EFL HIGH SCHOOL STUDENTS' PERCEPTION ON REFLECTIVE LEARNING IN A WRITING CLASS

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of Requirement to Obtain the *SarjanaPendidikan*Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written does not contain the work or parts of the work of other people. Except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 23 December 2020

The writer,

Refinda Rahima Nugrahani

MOTTO

"Telling the truth is a simple way to have a peaceful life."

DEDICATION

I dedicate this thesis to myself for being able in accomplishing the whole process of my academic journey under the guidance of Allah SWT. Through Allah's blessings, I am surrounded with supportive people and environment to finish this thesis.

My beloved parents, Eko wiwit and Dwi handini and also my brother Fandi anugrah who always give me support and also send me prayers for my success.

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EFL High School Students' Perception on Reflective Learning in a Writing Class

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ABSTRACT

As a second language learner, not all students easily understand how to write with the correct grammar. Reflective learning can be defined as an activity that links the materials and their experiences. Through reflective learning makes it easier for students to develop their writing skills. This study aims to explore the students' perceptions regarding how the students can improve their writing skills by using reflective learning in writing class. This study employed a descriptive qualitative method. Data was collected through the interviews of two students from the same class in English class in one of the high schools in Yogyakarta. The research is necessary for teaching EFL students to enhance their writing skills because it is considered a new way to enhance students' writing ability. This study revealed that both of the participants feel the ease of learning English by using reflective learning in writing class. Assisted by students diaries, they can see the development of their writing skills through the feedback that has been given by the teacher by experiencing of reflective learning activities, the students can pay more attention to the grammar that they use and also get new vocabulary from the experience.

Keyword :students' perceptions, students' diaries, reflective learning, writing skills.

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, problem formulation and objectives of the study and also the significance of the study as a closing of this chapter.

1.1 Background of the Study

Current discussions about reflective learning tend to lead to new approaches in individual contexts are determined by interpretations based on individual experiences (Fullana, 2016). In other terms, reflection has variations as a bridge to provide information about development and understanding, in the practice of education (Loughran, 2002). It is not surprising that reflection continues to emerge in the world of education, because it is as a media to help teachers improve quality in the delivery of material. (Ashraf, 2016). Therefore, using student's perceptions of reflective learning will provide better learning experience and develop students' understanding.

In Indonesia, some teachers use reflective learning techniques to make students establish their understanding. Reflective learning makes it easier for students to understand the material by combining student experience and writing materials (Nurwanti, 2017). Some students have difficulty because of doing learning and assessment tasks with English (Fullana, 2016). This reflective learning for EFL students can improve their writing skills. The use of student's

experience to combine with their material will be establishing the students' perception.

Aryani (2017) explains that the reflective learning model is the learning process based on students' past experience. Usually, Teachers provide this exercise with their important experiences as it will make it easier for them to write in their diary with a second language (Ashraf, 2016). In addition, reflection as a media to explore their experiences to lead a new understanding (Karnita, 2013). Usually, The professional approach applies the experience-based approach. This approach can establish students' thoughts that can make students have better understanding. The research on reflective practice in high school is still limited. Therefore, this study makes an attempt to fill the gap. This study aims to investigate students' perception on reflective practices.

1.2 Identification of the Problem

As mentioned in the background, the teacher used Reflective Learning to explore the problem of students understanding. Reflective learning can fix the students' problem which means make students understand with the materials. The purpose of the application reflective learning in education is to develop the students' understanding by identifying the problems. Reflective learning may be routinized, the teacher need to pay particular attention to the students to develop their students' understanding.

1.3 Limitation of the Problem

This research will identify the perception of the students when the reflective learning is implemented in the class. The participants will focus in grade 8 in class of english subject.

1.4 Formulation of the Problem

Based on the description above, the researcher would like to formulate the problem as follows:

a. How do the students perceive the reflective learning during the writing class ?

1.5 Objectives of the Study

Based on the questions formulated above, the aims of the study are:

a. This study aims to investigate how students perceive reflective learning during the writing class.

2.2 Significance of the Study

This research will contribute on empirical and practical ground. On empirical discussion, this study will provide empirical evidence on using reflective learning as strategies in language learning chosen by students in EFL junior high school in Yogyakarta. On practical grounds, the study will be useful because for the readers especially pre-service teachers will know the strategy when using the reflective practice in writing class it can be a good learning process. The students also can understand the teacher strategies and they can keep up with the lessons. Moreover the students can develop the students' understanding and their writing skills.

CHAPTER II

LITERATURE REVIEW

This chapter discussed about three topics and theoretical framework, there are reflective learning in EFL secondary education and writing for EFL students The relevance of study and key term of definition:

3.2 Teaching writing for EFL Students

Writing a foreign or second language is the professional practical knowledge students need to develop that is gained from classroom experience. (Hyland, 2003). The teacher's practice in the class with methods and materials that are easy for students understanding. The students also have a process approach, with cognitive and metacognitive activities, such as; brainstorming, planning, outlining, organizing, drafting, collaboration and revision (Negari, 2011). Mostly students writes only write the lesson notes, but here this practice can be the ability of students to write English with the correct grammar.

Learning to write is difficult especially for students who have low motivation to learn in an academic context because they do not have enough ideas to write (Negari, 2011). Therefore, the professional teachers also use the rubric as alternative instruments for evaluation because it helps the students to provides the students to evaluate their own performance (Nurwanti, 2017). The teacher always provides guidance in the form of material that has been arranged in accordance with what has been determined by the government. This view toward explicit teaching of learning strategies has been investigated into learning processes and

support for the learning philosophy of how to learn and thus become independent and autonomous learners through the use of learning strategies (Oxford, 1992).

(Hyland, 2003) explain four stages of teaching writing for teachers, namely familiarization, controlled writing, guided writing, and free writing. Familiarization is the teacher teaching students about certain grammar and vocabulary, usually through text. Then, through controlled writing students can manipulate fixed patterns but often from substitution tables. Then, through guided writing, the teacher previously gave examples of text and students imitated the text that had been given. Then, students are given free writing sessions so that students can use the patterns they have developed to write essays, letters, and others using English.

