CHAPTER I

INTRODUCTION

This chapter provides the research background that describes the reasons why the researcher conducts the study. It also contains research questions, objectives of the study, and significances of the study. The scope and limitation of the study is also presented, and the definition of the key terms is given to avoid misunderstanding of those terms.

A. Research Background

In a class, a good relationship between a teacher/lecturer and students is very important. The condition is needed not only a teacher/lecturer but also students in order to what they hope in successfull teaching and learning is reached. Teacher/lecturer is one of the important components in the process of learning and teaching to form the potential human resource in developed era. Teacher/lecturer is one of the elements in education in which takes a part actively and takes his or her function as professional energy according to society demands which progressively expand. It can be said that the teacher has big responsibility to bring his or her students to get certain maturity level or adulthood. Teacher/lecturer is not only as instructor who transfers knowledge, but also as educator who transfers values and become counselor who gives guidance to students in learning. Teacher/lecturer has the effort to send the students to get the

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level of life that they dreamed.[1] It means a good teacher/lecturer must know students' needs; what the students' want/expectation, what makes students interested, what makes students enthusiastic, do they give possitive response or not, etc and bring their needs in a real condition. Meanwhile, Jeremy Harmer stated that a good teacher is somebody who has an affinity with the students that they are teaching.[2] It means successful teacher/lecturer is the person who can be a source of hopes, aspirations and problem solver of students' difficulties when teaching them. Those are all which teacher/lecturer should do in order to get students' understanding which always becomes a first goal in teaching learning process.

Therefore, some methods/ways are implemented in a class to reach the goal. One of the way is by applying reflective writing. Reflective writing is an instrument for practicing student in writing and thinking. It has purposes to provide regular feedback between students and lecturer, platform for synthesis of knowledge and ideas.[3] It means by using reflective writing students can construct their mind and critical thinking about the lesson from lecturer and show their impression about it. Reflective writing offers students the opportunity to consider how their personal experiences and observations shape their thinking and their acceptance of new ideas. It is applied to encourage students to explore their own

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[1] Sardiman A. M., *Interaksi dan Motivasi Mengajar*, (Jakarta : PT. Raja Grafindo Persada, 2006), 125
[2] Jeremy, Harmer, "How To Teach English", (New York : Longman, 1998), 2
[3] Prof. Wayne Iwaoka, *A Guide For Writing A reflective Journal*, (The University of Hawaii at Manoa : Karp-Boss.2007)

ideas about a text, to express their opinion rather than summarise the opinions of others. Reflective writing can help students to improve their analytical skills because it requires them to express what they think, and more significantly, how and why they think that way. In addition, reflective analysis asks students to acknowledge that their thoughts are shaped by their assumptions and preconceived ideas; in doing so, students can appreciate the ideas of others, notice how their assumptions and preconceived ideas may have shaped their thoughts, and perhaps recognize how their ideas support or oppose what they read. Therefore, students have to be able to make a reflective writing well.

To reach successfull goal in teaching and learning, The teacher/lecturer must know the students' responses in doing everything he/she instructs in order that the teacher/lecturer gets clear about the students' conditions. Whether some methods he/she applies give satisfaction to the students or not, whether those give comfort to the students or not, whether the students give possitive response or not, etc. It is important to match teacher's/lecturer's perception and students' perception. The good teacher/lecturer is who is successfull to make his/her students happy in his/her teaching and who can make them understand well.

In this research, the researcher wants to investigate the students' responses to reflective writing activity and get the data; if the students' responses show possitive result, the lecturer can apply the way of implementing reflective writing continually and it can be an inspiration for other lecturers. If the students'

responses show negative result, it means it becomes an evaluation for the lecturer to solve the problem.

Next, the researcher wants to know the implementation of reflective writing applied by a lecturer in Introduction To Linguistic Class in second semester at UIN Sunan Ampel Surabaya. Here, based on preliminary research, the reflective writing is aimed to know actually what her students' difficulties in the material are, how far her students get understanding about the material ae, etc. It is similiar with feedback; information given to the student about his or her performance of learning task, usually with the objective of improving the performance.[4] However here, who gives a feedback is the students. The use of feedback in the teaching and learning of Introduction To Linguistic can improve their understanding because there are responses and suggestion given in it.

