

CHAPTER I

INTRODUCTION

A. BACKGROUND

Writing is one of the main language skills. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose.

Also, Writing is one of the important skills in teaching English. According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, representations on the paper will have meaning and content that can be communicated to other people by the writer. In addition, writing skill is the ability which helps writers put their thoughts into words in a meaningful form and mentally interacts with the message. Writing is not just about conveying content but also about the representation of self. Who we are effects how we write, and whatever we write
Ivanic (1998: 181)

Many Indonesian students still find out the difficulty in completing the task of writing. It is based on the observation by the researcher in one of Junior High School in Bandung. Students in this school are very proficient in speaking, presentations, and explaining something in English. Moreover, the students' writing interest is still low. The fact can be identified by the facial expression of them when they are announced

that the material is writing. When they are asked to write, most of them did not know what they write should be. Consequently, their writing just contains one or two short paragraphs. Ghabool, Edwina, and Kashef (2012) also argue, problems that individual may have in writing are the difficulties in one or more aspects such as conventions, capitalization, proper use of grammar, spelling, punctuation, and some of the basic and initiating aspects of writing.

There are many techniques which can be used to improve students' writing skills, and one of them is reflective writing. Reflective writing focuses on experiences that are attached to its context, hence reality is constructed while considering the complexities of this context. Based on this, it has been argued that reflection involves cognitive, critical and narrative elements (Colton & Sparks-Langer, 1991). Reflection, according to Moon (1999, 2004), is a form of mental processing with a specific purpose and/or predicted outcome that is applied to relatively complex or even unstructured ideas. Moon (1999, 2004) states that for students to engage in deep learning, reflection is required, whereas surface learning may occur because of a lack of reflection. Others have defined reflection to be a mental activity in which an individual attempts to make sense of an experience (Seibert & Daudelin, 1999). Therefore, reflective writing, focusing on writing reflection, is able to help students' ability in writing.

Akin (2002) stated that reflective writing helped develop a better understanding of her own teaching practice which in turn assisted her in the conceptualization of herself as a teacher. A desirable goal of reflective writing is to have students write

reflections because reflections are considered effective tools of intellectual development.

The writer found some of the previous researches that have the same topic with this research; the first is Kavaliauskiene (2004) the journal is about Students' Reflection on Learning English for Specific Purpose. Based on the research, the result is beneficial for learners linguistic development. The learners' reflections reveal their attitudes to various assignments and judgments of their usefulness in learning. Reflective practice might help teachers develop ways of dealing with specific difficulties and improve the quality of teaching. Training learners to reflect on learning outcomes is beneficial from the perspective of lifelong learning.

The next is research by Suminar and Putri (2015). the journal is about the effectiveness of Think-Talk-Write (TTW) strategy in teaching writing descriptive text. Based on the research, the result of teaching writing descriptive text by using TTW strategy is effective because the result in the analysis score pre-test, post-test control, and experimental class are different.

Different from previous research, the researcher uses descriptive text and tested in 8th-grade student at junior high school. In this research, students are directed to be able to synchronize between their writing descriptive text and their ideas in students' reflection. The researcher wants writing ability can compensate for their capabilities in learning English. So, the researcher uses students' Reflection strategy to improve their writing ability.

Meanwhile, this research is aimed to find out: **The Use of Students' Reflection to Improve their Learning in Writing Descriptive Texts** (an experimental research at second grade of the junior high school of PPI 1 Bandung, Kota Bandung).

B. RESEARCH QUESTIONS

Based on the background explained above, here are the following specific problems as follows:

1. What is the students' ability in writing descriptive texts before using students' reflection?
2. What is the students' ability in writing descriptive texts after using students' reflection?
3. What is the significant improvement of students' writing descriptive texts after using students' reflection?

C. PURPOSES OF THE RESEARCH

The aims of this research are as follow:

1. To know the students' ability in writing descriptive texts before using students' reflection.
2. To identify the improvement of the students' ability in writing descriptive texts after being used students' reflection.

3. To find out the improvement of the students' ability in descriptive texts by using students' reflection.

D. SIGNIFICANCES OF THE RESEARCH

The result of the present study is expected to give both practical and theoretical importance as the following:

1. Practically

The research result is expected to give some benefits for students and teachers. For students, the use of students' reflection in writing is tended to make them aware of their weaknesses in it. Whereas for teachers, the use of students' reflection is tended to make them recognize their students' weaknesses in writing. So that the teacher could fix the students who get the problem in their learning in writing. Especially in descriptive text.

2. Theoretically

This research is expected to give information about the importance of students' reflection and how to implement it in writing learning descriptive texts. So that, the process of teaching an learning of writing develops.