The teacher gives a chance to write their experience or story and then the teacher gives the time to the students and the results of they work will be collected to be given feedback (Nezakatgoo, 2011). The teachers focus on guiding students so students can write english with the correct grammar. Therefore,writing skills can be acquired successfully if, supported with extensive reading. Therefore, the teacher helps students to develop students' writing skill (Hyland 2003).

The teacher still helps students develop their ability to evaluate writing in an academic context (Hyland 2003). The teacher always recommends students to read before he decides to write. Therefore, Reading has proven can be positive motivation for skills to compile various abilities (Hyland, 2003). So that students are easier in choosing topics. The teacher will be helped to suggest topics that suit

them personally to make it easier to learn. To develop their skills by continuing to write to foster their confidence to write English. (Nezakatgoo, 2011). Students can write in their diary, because they can be the compilation of students' writing practice.

2.2 Reflective Learning in EFL secondary education

Reflective learning in academic context has a goal in which the students are directed to write descriptions of an action (Moon, 2004). Furthermore, reflective learning is a media to encourage our writing skill (Nurwanti, 2017). As EFL students, learning to write with reflective learning will be easier to improve their writing skill. One of the use of reflective learning as a method for learning english that can make easier to students understand the materials. Reflective learning can be "applied" with the teacher who has a relevant and basic applied science, teaching the right way can be easier for the students to follow the reflective learning (Schon, 1983). Reflective learning can also serve as a media to convey criticism and suggestions to teachers (Daniels, 2002).

Reflective learning can also useful for the teacher and the students. The result of the reflective learning the teacher can collect and see the development of the students writing skills. Reflective learning mostly help the students in basic level of writing. In this practice the students can be easier to write with second language, because this practice based on their experience. The teachers help the students while find the difficulties such as the grammar or using tenses, this practice the teacher can see the progress of the students (Xie, 2008).

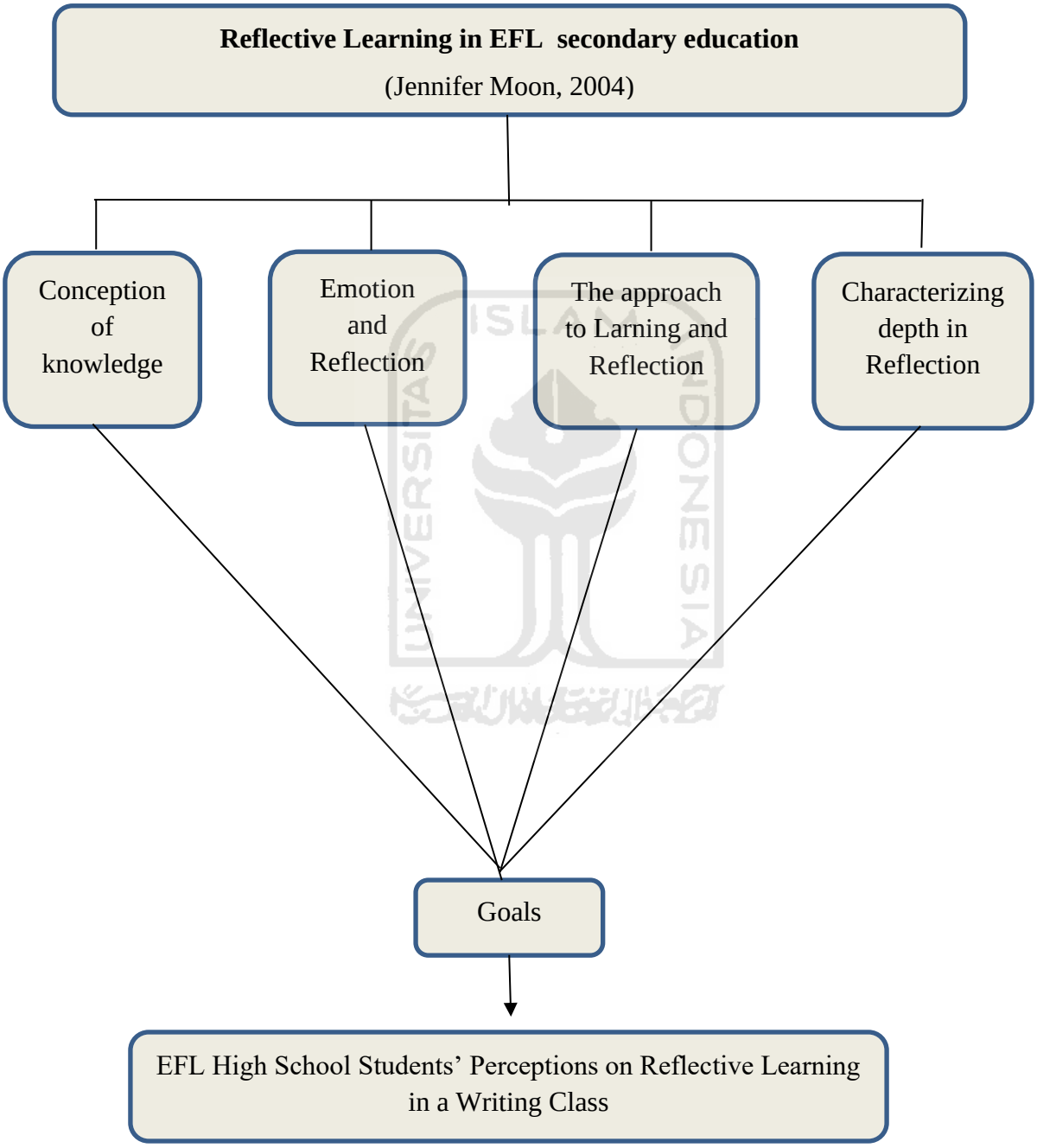
Therefore, the reflective learning method mostly doing in writing class and applied in descriptive text, recount text, report text material. Within the process, the teacher can see the development of the students writing skills by collect their diaries, and the teachers analyze the students handwriting and give them feedback (Ashraf, 2016). Therefore, applying this method for learning english can develop students thinking ability, grammatical ability, and writing skill.

