Students's Ability at Writing Recount Text.* Medan: Universitas Islam Negeri Sumatera Utara Medan, P. 2.

[21] Priyana, Joko dkk, (2008), *BSE. Interlanguage: English for Senior High School Students X: SMA/MA Kelas XI,* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, p. 34.

[22]Ken Hyland, (2016),*Teahing and Researching Writing*, New York:Routledge, p.177.

b. The Purpose of Recount Text

The purpose of recount is to reform past experiences by retelling events in original sequence. The other purpose of recount text is to tell or amuse the reader or audience. It is in line with Wardiman in his book English in Focus who stated that the social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events for the purpose of informing and enjoyable.

From that purpose, it means that recount text is not only retelling that past activities that happened, but to inform the reader about some information that happened. For example, retell that fact about disaster that happened like in the newspaper or magazine. Then the purpose of recount text also to entertain means that the recount text expected to amuse the reader about the text thought has written.Utami Widiyati also supported that the social function of recount text retells events for the purpose of informing and entertaining.[23]

c. The Generic Structure

A personal recount usually retells an experience in which the writer was personally involved. It lists and describes past experience by retelling events. It presents the events chronologically (in the order in which they happened). The purpose of a personal recount text are to inform, entertain the audience (listener or reader), or both. Recount text is one of kind of story genre, recount tells somebody about something, especially something that you have experienced. Rudi Hartono said, "Recount text is one kind of genre text, encompassing about retell events for the purpose of informing or entertaining". The text consists of:

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[23] Widiyati Utami, (2008), *Contextual and teaching Learning Bahasa Inggris Kelas VII*, Jakarta: Pusat Perbukuan Nasional, p. 29.

1) Title (optimal)

It usually summarizes the next and informs specific participants, e.g; I, my Friends, and my Family.

2) Part I: Setting or Orientation

It offers the background information. It answers the questions: who, when, where, why, what experience.

3) Part II: Lists of events

4) Part III: Reorientation

Optimal-closure of events/ending.

d. Grammatical Features of Recount Text

According to Hyland, common grammatical features of a recount include:

1) Use of nouns and pronouns to identify people, animals or things involved;

2) Use of action verbs to refer to events;

3) Use of past tense to locate events in relation to speaker's or writer's time;

4) Use of conjunction and time connectives to sequence the events;

5) Use of adverbs and adverbial phrases to indicate place and time;

6) Use adjectives to describe nouns.[24]

3. Self-Reflection

Self-reflection begins from reflective theory. Reflective journal writing is an effective learning technique that allows students to learn while they are writing.

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[24] Ibid*.,* p. 88.

Students can use journals for a number of purposes such as writing about interesting topics, increasing their imagination, and establishing connections between new information and the things they already know. [25]

a. Definition of Self-reflection

Bolton stated that self-reflection is not a technique or element of curriculum but it is placed in a state of mind regarding to what has been through.[26] Reflection is defined by the Oxford English Dictionary as "The action or process of thinking carefully or deeply about a specific subject, typically involving influence from one's past life and experiences."[27]Self-reflection is a brief paper where you describe an experience and how it has changed you or helped you to grow.[28] Reflection is a way of enabling self-development and deeper learning by looking back at an experience 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 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.

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[25]Mohammed Farrah, (2012), Reflective Journal Writing as an Effective Technique in the Writing Process, *An – Najah Univ. J. Res. (Humanities).* 26(4), p. 998

[26] Bolton, G, (2010), *Reflective Practice: Writing & Professional Development (3rd ed.),* London: SAGE Publication Ltd, p.3.

[27] The Oxford English Dictionary, (2012), *Oxford: Oxford University Press cited in Vijay, Design Science and Research Method,* New York: Riggie, p. 96.

[28]Nana Verhoeff, (2012), Self-Reflection, in Mobile Screens: The Visual Regime of Navigation, *Amsterdam University Press,* p. 51-72.

b. Kinds of Reflection

Reflective practice can be divided into two kinds namely reflection in action and reflection on action.[29]

1) Reflection in action

It happens when teacher or students return 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.

2) 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 lessons by answering any given answer to evaluate the classes or directly telling the teaching learning.

c. Procedure of Reflection

This focuses on students' self-reflection. As stated by Roux et al. that self-reflection in teaching learning can be literate into a piece of writing.[30] The processed 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 exactly and also the teachers can review the students' reflection.

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[29] Hickson, H.,(2011), *Critical Reflection: Reflecting on Learning to be Reflective: Journal of Taylor and Francis*, 12, p. 831.

[30] Roux et al.,(2012), Reflective Writing of Mexican EFL writers: Levels of Reflection, Difficulties, and Perceived Usefulness, *Journal of English Language Teaching*, 5, p. 2.

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.[31]

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.

d. Benefits and Drawbacks of Reflection

Not only improving students' writing skills, reflection contribute advantages either for teacher or for students. It acknowledges the students' strength and weaknesses, train their cognitive skill, develop cognitive skills especially critical thinking skills, lets students know their learning styles, improve students' characters, support self-motivation or self-directed learning, and positions students to be more responsible.[32]

Students write self-reflections in the form of recount text to make students better understand the text with what is meant by recount, namely students make

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[31] Klimova, B.F, (2014), Self-Reflection in the Course Evaluation, *Journal of Social and Behavioral Sciences,* 141, , p. 120.
[32] Ibid.*,* p. 121.

recount examples based on their own stories, based on events that have been

passed by the students themselves.

4. Students Ability

Ability is potential capacity or power to do something physical or mental

or special nature power to do something well.[33]The ability to understand and use

different types of words correctly and effectively is one of the main assets that

lead us to success and prosperity in the world, and words play an important role in

our success. The language is well thought out and you will understand the

procedure quickly. Information and tips for planning.[34]

B. Related Studies

1. Hasnan Yasin (2018) "The Effect Of Using Self-Reflection Writing On
    Students' Writing Skill Of Recount Text". The subject of this research
    is the class X-A and X-B The instrument of this research is a written
    test. Based on the result of this research, it proved that there was
    positive effect of using self-reflection writing on students' writing skill
    of recount text.

2. Murni Putriani (2016) Improving The Students' Writing Ability By
    Using Picture Series at Grade VIII in SMP Pembangunan Piyungan In
    The Academic Year of 2014/2015. The subjects of the research were
    35 students of class VIII A of SMP Pembangunan Piyungan. The data

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[33]S.K, Mangai, (2002), *Advanced Educational Psychology,* New Delhi, p. 280.p.2.
[34]Sholihatul Hamidah Daulay, (2015), The Correlation Between Mastering Vocabulary and Students' Ability in Writing Narrative Paragraph at Mts Aziddin Medan, *Journal o*, 7(1), p. 15-35

were obtained by using qualitative and quantitative approach. Based on the quantitative data, the students also gained significant improvement in their writing performance. In the pre-test, the students' writing mean score was 52.36 and it increased up to 59.99 in the post-test one. In the post-test two, the students' mean score reached 73.02 which proved that the use of picture series improved the students' writing ability of grade VIII A of SMP Pembangunan Piyungan.

3. Maimunah (2017) 'The implementation of Quick on The Draw Strategy to Improve Student's Ability in Writing Recount Text at MAS Al-Jamiatul Washliyah Medan". The subject of this research is the class X-B of MAS Al-Jam'iyatul Washliyah Medan in Academic year 2016/2017. The instruments of this research to collecting data are interview, observation, and diary notes as the qualitative data and written test as the quantitative data. Based on the result of students' scores, the students' average scores keep improving in every test. The students' mean scores in pre-test is 51.74 with two students or 8.70% reach the Minimum Passing Grade or KKM (75).

C. Conceptual Framework

Writing is an activity to create a note in the form of written language through sentences. Writing consists of several processes that must be carried out to produce a text. To improve the ability to write students, a teacher can do a method or method that makes students interested in learning writing.

Recount text is a text that uses past tense, events that occurred in the past, and can be stories of daily life experiences. Students are still difficult in making examples of recount text because the teacher delivering the material is very boring because the teacher teaches only based on books. To improve students' ability to write recount text can be done by students making recount text based on reflections that they make based on their own words so that makes it easier for students to understand recount text.

Self-reflection writing is an activity in which writing text based on reflections made with own words into the form of recount text. The teacher explains the recount text first and after that the student's task is to make a recount text based on the reflections they have done which aims to improve the student's ability to write recount text.