E. HYPOTHESES

Hypotheses are statements in quantitative research in which the researcher makes a prediction about the outcome of the relationship among characteristics (Creswell, 2014). The relationship between variables should be stated in a clear term. So, the hypotheses can make clear questions that will be researched. Whereas in this research there are two variables: X variable is for the use of students' reflection and Y variable is for to improve students' learning in writing descriptive texts. Therefore the relation of the research hypotheses is proposed as follows "The Use of Students' Reflection to Improve Students' Learning in Writing Descriptive Texts"

The hypotheses in this study are alternative hypotheses (H_a) and the null hypothesis (H_0). The formulated hypothesis is described as follows:

1. H_a : There is a significant improvement in students' writing of using reflection technique.
2. H_0 : There is no significant improvement in students' writing of using reflection technique.

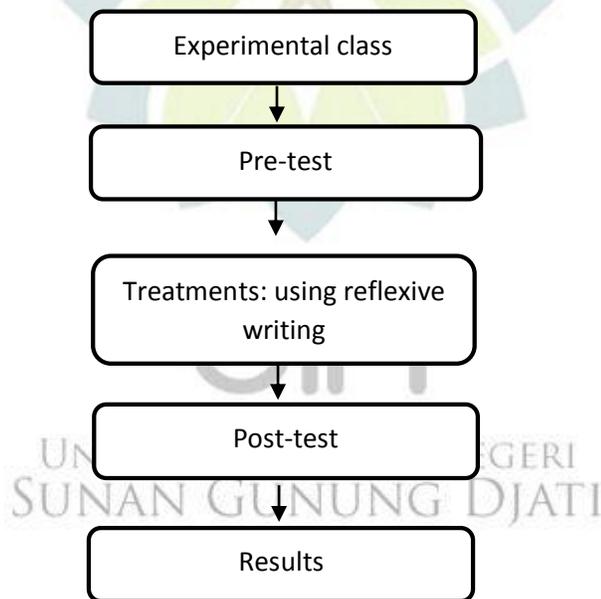
F. RESEARCH METHODOLOGY

This research is quantitative research to explain how one variable affects another in this case how the students' reflection technique to improve students' writing ability. According to Creswell, (2012:13), the major characteristics of quantitative research among other things are investigating a research problem by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and analyzing data, comparing groups,

or relating variables using statistical analysis. Then, this research is taken several steps which are explained below to reach the aims of this quantitative research.

To sum up, in finding out the effect of students' reflection to improve their learning in writing, the researcher takes one class as a sample to be investigated. The class is an experimental class which is given a treatment of students' reflection, this research is figured out the research framework as follows.

Figure 1.1 Research framework.



The detailed procedures are described in the following table:

Table 1.1 Timeline of Research

Meetings	Activities
1st	Observation, giving license to the school
2nd	First meeting at VIII-A (experimental class), delivering a pre-test.
3rd	The first teaching-learning process at VII-A (experimental class) by using students' reflection.
4th	The second teaching-learning process at VIII-A (experimental class) by using students' reflection.
5th	The third teaching-learning process at VIII-A (experimental class) by using students' reflection.
6th	The fourth teaching-learning process at VIII-A (experimental class) by using students' reflection.
7th	The last meeting at VIII-A (experimental class), give a post-test.

Based on the research framework presented in figure 1.1 above, in getting the students' results in experiment group, the first step is administered a pre-test. Then, conducted the experimental treatment-activities. The last is administered a post-test. The results of this steps provide the answer to the research question about the significant and the influence on students' writing ability by using students' reflection.

There are some steps taken in this research: 1) Research design, 2) determining the source of data, and 3) determining methods of data collection.

1. Research design

This research uses an experimental design. According to Creswell (2012:21), the experimental designs (also called intervention studies or group comparison studies)

are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

In other words, the method used in this research is a quantitative method to know the effectiveness of using students' reflection to improve students' writing descriptive texts and this study has one class for collecting data; that is experimental class it is students get the pretest first before receiving the treatments and after the treatments, students are given the post-test (Creswell, 2003)

2. Sources of Data

a. Research Site

This study is held at the second grade of Junior High School. The location of the school is at PPI 1 Bandung. Based on the observation, this research is conducted in second grade because the students in PPI 1 Bandung have a difficulty in writing skill.

b. Population and sample

According to Arikunto (2012;173), a population is a set for collection of all elements processing or more attribute of interest. The sample is a part of number and characteristics possessed by population (Sugiono, 2012: 18).

In this research, the population is students at second grade of PPI 1 Bandung which has 3 classes with 128 students. This research applies Random Sampling Technique. It means that all subjects had the same opportunity to be a sample (Arikunto, 2012). Furthermore, the samples of this research are 38 students of class A

Table 1.2 Distribution of Population

No	Class	Number of Students		Sum
		Male	Female	
1	VII – A	17	20	38

The sample which is used in this research consists of one class, it is VII-A class that consists of 38 students.

