CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Reflective Writing

A simple definition of reflection can be consciously thinking about and analyzing what you are doing and what you have done; thinking about what and how you have learnt.[11] It means the content of a reflective writing is a collection of the students' reflections on their own learning with the course; these reflections can be guided by the lecturer with prompt questions or guided reflections where the lecturer provides the area of the course that they would like the student to reflect upon. The student may be asked to reflect upon readings in the course, upon new skills being learned such as in a laboratory environment or upon current events related to the course. For reflective writing to be effective students must do their entries continuously throughout the duration of the assignment. To ensure that students complete entries in their reflective writing consistently, lecturers can set up a reflective writing online in order to see the timestamp of entry.

1. The Function of Reflective Writing

Reflective writing is as a way for critical analysis, problem solving, synthesis of opposing ideas, evaluation, identifying patterns and creating meaning. It will help students reach the higher levels of

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[11] Lyn, Brodie, *Reflective Writing Guide for Students, Eng 1101 Engineering Problem Solving 1,* (USQ : Faculty of Engineering and Surveying, 2008), 7.

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learning.[12] It means reflective writing can help bridge the gap between theory and practice and will enable students to understand their own thinking and learning. Besides of that, it encourages students to look beyond their academic accomplishment and recognize the depth and range of other transferable skills.

Meanwhile, Professor Wayne Iwaoka, the University of Hawaii at Manoa stated that reflective writing serves several functions.[13] There are :

- A means of communication, conversation (e.g., between material and students, students and instructors).

  It is because in reflective writing, writer/student communicates with reader/lecturer about what in writer's/student's mind.

- Provides regular feedback between students and the instructors and helps to match expectations.

  By reflective writing students can construct their mind regarding the lesson and everything related to it as a feedback from the lesson they get. From here, the teacher/lecturer will know students' expectation and be able to match with his/her expectation.

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[12] Lyn, Brodie, *Reflective Writing Guide for Students, Eng 1101 Engineering Problem Solving 1,* (USQ : Faculty of Engineering and Surveying, 2008), 8.
[13] Prof. Wayne Iwaoka, *A Guide For Writing A reflective Journal*, (The University of Hawaii at Manoa : Karp-Boss.2007)

- Platform for synthesis of knowledge and ideas

  Reflective writing offers students the opportunity to consider how their personal experiences and observations shape their thinking and their acceptance of new ideas.

- Help develop critical thinking

  It is because in reflective writing, students are demanded to think more critically and deeply. Students are used to give message, impression and opinion about their lesson or experience by their own sentences.

- Help to elicit topics of interest, challenging topics that need improvement, etc.

  It is because reflective writing provide the times for students to show and construct their mind and impression, teacher/lecturer can conclude such parts/topics students feel difficult that those need to attention more in order to make students more interesting.

- Dictionary of important terms: clarify troublesome concepts

  It is a form for teacher/lecturer to collect the data from students' writing about their opinion, impression, expectation, mind and everything related to it. From here, teacher/lecturer will get the parameter of students' ability or some problems

faced by students which can be an evaluation for teacher/lecturer.

From the explanation above, it can be concluded that reflective writing covers all students' need in teaching learning process.

2. The Types of Reflective Writing

Reflective writing often combines other rhetorical modes such as narration, description, and analysis. In the process of writing a reflection, a writer tries to describe an experience more, often express the emotions connected with it, the lessons learned, and the implications for his/her life.

According to Bronwyn Hegarty, the types are categorized as: Descriptive, Proceedings, Planatory, Supported, Contextual, and Critical, and are listed in brief below:[14]

- Descriptive reflection : Noticing, Deciding, Stating, Self Questioning, Goals. Writing is superficial with descriptions about what has happened and the decisions made but not why.

- Explanatory reflection : Personal; Professional; Deciding; Self-Questioning; Reactions; Learning; Stating; Goals. Analysis of the experience from a personal or professional perspective about decisions, reactions, learning and goals.

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[14] Bronwyn Hegarty, *Is reflective writing an enigma? Can preparing evidence for an electronic portfolio develop skills for reflective practice?* (New Zealand : Otago Polytechcnic Dunedin, 2011), 585

- Supported reflection : Evidence Mentioned; Evidence Identified; Learning from Evidence; Reactions to Evidence. Evidence from the literature is mentioned in some way or referenced.

- Contextual reflection : Analysis; Cross-Linking; New Perspectives. Different perspectives are considered and compared to own views which may change.