D. Hypothesis of Implementation

Based on the explanation of the theoretical framework above, the hypothesis of this research was the students' ability to write recount text could be improved by self-reflection writing at the tenth grade of Madrasah Aliyah Swasta Nurul Hakim Medan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, the subject of research, place and time of research, the procedure of research, technique of collecting data and technique of data analysis.

A. Research Design

This study was conducted by using classroom action research (CAR) method. CAR is a research aims to solve the problems faced by instructors in the classroom. This research also focuses on improvements made by teachers and schools to improve learning outcomes.[35]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.[36]

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 presented in the classroom during the learning process. The researcher used this method because the researcher believed that CAR was an appropriate design to achieve the objectives of this study, which was to overcome the problem in students' writing skill in recount text at Madrasah Aliyah Swasta Nurul Hakim Medan.

The design used by the researcher in this study was Kemmis & Mc.Taggart model design. The reason why the researcher used this modelwas because, itwas consideredeffective and easy to apply according to experts

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[35]Mahmud. &, Tedy Priatna. (2008), Penelitian tindakan kelas: Teori dan praktek, Bandung: Bumi Panyileukan, p.25.

[36] Anne Burns, (2010), *Doing Action Research in English Language Teaching:A Guide for Practitioners 1 stEdition*, London and New York: Routledge, p.2.

