

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several significant points mentioned in this chapter. In this chapter, it presents the background of the research, identification of the problem, limitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions organization of this research.

### **Background of the Research**

Learning comes as a process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. Muhajirah (2020) stated that to acquire learning aspects, majority of learners should know the basic principle of knowledge in terms of certain aspects in order to make sure that they will be able to understand from the beginning level as the basis of learning including learning English. Besides, if every individual knows and understands the basic of English, it will ease them to learn more complex sentences such as learning basic forms, sentence, pronunciation methods, and writing methods. Therefore, if every English learner has already understood the basic aspects of English, it will also ease them to understand the following materials further.

To achieve learning English mastery, most of learners should pay attention into some aspects of crucial English skills. Generally, those English skills might include reading, listening, writing, and speaking. According to Supina (2018), there are several important skills which should be mastered by the learners in

learning English, namely listening, speaking, reading, and writing. However, those English skills will not be possibly learnt well by the learners if a reflection is not applied in learning English. Therefore, there are various ways to learn English, one of them is the use of reflection in the English learning process. Sakti (2016) defined that reflection raises as learning activity used to evaluate the learning outcomes of students after receiving the learning activity in the process of teaching and learning.

In addition, learning English through reflection will be able to help the majority of students to review their own previous lessons so that they will have better understanding towards the objective of the learning process. Al-Ahdal and Al-Awaid (2016) explained that reflection comes as an activity or evaluation of feedback between students towards teachers which has been conducted during the teaching and learning activities in the classroom activity. For teachers, reflection plays as a crucial aspect to reflect the learning activities received by the students owing to the fact that they are able to give a review or evaluation to their own students so as to develop their own learning mastery towards certain subjects in the teaching-learning process. From the aforementioned statement, this process is well known as reflective teaching. According to Salandhanan (2009), a reflective teacher regularly looks back to consider and allow and agree to further improve the students' understanding towards the materials explained in the classroom activity. Henceforth, the majority of students will be able to gain a lot of exposures in learning English so that they can enhance their learning outcomes well through the reflection given by the teachers. However, at this time, some

teachers may be burdened with a lot of work so that it is not possible to reflect on their teaching. Therefore, giving reflection to the students plays as a necessary learning aspect in which most of the teachers should consider to improve their teaching skill in the process of learning activity.

Reflection is an important manifestation of human thought from ancient times to the present, and the human capacity for thinking reflection leads to have creativity from various philosophers as well as educational theory experts.

Meanwhile, some experts define reflection in different ways. Sharif and Zainuddin (2017) proposed that reflection is a manifestation of the way which the learners will use to fulfill a goal or to achieve some of the learning results expected before. Besides, Ahmad, Syukri, and Safei (2020) stated that applying reflection in the classroom activity aims at gaining better understanding of every student's idea in which they perceive that the material seems to be difficult to figure out. Based on the aforementioned statement, the majority of students will face the process of understanding the knowledge towards some certain subject which they have learnt through the use of reflection in the learning process (Maulid, 2017). Henceforth, reflection is an achievement or goal which will be implemented to gain understanding through ideas based on a process of knowledge, understanding, and emotion which every student should have in the process of learning (Ni'ma, Sumardi, & Tarjana, 2019). On the other hand, implementing reflection in the classroom activity might provide several advantages and disadvantages in learning English because every student has

different perspectives in the use of reflection to enhance their understanding towards certain subjects in the teaching-learning process.

Applying reflection directs every individual to possibly face certain advantages and disadvantages in learning English. Maulid (2017) and Sharif and Zainuddin (2017) explained that the advantages of using reflection in learning include allowing students to make sense of material or experience related to oneself, others and conditions so as to shape the learning outcomes better and reimagining material or experience for future personal or social benefit in the process of learning intercourse. Besides, Wu and Wu (2014) and Ni'ma, Sumardi, and Tarjana (2019) argued that the problems faced by the students towards reflective practice show lack of reflective understanding process, feeling uncomfortable challenging and evaluating own practice, being time-consuming, having confusion as to which situations or experiences to reflect upon, and not being adequate to resolve analytic problems in the learning process. In addition, Goodsett (2014) and Ahmad, Syukri, and Safei (2020) emphasized that selfreflection is considered as the main aspect which refers that the ability to selfintrospect could be a factor in order to improve the process of making a solution. From the discussion mentioned, a reflection, as a result, can lead the students to improve the process of making a solution by introspecting themselves faced by most of students. However, Park (2003) and (Maulid, 2017) mentioned that it is difficult for students to faithfully recall the good feelings which they have gained by being forced at the beginning of the discussion as one of disadvantages in the implementation of reflection towards the learning activity. From the

aforementioned statement, the students are not easy to recall about what they have gained with good feelings or thoughts in the use of reflection while at the beginning, they have been forced to do so in the process of learning activity. Accordingly, the majority of students may face benefits and drawbacks in using reflection of learning process. For a reason, every learner has various perspectives towards the utilization of reflection to enhance their understanding towards certain subjects in the teaching-learning process.

