

This chapter is devoted to present the research findings that were drawn from interview and questionnaire and to present discussion of the study. The data analysis served to answer the underlying research question related to the students' responses to reflective writing activity in Introduction To Linguistic Class at UIN Sunan Ampel Surabaya.

In this chapter, the researcher tried to describe the data which have been got from several kinds of data collection technique that relate to this research clearly. Concerning with knowing the students' responses to reflective writing activity of the second semester students of English Education Department, the researcher did two data collection techniques in order to get more than complete data. They were interview and questionnaire. In interview, researcher interviewed the students with the questions that related to their impression or opinion about the reflective writing activity (see appendix 1). From here, the researcher got the information; the students' responses. By interviewing the students directly, the researcher was able to get the real information of the data that the researcher wanted. There, the researcher was able to face the students directly and knew that

It eased both the lecturer and the students. They believed that it was effective and efficient (see appendix 3).

The content of reflective writing done by the students was some questions about the material or the lecturer's performances in a form. It was similar to what Bronwyn Hegarty mentioned in explanatory reflection which concluded personal, professional, deciding, self-questioning, reactions, learning, stating and goals.⁴¹ The students had to answer regarding their understanding in a reflective form. Here are some questions including in the form of reflective writing :

- What is the topic of the discussion?
- Is the topic interesting for you?
- Have you read the material before you come to the class?
- When did you start reading it?
- When did you finish reading it?
- Why do you choose to read the text?
- Write a short summary of the text you read!
- What was your impression of your reading material?
- By using the example, what are the differences between?
(mention the topic on the day)
- What are the problems you have when you discuss the topic?

⁴¹ Bronwyn Hegarty, *Is reflective writing an enigma? Can preparing evidence for an electronic portfolio develop skills for reflective practice?* (New Zealand : Otago Polytechnic Dunedin, 2011), 585

- According to the lecturer's explanation, the lecturer chose to use reflective writing in applying reflective writing because the class had such limited time to do it in the home by edmodo. The other reason was the lecturer could have the document which can be a reference for her to understand the students more. The material of Introduction To Linguistic was very theoretical. It could control more by reflective writing.

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material. That was the lecturer's purpose. More or less the students might read the material before giving feedback in reflective writing.

Based on the lecturer's explanation, at the beginning, the students felt lazy or objected to do reflective writing because they assumed they had many tasks and duties from other lecturers and worried to do in objection. However, after the lecturer gave them deadline in three days, they became enthusiastic and used to do reflective writing. It was proved by their collecting reflective writing on time.

Moreover, the lecturer stated that the students did not feel difficult in doing reflective writing because the questions about their experiences themselves. It gave them beneficial precisely by showing their mind and messages to the lecturer. Furthermore, it was applied without any scoring about grammar or structure. The lecturer only saw the content of their writing. So, there was no reason for the students to feel difficult.

Meanwhile, the lecturer admitted she had a lack of implementation of reflective writing that she could not return feedback to the students because there was no time to do it. The class only included 2 SKS (one a half hours) for many theories; starting to phonology until interdisciplinary linguistic. It was impossible to organize her feedback in the limited time with some different problems. The class was only possible to discuss the Introduction To Linguistic materials which concluded many theories.

Furthermore, some of their problems were their miss understanding about the topic which was because they did not read the material. On the other hand, it was a problem of lazyness that the lecturer assumed it did not need to lift.

b) From the students :

As the lecturer's explanation about the implementation of reflective writing, the students also gave same information to the researcher. Every meeting was implemented to know the students' problems. In their opinion, the lecturer's reason to give them reflective writing was to know students' understanding and difficulties to the material. They also believed the lecturer's way to instruct reflective writing by edmodo in the home was to get effective and effisien time because the class had limited time and it was impossible to implement reflective writing in the class. However, some of them recognized they had challenges in doing reflective writing; spending internet credit, being bored because of doing it monotonously with the same questions, forgetting not to do because of having many tasks from other lectures, etc. They also stated that they were disappointed because the result of reflective writing was not discussed in the class. Whereas the students needed their problems were solved soon. It was such a waste or useless for them to do reflective writing if there was no solution for their problems.

The researcher chose 12 students as a representation of a class. As explanation before, the class included 21 students and the researcher took a half of students in the class. The questionnaire was not held in the class of Introduction To Linguistic Class in order no to disturbe the teaching learning process. The researcher gave the questionnaire to the students directly after the interview implemented on Tuesday, 16 June 2015 at the time.

$$\frac{\text{The students' responses of one question} \times 100\%}{\text{The number of students}}$$

No.	Questionnaire	Agree	Disagree	Neutral
1	Are you interested in reflective writing?	8 (66,6%)	2 (16,6%)	2 (16,6%)
2	Do you agree if reflective writing is applied in your introduction to linguistic class?	6 (50%)	2 (16,6%)	4 (33,3%)
3	Do you like your lecturer model to apply reflective writing?	6 (50%)	3 (25%)	3 (25%)
4	Does this reflective writing activity burden you in learning process?	3 (25%)	6 (50%)	3 (25%)
5	Are you bored to do your reflective writing?	6 (50%)	3 (25%)	3 (25%)
6	Do you agree if reflective writing is not used in Introduction To Linguistic learning process?	4 (33,3%)	4 (33,3%)	4 (33,3%)

3. The Students' Responses

From the result of interview and questionnaire, the researcher got conclusion about students' responses in reflective writing activity. They were divided into some chategories.