previous research. There are four research components in this design, namely: planning, action, observation, and reflection.[37] These four components have been implemented in two cycles in this study.The scheme of these components is described as follows:
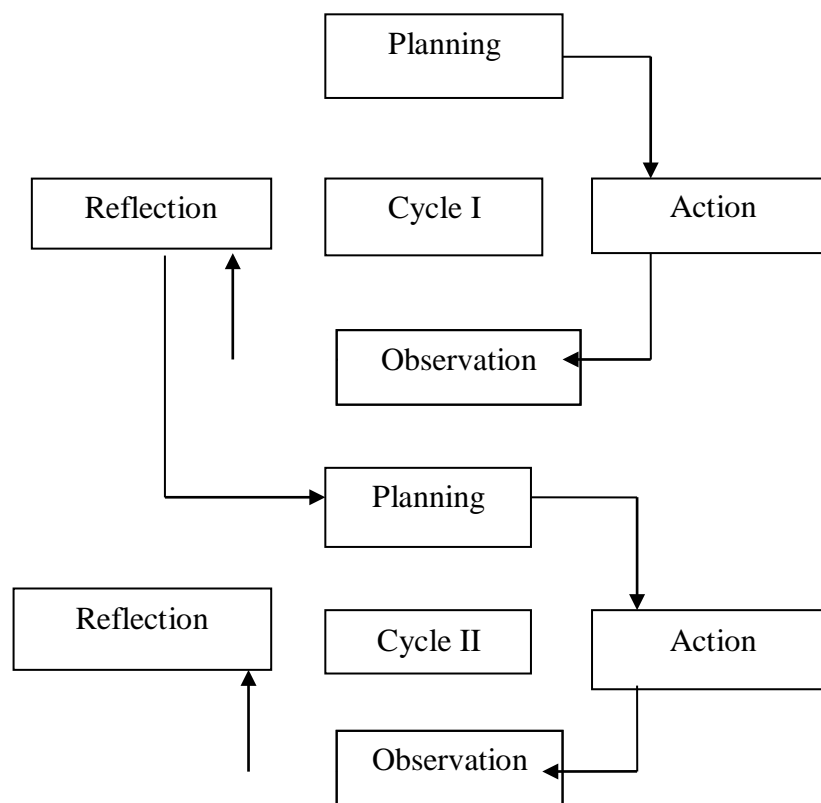
```
                    ┌──────────┐
                    │ Planning │────────┐
                    └──────────┘        │
                                        ▼
  ┌────────────┐  ┌──────────┐  ┌────────────┐
  │ Reflection │  │ Cycle I  │  │   Action   │
  └────────────┘  └──────────┘  └────────────┘
        ▲                              │
        │          ┌─────────────┐     │
        └──────────│ Observation │◄────┘
                   └─────────────┘

                    ┌──────────┐
         ┌─────────►│ Planning │────────┐
         │          └──────────┘        │
         │                              ▼
  ┌────────────┐  ┌──────────┐  ┌────────────┐
  │ Reflection │  │ Cycle II │  │   Action   │
  └────────────┘  └──────────┘  └────────────┘
        ▲                              │
        │          ┌─────────────┐     │
        └──────────│ Observation │◄────┘
                   └─────────────┘
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Figure 3.1.Cycle in classroom action research by Kemmis and McTaggart's model.

B. Subject of the Research

The subjects of the research are people who act as a source of data or resources for the research.[38] In this research, the subject was the X-A students of Madrasah Aliyah Awasta Nurul Hakim Medan. The total number of students inthis classwas17 students. The class was chosen because the problems related to writing

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[37] Sukardi, (2013), *Metode Penelitian Pendidikan Tindakan Kelas*, Jakarta : Bumi Aksara, p.8.

[38] Yatim Riyanto, (2010), *Metodologi Penelitian 3rd Edition*, Surabaya: SIC, p. 6.

recount text were founded in this class based on the investigation in preliminary research conducted by the researcher on June 2020. The technique of choosing this subject is called purposive sampling technique which the subjects are selected based on a specific objective of the study.[39]

C. Time and Places

This research was conducted on 19th October 2020 to 13th November 2020 in Madrasah Aliyah Swasta Nurul Hakim Medan. The location of the research is in Jl. Moh. Yakub Lubis No. 51, Medan. The reasons why the researcher chose this school were firstly because the researcher found the students' problems about writing recount text here and secondly,the researcher had received permission to conduct the research in this school. In addition, during the pandemic, this school was continuing to carry out face-to-face activities to make this strategy easier to apply directly.

D. The Procedure of Research

This research was conducted by implementing the four stages including planning, acting, observing, and reflecting in every cycle. Initially, the researcher conducted preliminary studies to find problems through observation and interview in the class. Afterwards, the researcher continued to conduct the research by implementing the first cycle. In carrying out the first cycle, the results of the student's score did not reach the KKM (minimum completeness criteria) which was 75. Therefore, the researcher continued to take steps in the second cycle.

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[39] Ibid., p. 87.

Before the first cycle was conducted, the students were given a pre-test to identify the basic knowledge of writing recount text before applying the strategy. The detail description about the procedure of each cycleis described as follows:

1. **Cycle 1**

In this cycle, the researcher conducted four steps: planning, acting, observing and reflecting. The procedure of cycle I can be seenas follows:

   a. **Planning**

In planning, the researcher and the English teacher as a collaborator prepared the lesson plans related to recount text genre based on the syllabus (it can be seen appendix 1). The topic of the lesson plan was "What did you do yesterday". The contents of the lesson plans: 1) what is recount text was?; 2) how to write recount text; 3) generic structure and language features of recount text; 4) writing recount text; 5) group discussion and writing evaluation; 6) students' final writing product about recount texts.

In addition, the observation checklist instrument was also plannedaiming to collect the data based on the investigation duringthe teaching learning process in the classroom. Furthermore, the interview questions were also prepared in order aiming to collect the students' feeling after implementing of self-reflection. Next, the test aiming to collect the data of students score result. Last, the dairy notes collected the data about how students' reactions, behaviors and responses during the lesson, and the documentation aiming to support the data.

   b. **Acting**

Acting is a practical phase where the researcher implements the planning in the first phase.The actions were assisted and referred to a rational and measurable

plan. Therefore, some activities conducted in the classroom were introduction activity, core activity, and post activity. In the introduction activity, there were some activities that were conveyed by the researcher, including; (1) The researcher entered the class and said greetings in English; (2) The researcher and students prayed together; (3) The researcher checked the attendance list of students; (4) The researcher gave motivation to students about learning English; (5) The teacher gave the purpose of the study; (6) The teacher did apperception to attract students' attention in learning.

In the core activity, the activities that were conducted by the researcher, inclusive; (1) In the first meeting, the researcher gave pre-test for students before they made recount text based onself-reflection writing; (2) In the second meeting, students determined ideas in making recount text based on self-reflection writing; (3) In the third meeting, the researcher explained how to determine implementing the self-reflection writing; (4) In the fourth meeting, the students wrote a recount text after the implementation of self-reflection writing; (5) In the fifth meeting, the researcher distributed the post-test; (6) In the last meeting, the researcher conducted interviews with students and teachers about the implementation of self-reflection. Eventually, in the post activity the researcher and the students made a conclusion of the lesson, the researcher delivered a learning plan at the next meeting and The researcher also gave writing exercises at the end of the lesson.

Furthermore during the lesson, the researcher were filling out observation sheet and diary notes as well as taking documentation for the needs of data collection.

c. Observing

Observation was conducted to find out information occurring in the classroom during the action in teaching and learning process. In this phase, the researcher helped by the English teacherobserved all the activities in acting phase such as observing strategies used in the classroom, and observing every related things that were needed and related to the research goals.

d. Reflecting

Reflecting is the step in which the research team assesses the situation and condition, after the subject is/object being studied.[40] In reflecting the cycle 1, the researcher performed data analysis about the learning process. The researcher was assisted by the English teacher to reviewing the data and find the possible solutions. The results of the reflection showed that there were still many students who had not reached the KKM score which was 75, it was evidenced by the results of the total number ofsuccessful students that was only 58% and 41% were not successful.Besidesbased on the qualitative analysis, it was only a few students who were enthusiastic with the teaching learning process. It was evidenced from the results of the observation sheet . . It is proven by the students' attitude that were less of them gave full of attention to the learning process.Thus, it can be concluded that this cycle failed and the researcher decided to continue to cycle 2.

2. Cycle 2

This cycle was a continuous cycle from the first cycle. The purpose of this cycle was to tackle the weaknesses in the previous cycle and to improve the students' abilityin writing recount text. In this cycle, the researcher repeated all the

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[40] Ibid., p.51.

stages (re-planning, re-action, re-observation, and re-reflection).The difference with cycle 1 is more extra action, which focuses on the practice of students writing retelling texts based on self-reflection writing. In this section the researcher keep doing the same thing.

After conducting cycle 2, the researcher and the English teacher reflected the observation phase results.It was found that the students' test results from 71 in the cycle Iincreases to 81 in the cycle II and has reached the minimum completeness criteria (KKM)score which is 75. Furthermore, it was found that there were more students who enthusiast with theteaching learning processshown by the results of the research while the results of the quantity 15 students reached the minimum score criteria (KKM) with an average score of 81 while the percentage was 88.2%.Therefore, the researcher decided to stop the research in this cycle because the objectives of this study have been achieved.

E. Technique of Collecting Data

Method of data collection is the urgent thing in a research.[41]In this study, the data were collected in the form of qualitative and quantitative technique. The qualitative data were in the form of observation, interview, diary notes and documentation. Meanwhile, the quantitative data were obtained from the essay tests which were formulated in the form of pre-test, post-test I and post-test II. To see more detail, it can be seen as follows:

1. Test

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[41] Masganti Sitorus, (2011), *Metodologi penelitian pendidikan islam*, Medan: Perdana Mulya Sarana, p.178.

