

# THE USE OF REFLECTIVE JOURNAL WRITING IN TEACHING WRITING THROUGH RECOUNT TEXT AT THE TENTH GRADE STUDENT OF SMAN 1 PAGELARAN LAMPUNG

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**Abstract:** The research aims to analyze the process of using reflective journal writing through recount text at SMAN 1 Pagelaran and to analyze the students' problems in writing reflective journal through recount text. This was a case study. The data were collected by observation, documentation, and interview. The research was conducted in SMAN 1 Pagelaran Lampung from July 31<sup>st</sup> 2015 to September 9<sup>th</sup> 2015. The participants involve in the reseach consisted of 32 students of X.2. In this case the researcher focused on six students. The process of teaching learning activity was conducted for six meetings. The result of this study showed that the process of using reflective journal writing in teaching writing through recount text in X.2 run well. The students' writing task of reflective journal revealed that the use of reflective journal writing affected their writing.

**Keywords:** *Writing, Reflective Journal, Recount Text*

## INTRODUCTION

Writing is one of important skill to learn in communicative learning. Byre (1997:01) states that "writing is the act of forming symbols, letters, or combinations of letter, which relate to the sound when we speak, making marks on a flat surface of some kind, arranged to certain convections to form words and words arranged to form sentences." By writing, students can convey their feeling and their opinion. To make the students have opportunity to write a sentence into a paragraph, the teacher have to give exposure and practice to the students. In fact, based on preliminary research in SMAN 1 Pagelaran, the reseacher found some students got difficulties in writing academically, for example, from their grammar, content, and organization. The

researcher concluded it because they rarely got opportunity to write a paragraph. For that reason the researcher thought that the students needed strategy to overcome their writing problems and to encourage students to be able write well. One excellent way to get practice in writing is by keeping daily journal. Moon (2006:01) states that journal writing is vehicle for reflection, reflection enables to learn from experience. It is ongoing process of critically learning practice in writing. By asking the students to make a reflective journal it can help them develop their writing habit. Some experts who asserted the use of reflective journal writing in teaching writing were Farrah (2012:04), Watson (2010:12), and Ortlipp (2008:04). In this case the researcher

proposed recount text as a material to use reflective journal. According to syllabus of curriculum education in Indonesia named KTSP (*Kurikulum Tingkat Satuan Pelajar*) the first semester of the 10<sup>th</sup> grade should learn recount text. This type of text is used to retell past event. According to Anderson and Anderson (2002:24), "Recount is a piece of text that retells past event, usually in the order in which they occurred." This text is very essential to be learned in writing class since this text motivates the students to develop their writing. Thus, in this research, the researcher formulated two research questions as follows:

1. How is the process of using reflective journal writing through recount text in teaching learning activity at SMAN 1 Pagelaran?
2. What are the student's problems in writing reflective journal writing through recount text?

### RESEARCH METHOD

This qualitative research that involved case study was conducted at the first semester in SMAN 1 Pagelaran. The participant of this research was the tenth grade students of X.2. The data collecting techniques used in this research were observation, document, and interview. Observation used to answer first reasearch question, while document and interview used to answer second reseach question.

### RESEARCH FINDINGS AND DISSCUSIONS

Based on the first research question of the process of using reflective journal writing through recount text from first meeting until sixth

meeting, the finding of observation showed the development from day to day in their writing. In the first observation the researcher explained the definition and the purpose of reflective journal writing. In the second of observation the researcher explained the material of recount text. The definition and purpose of recount, then generic structure and the example of recount text. The result of students writing of reflective journal can be seen in the following table:

**Table 1**  
**The result of students' writing task of reflective journal**

No.	Students	Students' writing task of reflective journal in the second day
1.	1 <sup>st</sup> student	<i>Mrs. Rika told us that the definition of recount text is a kind of text or paragraph which was re-told about experience.</i>
2.	2 <sup>nd</sup> student	<i>Kind of recount text that is a personal recount, factual recount, and imaginative recount.</i>
3.	3 <sup>rd</sup> student	<i>We learn about recount, generic structure of recount, and also about grammatical features.</i>
4.	4 <sup>th</sup> student	<i>In the second day we learned about recount text, we also studied about the generic structure of recount text.</i>
5.	5 <sup>th</sup> student	<i>Miss Rika told me about recount text, what is recount, generic structure of recount, grammatical features, and she gave me two story of recount text.</i>
6.	6 <sup>th</sup> student	<i>Recount text is a type of spoken or written text that deals with past experiences. the purpose is to retell some events that happened in the past.</i>

In the third observation the researcher explained tenses past tense that used in the recount text. In this observation, the reseacher asked the student to write their experience using tenses past tense. The students were enthusiastic to make paragraph. The result of students' writing of reflective journal can be seen in the following table:

**Table 2**

**The result of students' writing task of reflective journal**

No.	Students	Students' writing task of reflective journal in the third day
1.	1 <sup>st</sup> student	<i>The definition of past tense itself is the event that happened in the past.</i>
2.	2 <sup>nd</sup> student	<i>She explained the differentiate where is nominal and where is verbal. She also told us how to differentiate between both.</i>
3.	3 <sup>rd</sup> student	<i>Mrs.Rika told that past tenses divided into two, verbal and nominal. In the verbal sentence we did not have to use to be, while in the nominal sentence we used to be.</i>
4.	4 <sup>th</sup> student	<i>In this opportunity, Mrs.Rika gave explanation about past tense. I really understood about what was described by Mrs.Rika, because she described clearly.</i>
5.	5 <sup>th</sup> student	<i>The first Mrs.Rika came in my class and gave me an order to studied about irregular verb, regular verb, past tense, nominal sentence, verbal sentence, to be, was were.</i>
6.	6 <sup>th</sup> student	<i>We practiced to make a sentence using past tense, after we finished, we discussed together. And we also come forward to write our sentence in front of the class.</i>

In the forth observation, discussed about conjunction. Conjunction is used to connect paragraph. The result of students writing reflective journal can be seen in the following table:

**Table 3**

**The result of students' writing task of reflective journal**

No.	Students	Students' writing task of reflective journal in the fourth day
1.	1 <sup>st</sup> student	<i>To make our sentence become sustainable, it will be better if we add conjunction in our paragraph. It was to continue our sentence.</i>
2.	2 <sup>nd</sup> student	<i>Conjunction consist of two kind. They are coordinate conjunction. Example of coordinate conjunction are: For, And, Not, But, Or, Yet, So. In other word, it can called "FANBOYS" in a short word. While, the second kind of conjunction is subordinate conjunction. And the example for subordinate are: after, before, since, until, etc.</i>
3.	3 <sup>rd</sup> student	<i>There are two kind of conjunction in general. First, coordinate conjunction and the second subordinate conjunction. The purpose of conjunction itself is to connect sentences by sentences. By connected it, we could make it into paragraph.</i>
4.	4 <sup>th</sup> student	<i>We studied about connecting word. It can be called "conjunction". The purpose of conjunction is to connect one sentence to another sentence. Hence, the use of conjunction is really important in making paragraph.</i>
5.	5 <sup>th</sup> student	<i>She told me about conjunction, coordinate conjunction, subordinate conjunction.</i>
6.	6 <sup>th</sup> student	<i>We discussed about conjunction. Where we knew that conjunction is us to connecting the sentences became a good paragraph. Actually there are so many kind of conjunction, it appropriate with each purpose. But in general conjunction divided into two, subordinate and coordinate.</i>

In the following of observation the researcher asked the students to make an essay. The topic was about *Learning English in My Class* the content was about their experience when they learned english in their class. The generic structure was about recount text that consists of orientation, event, and re-orientation. The tenses that they used was past tense. The result of students writing of reflective journal can be seen in the following table:

**Table 4**  
**The result of students' writing task of reflective journal**

No.	Students	Students' writing task of reflective journal in the sixth day
1.	1 <sup>st</sup> student	<i>She gave us a lot of material. Among the greeting , recount, and conjunction. Among them all, the best I play I think that recount, because I'm confused tenses used. She said during her teaching us, we will be given the task of making reflective journal during her teaching us. From there I became accustomed to writing reflective journal.</i>
2.	2 <sup>nd</sup> student	<i>The teacher asked us to practice how to write well. One of the way is using reflective journal. In every day made a journal related what we learned. We loved this way, because we can practice our writing. And I think by practice in every day we can write well. Although I could not master vocabulary and the grammar but I learned so many thing. I think write a paragraph in English became so difficult, because we never tried to write and never tried to practice.</i>
3.	3 <sup>rd</sup> student	<i>In our journey when we learned English with Miss Rika, we studied about greeting, introducing yourself, introducing someone, closing, and we learned past tense, recount text, and also conjunction. She always asked to write reflective journal. I'm happy because by write a reflective journal we could easy to remember about the material that we learned.</i>
4.	4 <sup>th</sup> student	<i>In every meeting, we made reflective journal about our experience when we learned English in a piece of paper. We done it at home we done it at home as our reflection whether we understood or not what we had learned. Indeed, for me learned English is not really difficult, although my vocabulary still lack of, but I will try to give the best.</i>
5.	5 <sup>th</sup> student	<i>My favorite study is English language and in first day I studied English language Miss Rika came in my class. She learning us about English study there are greeting, initial greeting, responses, introducing yourself, introducing someone, closing/leave taking, past tense about verbal sentence, nominal sentence, to be, conjunction, coordinate conjunction, subordinate conjunction</i>
6.	6 <sup>th</sup> student	<i>Since we learned English in our class, we felt our knowledge about English increased, especially in writing. It happened because the teacher asked us to make reflective journal as our routine. Hence we could practice our writing more.</i>

In the second research question of the student problems in writing through recount text, the finding from document showed as follow:

1. First document of reflective journal

*Last week, I learned B.English studied the case greeting, introducing yourself, introducing someone, closing/leave taking. I'm feeling very happy because this is the lesson I take. Because that I want a smart and can speak fluently to British.*

*When I studied B.English with Miss Rika her sense of fun and I in love. Please for his future, I can know more about B.English.*

From the first student's writing reflective journal above, we can see that there were some problem in her writing. The problems lie in how she structured her sentence properly and how to write good paragraph. Moreover, she also has problem in using word choice for her writing. This is expected to happen because previously, this student was nor exposed to writing very often.

2. Second document of reflective journal

*On last Wednesday, we learned English started from 09.45 AM until 11.05 AM with our teacher.*

*It was our second day to learned English, I felt very because I could learn English well from Miss Rika. In each meeting, our teacher asked the students to make reflective journal in the piece of paper, the purpose is to remind the previous material. And in the second day we learned about recount text. We also studied about generic structure of recount text. After the teacher explained about recount text, the students tried to make a paragraph about our experience.*

*That's all about activity last Wednesday and I hope after we*

*learned about reflective journal, we could wrote well. Thank you.*

This journal writing has minimum mistake in the writing. The student know what she had learned, and she elaborated it clearly in her writing. However, the journal writing is still superficial for she has not mentioned whether she has grasped clear understanding about the given material or not.

3. Third document of reflective journal

*Last Friday, we learned English started from 07.10 AM until 09.45 AM with our teacher.*

*It was our third day to learn English with Mrs.Rika. in this opportunity, Mrs.Rika gave explanation about past tense. I really understood about what was described by Mrs.Rika, because she described it clearly, so I could get it easily. First I confused to differentiate between nominal and verbal. But after listened the explanation from the teacher I already could differentiate both.*

*That's all the experience of our learning activity in the class ten of two last Friday. Thank you very much.*

This journal is well written because the student did not only tell the story of what she has learned but she also has written about the difference before and after her learning. In addition, she clearly mentioned what she is capable of after learning English on that day.