3. Method of Data Collection

This research uses the test to collect the data that is analyzed. There are pre-test and post-test to study the progress of students' ability in writing descriptive texts after they were learning English by using students' reflection. This following below is the processes to collect data:

a. Pre-Test

A pre-test is the first step in this research instruments. According to Creswell (2012), pre-test provides a measure of some attribute or characteristic that you access for participants in an experiment before they receive a treatment. This test is conducted before they are given the treatment of teaching with students' reflection.

b. Post-test

According to Creswell (2012), a post-test is a measure of some attributes or characteristics that are assessed for participants in an experiment after treatment. So, post-test is done after the students have been given the treatment of teaching-learning process. The post-test is conducted in the class. This post-test is used to know the

influence of the experiment which is conducted toward experimental class to know how far students are able to improve their learning English in writing by using students' reflection and which one is better. In post-test, the researcher asks students to make descriptive text.

c. Data analysis

This research uses quantitative data which are related to the numeral and the analyses use the statistical analysis. After collecting data from pretest and posttest, the comparison is made between them. According to Subana (2005) and Rahayu (2015), there are several steps in testing the normality:

4. Determining the Normality of Data

According to Rahayu (2015, p. 65), determining the normality of data by conducting the steps as follows:

b) Making the distribution table of frequency, with procedures:

1. Determining range (R)

$$R = \text{the highest score (H)} - \text{the lower score (L)} + 1$$

$$R = (H - L) + 1$$

2. Determining the number of class (K)

$$K = 1 + 3.3 \times \log n$$

3. Determining class interval (P)

$$P = \frac{R}{K} \text{ formula:}$$

c) Determining the central tendency, mean are as follows:

$$S = \sqrt{\frac{\sum f_i(X_i - \bar{X})^2}{(n-1)}} \text{ Counting deviation standard}$$

Determining mean

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

d) Table frequency of frequency distribution

Table 1.3
Distribution of Frequency

Class Interval	f_i	X_i	$f_i \cdot x_i$	$X_i - \bar{X}$	$ X_i - \bar{X} $	$(X_i - \bar{X})^2$	$f_i (X_i - \bar{X})^2$
1	2	3	4	5	6	7	8

e) Looking for the standard deviation by using formula are as follows:

$$S = \sqrt{\frac{\sum f_i \cdot (X_i - \bar{X})^2}{n-1}}$$

f) Arranging the distribution of observation and expectation frequency by using the tables as follows:

Table 1.4
Arranging the distribution of observation and expectation frequency

Class Limit	F	BK	Z_{count}	Z_{table}	Li	Ei	Oi	χ^2_{count}
1	2	3	4	5	6	7	8	9

g) Determining Chi-square count (χ^2_{count}) by using the formula:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

h) Determining the degree of freedom with formula

$$df = K - 3$$

i) Interpreting data normality by comparing Chi-square count x^2_{count} and

Chi-square table (x^2_{table}) with the formula:

- IF $(x^2_{count}) < (x^2_{table})$, this data is normal
- IF $(x^2_{count}) > (x^2_{table})$, this data is not normal

5. Determining Hypothesis

a. Testing hypothesis by using T-test formula as follows:

1. Determining Standard Deviation

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

2. Determining t_{count}

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

X_1 = mean of post-test of the experiment group

X_2 = mean of post-test of control group

n = the total number of cases

dsg = cumulative standard deviation of the experiment group

V_1 = the post-test standard deviation of experimental group

V_2 = the post-test standard deviation of control group

3. Determining db

$$Db = n_1 + n_2$$

$$Db = 38 + 38 = 76$$

4. Looking t_{table} with the level of significance 1% using interpolation

$$t_{table} = \left(1 - \frac{1}{2} \alpha\right) (db)$$

The hypothesis: accepted H_0 , if $t_{table} < t_{count} < t_{table}$, in term H_0 rejected.

b. Determining Gain

$$\text{Gain} = \frac{(\text{score of post-test}) - (\text{score of pre-test})}{n(100) - \text{score of Pre-test}}$$

Table 1.5

Determining Gain

Percentage	Degree
0 – 0.3	Low
0.3 – 0.7	Medium
0.7 – 1	High

G. FRAME OF THINKING

In this study, they are some terms need to be clarified to avoid misinterpretation and unnecessary misunderstanding of the terms used in this paper. Some terms are clarified as follows:

1. Students' reflection

Students' reflections on the utility of various tasks in English classes offer insights into learning progress. Given the disparity of usefulness scores, it is apparent that only statistical processing might provide further clarification. To improve students' ability in writing descriptive text in PPI 1 Bandung students' reflection should be used to see their weakness in learning English especially in writing descriptive text.

2. Writing

Writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Writing is one of the basic skills of the English language. The ESL teachers include writing skills in the syllabus because this is an essential element for students' academic success. Kellogg (2008) writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking.

Sure that extremely students get difficulties in learning English and students are very obliged to communicate with their teachers, their weaknesses in learning. Teachers and students are normally among the main stakeholders in implementing the language in education policy. However, they are rarely if ever part of the policy-making team. Thus, the necessity to investigate higher education students' reflections on learning all their subjects in English arose in order to reveal yet unknown experiences of students regarding the use of the English medium of

instruction in their daily academic activities. To solve these problems, reflection can be used in some activities, Hayes (1996) Later the model was revised where planning was replaced by reflection.