The researcher chooses the class because Introduction To Linguistic subject talks about a language with having mentally presented grammar which constitues the native speaker's competence in that language.[5] In short, to understand a language, the learners have to understand the nature of such a grammar. For basic example, if a native speaker is asked by a question "where have you been?", she/he answer "to Paris", it identifies the native speaker has flown to Paris although his/her answer is only to Paris. It means it is not easy to

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[4] Penny Ur, A Course in Language Teaching: Practice and Theory, (Cambridge: University Press, 1996), 242

[5] Andrew Radford, Martin Atkinson, David Britain, Haral Clahsen, Andrew Spencer, *Linguistic An Introduction, Second Edition,*(Cambridge : University Press, 2009), 2.

learn the subject and needs understanding more from students. Furthermore, Introduction To Linguistic was a basic of the next subject taught in UIN Sunan Ampel Surabaya; syntax and semantic that it must be understood well by students in second semester. If the students do not understand well, they will be in difficulty to learn the next subject. Therefore, the subject needs more attention.

Finally, the reason why the researcher does the research is to get the conclusion about how similar the lecturer's explanation and the students' responses. It has purposes to know whether between the lecturer and the students have same perception or not. It is lifted because a good relation between teacher/lecturer and students is also determined by a same perception between them. It indicates how strong the teacher/lecturer understands the students' condition in their learning. Moreover, by same perception they can match students' need and everything related to teaching and learning in order to reach the goal together. However, whatever the results, the researcher only tries to find out the real fact. If there are some possitive results , it can be a precious thing to learn. And if there are some negative results, it does not mean the researcher justifies the lecturer's effort in the teaching learning. The researcher is a student who is still learning to be a good teacher and contributes her thinking. Everything the researcher finds is a learning for herself and everyone relating in the topic which is hoped it can give some contributions and advantages in educational era. Those are all of the reasons why the researcher does the research and gives the

research under the title "The Students' Responses To Reflective Writing In Introduction To Linguistic Class At UIN Sunan Ampel, Surabaya".

B. **Research Questions**

In the research background, it is explained why the researcher did the research. Because of that, the statement of the problems can be formulated as follows:

1. How do the students respond the reflective writing designed by their lecturer in Introduction To Linguistic class at UINSA Surabaya?
2. How similar are the students' responses and the lecturer's perception about the students' responses?

C. **Objective of The Study**

Derived from the questions above, the study is aimed:

1. To know the students' responses about the reflective writing designed by their lecturer in Introduction to linguistic class.
2. To know how similar of the students' responses and the lecturer's perception about the students' responses.

D. Significance of The Study

1. The result of the research is beneficial for the lecturer of Introduction To Linguistic Class for knowing the students' condition and everything related to it.

2. The result of the research is able to give inspiration for English lecturers and readers who want to be a teacher to find out students' responses to everything he/she applies in a class.

E. Scope And Limitation of The Study

The scope in this study is focused on the students' responses to write reflective writing designed by their lecturer and everything related to it which will be probably found. Meanwhile the limitation is focused on the subject; the second semester of Introduction To Linguistic Class of English Department of UIN Sunan Ampel Surabaya.

F. Definition of The Key Terms

To avoid misunderstanding in the way of understanding the study, the researcher needs to give definitions of term that are often founded in the study, such as:

Students : People who are studying at a college or university.[6] In this research, it means people who are learning Introduction To Linguistic in second

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[6] Martin, H. Manser, *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 1995), 412.

semester of English Department of UIN Sunan Ampel Surabaya.

Response   : Action done in action to something.[7] In this research, it means the action done, impression, thinking and ideas by the students to reflective writing designed by the lecturer in Introduction To Linguistic Class.

Reflective Writing   : A collection of the students' reflections on their own learning with the course.[8] In this research, it means the students' writing task to reflect material they get and show their messages related to their learning as their lecturer instruct in Introduction To Linguistic Class. In other words, it is called feedback.

Introduction To Linguistic : The subject talking about a language with having mentally presented grammar which constitutes the native speaker's competence in that language.[9] In this research, it means the subject which is given to

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[7] Martin, H. Manser, *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 1995), 353.
[8] Lyn, Brodie, *Reflective Writing Guide for Students, Eng 1101 Engineering Problem Solving 1,* (USQ : Faculty of Engineering and Surveying, 2008), 7.
[9] Andrew Radford, Martin Atkinson, David Britain, Haral Clahsen, Andrew Spencer, *Linguistic An Introduction, Second Edition,*(Cambridge : University Press, 2009), 2.

second semester of English Department at UIN

Sunan Ampel Surabaya.