Moon (2004) conceptualizes that teachers teach a step-by-step process Reflective Learning that can support their learning. The term of Reflection is deepening reflective activities, there are four strategies. The first is Conceptions of knowledge. The ideas that emerge from students' thoughts are the characteristic of the concept of knowledge to support a deeper level of reflection and understanding of the material. This stage direct the students to convey their ideas based on their experience to make them easier to write using english. This method is applied to develop their own professional writing skills (Giuseppina, 2017). For example in recount text, they write with their own daily activity. Next is Emotion and reflection. Connecting between emotions and learning is not easy, because in certain emotional states can affect students' understanding. Therefore using reflection can show a practical ability to manage personal emotions. Starting from the teacher helps students to frame the experience by dividing it into several points in their diaries, it can be easier for students to write and describe their experiences. Furthermore, the approach to learning and reflection. An approach between the teachers and the students is needed because it can be easier for students to understand the material. In this stage, after the students frame their

experience by dividing into several points the students are directed to describe their reflections. And lastly there is Characterizing depth in reflection. Depth of this reflection approach will be easier for students to understand to write using their second language. The result of this reflective approach is students' handwriting uses their own vocabulary. The teacher helps by providing feedback when students write with wrong vocabulary. After that students revise and re-read their handwriting. This stage will be easier for students to understand the material given.

Reflection is an intersubjective process that requires good performance in calculative thinking (Pierson, 1997). The way of the teachers teach can affect students' understanding. Therefore, the teachers who use reflective learning for learning are the people who carefully assess their teaching practices and make new decisions based on previous experience is as a systematic application of their goals (Ashraf, 2016). The application of this reflective learning as stylistic variations of teaching, therefore this practice requires good relations between teachers and students. When the students take attention in reflection learning activities, they certainly get quality of learning (Nurwanti, 2017). Besides students are assisted by great teachers who help their students to understand the material and also students become active learners.

2.3 Theoretical Framework



CHAPTER III

RESEARCH DESIGN

This chapter will be highlighting the research method which is used for collecting data in this research. It covers research design, population and sample, data collecting technique, and also data analysis techniques.

3.2 Research Design

The aim of this research is to explore more about the students perceive by using reflective learning during the writing class. The previous studies that evaluated this issue commonly use qualitative research by Cresswell (2017). Considering the effectiveness of data collection of qualitative research, the researcher was did an observation on the use reflective learning in writing class. The research design was a qualitative research, specifically qualitative descriptive. Qualitative descriptive by Sandelowski (2000) was used in this research.

3.2 Research setting and Participants

The setting of this research was carried out in Junior high School in Yogyakarta who use reflective learning in class of english subject. The researcher have made observations during PPL in grades 8a, because they learned with reflective learning in class of English subject. In 8a class writing of English subject, some students get easier to learn. Because they just wrote based on their experience. Some students who have low motivation to learn english also find it easy for learn. When the students do the practice, the researcher observed how the students did the practice. They wrote in their diary. The various kinds of

experiences they write about are like examples; daily activity, study tour, holiday in grandma's house and etc.

Based on Hyland (2003) the teacher always guided writing the students and controlled students writing. Before the students do the reflective learning, the teacher guided their writing. The teacher always explain the materials and give the examples the text of reflective learning. While the reflective learning activities was taking place, the teacher always controlled their writing to make sure students understand with the writing materials are provided. After that, the diaries were collected and the teacher gave feedback in their diary. From the feedback, the students can see the writing mistakes in students diary. After the researcher observed the class, the researcher discussed with the teacher to interview the students.

In this research,the researcher took two participants, the first is Cici and the second is Sasa (pseudonym). The researcher choose Cici and Sasa because they are an different level; Cici is the active students and Sasa is low students. But, both of students feel the convenience of using reflective learning in writing class.

3.3 Technique of Data Collection and research instrument

The techniques of data collection that the researcher used in this research were observation and interview. First, the researcher had made the observation during PPL in 8th grade who learn reflective learning in class of English subjects. The researcher coming directly to the class in three times because the materials only three meetings. The teacher were explain the materials and give the example

in two meetings, and the last meeting for doing reflective learning. The students also use the dictionary to help them in writing. The students doing the reflective learning in their diary. Their diary support to get more information related to this research. After observation, the researcher coordinated with the teacher to discuss and interview the students. The researcher used depth-interview to get more information. The researcher interviewing students in different times Sasa was schedule on Wednesday 16th of September 2020 by Whatsapp Call started around 19.39 pm for 40 minutes 42 seconds. And for the second participants, Cici that was held on Thursday 17th of September 2020 by Whatsapp Call started around 18.09 pm for 31 minutes 39 seconds. The whole process of voice call interview by voice recording. Then the data would be analyzed to answer the research questions.

Table 3-1 Matrix of interview question

Subject	Conceptual Definition	Component	Interview question
Reflective Learning	Reflective learning is the process of review their personal understandings through their diaries. With the stages conception of knowledge, emotion and reflection, the approach to learning and reflection,and characterizing depth in reflection. This stages also make it easier for students to describe their experience (Moon	1. Review	1.How is your experience when your teacher ask you to write diaries?
		2. Personal understanding	2.How does the diary writing help you in learning?
		3. Conception of knowledge	3. How do you write them?
		4. Emotion and reflection	4.Tell me how you can manage your personal emotions if youre doing the reflective learning?

	J. A., 2004).	5. The approach to learning and reflection	5. Tell me how the reflective learning can improve your writing skill?
		6. Characterizing depth in reflection	6.How important the reflective learning to help you to understand how to write properly?
		7. Experience	7. What do you think of the experience of making diaries in writing class?
The stages of writing	Writing is a way of sharing personal meanings with familiarization, controlled writing, guided writing and free writing they can emphasize the power of the individual to construct their own views on a topic (Hyland, 2003).	1. Personal meanings	1. What do you think of your writing task? 2. Tell me in views of a topic, what do you write?
		2.Familiarization	3. Tell me how the teachers teach the correct grammar and vocabulary?
		3.Controlled Writing	4. How can you control our writing with the correct grammar?
		4. Guided Writing	5. Tell me how the teachers guided your writing practice?
		5. Free Writing	6. How do you expeience free writing practices?

