

Chapter One

Introduction

This chapter provides the background information of this research. In addition, this chapter describes five main points, such as background of the study, identification and limitation of the problem, research questions, purpose of the study, and advantages of this study.

Background of the Study

Self-reflection is very important for teaching and learning process. One of the reason is because “reflection assists students to review the group processes and their own personal functioning in the group, to understand how their learning and problem solving strategies might be reapplied and to relate new knowledge to prior understanding” (Perkins & Salomon, 1989, p. 113). Based on the statement above, self-reflection serves as a set of continuum process where students identify problems in their learning and they attempt to look for the possible solutions. In addition, process of recapturing the past learning experience maintains thought about the learning itself. Moreover, students have responsibilities and chance individually to analyze their own improvement in their learning. Besides, self-reflection also triggers students’ awareness, which helps them to realize their capability and to examine how far they understand the subject. Looking back to previous learning facilitates students to record their weaknesses and strengths. This process would give students sequence process that leads to problem solving.

Hence, self-reflection takes essential role in teaching and learning process

Learning is not just transferring things from one person to another but learning is connecting pieces of ideas into a whole understanding. Consequently, both educators and learners need a mirror to know how far they can gather ideas into comprehensive knowledge. In this case, the way to express and reflect the learning is by using reflection. By using any form or product of reflection such as writing journal, learners are freely to express ideas, such as expressing feeling about their involvement in activities, since sometimes learners feel insecurities to express opinion. Whereas, Grayling (2000) argued that “the great benefit of including reflection in your learning is that by understanding why you do something in particular way and recognizing how you feel about it, you can spot where strengths and weaknesses lie” (p.3). In conclusion, reflection is a device to express a completely gained thought.

From the two previous paragraphs, the writer believes that self-reflection takes an important part in learning process. Furthermore, English Education Department in Muhammadiyah University of Yogyakarta is a new major. This department has been working about four years and it still has few graduate students. Based on my observation, most of students conducted their research in teaching strategies, methods, and techniques. However, reflection is a part of teaching strategies. For that reason, the research on the importance of self-reflection could contribute, lead to the improvement of the quality of teaching and learning in English Education Department

Self-reflection has challenges and it is not quite easy. Lucas (2009) argued

and educator, but models and framework are expected to determine the learning outcomes”(p.164). Although self-reflection gives positive side for students and there are a framework and model for reflection, self-reflection is difficult for students since it needs a process which takes long time to reflect. Based on background discussed above, the writer is interested in conducting research on students' perception on self-reflection. This research intends to find out how English Education Department Students perceive self-reflection.

Identification and Limitation of the Problem

There are many kinds of reflection in teaching and learning and a form of reflection could be written or spoken. Besides, reflection could be conducted during or after classroom activity. In this research, the researcher focus on after classroom activities (reflection on action). Moreover, this research would be conducted in English Education Department students batch 2013 since students batch 2013 have already completed all of the subjects in English Education Department and some lectures of that subjects use form of reflection to evaluate students' progress in learning.

In addition, there is an issue related to self-reflection in English Education Department. Dealing with conducting self-reflection to students, based on writer's experiences, there were only few students who use self-reflection in their learning. However, students need self-assistance to monitor their learning. Thus, hopefully, lecturers should help and promote to them ensuring self-reflection gives contributions to their learning.

Research Questions

This research attempts to find out the answer to these two questions:

1. How do English Education students perceive self-reflection in English learning?
2. In the student's perception, what are the contributions of self-reflection in their learning?

Purpose of the Study

The purpose of this study is to answer the research questions, namely:

1. To explore the English Education students' perception on self-reflection.
2. To find out what the contributions of self-reflection for their learning are.

Advantages of the Study

This study is expected to give some benefits for researcher, students and lecturers

For the researcher. It is expected that this research will provide useful information to other researchers who want to conduct similar research related to students' self-reflection such as the strengths and the weaknesses of self-

For the students. The writer hopes that this research will give students understanding of the contribution of self-reflection since it will give many advantages for their learning.