4. Fourth document of reflective journal

*Last week, our class ten of two studied English material taught by our English teacher. Miss Rika.*

*In this section, we studied about 'conjunction'. The purpose of conjunction is to connect one sentence to another sentence. Hence, the use of conjunction is really important in making paragraph. It is to make our paragraph sustainable.*

*In conclusion, I'm happy leaned English.*

This reflective journal is about the material that the student has learned. In this journal she could successfully identify the function of conjunction and the importance of conjunction in making good paragraph. However, some minor error still occurs in this journal; the concordance in the writing.

e) Fifth document of essay

***Learning English in my class***

*I'm Alawiyah Dian Aprilia. I'm from class X.2 of SMAN 1 Pagelaran. In our class there are 32 students, it consist of 20 females and 12 males.*

*We learned English material on Wednesday and Friday. At the first meeting, we introducing our self with our new teacher. Her name is Miss Rika. At the first meeting we learned about greeting, initial greeting, introducing self, introducing someone, and closing/leave taking. I understood what was described by Miss Rika because she explained the material smoothly. At the second day, we learned about recount text. I could received the material easily, because for me the material not really*

*difficult to understand. Then the third meeting, we learned about past tense. In this part, I rather confused when I have to change V1 into V2, but I tried to learn more for getting better. Next in the forth meeting, we learned about conjunction, soon I could connect a sentence become paragraph using conjunction.*

*In every meeting, we made reflective journal about our experience when we learned English in a piece of paper. We done it at home as our reflection whether we understood or not what we had learnt. Indeed, for me learned English is not really difficult, although my vocabulary still lack of. But I will try to give the best.*

*For me, learned English in my class was so awesome, because the teacher can make the class be interesting. I enjoy learned English with Miss Rika. So, I say thanks a lot to Miss Rika, because she already taught us well. Thank you Miss.*

This essay was evident how journal writing helped the students to reflect upon their own learning. In this journal, the student justified that the reflective journal writing made them aware of their own learning. Furthermore, they felt comfortable of their own learning progress.

The finding from students' interview can be seen in the following table.

**Table 5**  
**The result of students' interview**

Students	Students' interview
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1 <sup>st</sup>	Confused about the past tense and how to develop the idea.
2 <sup>nd</sup>	Confused when I have to arrange the sentences (arranging to become a good sentence) for example about the grammar.
3 <sup>rd</sup>	The difficulties that I faced when I wrote reflective were on the grammar.
4 <sup>th</sup>	The difficulties that I faced are just on the grammar.
5 <sup>th</sup>	Confused to change V1 into V2.
6 <sup>th</sup>	Just confused in the beginning, but for the next. It was ok.

Based on students writing task of reflective journal writing, it was revealed that the use of reflective journal writing had affected them to write well. Their respond was good, even though their first writing task of reflective journal writing still had many mistakes especially from teir grammar and generic structure. But, compared to the second and third writing task of reflective journal, it was better from the grammar, content, and generic structure. It had positive effect of their writing tast day to day. First, in their first reflective journal, there were some grammatical errors. They still confused on how to make reflective journal. Most of them still used present tense when they wrote their experience. In their second reflective journal, there was significant improvement from their grammatical error. From the content, it progressed a lot better and they also had implemented the generic structure of recount text. Furthermore, in the third, fourth and fifth reflective journal, the researcher also found significant improvement. It also increases their motivation, especially to write. It indicated that the more we practice to write, the

better and more fluent we develop our writing. In this case, their writing of reflective journal is done at their home; it was to make them autonomous learners. Once they became autonomous, they know their duty and their need; so that when they learned in the class, they pay attention and fielded note important material so that it will be easy to remember about the material. It would make them easier to implement it in their paragraph. By asking the students to make field note then write it in their reflective journal, it made their understanding better and they remember about the material that have been taught in the class.

It was line with Moon (2006:56) He said that by asking the students to make a reflective journal, it can help them to understand better about the material that had been taught in class.

### CONCLUSIONS

The conclusion of the use of reflective journal writing in teaching writing through recount text at the first grade of SMAN 1 Pagelaran had affected to the students' writing. The progress of students' writing was increase day to day. Besides that, most of the students could study and understand the teaching material well. The students comprehended the materials given by the researcher, they could be able to remember the previous material easily.

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