- Critical reflection : Application of Learning. Multiple perspectives and consideration of wider professional issues, how learning will be used.

3. The Process of Reflective Writing

According to Professor Wayne Iwaoka, the process of reflective writing include:[15]

- First write a brief summary of the contents of a lecture, lab activity, group discussion or reading material.

- Then reflect upon these activities-record students' own thoughts, ideas, responses and reactions to any of the above activities.

- Make notes about concepts, questions students have, and any confusion that may arise.

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[15] Prof. Wayne Iwaoka, *A Guide For Writing A reflective Journal*, (The University of Hawaii at Manoa : Karp-Boss.2007)

- Use the journal to explore possible solutions to problems being raised in class or alternative activities to the ones presented in class.

- Record new insights and problem solving strategies realized during discussions with fellow students and instructors. The journal reflects students own thoughts and ideas.

- Be as original and critical (constructive) as students can.

4. The Area of Reflective Writing

Lyn Brodie stated that there are three main areas to base reflective writing. The first is the 'academic and technical content' of the project, second is the team process and lastly, personal reflections – what did student learn.[16]
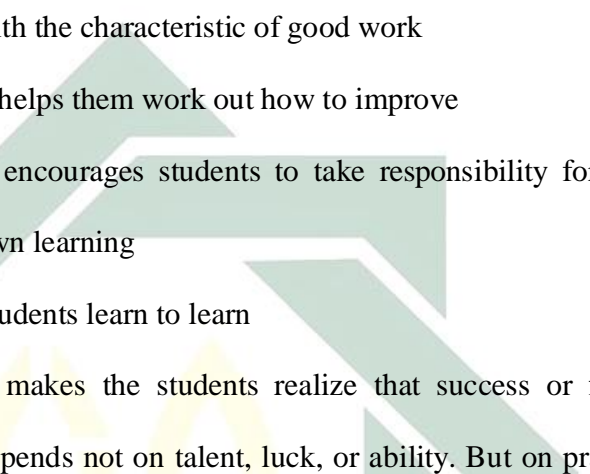
Table 1 Areas for reflection

Technical /academic components	Social /group components	Individual/self components
• What worked and why? • What problem-solving techniques did your team use? • What didn't work and why? • What theories were applied /tested/ evaluated?	• How did the team perform and why (group dynamics)? • How did the team handle -negotiating tasks, conflict resolution? Could it be done better? How? • Did peer assisted	• What did I learn? • How did I learn it? • What could I do more effectively to support my individual learning, my team, my colleague's learning? • How did I feel

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[16] Lyn, Brodie, *Reflective Writing Guide for Students, Eng 1101 Engineering Problem Solving 1,* (USQ : Faculty of Engineering and Surveying, 2008), 13.

• What was your evaluation of the overall product or report?	learning take place? Why/why not?	during the project and why? How did it affect my behaviour?

B. Definition of Feedback

Feedback is information given to the learners about their performance of learning task, usually with the objective to improving the performances.[17] Students recommend that feedback should be positive, consistent, timely and clear, with a balance between positive and constructive comments and comments that critiqued their work. Students wish to see the supervisor/supervisee relationship to be constructed in terms of a 'partnership of equals' rather than as a 'manager/employee' relationship. They wanted supervisors to demonstrate genuine interest in their work, while at the same time recognizing that ultimately the work was the students' responsibility.[18] It means, students hope that the teacher's/lecturer's feedback will motivate and support them to learn more

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

[18] Prof. John Bitchener, Dr Helen Basturkmen, Dr Martin East, Dr Heather Meyer, "*Best Practice in Supervisor Feedback to Thesis Students*", (New Zealand : Ako Aotearoa, 2011), 5

frequently because teacher/lecturer and students are friends; teacher/lecturer does not only instruct as like a manager. So, the teacher/lecturer should try to give feedback in a positive manner as positive feedback not only provides more information than negative ones but it also helps to strengthen a student's motivation and self-esteem. Those are all of students' hope to get their satisfaction. Meanwhile, Susan Brookhart stated that a good feedback is feedback which can help students to find their motivation in learning and to master their own destiny.[19]

1. Kinds of feedback

   In writing, feedback is on the content, organization, and language forms (grammar, vocabulary, spelling, and punctuation).[20] Students who receive feedback on their writing can improve it. Feedback is crucial element in writing activity. In some sources, there are some ways to give feedback. There are three kinds of feedback that are commonly used in writing activity; teacher feedback, peer feedback, and self feedback.