Masganti said that tests are a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.[42] The researcher conducted pre-test on October 20[th] 2020, post-test I on November 3[th], 2020, and post-test II on November 13[th] 2020. In this research, the researcher made a test to find out the student's ability to write recount text. The type of test that was distributed by the researcher here was essay test. Essay test was a form of test where the questions require students to answer individually based on their own opinions. The goal was to measure students' knowledge through written tests.[43] The researcher gave one question which was to tell the students' story that had happened in the past. The time allocation to work on this test was 30 minutes and the students needed to write at least three paragraphs based on the generic structure of recount text.

To measure the improvement of students' writing skills, the researcher used Weigle's writing rubric. There were five components, which was used such as content, organization, vocabulary, language used and mechanics. Each component had a different level of point: 30 for content, 20 for organization and vocabulary, 25 for language use, and 5 for mechanics. Then, the total score would be 100 points. A good writing indicated when the score was within 75-80, and it was excellent when the score was 90-100.After the student gets a score then it was compared with the KKM score that is 75.[44]Moreover, in evaluating the students score, both the researcher and the English teacher assessed the students' essays.

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[42] MasgantiSitorus, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, p.64.

[43] Muri Yusuf, (2015), *Asesmen dan Evaluasi Pendidikan*, Jakarta: Kencana, p. 208.

[44] Sara Chusing Weigle, (2002), *Assesing Writing*, Edinburgh: cambridge University Press, p.116

Afterwards, the results were collected to be divided into two and reached the final score.

2. Observation

Observation is an activity of observing the object of research during the teaching and learning process.[45]In this study, the observation conducted on 20th October to 12th November 2021. Observation was conducted during the teaching learning process. The researcher helped by the English teacher observed how the students' behavior and action during the lesson, for instance, the students took attention. The purpose of this instrument was to collect a variety of information and to evaluate how attitudes were shown by the students in classroom conditions through the observation checklist. The observation results shows that the students were enthusiast with the teaching learning process and, they were actively involved in the classroom as well as willing to, listen to the teachers' explanation. (Observation result can be seen in appendix 2).

3. Interview

Merriam stated that interview is necessary to be conducted if we cannot observe behavior, feelings, or situation around the subject.[46] In this study, the interview was conducted on 3rd November 2021 after the implementation of self-reflection writing strategy in recount text. The researcher used structured and lead-based interview techniques where interviews were conducted by providing a

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[45] Wina Sanjaya, (2009), *Penelitian Tindakan Kelas*, Jakarta: Kencana Prenada Media Group, p.25.

[46] Merriam,S.B., (2009), *Qualitative Research A Guide to Design and Implementation Revised and Expanded from Qualitative Research and Case Study Applications in Education*, Jossey Bass: United States of America, p. 118.

number of questions to be asked by the interviewer related to the intended goals to be found.[47]

In this case, the amount of questions to be asked were three questions for each interview (before and after the cycle). The researcher interviewed five students to get the data on how they felt after self-reflection writing was implemented in the teaching learning recount text. Moreover, the researcher interviewed the English teacher to know the teacher's responses toward the implementation of the self-reflection strategy. Based on the interview result, the researcher found that the students like self-reflection writing strategy and the teacher agrees with the implementation of self-reflection writing could improve students' ability to write recount text (interview result can be seen in appendix 3).

4. Diary Notes

Diary note is an important research used to record every action happened during the research by writing personal note about observation, feeling, response, interpretation, reflection and explanation.[48] The research was conducted during the learning process. Therefore, the researcher observed the students' activities when receiving the materials and the situation in the class. The researcher wrote down the notes about the student's response and activity during class in the diary notes. The results of the diary notes in cycle 1 showed that the students at the previous meeting was not enthusiastic in learning because they were still confused in learning and cycle 2 students to be enthusiastic in the learning process and the class

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[47] Ibid, p. 125.
[48] Tim Pusat Pendidikan dan Pelatihan Pegawai Kementian Pendidkikan dan Kebudayaan, (2017), *Modul Diklat Teknis Penyusunan Karya Tulis Ilmiah (Penelitian Tindakan Kelas),* Depok, Kementrian Pendidikan dan Kebudayaan pusat pendidikan dan pelatihan pegawai, p.71.

become conducive because the students enjoy with this strategy. (Diary notes result be seen in appendix 4).

5. Documentation

Documentation was used to show how the teaching and learning process was happened in the class. The documentation strategy means collecting data by recording the data that is already occurred by smartphone.[49]The documentations were collected by taking photos and collection students' test results. The photo was conducted on 21st October and 10th November 2021. Documentation has shown by using the photos and attached by the researcher to support data (documentationresult can be seen in appendix 8).

F. Techniques of Data Analysis

After all the qualitative data and quantitative data has obtained, the data were analyzed by using the techniques of Miles and Huberman's theory for qualitative data and the mean formula for quantitative data. For more detail analyses, it can be seen in the description bellow:

1. The Analysis of Qualitative Data

Qualitative data are descriptive data described through researcher's interpretation. To analyze the qualitative data in this research, the researcher used Miles and Huberman techniques for analyzing the qualitative data, the process of

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[49] Yatim Riyanto, (2010), *Metodologi Peneltian Pendidikan, 3rd edition,* Surabaya: SIC, p. 103.

the analysis was starting from data reduction, data display and conclusion drawing/verification.[50]

a. Data Reduction

Data reduction is the process of reviewing the records of the results of data collection and separating data that considered important and not important. The aim is to check the possible errors of the data.[51] In this section, the data obtained from observation, interview and diary notes were reduced and summarized by the researcher. After wards, the researcher chose the relevant data to the research. Next, the researcher encoded the data by coding. The researcher made complete information from data that has been summarized previously, then recorded the data objectively and made reflections of data that providing ideas or thoughts connected to data information.

b. Data Display

After reducing the data, the researcher displayed the data. According to Miles and Huberman, data display gives possibility of drawing conclusions and taking further action.[52] The researcher displayed all the data that has been reducedinform of chart. Afterwards, the researcher explained the data in paragraph on the researchers' representative based on the chart.

c. Conclusion/verification

Conclusion is the last process of qualitative analysis. After the whole process is carried out, the researcher drew conclusions from the results of the data

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[50] Masganti Sitorus, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, p. 218.

[51] Ilyas, (2016), Pendidikan Karakter melalui Homeschooling. Journal of Nonformal Education, 2(1), p. 94.

[52] Ibid, p.220.

presentation process. The researcher then confirmed the trustworthiness of the data by using expert debrief, member check and inter-rater reliability.

Lincolnand Gubi said that peer debrief is a person who is knowledge-able about educational research methods and capable of discussing problem about the research process with the research (Lincoln & Gubi).[53] Member check can be defined as the process of checking the data obtained by the researcherfrom the data source. The goal is to find out the suitability of the data found with the data generated by the data source.[54] In addition, interrater reliability refers to the degree to which two coders come to agreement in regard to the quality of any data coding.[55]

In the expert debrief, the researcher consulted to the English lecturer as expert in qualitative approach to check all the stages in this research. After checking all the data, the English lecture said that the data was correct at each stage of the analysis.

Furthermore, for member-check, the researcher re-checked the data. The purpose of this process was to ensure that the answers from the teacher and students match the transcript of the interview. The last was the inter-reliability between the assessors, the researcher needed help from English teacher to check and assess the results of students' work.

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[53]Susana Verdinelli and Norma l.Scagnoli,(2013), Data Display in Qualitative Research in The International Journal of Qualitative Methods (12):359381DOI.10.1177/160940691301200117.p.12.

[54] Salim, Isran Rasyid &Haidir, (2015), *Penelitian Tindakan Kelas Teori dan Aplikasi bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah,* Medan: Perdana Publishing, p. 86-87.

[55] Nora McDonald, Sarita Schoenebeck & Andrea Forte, (2019), Reliablity and Inter-raterReliablity in Qualitative Research: Norms and Guidelines for CSCW and HCI Practice, *Proceedings ACM Hum-Comput Interact,* 39(10), p. 4.

2. The Analysis of Quantitative Data