3.4 Techniques of Data Analysis

This research used thematic analysis method, which is identifying, analzying and reporting the patterns theme of the data, to help to organize the data and describes the data into the detail (Braun & Clarke, 2006). There are six phases of thematic analysis bellow;

Phase 1 : Familiarizing myself with the data by reading and re-reading the source of data and transcription of verbal data. The researcher transkript the result of the interview and read all the sources of the data, it will shown in the transcriptionof the verbal data

Phase 2 : Generating initial codes. The researcher made some initial codes to make the constructs are easy to be found and recognize.

Phase 3 : Searching for themes of initial codes that I have analyzed before. After that, the researcher reads all the transkript and search the themes for initial codes one by one.

Phases 4 : Reviewing themes to choose the most appropriate one by comparing the themes.

Phase 5 : Defining and naming themes.

Phase 6: Producing the report

3.1 Trustworthiness

The method of this research has been published, confirmed, and reviewed in a journal as trustworthiness. Graneheim and Lundman (2004) stated that the credibility of research findings also deals with how well categories and themes cover data, that is, no relevant data have been inadvertently or systematically excluded or irrelevant data included. The credibility of the data in this study was

obtained observation and interview. The main source in this study is interviews that use interview transcripts as data types.

3.6 Research Timeline

Table 3-2 Research Timeline

Date	**Data Collection**
Step 1	Familiarizing
Step 2	Generating initial codes
Step 3	Searching the themes
Step 4	Reviewing themes
Step 5	Defining and naming themes
Step 6	Producing the report

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1 Findings

In this part, the data findings are gained from 2 different types of data collections sources; Observation and Interview. The were categorize into certain theme and codes to support finding and disscussion of this research.

4.1.1 Interview

In general, the result of the interview data from the interviews obtained show the two participants have similar perceptions when the reflective practice was applied in the material. Sasa's perceptions is reflective learning can help her to understand how to write properly. In her class the teacher applied the reflective learning on Recount text materials. When the teacher explain the materials she does not understand with the language of the teacher, because the teacher provides quick explanation that can make her hard to understand the materials and does not know how to write properly. She usually use the dictionary for controlled her writing only at school. But, she used Youtube and Google to help her to try writing practice in her house. Sometimes, if she can feel hard to understand how to write in the school she usually use her diaries to help her understand the materials. Cici perceptions almost same with sasa because they are in the same class. But, the difference is Cici likes the part when the teacher give the materials

about recount text because she write based on the experience. In this practice she can find a new vocabulary. In the school, she usually ask to the teacher or open the dictionary to help her to controlled her writing. The way to overcome their writing difficulties in English was different, it should be noted that the two participants have different ways of solving problems and have different backgrounds. For further explanation about the result, can be seen on the discussion section

The table below is the example excerpt of the interview transcript from one of the participant.

Table 4-1 Excerpt of Interview Transcript Participant

Transcription 1 **Partisipant : Sasa** **Time : 19.39-20.21** **Date : Wednesday, 16th of September 2020** **Place : In our own House** **S: students** **R : researcher**		
Subject	**Line**	**Transciption**
R		Why reflective learning can make you easy to learn and improve your writing kills in English?
S	037	Hmm, it means we feel it by ourself, we don't need to worry to write in English, because we write based on our experience. It feels more easy than other writing activities do not based on our experience.

4.1.2 Thematizing

Based on Braun and Clarke (2006) the use of thematic analysis as a method to identify, analyze and report the patterns(theme) with the data. The researcher classified data into several categories. Each category confirmed the prefigured themes, which were broken down into specific sub-theme to practical. After input thematic analysis. The themes were conducted bellow:

Table 4-2 Thematizing matrix

Construct	Theme	Sub-theme	Code
Students Perceptions on using reflective learning in writing class.	Students Personal Understanding	Review	SPU/R/SA/001 SPU/R/CI/001
		Experience	SPU/E/SA/001 SPU/E/CI/001
		Dictionary use	SPU/DU/SA/001 SPU/DU/CI/001
	Conception of Knowledge	Framing the experience	CK/FE/SA/001 CK/FE/CI/001
		Ease of Learning	CK/EL/SA/001 CK/EL/CI/001
		New Vocabulary	CK/NV/SA/001 CK/NV/CI/001
		Diary use on Reflection	CK/DR/SA/001 CK/DR/CI/001
	Emergent Findings	Teachers' Feedback	EF/F/SA/001 EF/F/CI/001

		Self-Writing Practices	EF/SP/SA/001 EF/SP/CI/001
		Self-Problem Solve	EF/SS/SA/001 EF/SS/CI/001

4.1.3 Coding

The way to keep evidence of data sources is by giving coding based on the theme. In this research, the researcher created a coding system for evidence from all data sources taken from interviews.

Table 4-3 Coding System

Coding Sample	**Meaning**
PU/E/SA/001	'PU' is for Personal Understanding theme. 'E' is for Experience sub-theme. 'SA' is for Sasa means that the data found in Sasa interview transkript. '001' means it is from interview transkript line 1.
CK/R/CI/001	'CK' is for Conception of Knowledge theme. 'R' is for Review sub-theme. 'CI' is for Cici means that the data found in Cici interview transkript. '001' means it is from interview transkript line 1.
TS/FT/SA/001	'TS' is for Teaching Strategies theme.

	‘FT’ is for Fast Teaching sub-theme. ‘SA’ is for Sasa means that the data found in Sasa interview transkript. ‘001’ means it is from interview transkript line 1.
CW/DU/CI/001	‘CW is for Controlled Writing theme. ‘DU’ is for Dictionary Use sub-theme. ‘CI’ is for Cici means that the data found in Cici interview transkript. ‘001’ means it is from interview transkript line 1.

4.2 Discussion

In this part, the researcher presents the interpretation of the research findings. These interpretations obtained from data that has been analyzed based on the theme in a theoretical construct that was used by the researcher. In this discussion, the researcher interprets the easiness of reflective learning employed by the students in the learning writing process.