Actually, more than a half of students (66,6%) investigated recognized that they liked reflective writing because it could explore their critical thinking and give new knowledge and experience in writing. They hoped reflective writing can be applied continuously as a feedback function. Only few students did not like and feel in doubt. However in the fact, some of them admitted that they were disappointed in doing it. It showed 50% of the students felt bored in doing it. According to them, the questions were not too different in every meeting. It made monotonous. Moreover, there were two students stated they ever did not convey some of their thinking in reflective writing because of missinforming the material. It occurred when they could not get the lecturer's explanation comprehensively because the lecturer talked in 100% of English that they did not understand well.

However from all of the data got by the researcher, the researcher concluded the main reason to make students fell disappoint was the lecturer did not return feedback to discuss their problems in the class. It seemed useless and waste to do reflective writing if they did not feel the main advantage. Based on the interview, almost interviewed students who felt

Although they felt bored, disappointed and lazy, they still hoped and believed in reflective writing activity. A half of the students wanted to do reflective continuously. It was proved on point 4 that actually the reflective writing did not burden them. It means they liked in doing it but they still did not know exactly how to make it more interesting and make them satisfied. It might return to the first topic that they needed reflective writing discussed in the class in order to solve their problems.

From the data got and explanations above, It can be explained that the lecturer's perception about the students' responses was accurate, but not exactly accurate. The lecturer saw the condition globally that the students were used to do reflective writing without any objection anymore. The lecturer believed her giving time in three days to do it could give students more enjoyable and relax time. It could be seen from their task which was collected. Almost students did it by edmodo on time. It was true although only

few students did not collect it. The lecturer also believed her instruction to give reflective writing would make students read more and get more experience in writing. By reflective writing the lecturer knew the students' understanding and difficulties. It was also true. Those were similar with students' utterances. However, the lecturer forgot the one thing that the high expectation of the students was greater rather than their reflective writing. They wanted their feedback in reflective writing was discussed in the class in order to solve their problems.

Actually the lecturer admitted it was her shortage. According to her, some of her students' problems were simple, for example they did not understand some topics because they did not read. It made the problems did not need to discuss in the class. Moreover, if other students' problems were discussed, it would spend the ordinary time that it was impossible to implement lecturer's feedback. However, she did not realize that the students were very disappointed because of that. They became bored to do reflective writing if their task only stopped in lecturer's hand.

That was a problem which needs a solution. Here, the researcher only finds out the similarity of the students' responses and the lecturer's perception about that. From here, it can be concluded as :

1. Between the lecturer and students had same perception that reflective writing was interesting and needed to implement in

From the result and interpreting data above, the researcher informed the data display in the form of table below.

[illegible]

B. Discussion

Here, the researcher tried to match and correlate those results with some related literatures that had been presented in chapter two of the research. The discussion was about the students' responses and the lecturer's perception.

1. The Students' Responses

As explanation above, it indicated there were few kinds of responses. Many of students liked doing reflective writing because it could improve their discipline, explore their critical thinking, give new knowledge and add experience in writing. It is because reflective writing demanded them to think more critically and deeply. They were used to give message, impression and opinion about their lesson or experience by their own sentences, also constructed their new ideas and anything in their mind showed to the lecturer.⁴⁵ Those were the functions of reflective writing as what Professor Wayne Iwaoka had stated.

Whereas, almost students felt disappointed because the lecturer did not return feedback to their reflective writing. Their disappointment was reasonable. It is relevant to Susan M. Brookhart's statement that a good feedback is feedback which can help students to find their motivation in learning and to master their own destiny.⁴⁶ Also, it is relevant to Professor

⁴⁵ Prof. Wayne Iwaoka, *A Guide For Writing A reflective Journal*, (The University of Hawaii at Manoa : Karp-Boss.2007)

⁴⁶ Susan M. Brookhart, *How To Give Effective Feedback To Your Students*, (Virginia : ASCD, 2008), 113

That the lecturer and the students had some purposes in reflective writing; improve students' discipline, explore their critical thinking, give new knowledge and add experience in writing indicated that the lecturer and students had similarity. They had same expectation and perception. Also by reflective writing students could construct their difficulties and problems which the lecturer wanted to know as a discourse in the next year. It indicated the lecturer could construct the students' hope and aspirations as Jeremy Harmer said before. It became point plus to continue the teaching and learning.

The researcher did not say the lecturer of Introduction To Linguistic Class did not characterize it. It was only her shortage as human being. Nobody is perfect as the lecturer. Whatever it was, the researcher believed that the lecturer efforded to make the teaching and learning raise the goal. The lecturer tried to understand the students' problems by giving reflective writing which concluded many functions as the researcher mentioned in chapter II.