The quantitative data that the researcher analyzed were the data obtained from the result of writing essay tests. In addition, the researcher and the English teacher checked the student's test result in which the score were then divided by two. The students' essay tests were assessed based on the Weigle theory. Both of pre-test and post-test scores were counted and analyzed to find out the improvement of writing recount text performance. Thestudents' scores can be seen in the table below:

Table 3.2
Table of scores

No.	Initial Name of Students	Score		
		Pre-test	Post-test I	Post-test II
1	ANT	60	70	80
2	CF	75	80	90
3	DSA	75	85	90
4	DPN	75	80	85
5	DPS	60	65	70

(For more details, it can be seen in appendix 6.)

The students' mean score by calculated using the formula bellows::

$$\text{Mean} = X = \frac{\sum x}{N}$$

Where:

X : The mean of students' score

$\sum x$: The total score of students

N : The number of students

Finally, the researcher compared the percentage of students' scores with the minimum mastery level criteria (KKM) which was 75 by conveying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of those who got point up to 75

R: The number of those who got point up to 75

T: The total number of the students

CHAPTER IV

RESERACH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion including the data description and discussion of the implementation of self-reflection writing to improve students' ability to write recount text.

A. Findings

1. Data Description

The researcher collected the qualitative and quantitative data of this research. The qualitative data were taken from the form of observation sheet, interviews, diary notes, and documentation. Meanwhile the quantitative data were taken from the mean of the students' scores in writing recount text. The test as the pre-test was given in the first meeting and the post-test was given in last meeting of each cycle.

Before the researcher conducted the research, the researcher found out the preliminary data to identify the situation and the problem that happened during the teaching and learning process. After that, the researcher continued to the first cycle. The findings of the preliminary data explained as below:

a. Preliminary Data

The preliminary study was conducted before the researcher did cycle I on 9th of June 2020. In the preliminary study, the researcher collected the qualitative and quantitative data. The qualitative data were taken from interview and observation of the students. Meanwhile, the quantitative data were collected by

pre-test that has given to the students in order to know the students' ability in writing recount text before the implementation of self-reflection.

Based on the result of qualitative data, there were several problems faced by the students, namely the teacher used the learning strategy which the students did not feel familiar with it. It made the students were not enthusiastic in learning to write recount text.Thus, it can also be said that the use of strategy in learning process made the students had a lack of interest in learning to write recount text. After doing the observation, the researcher also did the interview with students and English teacher.

The observation was conducted before the cycle I. From the results of observations, it showed that the students were not enthusiastic in learning process.As a result, the students still did not understand the generic structure in recount text and students had difficulty expressing their ideas. It can be seen in the statement below:

Researcher : What are your difficulties in writing recount text?
(Apa kesulitan kamu dalam menulis teks recount?)

Students I : I don't know the generic structure in recount text miss
(Saya tidak tau susunan generic structure di teks recount miss)

Students II : I don't know where to start if I write a recount text miss
(saya tidak tahu harus memulai dari mana kalau menulis teks recount miss)

Students III : I find it difficult to express my ideas in writing a recount text miss
(saya sulit untuk mengekspresikan ide saya dalam menulis teks recount miss)

(Interview Transcript)

From the data above, it can be seen that most students did not understand the generic structure of recount text and they found out the difficulties to express

their ideas.Furthermore, the researcher had also conducted interview with the

English teacher, as shown below:

Research : According to you mam, what are the most frequent
mistakes students make in writing recount text?
*(Menurut mam, apa kesalahan siswa yang paling sering
dilakukan dalam menulis teks recount ?)*

Teacher : In writing recount text, there are still many students who
use the present tense even though they should use the past
tense in writing recount text
*(dalam menulis recount text masih banyak siswa yang
meggunakan present tense padahal seharusnya dalam
menulis teks recount harus menggunakan kata kerja masa
lampau)*

(Interview Transcript)

From the information above, it showed that students did not understand writing

recount text and students had difficulty expressing their ideas.

Furthermore, the quantitative data were taken from the pre-test activity followed

by 17 students. The pre-test results showed that only 3 students achieved the KKM

score. The Diagram can be seen below:
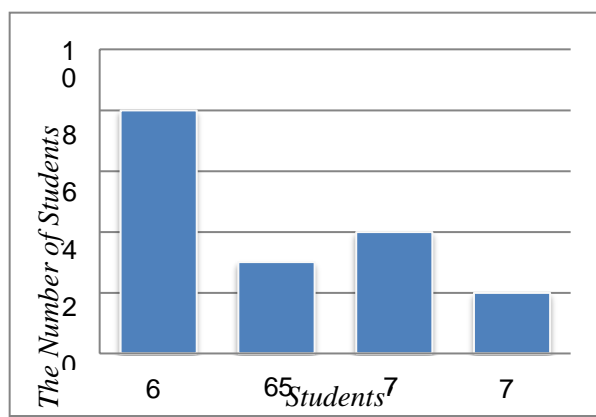
Figure 4.1 Score of Pre-Test

Based on the chart above, it shows that, there is fluctuation range of score

found in students' re-test score. The lowest score is 60 and the highest score is 75.

There are eight students who get 60, three students get 65, four people get 70 and

only two students get 75. While the percentage of students who get success call as

(P1) is 2 and get unsuccessful (P2) is 15 students. The percentage of students who get success and unsuccessful in recount text test is calculated by applying the following formula:

$$P = \frac{P}{R} \text{x } 100\%$$

$$P1 = \frac{2}{17} \text{x } 100\% = 11,6\% \text{ and}$$
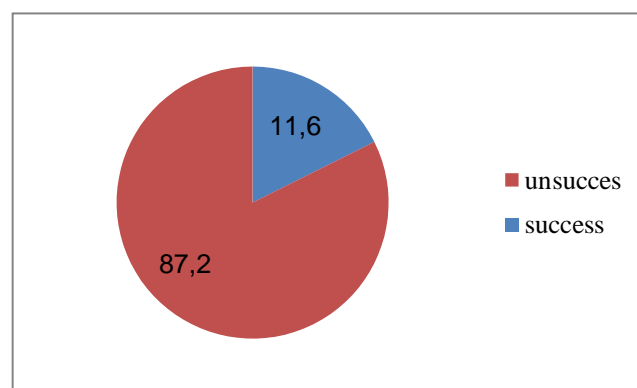
$$P2 = \frac{15}{17} \text{x } 100\% = 87,2\%$$

Figure 4.2 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 getunsuccessful 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.

b. Report of Cycle I

After collecting preliminary data, the researcher continued to the first cycle. In the first cycle, the research was conducted in 4 phases; planning, action, observation and reflection. During the research, there were two kinds of data that the researcher had collected which weredivided into qualitative data and quantitative data. The qualitative data were taken from observation sheet, interview and diary notes and the quantitative data were taken from test that the researcher has given in the last meeting of cycle I. The results of qualitative and quantitative data of this cycle are explained below:

1) Qualitative Data

The implementation of self-reflection strategy was carried out during the teaching learning process of writing recount text. The topic taught was "what did you do yesterday?".

There were five meetings in the cycle I. The meetings were conducted on 19thof October 2020, 23rdof October 2020, 26thof October 2020, 30thof October 2020, 2ndof November 2020. Before the implementation of self-reflection writing, the researcher conducted some activities, they were: (1) the researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) the teacher checked the attendance list of students, (3) the class started by saying*Bismillah*, (4) the teacher gave the purpose of the study.

The implementation of self-reflection writing was effective to use in teaching learning process because write based on own experience it made students easier to write recount text. This was evidenced from the results of the interview that can be seen as follows:

Researcher : What do you think of the application of self-reflection to write recount text ?
(Apa pendapat Anda tentang penerapan strategi self-reflection untuk menulis teks recount?)

Students I : Self-reflection strategy is very good to use because it makes easier for me to write recount text
(Strategi self-reflection sangat baik digunakan karena memudahkan saya dalam menulis teks recount)

Students II : Really like it, because we write our own story and make it easier to write it
(Sangat menyukainya, karena kami menulis cerita kami sendiri dan membuatnya lebih mudah untuk ditulis)

Students III : So like it. Can write personal experiences
(Sangat suka. Bisa menulis pengalaman pribadi)

(Interview Transcript)

Based on the results of the interviews, the researcher found that applying self-reflection writing in the learning process could help in improving students' ability in recount text and make students enthusiastic in learning process. Moreover, it was also approved by the teacher statements about learning strategies in English teaching, which can be as follows.

Researcher : What do you think about self-reflection writing in recount text?
(Apa pendapat Anda tentang menulis self-reflection dalam teks recount?)

Teacher : Self-reflection writing is a strategy that is suitable for improving students' ability in writing recount text, because with the implementation of this strategy makes it easier for students to express their ideas in writing and students can write based on the stories they have done.
(Menulis self-reflection merupakan strategi yang cocok untuk meningkatkan kemampuan siswa dalam menulis teks recount karena dengan penerapan strategi ini memudahkan siswa dalam mengekspresikan ide-idenya secara tertulis dan siswa menulis berdasarkan cerita yang telah mereka lakukan)

(Interview Transcript)

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 performancein writing recount text and made students enthusiast to learn writing recount text.
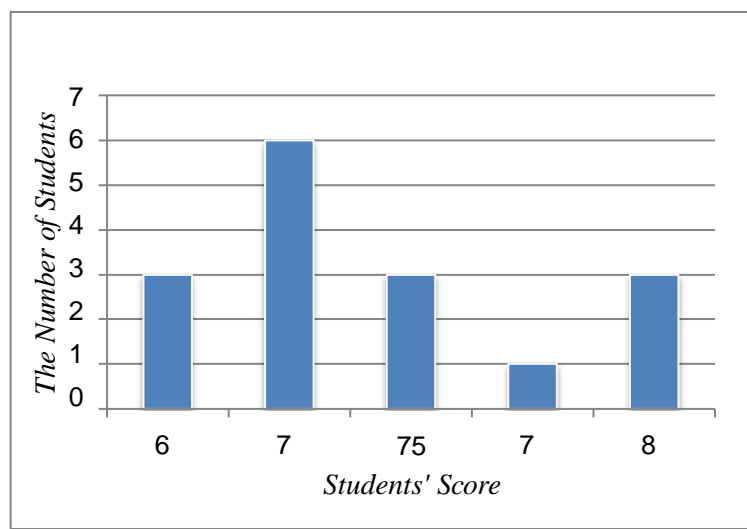
2) Quantitative Data

The researcher took the quantitative data from the results of the writing test that had been distributed to the students. The test was given to evaluate students' writing skill performance after implementing the self-reflection strategy. It was in the last meeting of this cycle and has been followed by 17 students. As the results, the students' score of post-test I improved compared to thestudents' pre-test score as can be seen in detailbelow:

Figure 4.3 Students' Post-Test Score

