

ABSTRACT

Hidayati, Khairul. 2015. *The students' responses to reflective writing in introduction to linguistic class at UIN Sunan Ampel, Surabaya*. Thesis. English Teacher Education Department Faculty of Tarbiyah And Teachers Training Sunan Ampel State Islamic University Surabaya. Advisors: Prof. Akh. Muzakki, M.Ag, Grad. Dip. SEA, M.Phil, Ph.D and Rizka Safriyani, M.Pd

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Reflective writing is as a way for critical analysis, problem solving, synthesis of opposing ideas, evaluation, identifying patterns and creating meaning. It can help bridge the gap between theory and practice and will enable students to understand their own thinking and learning. By reflective writing, students can show their messages or impression about their learning to teacher/lecturer. The subject of this study was the second semester of Introduction To Linguistic Class in English Department. It was because the class had implemented reflective writing and the materials of Introduction To Linguistic was not easy to learn. Yet, there is a problem dealing with the students' responses and lecturer's perception about the reflective writing activity.

Hence, this study focused on the students' responses to reflective writing activity in Introduction To Linguistic Class at UIN Sunan Ampel Surabaya. The purpose of this study is to know the students' responses about the reflective writing designed by their lecturer as their feedback in Introduction to linguistic class and to know how similar of the students' responses and the lecturer's perception about the students' responses.

This study used descriptive qualitative method. The researcher interviewed the lecturer and students to get the data. Also, the researcher used questionnaire to get more data and empower the answer from research questions.

The finding of this study showed that; 1) The reflective writing was implemented every meetings and done at home via edmodo with deadline in three days. The form of reflection was some questions from the lecturer. 2) There were possitive and negative responses from the students related to reflective writing designed by the lecturer and were some similarities between the students' responses and the lecturer's perception about that and were not. The similar things were about the purposes and implementation of reflective writing. Whereas, the unsimilar things were about the students' feeling and disappointment.