4.2.1 Students Personal Understanding

Students have another way to understand the materials are provided by the teacher. Reflective learning can enhancing students to build students understanding. The purpose is to make students brings out their interesting ideas and also feel enjoy while doing the reflective learning activites. It can make

students easier to improve their writing skills. First thing to do is students review their experiences. And then choose the experience are interesting to write.

i. Review

Appliying reflective learning as writing activities can help students to improve their skills. Usually, they do the activities based on their experience. Sasa use experience that appears in her mind it can be a consideration for her to write. (SPU/R/SA/049). Different with Cici, she only choose the experience are not over past (SPU/R/CI/054). But sometimes, students review the experience a bit long because the experience is very interesting to write (SPU/R/CI/033). The teachers purposely recommend students to choose the experience are interested. It can be easier for students do the writing activites.

"**That's all crossed in my mind.. because I've experienced it... So, it's easy and just writes it down..** and then make a framework into several points that are the sequence.." **(SPU/R/SA/049)**

"Ummm, it appears in my mind, **that's already in my imagination.. only choose the experience are not overpast and easy to write ...** for example, **experiences that happened last week is easier to remember**. Make the framework and then write in English." **(SPU/R/CI/054)**

"Usually, the experience that is written **to remember the experience that's happened a bit long...** like mm.. while on holiday.. So, I wrote it from I left until come back home... **(SPU/R/CI/033)**

The teacher engage the students to review their interesting experience. Because learn based on students experience can make students easy to practice their writing. Therefore, students are direct to maintain an understanding of learning materials. It makes students easier while do the writing activities. Applying reflective learning on recount text materials is not easy for the teacher. Because, it can be affected to the quality of the students.

ii. Experience

Reflective learning use their experience to help her understand how to write with the correct grammar . Sasa admits that using reflective learning which is based on experience can make her easy to write (SPU/E/SA/038). Same with Cici, she can write with her own vocabulary (SPU/E/CI/040). The students have a lot of conveniences from reflective learning, among others are the students get the easiness of writing using English and also can see where is the wrong answer in the writing assignments. Based on their experience can make students feel enjoy the activities and indirectly the students can add a new vocabulary while writing.

"Ooh yaa... Reflective Learning is more.. hmmm... **it means we feel it by ourself**... So, we don't need to think about what are we going to write .. **because it's based on our experience.**.." **(SPU/E/SA/038)**

"Mmm .. because well ... **we write based on experience too, so it's easier than other materials that are not based on our experience**...." **(SPU/E/CI/040)**

This is relevant to the statement of Nurwanti (2017) stated that Reflection is the process of creating meaning of experience. It is actually make the learning process more meaningful than before.

Using reflective learning as writing activities, indirect can improve students writing skills. In the research finding, reflective learning is applied in recount text materials which is the materials based on experience. But in this case, the teacher does not use the material books to explain recount text materials. The teacher use reflective learning as writing activities. Because write based on their experience will be not hard to do. Like both of the participants, Sasa and Cici feel write based on their experience makes them easy to write in English. The purpose

of the use of reflective learning as the activities is to make students can creating the meaning of the experience and linked to the materials. And be expected that students can use the grammar structure correctly.

iii. Dictionary Use

They are use dictionary to help them to find the meaning of a word in English. Because, not all of the students have good memories to remember a lot of vocabulary. Usually, some of students translate from a sentence into a paragraph. Sasa prefers search in the dictionary or friends (SPU/DU/SA/031). Different with Cici, she prefers to ask the teacher because teachers already know the meaning of the word she wants to know (SPU/DU/CI/024). Dictionary are very helpfull for EFL students. Dictionary also can make the students to get a new vocabulary.

"usually **i search in the dictionary first..** if not ask to my friend.. but, if it's really hard, i ask to Mr.Bina" **(SPU/DU/SA/031)**

"mmm how does it feel.. ya i just enjoy writing... if don't know what it means, usually **i see the dictionary**, But, it's will be easier because it's based on our own experience.. sometimes, the arrangement is still basic because we don't understand the English language.. so the words are still so basic.." **(SPU/DU/CI/024)**

Relate to this statements of Christianson (1997) EFL students need a dictionary to help them to understand the meaning of a new vocabulary. Sometimes, a dictionary can help her to remember the vocabulary are forgotten before. Dictionary are very useful to the students, because can help them search the meaning of the word. Students always write new vocabulary in diary students. But sometimes, they can see a new vocabulary from the teachers' feedback.

4.2.2 Conception of Knowledge

The students use their reflective thinking to brings out and defending their interesting ideas. Assisted by diary students to help students to conseptualize knowledge. The teacher direct the students to establish their understanding so they do not have difficulty to understand the materials are given by the teacher. Reflective learning make students enjoy while doing writing practice in the class. Because they are free to choose the experience are interest to write. Usually, students make the framework first to get the easiness while doing the reflective learning activities.

i. Framing the Experience

Usually, both of the participants make the framework of experience first to defend their memories (CK/FE/CI/019). The participants have differences to carry out reflective learning activities. Cici make a framework and split the experience into the several points to help her write experience that happened in a day (CK/FE/CI/054). And Sasa make a framework to help her translate her writing from Indonesian to English. (CK/FE/SA/049). The point is, make a framework and split into the several points make them easy while doing the writing practice (CK/FE/SA/049). Because, reflective learning helps the students to improve their writing skills.

"Make the framework first" (CK/FE/CI/019)

"Ummm, it appears in my mind, that's already in my imagination.. only choose the experience are not overpast and easy to write ... for example, experiences that happened last week is easier to remember. **Make the framework and then write in English**." **(CK/FE/CI/054)**

"Usually make with Indonesian first and then make our **framework first** and then translate to English" **(CK/FE/SA/030)**

"That's all crossed in my mind.. because I've experienced it... So, it's easy and just writes it down.. and then **make a framework into several points** that are the sequence**.." (CK/FE/SA/049)**

According to this statements above both of the participants have the similarity and differences to do the reflective learning activities. The similarity is make our framework in diary students to help them write the reflective learning activities. The different is Cici make a frame work to help her write the sequence of experience in a day, but Sasa make a framework to help her translated from Indonesian to English. The two participants have different ways to improve their writing skills, but they are still carried out the reflective learning activities well. Therefore, different backgrounds can be affect to the development of students writing skills.

ii. Ease of Learning

Reflective learning can helps students to get the ease of learning writing. Provides the conveniences of learning, make the students learning process are meaningful than before. The convenience make the students understand to learn how to write with the correct grammar (CK/EL/CI/048). Not all EFL students pay attention to the materials are explained by the teachers'. Sometimes, the result of writing activities not in accordance with the grammatical structure. So, the students needs a lot of practice to reduce the writing erors. Appliying reflective learning activities, to make students to conscious with the grammatical structure. And also the students get the ease of learning writing (CK/EL/CI/048). Cici understand the sequence of the experience that should be written with the correct grammar (CK/EL/CI/049). And also Sasa, feel reflective learning make her enjoy

the writing activities (CK/EL/SA/034). Because from the framework (CK/EL/SA/039), she feel more fluent to write while using English (CK/EL/SA/043). Therefore, both the participants feel easier when the teacher applying reflective learning activities in the writing class.