The researcher took the quantitative data from the results of the writing test that had been distributed to the students. The test was given to evaluate students' writing skill performance after implementing the self-reflection strategy. It was in the last meeting of this cycle and has been followed by 17 students. As the results,

the students' score of post-test I improved compared to thestudents' pre-test score

as can be seen in detail below:

$$P = \frac{P}{R} \text{x } 100\%$$

$$P1 = \frac{7}{17} \text{x } 100\% = 41,1\% \text{ and}$$

$$P2 = \frac{10}{17} \text{x } 100\% = 58,8\%$$
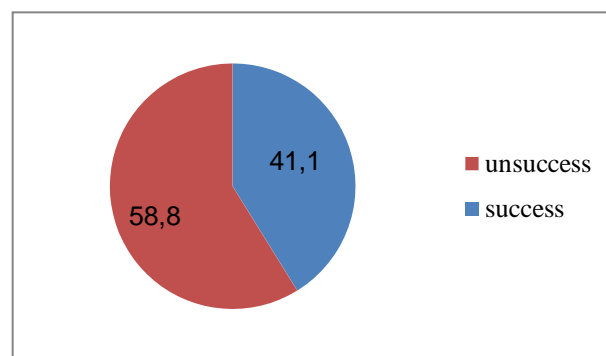

Figure 4.4 Percentage of Students' Post-Test I

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.

3) Reflection

In this step, the researcher provided feedback on the ability of the recount

text and learning process from the result of the observation sheet, interview, diary

notes in every single meeting and documentation after saw the situation and the

motivation the students in the learning process in cycle I.

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.

Furthermore, the researcher found that there was an improvement of the students' between pre-cycle and cycle I, although the result of the students' score was not significant. From the information above, the researcher decided to continue in cycle II. However, the implementation of next cycle needed the assessment. Based on the problems faced by researcher in cycle I, the researcher tried to find the solution to solve the problems, as follows:

1) The researcher told the students that in writing the recount text, he used the past tense instead of the present time

2) The researcher explain about the generic structure of recount text so that students don't forget and use the arrangement appropriately

3) Giving the motivation to students not to be self-consciousto ask questions to the teacher: This reflection can be seen in the lesson plan.

c. **Report of Cycle II**

This cycle II was purposed to solve the problem that occurred in cycle I. It was the reason why the researcher decided to continue the research to the cycle II. The focus of the cycle II was same as the cycle I. The researcher still used the implementation of self-reflection writing as the strategy to improve students' ability in writing recount text. There were two kinds of data, they are: qualitative data and quantitative data. The qualitative data were taken from the observation sheet, interview, diary notes and documentation. While the quantitative data were taken from test that has given in last meeting of cycle II.

1) Qualitative Data

The implementation of self-reflection writing was carried out after the researcher explained the material about recount text. The material presented was based on the topic "what did you do in class last week". The students were asked to write recount text about what they did in class last week and then they read the story in front of the class.

The implementation of the cycle II was held on in three meetings. They were on 6th of November 2020, 10th of September 2020, 13rd of November 2020. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' ability to write recount text.

Before implementing the cycle II, the researcher had discussed with the English teacher. The English teacher assumed this was a good action but the English teacher thought students have problem in time. The teacher felt that the students did not have much time to improve their ability to write recount text. Thus, the researcher and the English teacher decided to give more time to the students. Before that happened, the researcher did some activities, they were: (1) the researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) the teacher checked the attendance list of students, (3) the class start with say Bismillah, (4) the teacher gave the purpose of the study.

In addition, the implementation of self-reflection writing was good to use in learning process, because it could improve the students' ability in writing recount

text. This was evidenced from the results of the interview after being carried out by

the researcher, which can be seen as follows:

Researcher : Can the implementation of self-reflection strategy help you improve the ability to write recount text?
(Dapatkah penerapan strategi self-reflection membantu Anda meningkatkan kemampuan menulis teks recount?)

Students I : Yes Miss, with the implementation of self-reflection strategy can help me to improve ability to write recount text.
(Iya miss, dengan penerapan strategi self-reflection dapat membantu saya dalam meningkatkan kemampuan menulis teks recount)

Students II : Yes miss, very helpful
(Iya miss, sangat membantu)

Students III : Yes Miss, so helpful. My writing skills are improving
(Iya miss, sangat membantu. Kemampuan menulis saya semakin meningkat)

(Interview Transcript)

This was approved by the English teacher who said that with the implementation

of self-reflection writing, the students could improve their ability in writing

recount text.The English teacher also said that she wanted to apply self- reflection

writing strategy in the learning process.This can be seen from the

interview results as follows:

Researcher : Do you think they improved their ability to write recount text of self-reflection writing?
Apakah menurut Anda mereka meningkatkan kemampuan mereka untuk menulis teks recount dari menulis dengan self-reflection?

Teacher : Yes, it can be seen from the score of students in writing recount text which has increase. Because with the implementation of self-reflection strategy it make students easy to understand recount text.
Ya, terlihat dari nilai siswa dalam menulis teks recount yang mengalami peningkatan. Karena dengan penerapan strategi self-reflection membuat siswa mudah memahami teks recount.

(Interview Transcript)

Based on qualitative data, it showed that the students and English teachers agreed that the implementation of self-reflection writing could improve the students' ability in writing recount text.

2) Quantitative Data

The quantitative data were taken from the result of the test that had given to the students. The test was given in the last meeting of this cycle and it was followed by 17 students. The result of post-test II in cycle II was higher than the pre-cycle and post-test I in cycle I.
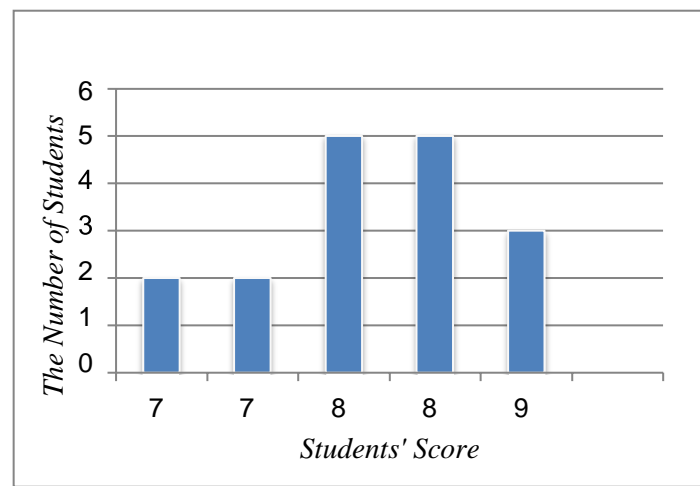

Figure 4.5 Students' Post-Test Score

Based on the chart above, it shows that, there is fluctuation range of score found in students' re-test score. The lowest score is 70 and the highest score is 90. There are two students who get 70, two students get 75, five students get 80, five students get 85, and three students get 90. While the percentage of students who get success (P1) is 15 and the students get unsuccessful (P2) is two. The percentage of students who get success and unsuccessful in the writing recount-text test can be seen in diagram below which was calculated by applying the following formula:

$$P = \frac{P}{R} \text{x } 100\%$$

$$P1 = \frac{15}{17} \text{x } 100\% = 88{,}2\% \text{ and}$$
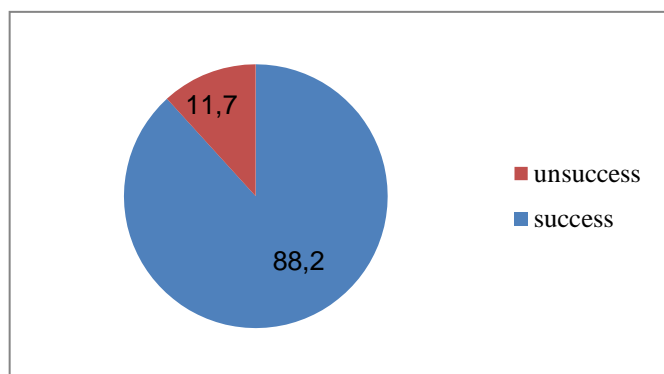
$$P2 = \frac{2}{17} \text{x } 100\% = 11{,}7\%$$

Figure 4.6 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.

3) Reflection

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. Based on the observation, it showed that the enthusiastic of the students during teaching and learning process by implementation of self-reflection writing has increased. While based on the students' score, it showed that there was significant increase in every cycle. (It can be seen in appendix 2).

d. The Comparison Result of the Cycle

1) 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:

Table 4.1
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

2) 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:
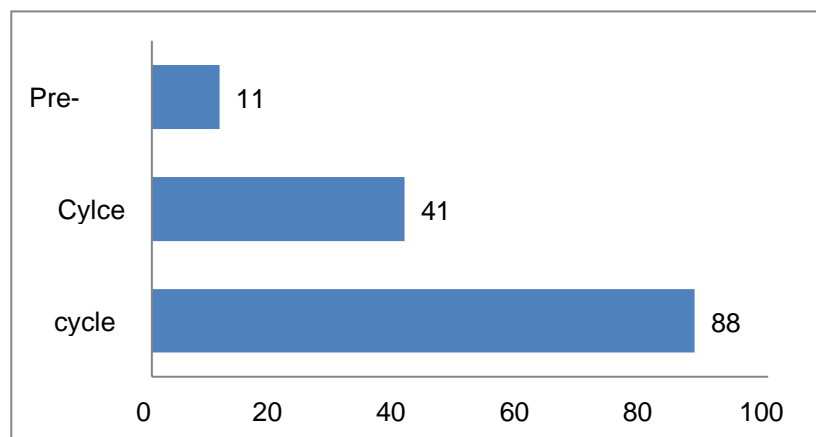

Figure 4.7 Comparison of the Percentage of the Result Students' SuccessScore

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.

Based on all the data qualitative and quantitative that has been collected, it showed that there was significant improvement of students' ability to write recount text after the implementation of self-reflection. Therefore, the implementation of self-reflection writing could improve students' ability in writing recount text.

B. Discussion

Based on the results above, the implementation of self-reflection writing in the classroom improves students' writingskill performance inrecount text. Hasnan also said this in his research that self-reflection writing is effective to improve students writing recount text.[56]

The improvement is proven by the students' writing skill results based on the quantitative result, the data were taken from the students' test results where there was an improvementshowed by the increase inmean scores, namely pre-cycle 65 to 71 in cycle 1 and increased again to 81 in cycle II. Murni also found an increase in the mean value in her research there are in the cycle I was 59 and in the cycle 2 it increased up to 73.[57]

Furthermore, based on the result of qualitative data,the implementation of self-reflection writing makes students' enthusiastand more active in the teaching learning processbecause students write about their own experiences that happened in the past. It is similar to the findings thatMaimunah found in her research, she also stated that the qualitative results of the students became more active and involved in the teaching and learning process.[58]

From the explanation above, the researcher concluded self-reflection writing is suitable to use as a strategy in teaching learning process. Based on the data which has been collected and analyzed, the researcher concluded the implementation of self-reflection writing can improve students' ability to write recount text and can be alternative solution of problems in writing recount text in tenth grade of Madrasah Aliyah Swasta Nurul Hakim Medan.

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[56] Hasnan Yasin, Op.Cit., p. 45
[57] Murni Putri, Op.Cit., p. 63.
[58] Maimunah, Op.Cit., 57.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion of the implementation of self-reflection writing to improve students' ability in writing recount text.

A. 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.