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[19] Susan M. Brookhart, "*How To Give Effective Feedback To your Students*", (Virginia : ASCD, 2008), 113
[20] Penny Ur, A Course in Language Teaching: Practice and Theory, (Cambridge: University Press, 1996), 170

- Teacher feedback

  Giving feedback on students' writing is one of teacher's important roles during writing activity.[21] Teacher feedback can be written or spoken. Teacher gives written feedback after students finished their writing and collect it to the teacher. Teacher gives comments or responses on students' writing. Teacher also gives suggestion in order to improve their writing. Spoken feedback is usually given when students are in progress completing their writing. Teacher comes to each student to give comments and suggestion towards their writing orally.

- Peer feedback

  Students also can give feedback each other during writing activity (peer feedback). They give comments on other students' writing in order to give feedback. Students who receive feedback from peer can improve their writing based on the comments given by peer. Victoria Chan (2001) as cited in Harmer argued that to make sure that the comments are focus, teacher can design a form of sentences that must be completed by students, such as *Your piece of writing are ..., I like the part*

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[21] Jeremy Harmer, The Practice of English Language Teaching 4th Edition, (New York : Longman, 2005), 150

..., I'm not sure about ..., etc. Peer feedback can be more successful done in groups.[22] Working in groups, students can share each other when they give comment towards other students' writing.

- Self feedback

Through this self-evaluation, students are expected to know the strength and the weakness of their own writing. Doing self-evaluation, students are usually given such kind of self-evaluation guide.[23] Self feedback is included in assessment for learning.[24] The assessment is used to improve learning. Doing self-assessment, students are expected to receive positive feedback that can improve their learning. In Petty, there are some kinds of self-assessment that is used to improve learning.[25] Three of them are suitable for writing activity, self-assessment against learning goal learned from an exemplar, and self-assessing to improve summative assignment. Self-assessment against learning goal is done at the end of a task, topic or lesson. Students are reminded of the goals, objectives,

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[22] Lynne T. Diaz-Rico, "Teaching English Learners : Strategies And Method", (Boston : Pearson Education, 2004), 172.

[23] LynneT. Diaz-Rico, "Teaching English Learners : Strategies And Method", (Boston : Pearson Education, 2004), 171.

[24] Geoff Petty, Evidence based teaching, (Cheltenham : Nelson Thrones, 2006), 262-267.

[25] Geoff Petty, Evidence based teaching, (Cheltenham : Nelson Thrones, 2006), 262-267.

or assessment criteria. Then, students are asked to look over their work and self-assess what they have learned, know, and can do and what they still need to learn to achieve the goal or objectives. Students use the assessment results to set themselves an individual action plan. The action plan is implemented in the next lesson.

Analyzing a good piece of work for desirable characteristics is the first stage to do self-assessing against goal learned from an exemplar. Students can analyze a good of narrative writing for example. Then students set themselves goal or determine assessment criteria based on what they have learned from the exemplar. Then, students create their own work, trying to achieve their goal. For the last activity, they self-assess using their self-set goal.

Self-assessing to improve a summative assignment is aimed to improve work in progress towards a summative assignment, coursework, project or dissertation or similar, so it can be improved before it is submitted. Students assess their draft work against the assessment criteria. There is a class discussion to clarify difficult points. Then, students go away and improve their work before submitting it.

Using self assessment as feedback can give advantages. These are the advantages for using self-assessment as feedback.[26]

a) It makes the students aware of the goal and familiar with the characteristic of good work

b) It helps them work out how to improve

c) It encourages students to take responsibility for their own learning

d) Students learn to learn

e) It makes the students realize that success or failure depends not on talent, luck, or ability. But on practice, effort and using right strategies.

2. The Function of Feedback

The reason why some of teachers/educators give their feedback to students is because feedback is very important in determining successful teaching and learning. It is formulated as follows :[27]

- Feedback is integral to formative assessment

Feedback on performance, when effective, is widely considered to be integral to learning. People learn faster and more deeply if they know what the strengths and weaknesses

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[26] Geoff Petty, "*Evidence based teaching*", (Cheltenham : Nelson Thrones, 2006), 267
[27] http://www.uws.edu.au/qilt/qilt/teaching_practice/staff_feedback_toolkit/the_importance_of_effective_feedback

of their performance are and most importantly, how to improve future performance.

One of the most valuable contributions anyone can make to another person's learning is constructive feedback. Whether as a student or as a teacher, each one of us has the capacity to provide useful information to other people, which will help them to learn more effectively.