"M**ore easy, because it's based on our experience**... especially writing stories.. because i like writing heheh..." **(CK/EL/CI/048)**

" **It will be more easier.. because we are already know what are we write from the framewrok we are made before**.." **(CK/EL/CI/049)**

" I never feel badmood when i write our reflective learning.. because is based on our experience.. if the materials truly hard like grammar i can be really confused because i dont know how to answer... **if in this reflective not really a problem**.." **(CK/EL/SA/034)**

"**Yess it will be easily.. we are already know the framework too.." (CK/EL/SA/039)**

" **Yess because its more easy**.. yea i already know..." **(CK/EL/SA/041)**

" It will be more easily... i understand a new vocabulary... **i feel write more fluently too. (PU/EL/SA/043)**

Like the statements above both the participants get ease while learning English with reflective. This is relevant to this statements Schön (1983) Reflective learning as implementation of thought, then it easy to helping the students to understand the materials. The ease of learning English while using reflective learning indirect can improve students writing skills. From reflective learning, the students can concious the writing mistakes are made. Therefore, Only the professional teacher can apply reflective learning as the activities. Because, the quality of the teachers can affect the quality of the students understanding and also students learning process.

iii. New Vocabulary

Doing the reflective learning activities, both students always find new vocabulary (CK/NV/SA/042). But, use reflective learning to make students more easily to find a new vocabulary. Reflective learning makes the participants enjoy the activities, because write based on experience helps students to defend a lot of vocabulary in their memory (CK/NV/CI/046). Find a new vocabulary can help them more fluent and also decrease the occurrence of writing mistakes.

“ It will be easier... **i understand a new vocabulary**... i feel write fluently too**.**” **(CK/NV/SA/043)**

“It is important because we can also add a new vocabulary from the experience, if we write based on experiences.. we don’t know this vocabulary but we write in the story.. so i know ohh.. **this a new vocabulary we gots today**.” **(CK/NV/CI/046)**

In this era, the students can learn from anywhere. Like both the participants use the internet to improve their writing skills. Sasa use youtube to see the tutorials of the grammatical structures and also do the practice. Cici use the internet to see the grammatical structures and the example of sentences. Porte (1988) stated that some students do not easily memorize a new vocabulary. Therefore, the teachers apply reflective learning to make them easier to defend their vocabulary memories. Furthermore, students can easily understand the materials that are provided by the teachers.

iv. Diary use for reflection

Diary students as a media that can help the students learning process. The diary students cointains the points from the materials , writing assignments, and also reflective learning assignments (CK/DR/CI/018). Other than that, diary students can help them to study at home. They can see the summary of the

materials (CK/DR/CI/028), a new vocabulary they gots today, and also see the writing feedback from the teacher. Diary also make students easier to practice their writing at home (CK/DR/SA/028). And then, they can see the development of students writing skills. Therefore, diary students were very helpful for the students learning process.

" The thing is... mm... **is that for the later it will be easy to understand if I will do a test.. I can see the notes that i write before**.. and then the contents of the diary are more concise because the contains are the points of the materials." **(CK/DR/SA/028)**

" There is in the diary too." (CK/DR/CI/018)

"**Because in the diary contains is a summary that we write before from all the materials that we learn.. write in the diary getting easier to understand** .. So i don't need to open the LKS and find where the materials are it on... So as we all know we just have to write it in the diary.." **(CK/DR/CI/028)**

According to the statements above both of the participants feel greatly helped by the existence of a diary. Bolger (2003) stated that Diary is a media for documenting reports of the students while the students doing reflective learning. Both of the prarticipants use diary to help them understand the materials. in the diary, there is a point of the materials, writing assignments and the result of their writing practice. In their diary also there is feedback from the teacher after they are doing reflective learning. And the students can practice their skills at home. Diary can help the students to conscious the writing mistakes. It will be easier for students improve their skills. And from diary students, the teachers also can see the development of the students writing skills.

4.2.3 Emergent findings

i. Teachers' feedback

Even though, the way of delivering materialas was very fast, the teacher always provides feedback for the students. It makes the students understand how to write with the correct grammar and they are able to improve their writing skills. While doing the reflective learning the teacher is a little bit fierce. Therefore, the teachers only answer the questions if the students ask about the materials (EF/TF/SA/32). Feedback are very important to help students to know the word or sentences are wrong (EF/TF/CI/59). Usually, the teachers give line in the wrong answer and also give the correct answer (EF/TF/CI/61). But sometimes, the teacher was told the wrong answer and give the correct answer to the participants (EF/TF/SA/45). Therefore, feedback from the teacher very influential in the students' development.