Therefore, the hypothesis of this research in which the students' ability to write recount text could be improved by self-reflection writing at the tenth grade of Madrasah Aliyah Swasta Nurul Hakim Medan is accepted.

B. Suggestion

Based on the result of this study, the researcher give suggestion for the students, teacher, and further researcher, as follow:

1. For the English Teachers

The implementation of self-reflection writing strategy can be used in recount text learning. Hence, the researchersuggests to English teachers to implement self-reflection writing strategies in the learning process. Because the implementation of this strategy can make students enthusiastic and interesting when studying and can improve students' recount text skills.

2. For the Students

The researcher suggests to the the students that the students should be active in the learning process in the classroom.Besides,the students should also have learning motivation so that students can focus on the material that the teacher explains.

3. For the Further Researchers

It has been known from the result of this study by the implementation of self-reflection writing has improved the students' ability in writing recount text. The researcher wants to give suggestion to the next researchers that self-reflection writing strategy can be used as an additional reference for further research with different samples and opportunities.

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APPENDIX 1

LESSON PLAN

(CYCLE I)

School   : Madrasah Aliyah Swasta Nurul Hakim Medan

Subject   : English

Class   : X/ Semester I

Main Material   : Recount Text

Time   : 6JP (3x meetings)

A. **Core Competencies (KI):**

KI.1	Respect and appreciate the teaching of the religion they hold
KI.2	Respect and appreciate honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence
KI 3	Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with human, nationality, state, and civilization insights related to the causes of phenomena and events, and applying procedural knowledge to the field of study the specifics according to their talents and interests in solving problems
KI 4	Cultivate, reason, serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles

A. Basic Competencies:

1.1	Grateful for the opportunity to learn English as international communication language manifested in the spirit of learning
2.1	Show polite and caring behavior in carrying out interpersonal communication with teachers and friends
3.9	Analyzing social functions, text structure, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use.
4.13	Capture meaning in simple oral and written recount text.
4.14	Compile simple oral and written recount texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in context

B. Indicators of Competency Achievement (GPA)

The students can write stories on paper about experiences or events that have been experienced.

C. Learning Materials

Recount Text

1. The definition of recount text

   A recount text is a text that telling the reader about one story, action, or activity that happen in the past time. It is usually about writer's own experience

2. Types of recount text

   a. Personal recount : These usually retell an event that the writer was personally involved in.

b. Factual recount : Recording an incident, e.g. a science experiment, police report.

c. Imaginative recount : Writing an imaginative role and giving details of events, e.g. a day in the life of a pirate; how I invented…

1. The generic structure of recount text

   a. Orientation : It tells who was involved, what happened, where the event took places, and when it happened.

   b. Sequence of events : It tells what happened and in what sequence.

   c. Reorientation :It consists of optional-concluding comments express a personal opinion regarding the events described.

2. Language features of recount text :

   a. Using simple past tense

   b. Using the conjunction words, such as : then, before, after

   c. Using personal pronouns (I, we)

Example of Recount Text

The Near Death of Sally the Salamander Once, I almost killed a very cute salamander. When I was nine, my brother and I were planting flowers by the creek near our house. I accidentally chopped off a salamander's tail with a shovel. Luckily, salamanders have the ability to regenerate parts of their bodies. I rescued this salamander and named it Sally. I made Sally a home from an old hamster cage. I found bugs for her to eat. When her tail had re-grown, I took her back to the creek. Every time I go there now, I look for her to make sure she is okay.

E. Media, Tools, Learning Resources, and Learning Strategies

1. Media: Student textbooks and internet

2. Tools: Marker and whiteboard

3. Learning Resources English SMA/MA Grade X. 2013. Jakarta: Erlangga.

4. Learning Strategies: Self-Reflection writing

F. Learning Activities

First meeting: 2x45 Minutes

Activities	Description	Time allocation
Preliminary	1. Students give greetings to the teacher and give thanks for the gift of God has been given health and the opportunity to learn English as an international language of instruction. 2. Students check the cleanliness of the class before class begins 3. The class starts the teacher and students say Bismillah 4. Check the presence of students 5. Students receive information about the material to be implemented, namely the range of recount text.	15 Minutes
Core	1. listen and understand the explanation about recount text 2. Students do a question and answer 3. Students make example about recount text	40 Minutes

Closing		15
	1. Learners conclude the material that has been learned	Minutes
	2. Students do an evaluation of learning	
	3. Close learning with Allhamdulilah	

Second meeting: 2 x 45 Minutes

Activity	Description	Time Allocation
Preliminary	1. Students give greetings to the teacher and give thanks for the gift of God has been given health and the opportunity to learn English as an international language of instruction. 2. Students check the cleanliness of the class before class begins 3. The class starts the teacher and students say Bismillah 4. Check the presence of students 5. Students receive information about the material to be implemented, namely the range of recount text.	15 minutes
Core	1. listen and understand the explanation about self-reflection Implementation 2. Students do a question and answer 3. Students explain recount textbased on stories of own experiences.	60 minutes
Closing	1. Learners conclude the material that has been learned 2. Students do an evaluation of learning 3. Close learning with Allhamdulilah	15 minutes

Third meeting: 2 x 45 Minutes

Activity	Description	Time Allocation
Preliminary	1. Students give greetings to the teacher and give thanks for the gift of God has been given health and the opportunity to learn English as an international language of instruction. 2. Students check the cleanliness of the class before class begins 3. The class starts the teacher and students say Bismillah 4. Check the presence of students 5. Students receive information about the material to be implemented, namely the range of recount text.	15 minutes
Core	1. Students make text recount text based on self-reflection 2. Students read the text they have made in front of the class	60 minutes
Closing	1. Learners conclude the material that has been learned 2. Students do an evaluation of learning 3. Close learning with Allhamdulilah	15 minutes

A. **Assessment**

Written test: Essay

1. Write recount text story on vocation with your family.

2. Write down what happened in class yesterday.

Agreed by,   Medan, 19 October 2020
English Teacher   Reseacher

Rahniezh Faurizka S.Pd   Marlaini

Approved by
Headmaster of MAS Nurul Hakim Mead

M. Idham Aditia Hasibuan, S.Th.I

LESSON PLAN

(CYCLE II)

School   : Madrasah Aliyah Swasta Nurul Hakim Medan

Subject   : English

Class   : X/ Semester I

Main Material   : Recount Text

Time   : 4JP (2x meetings)

A. Core Competencies (KI):

KI.1	Respect and appreciate the teaching of the religion they hold
KI.2	Respect and appreciate honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence
KI 3	Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with human, nationality, state, and civilization insights related to the causes of phenomena and events, and applying procedural knowledge to the field of study the specifics according to their talents and interests in solving problems
KI 4	Cultivate, reason, serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles

B. Basic Competencies:

1.1	Grateful for the opportunity to learn English as international communication language manifested in the spirit of learning

2.1	Show polite and caring behavior in carrying out interpersonal communication with teachers and friends
3.9	Analyzing social functions, text structure, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use.
4.13	Capture meaning in simple oral and written recount text.
4.14	Compile simple oral and written recount texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in context

A. Indicators of Competency Achievement (GPA)

Students can write stories on paper about experiences or events that have been experienced.

B. Learning materials

1. Definition of Recount Text

   Recount text is a text which retells event or experiences in the past

2. Generic Structure of Recount Text

   a. Orientation: It gives the reader the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

   b. Events: A series of events, ordered in a chronological sequence.

   c. Re-Orientation: A personal comment about th e event or what happened in the end.

3. The Characteristics/ language Features of Recount Text

   a. Using the simple past tense

b. Using temporal sequence, e.g. On Saturday, On Monday, On Sunday

c. Focus on Specific participant, e.g. I (the writer)

d. Using action verb, e.g. went, stayed

A. Media, Tools, Learning Resources, and Learning Strategies

1. Media: Student textbooks and internet

2. Tools: Marker and whiteboard

3. Learning Resources English SMA/MA Grade X. 2013. Jakarta: Erlangga.

4. Learning Strategies: Self-Reflection writing

B. Learning Activities

First meeting: 2x45 Minutes

Activities	Description	Time allocation
