

intermediate and advanced learners in the 2013 cohort, and the overall mean score was 100.

A 2004 evaluation of the *Academic Writing Competence Inventory* found that while the study participants found the tool useful, for example, in knowing about correct grammar, content that was not relevant for their studies was not relevant to the discipline of the students. This finding was taken into account in the study and meant the finding in 2013 was that the *Academic Writing Competence Inventory* was not relevant. The reflection strategy demonstrated significant changes in students' thinking from passive to active, from written to oral, and from individual to collaborative. Furthermore, students' motivation and interest were high. It was well thought through, practical and easy to use, and it was a good way to learn.

The following table shows the results of the study of the reflection strategy and the implementation of the *Academic Writing Competence Inventory*.

Problem Solving Strategy	Before (2013)	After (2014)
Problem Solving Strategy	100	100
Problem Solving Strategy	100	100
Problem Solving Strategy	100	100
Problem Solving Strategy	100	100

The data shows that the implementation of the reflection strategy was successful. The reflection strategy was found to be a good way to learn. The reflection strategy was found to be a good way to learn. The reflection strategy was found to be a good way to learn. The reflection strategy was found to be a good way to learn.

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CONCLUSION

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