" mm usually I ask Mr. Bina or from the story we write earlier usually, **Mr.Bina give feedback with a line in which are wrong and also give the right answer**.." **(EF/TF/CI/59)**

"Mmm.. usually, **if something wrong teacher gives the correct answer**. and then i study independently at home.. mmm i mean self-thought.." **(EF/TF/CI/61)**

"It depends on of us asking about what.. **if we ask about the materials teachers already answers the questions.**" **(EF/TF/SA/32)**

" Mmm yaa.. when i write that experience **usually Mr.Bina if there is a wrong word, he gives like a crossed out and then give the correct answer**... if not yaa.. he told the correct answer.." **(EF/TF/SA/45)**

"I usually ask to my friends ... but, **sometimes I also ask Mr. Bina how come I immediately know where it went wrong.**." **(EF/TF/SA/51)**

" Ya like the others.. explain how to do it first.. and usually write it first, and then **Mr.Bina will be corrected the assignment and write which the wrong answer**." **(EF/TF/SA/53)**

" **Yess, he told and give the correct answer**" **(EF/TF/SA/54)**

According to this statements Hyland (2003) stated that students can improve the accuracy while using second language through feedback are given by the teacher in class. The teachers' feedback is very important because it aims to make students easier to get the correct word and understand how to write with the correct grammar. And from the feedback indirect the students understand with the correct vocabulary are used.

ii. Self-Writing Practices

From the feedback, students can learn how to use proper vocabulary and also use the correct grammar. Other than that, teachers give writing assignments (EF/SP/CI/53) to practice students writing at home. Because, self-writing practice is the easiest and fastest way to improve their writing skills. The students doing self-writing practice to facilitate them more fluent while write in English (EF/SP/SA/46). The way of both the participants are different, Cici doing the self-writing practice independently at home which means personaly self taught (EF/SP/CI/61). But Sasa prefers seeing the tutorials on youtube because it will be more detail and easy to understand (EF/SP/SA/52). Because self writing practices can make students to reduce the writing mistake.

"In my opinion, learning English is not possible to learn once.. **so if the teacher gives writing assignment.. for me, to don't forget how to write properly**.." **(EF/SP/CI/53)**

" For writing practice i means to fluently and then make me easier to learn" ((EF/SP/SA/46)

"The most is usually if there is a wrong answer after that give the correct answer by him.. and **then i study independently at home.. mmm i means personaly self thougt.**" **(EF/SP/CI/61)**

“ i like see Youtube tutorials like usually i see grammar tutorials” (EF/SP/SA/52).

This is relevant to the statement of Wang (2017) the teachers provide the materials for students and give the assignment to make students do the self-practice opportunities.The benefits of the self-writing practice can make students do not forget the steps of how to write properly and also understand the mistakes are made in the reflective learning assignments. It can help the students to reduce the writing mistake while doing the writing activities.

iii. Self-problem Solution

Indirect, the students understand self the problem solution. A lot of technology that can help students self the problem solve. While cici find the difficulties but the teacher are fierce, Cici prefers to find out self the problem solve (CW/SS/CI/058) rather than find trouble with the teacher. Assisted by the internet (CW/SS/SA/060). and dictionary (CW/SS/CI/060) can help students to find out the problems. Self-problem solve can make the students find out the problem independently.

“Umm not really, sometimes if I'm lazy to ask, I find out for myself. **And I prefer to find out for myself** because sometimes Pak Bina is fierce...” **(CW/SS/CI/058)**

Yes, i can find by myself using google and the internet (CW/SS/SA/060)

Umm i think Not often.. I'm afraid if he's not in the mood. **Yes, I’d like to find out by myself on the internet or the dictionary. (CW/SS/CI/060)**

This is relevant to this statement of Essen (1990) stated that self-problem solving often makes information more efficient. Reflective learning make the students self the problem solve independently. In diary students, they can see and

they are conscious with the writing mistakes are made. And then, the students will not make the same mistake.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes a summary of the research based on the findings and discussion. In addition, there is also a point of recommendation for further research especially about students Perceptions on using Reflective Learning in writing class

5.1 Conclusion

There are still a few schools that implement reflective learning as writing activities. Only a few teachers know the importance of reflective learning as writing activities. But, the teachers also pay attention to the character of the students to make students can receive the learning well. Not all EFL students have a good memory to remember a lot of vocabulary and the grammar structure. Applying reflective learning as writing activities is a good way to teach EFL students. From reflective learning the students know the step how to write English with the correct grammar. Reflective learning also helps students understand the teacher's instructions and also the teacher's demand. The students feel reflective learning make the students fluent while doing the writing activities. Because they write based on their experience with their own language. But, the teacher always controlled their writing to make sure the students do the reflective learning well. The teacher also provides feedback to make students learn from their writing mistakes. From that, the students are more aware of the writing mistake. And the Students always practice their writing at home to reduce the writing error. From

that, the students can solve the problem independently. And also the students can improve their writing skills.

5.2 Recommendation

Due to the limitations of this study, future research is necessary to be conducted interviews with the teachers to investigate whether reflective learning is well applied. This can affect the students' understanding of the materials provided by the teacher and the development of students' writing skills. Furthermore, teachers are expected to be able to make a friendly relation between them and their students because they can affect the learning process received by the students.

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APPENDIX

Informed Consent

Assalamualaikum Wr.Wb

With all the respect,

Name : Refinda Rahima N

Student Number : 16322073

I am a students from English Education at Universitas Islam Indonesia. Iam conducting a research entitled **"EFL High School Students' Perceptions on Reflective Learning in a Writing Class".** You are invited to take a part in this research by involving in semi-interviewing with the researcher.

You were selected as a possible participants because of your experiences learn with Reflective Learning in writing class.

Your participation is Voluntary. There are no anticipated benefits or risk to your participation. As the prove if your willingness, you may signed the informed consent.

Thankyou for your attention,

Wassalamualaikum Wr.Wb.

Researcher,

(Refinda Rahima N.)

Name : Sasa (Pseudonym)

Address : -

School : -

I stated that i am willingly become the participant of the research conducted by Refinda Rahima Nugrahani entitled **"EFL High School Students' Perceptions on Reflective Learning in a Writing Class".** I have acknowledge that there are no benefits or risk of becoming a participant.

Yogyakarta, 16 September 2020

Participant

Name : Cici (Pseudonym)

Address : -

School : -

I stated that i am willingly become the participant of the research conducted by Refinda Rahima Nugrahani entitled **"EFL High School Students' Perceptions on Reflective Learning in a Writing Class".** I have acknowledge that there are no benefits or risk of becoming a participant.