Preliminary	1. Students give greetings to the teacher and give thanks for the gift of God has been given health and the opportunity to learn English as an international language of instruction. 2. Students check the cleanliness of the class before class begins 3. The class starts the teacher and students say Bismillah 4. Check the presence of students 5. Students receive information about the material to be implemented, namely the range of recount text.	15 Minutes

Core	1. listen and understand the explanation about recount text 2. Students do a question and answer 3. Students make example about recount text	40 Minutes
Closing	1. Learners conclude the material that has been learned 2. Students do an evaluation of learning 3. Close learning with Allhamdulilah	15 Minutes

Second meeting: 2 x 45 Minutes

Activity	Description	Time Allocation
Preliminary	1. Students give greetings to the teacher and give thanks for the gift of God has been given health and the opportunity to learn English as an international language of instruction. 2. Students check the cleanliness of the class before class begins 3. The class starts the teacher and students say Bismillah 4. Check the presence of students 5. Students receive information about the material to be implemented, namely the range of recount text.	15 minutes
Core	1. Listen and understand the explanation about self-reflection implementation 2. Students do a question and answer 3. Students explain recount text based on stories of own experiences.	60 minutes
Closing	1. Learners conclude the material that has been learned	15 minutes

Closing	1. Learners conclude the material that has been learned	15 minutes
	2. Students do an evaluation of learning	
	3. Close learning with Allhamdulilah	

A. Assessment

Written test: Essay

1. Write recount text based on what you have done this morning.

2. Write down what happened in class today.

Agreed by,
English Teacher
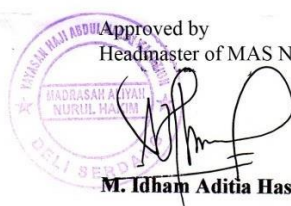
Medan, 19 October 2020
Reseacher

Rahniezh Faurizka S.Pd

Marlaini

Approved by
Headmaster of MAS Nurul Hakim Mead

M. Idham Aditia Hasibuan, S.Th.I

APPENDIX 2

OBSERVATION SHEET

A. Observation Sheet of Attitude Students in Learning in The First Cycle

No	Description	1	2	3
1	Students come to class on time			✓
2	Students answer the teachers' greeting		✓	
3	Students are enthusiastic in teaching learning process		✓	
4	Students listen to the teachers' explanation attentively		✓	
5	Students do all the task well		✓	
6	Students are actively involved in the class	✓		
7	Students give their opinion actively		✓	
8	Students ask question if they do not know			✓
9	Students pay attention to the teacher explanation		✓	

B. Observation Sheet of Attitude Students in Learning in The Second Cycle

No	Description	1	2	3
1	Students come to class on time			✓
2	Students answer the teachers' greeting			✓
3	Students are enthusiastic in teaching learning process			✓
4	Students listen to the teachers' explanation attentively			✓
5	Students do all the task well			✓
6	Students are actively involved in the class		✓	
7	Students give their opinion actively		✓	
8	Students ask question if they do not know		✓	
9	Students pay attention to the teacher explanation			✓

APPENDIX 3

INTERVIEW TRANSCRIPT

A. Interviewing the students after implementing self-reflection writing

Researcher : What do you think of the application of self-reflection to write recount text?

Students : Self-reflection strategy is very good to use because it makes it easier for me to write recount text.

Researcher : Do you like the application of self-reflection to write recount text?

Students : Yes, I like that because I can write recount text by own stories.

Researcher : Can the application of self-reflection help you improve the ability to write recount text?

Students : Yes. With the implementation of self-reflection strategy can help me to improve ability to write recount text.

B. Interview English teacher after implementing self-reflection writing

Researcher : What do you think about self-reflection writing in recount text?

Teacher : self-reflection writing is a strategy that is suitable for improving students' ability in writing recount text because with the implementation of this strategy makes it easier for students to express their ideas in writing and students write based on the stories they have done.

Researcher : Do you think they improved their ability to write recount text of self-reflection writing?

Teacher : Yes, it can be seen from the score of students in writing recount text which has increase. Because with the implementation of this strategy it make students easy to understand recount text.

Researcher : So, would you like to apply that strategy in every time you are teaching writing recount text?

Teacher : I will use self-reflection strategy in learning recount text.

APPENDIX 4

DIARY NOTES

A. Diary Notes in Cycle I

At the first meeting, the researcher gave a pre-test to the students. When doing the pre-test, the students seemed confused about it maybe because they forgot about the recount text lesson. Because they are confused about what to write about what makes class conditions not conducive because they ask each other.

At the second meeting, the researchers provided material on recount text and the application of self-reflection to recount text. Interested students want to know more about self-reflection writing but they are also still confused about this strategy. At this meeting, only a few students were actively asking or answering questions.

At the last meeting, the researcher reviewed the previous lesson so that students could remember the recount text material. Students make recount text based on their own story at least 3 paragraphs but because their vocabulary is lacking and they do not understand the generic structure of recount text, most of them only write 2 paragraphs and some even write only 1 paragraph.

B. Diary Notes in Cycle II

In cycle II, the researcher explained a little more material in order to make students understand better. Maybe during cycle I students lacked time to understand the material presented. After explaining the material, the researcher invites students to discuss what they do not understand the purpose of this discussion so that all students understand the recount text and get the best score.

At the next meeting, the researchers and students focused on writing text so that students had a lot of practice in writing recount text. In this cycle, the students' ability to write recount text also increases. Students become more active in asking questions, enthusiastic in learning and students write in very conducive classroom conditions.

APPENDIX 5

INITIAL NAME OF STUDENTS

No.	Name	Initial Name
1	An Nisa tuljannah Br Sagala	ANT
2	Cahaya Fadhilah	CF
3	Debi Siti Aisyah	DSA
4	Delviana Putri Nasution	DPN
5	Dian Puspita Sari	DPS
6	Hidayatul Muslimah	HM
7	Nurul Khairunnisa	NK
8	Rahella Juwita Syahrani	RJS
9	Retna Tania	RT
10	Wanda Sari Siregar	WSS
11	Afdilla Zulkarnain	AZ
12	Aulianisa	A
13	Nadia Wandari	NW
14	Naila Ramadhani	NR
15	Ninda Tsasqiya Nasution	NTN
16	Windy Annisa Husnida	WAH
17	Putri Rezeki	PR

APPENDIX 6

TABLE OF SCORES

No.	Initial Name of Students	Score		
		Pre-test	Post-test I	Post-test II
1	ANT	60	70	80
2	CF	75	80	90
3	DSA	75	85	90
4	DPN	75	80	85
5	DPS	60	65	70
6	HM	65	70	85
7	NK	70	75	75
8	RJS	60	70	70
9	RT	70	77	80
10	WSS	70	77	85
11	AZ	60	65	75
12	A	70	80	80
13	NW	65	75	85
14	NR	60	65	80
15	NTN	60	75	80
16	WAH	60	70	85
17	PR	65	70	90
	Mean	65	71	81

APPENDIX 7

STUDENTS' TEST RESULTS

A. PRE-TEST

Question

Student's Name :
Student's Class :

Write a recount text by own word at least three paragraphs with the topic of "First Day Of Scholl"?

Answer

B. POST-TEST I

Question

Name :
Class :

Write a recount text by own word about the activity we did last week.

Answer

C. POST-TEST II

Question

Name :
Class :

Write down your activity last morning.

Answer

APPENDIX 8

DOCUMENTATION

Picture 1. The researcher taught the students by using self-reflection writing

Picture 2. The students were learning recount text by implementing self-reflection writing

Picture 3. The researcher interviewed the student

Picture 4. The reseacher and the English teacher

APPENDIX 9

RESEARCH PERMISSON AND RESEARCH RESPONSE LETTER

A. Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem IskandarPasarV MedanEstate20371
Telp.(061)6615683-6622925Fax.6615683

Nomor:B-13086/ITK/ITK.V.3/PP.00.19/10/2020   19 Oktober 2020
Lampiran:-
Hal   : **Izin Riset**

Yth.Bapak/Ibu Kepala Madrasah Aliyah Swasta Nurul Hakim

AssalamulaikumWr.Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (SI) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:Marlaini
NIM	:0304162073
Tempat/Tanggal Lahir	:Blok VI Baru, 10 September 1998
ProgramStudi	:Pendidikan Bahasa Inggris
Semester	:IX (Sembilan)
Alamat	:Jl. Terusan Negara No. 22 Kecamatan Medan Tembung

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Aliyah Swasta Nurul Hakim, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Implementation of Self-Reflection Writing to Improve Students' Ability in Recount TextAt Tenth Grade of Madrasah AliyahSwastaNurul Hakimin 2020/2021 Academic Year

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terimakasih.

Medan,19 Oktober2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

DigitallySigned

Dr.SholihatulHamidahDaulay,S.Ag,M. Hum
NIP.197506222003122002

Tembusan:

-DekanFakultasIlmuTarbiyahdanKeguruan UIN Sumatera Utara Medan

B. Research Response Letter

YAYASAN H. ABDUL HAKIM NASUTION
MADRASAH ALIYAH SWASTA
PESANTREN MODERN NURUL HAKIM
TEMBUNG PERCUT SEI TUAN DELI SERDANG

Jl. M.Ya'kub No. 51 Tembung Deli Serdang ☎ (061) 7380177

SURAT KETERANGAN
No : 030/MAS-PMNH/XI/2020

Kepala Madrasah Aliyah Swasta Nurul Hakim Tembung dengan ini menerangkan bahwa :

Nama	: Marlaini
NIM	: 0304162073
Tempat/Tanggal Lahir	: Blok VI Baru, 10 September 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jln. Terusan Negara No. 22 Medan Tembung

benar nama tersebut diatas telah melaksanakan Riset di Madrasah Aliyah Swasta Nurul Hakim Tembung, pada tanggal 19 Oktober s.d 30 November 2020 untuk mendapatkan keterangan dan data-data yang dibutuhkan dalam rangka penyusunan Skripsi yang berjudul :

The Implementation of Self-Reflection Writing to Improve Students' Ability in Recount Text At Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim in 2020/2021 Academic Year

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tembung, 30 November 2020
Kepala Madrasah,

M. Idham Aditia Hasibuan, S.Th.I