Furthermore, the reflection is currently used by the majority of students in the classroom learning activity at English Language Education Department (ELED) of a private university in Yogyakarta in order to enhance quality of English mastery. Based on researcher's preliminary observation towards ELED students of batch 2017, some of the students could use the reflection in learning English well in order to evaluate their understanding towards previous feedback from their own lecturers. However, some of them were still not able to utilize the reflection in learning English sufficiently owing to the fact that they did not want to learn from previous feedback of certain subjects in the teaching-learning process. Therefore, the researcher is interested in conducting research to investigate the students' perception on the use reflection in learning English regarding the phenomena mentioned above.

### **Identification of the Problem**

Applying reflection in the classroom activity aims at gaining better understanding of every student's idea in which they can perceive that the material seems to be difficult to figure out. Besides, the majority of students will face the

process of understanding the knowledge towards some certain subject which they have learnt through the use of reflection in the learning process. As a reason, reflection is an achievement or goal which will be implemented to gain understanding through ideas based on a process of knowledge, understanding, and emotion which every learner should have in the process of learning. Thereupon, implementing reflection in the classroom activity might provide several advantages and disadvantages in learning English because every student has different perspectives in the use of reflection to enhance their understanding towards certain subjects in the teaching-learning process.

Applying reflection can lead every individual to possibly face certain advantages and disadvantages in learning English. The advantages of using reflection in learning include allowing students to make sense of material or experience related to oneself, others and conditions so as to shape the learning outcomes better and reimagining material or experience for future personal or social benefit in the process of learning intercourse. However, the disadvantages to reflective practice show lack of reflective understanding process, feeling uncomfortable challenging and evaluating own practice, being time-consuming, having confusion as to which situations or experiences to reflect upon, and not being adequate to resolve analytic problems in the learning process. Accordingly, the majority of students may face benefits and drawbacks in the use of reflection upon learning process. For a reason, every learner has various perspectives towards the utilization of reflection to enhance their understanding towards certain subjects in the teaching-learning process.

## **Delimitation of the Research**

This research focuses on investigating the students' perception on the use of reflection in learning English. The researcher has found out two problems. Firstly, the researcher wants to know the advantages of using reflection in learning English perceived by the students. Secondly, the researcher wants to explore problems of using reflection in learning English perceived by the students as well even though the background of this research has explained broadly. Henceforth, the researcher limits this research to only investigate the use of reflection in learning English perceived by the students at English Language Education Department (ELED) of an Islamic private University in Yogyakarta.

## **Research Questions**

This research is intended to answer the following questions:

1. What are advantages of using reflection in learning English perceived by the students?
2. What problems do the students find out in doing reflection in learning English?

## **The objectives of the Research**

Based on the research questions, the objectives of the research are:

1. to find out the advantages of using reflection learning English perceived by the students.
2. to find out the problems of using reflection in their learning English perceived by the students.

## **The significance of the Research**

The aim of this research is to look further about students' perception. This research aims at giving positive advantages for some parties such as students, teachers, and other researchers.

**For the students.** The existence of the research is expected to give information to the students related to the advantages and disadvantages of using reflection in their English learning. By knowing the advantages and disadvantages of reflections, the students are able to take the advantages and avoid of applying the disadvantages of reflection in the process of learning activity. Therefore, the students can practice to learn English through the use of reflection independently.

**For the teachers.** From this research, the teachers can know various perceptions of using reflection in learning English in teaching and learning process from the university students. Besides, the existence of this research is expected to help teachers to gain knowledge about the advantages and disadvantages of using reflection in learning English especially in the classroom activity. Besides, the findings of this research can be the source for the teachers to apply reflection in the teaching and learning process. In teaching context, this research, therefore, might give teachers new knowledge on the use of reflection for the students in the learning process.

**For other researchers.** The findings of this research can add some new information about using reflection in learning English. By conducting this research, other researchers can know new information towards the use of



reflection in learning English. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the strengths and weaknesses of using reflection further related to the same area of this research further.

### **Organization of the Chapter**

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are six parts, namely background of the study, limitation of the research, research question, objective of the research, significance of the research and organization of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion on the use of reflection in learning English. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers learning English, reflection, reflection in language learning, advantages and disadvantages of reflection and conceptual framework. In the following of the chapter two, it includes the review of related studies.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely

research design, research setting, research participant, data collection method, data collection procedure, data analysis, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.