Yogyakarta, 17 September 2020

Participant

Transkriptional 1

Participant : Sasa (Pseudonym)

Time : 19.39 p.m – 20.21 p.m

Date : Friday, 16th of September 2020

Place : In our own house

S : students

R : Researcher

Subject	Line	Transkript	Theme
S	028	Soalnya kan nganu nanti lebih mudah **memahami bisa dilihat lihat lagi yang ditulis kalo mau ulangan** terus juga lebih ringkas gitu kan kaya point2nya sendiri gitu..	Diary use
S	030	Biasanya bikin bahasa indonesianya dulu terus bikin **kerangkanya** dulu habis itu di **inggrisin**.	Framing the Experience
S	031	**Biasanya sih cari dikamus** dulu kalo gak tanya temen gitu tapi kalo misalkan udah susah banget baru tanya pak binaa..	Dictionary Use
S	032	Tergantung kita nanyanya sih **kalo kita nanya tentang materi ya dijawab**..	Teachers' Feedback
S	034	Gak pernah sih aku badmood pas nulis reflektif itu.. soalnya kan berdasarkan pengalaman.. kalo susah banget kaya gammar itu aku suka bingung banget gatau gimana jawabnya itu baru badmood.. kalo **reflektif ini gak terlalu kendala banget..**	Ease of learning
S	038	Ooh kan pembelajaran reflektif ini lebih hmm maksutnya **kita ngerasain sendiri git**u.. sama kita kan gaperlu nganu mbak apa mikir mau nulis apa.. karna **berdasarkan pengalaman kita kan.**	Experience
S	039	**Iyaa lebih mudah** kan kita udah tau kerangkanya juga kan	Ease of learning
S	041	**Ya Karna lebih gampang aja gitu kan ,kan udah tau ..**	Ease for learning
S	043	Lebih memudahkan aku **paham kosa kata baru**.. **lebih lancar juga aku nulisnya..**	New vocabulary
S	045	Iyaa, kalo pas nulis pengalaman itu	Teachers'

		biasanya pak bina **kalok ada yang salah kayak dicoret terus dikasih benernya gitu loh kalo gak ya di kasih tau ke kitanya gitu..**	Feedback
S	046	**Buat latihan nulis gitu**.. biar lancar terus memudahkan aku belajar juga..	Self-writing practices
S	049	**Yang terlintas diotak aku aja karna udah pernah ngalamin jadi gampang kan tinggal ditulis aja**.. terus bikin **kerangka itu point2nya gitu urutannya..**	Review Framing the Experience
S	051	Biasanya tanya temen sih..kadang juga **tanya pak bina kok biar langsung tau dimana salahnya..**	Teachers' Feedback
S	052	**Suka liat youtube yang tutorial gitu loh biasanya grammar sih liatnya..**	Self writing practice.
S	053	Ya kayak yang lain dijelasin dulu caranya gimana terus **biasanya nulis dulu nanti baru dibenerin sama pak bina salahnya dimana..**	Teachers' Feedback
S	054	**Ya dikasih tau sama dibenerin**	Teachers' Feedback
S	060	**Ya cari tau sendiri pake google sama internet..**	Self -Problem solve

Transcriptional 2

Participants : Cici (Pseudonym)

Time : 18.09- 18.41 PM

Date : Saturday, 17th of September 2020

Place : In our own house

S : Students

R : Researcher

Subject	Line	Transkript	Theme
S	018	**Ada di buku harian jugak**.	Diary use
S	019	**Bikin Kerangka dulu..**	Framing the experience
S	024	Mm gimana ya enjoy aja sih kalo gatau artinya kan biasanya liat **kamus** juga kan tapi lebih mudah karna berdasarkan	Dictionary use

		pengalaman kita sendiri.. kadang juga nyusunnya masih kaku gitu karna kita kan ga begitu ngerti bahasa inggris jadi kata katanya masih begitu baku.. .	
S	028	Karna kalo **dibuku harian kan itu ringkasan yang kita tulis sendiri dari semua yang kita pelajari ditulis dibuku harian sama ada tugas dan latihan -latihan** jadi kaya lebih gampang untuk dipahami aja jadi gaperlu buka lks halaman berapa halaman berapa jadi kayak yang kita tahu tinggal ditulis aja di buku gituu	Diary use
S	033	Biasa kan pengalaman ditulis tuh **inget pengalaman kaya udah agak lama** kan kaya pas liburan jadi nulisnya dari aku pergi sampe pulang mbak..	Review
S	040	Mm karna yaa.. **kita kan nulis sesuai pengalaman** juga kan **jadi kayak lebih gampang daripada materi lain yang gak kita alami sendiri gitu loh**	Experience
S	046	Penting lah karna kita juga bisa **nambah kosa kata baru** kan kalo nulis pengalaman , **kita gak tau kosa kata ini tapi ini nanti tulis dicerita.. terus kita tau ohh ini kosa kata baru yang kita dapat hari ini**..	New vocabulary
S	048	**lebih gampang sih karna berdasarkan pengalaman kan..**apalagi kan nulis cerita soalnya aku suka nulis hehe	Ease of learning
S	049	**Lebih memudahkan karna udah tau apa yang kita tulis kan dari kerangka yang kita bikin sebelumnya..**	Ease of learning
S	053	Kalo menurut aku sih kan belajar bahasa inggris kan gabisa belajar sekali doang jadi **kalo guru kasih tugas menulis itu kalo aku biar gak lupa gitu nulis yang bener.**	Self-Writing Practices
S	054	**Mm lebih terlintas diotak aja sih yang udah ada bayangannya aja, dipilih aja yang pengalamannya gak terlalu lampau** dan gampang untuk ditulis sih**...misal kaya pengalaman dari seminggu yang lalu itu kan jauh lebih mudah untuk diinget..** **dibikin kerangkanya abis tu ditulis**	Review Framing the experience

		pake bahasa inggris.	
S	058	gak juga sih aku kadang kalo males tanya aku cari tahu sendiri. **Dan lebih suka cari tahu sendiri soalnya kan kadang pak bina galak..**	Self-Problem Solve
S	059	Mm biasanya aku sih tanya ke pak bina atau gak dari cerita yang kita tulis tadi pak bina **garisin yang salah dimana dan dikasih tau benernya juga sih**	Teachers' Feedback
S	060	Gak sering juga siih takut juga kalo dia lagi gak mood. **Ya itu tadi suka cari tahu sendiri di internet atau kamus**	Self-Problem Solve
S	061	**Paling ya itu biasanya kalo ada yang salah dibenerin** sama dia terus aku **belajarnya mandiri dirumah** sih hmm maksutnya otodidak sih	Teachers' Feedback Self Writing Practices