This potential to influence future performance is known as feedforward. In order to generate feedforward, feedback must not only identify the learner gap between actual and desire performance (by indicating the standard achieved on any given criterion for example) but also provide information needed to close that gap. It is this additional information which is so important in making assessment formative. Moreover, when specific guidance is provided to close the gap, the feedforward effect is even greater and the focus of feedback quickly becomes learning rather than marks.

- Feedback produces learner autonomy

One of the most valuable aspects of effective feedback is its ability to develop learner autonomy. Students tend to become self regulated learners when they are provided with detailed

feedback on performance as well as guidance for future improvement. Evidence of this self-regulatory process can be seen in an increasing ability to align aspects of thinking, motivation and behaviour with assessment criteria, standards and learning outcomes as well as learning goals established by the learners themselves.

A similar effect can be produced in students' written work. Feedback which specifically identifies weaknesses in aspects of student writing, such as structural and language issues, and then offers guidance in addressing these can better complement the student in self-correct in the future. Feedforward produces students in less dependence on support from lecturers and tutors. Even better, self-regulated learners are often more successful learners, being more resourceful, tough and confident.

- Feedback aligns teaching and learning

Feedback can also play an essential role in aligning teaching, learning and assessment. When explicitly linked to assessment tasks, learning outcomes and marking plans, feedback functions to create and maintain meaning for teachers and students alike through a power of the purpose of assessment

and how it relates to learning outcomes. Whereas, the absence of effective feedback reduces assessment to a script for learning and teaching and little more than a means of justifying the price of a particular grade.

- Feedback directly impacts student experience

Whether intended or not, feedback affects the self-esteem and motivation of students. All teachers/lecturers and tutors are seen by students to possess power. Poorly statement or overly judgemental comments on assessments can easily damage student confidence. This can lead to a student with low self-esteem interpreting all future feedback personally (as a judgement on their ability). On the other hand, constructive, well-written feedback contributes to positive self-esteem and an ability to interpret feedback, be it positive or negative, more objectively. As positive self-esteem and self-belief increase motivation to learn and improve performance, effective feedback has a flow on effect on student outcomes through increased success and retention.

C. Review of Previous Studies

There are some previous studies from thesis and journal related to the research but those are some differences from the research. Here, the researcher

finds 5 (five) previous studies including 4 (four) thesis and 1 (one) journal. It is explained below :

1. Bachelor of Midwifery (BM) Students' Experiences Of Reflective Paractice : A Grounded Theory Study

   The thesis written by Catherine Lara Wright in 2010 from Australian Catholic University talks about students' experience as long as reflective practice takes place. It does not talk about students' responses about the implementation of reflective writing activity, impression and expectation of students after doing the activity. So, both the thesis and the current study is different.

2. Interactive Reflective Journal Writing As A Tool For Mentoring And Teacher Professional Development: A Case-Study.

   This study is written by Xolisa Guzula in 2011 from University of Cape Towns. This study aims to contribute towards better understanding among teacher trainers of how to train teachers in ways that enable them to learn effectively and to contribute to knowledge about the critical aspects of in-service early literacy teacher training which include pedagogy and classroom methods for early literacy development and reflective practice. However, the reflective writing activity in the current study is to know the ways of the lecturer to implement of reflective writing in Introduction To

Linguistic Class as a feedback for students about the given material and to know the students' responses. Those are the diferences.

3. The Use of Reflective Journal in The Promotion of Reflection and Learning in Post Registration Nursing Students.

This study is written by Kathleen Dympna Chirema in 2013 from University of Huddersfield. The purpose of this study is to examine the use of reflective journal in the promotion of reflection and learning in post registration nursing students. However, the current study is to know the implementation of reflective writing as a feedback from the students about the material given by the lecturer and to know the students' responses. The explanations indicate both of them are diferent.

4. Effects Of Reflective Journal Writing In Japanese Students' Language Learning.

The study written by Saeun Lee from Indiana University of Pennsylvania in 2013 focuses on to examine what types of reflective journal entries students write and how reflective journal writing contribute to their language learning development. Whereas the current study focuses on the students' responses and lecturer's implementation not to analyze the effects of reflective writing for their learning development. So, both the thesis and the current study is different.

5. Educational Beliefs of Higher Education Teachers and Students: Implications for Teacher Education.

    The journal, volume 34, issue 3, created by Maria Northcote from University of Newcastle in 2009 talks about the educational belief of university teacher and university students. Maria also identifies the similarity about them. It is actually relevant with this current researh, but both of them have different topic and knowledge.