

Chapter Two

Literature Review

As stated in the previous section, the aim of this research is to explore students' perception about writing self-reflection at ELED of a Private University. There are some important points mentioned in this chapter. That way, the discussion of this chapter focuses on the review studies related to the theories underlying this research. The theory of reflection and reflective writing are defined in this part. Additionally, obstacle in conducting reflective writing, the causes of obstacles in conducting reflective writing and strategies for students in overcoming problems in doing reflective writing will be highlighted in this chapter. Finally, the review of related studies and theoretical framework are also explained to support the research.

Reflection

In education environment, there is a time when the learners can recall about their knowledge or outcome of the learning. The students of college usually reflect their experience of learning a course at the end of the semester (Boutet, Vandette, & Valquestte-Tessier, 2017). Through this kind of activity, the students are capable to share positive or negative event and what they may have learned from the experience. Dewey (1933) defined "reflection as action based on the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it." The statement mentioned that reflection can be one's process to understand or learn every phenomenon in surroundings and have critical attitude to response the event. According to this definition, a reflective student is one who

examines his or her practices comes up with some ideas as how to improve his or her performance and puts these ideas into practice.

The use of self-reflection is considered a significant aspect of excellence which refers that an ability and willingness to reflect can be an important factor in improving the complicated decision-making process (Goodsett, 2014). Self-reflection is particularly called as reflective essays that are more formal example of journal entries. Besides, essay questions are provided at the beginning of the semester, and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content or ideas and recommendations for future action. With essay writing, criteria can be clearly stated to guide the work of the students.

Additionally, in essay writing, the students should mention the problem statement that has been faced during learning experience. Then, the learners are expected to be able to analyse their problem. It aims to make clearer what is obstacle or impact they might have after joined the courses whether they have high level or low level of learning achievement. They also should have capability to think critically and logically about self-awareness in performing the objective of learning. This part usually appeared in the explanation of supporting detail. That way, the teacher can remind students' performance in a particular course. Likewise, the students' soft skill will be assessed in essay writing whether she or he writes honestly or not. It also can maintain students' characteristics to be more confident of what they have achieved. However, the students have to responsible with their reflection. Actually, reflective practice is more than a self-awareness process in which the learners pause and think

back after something has happened (Zalipour, 2015). Gibb (1988) gives the model of reflection, and those are description, feeling, evaluation, analysis, conclusion, and action plan. For more detailed explanation, each part will be explained in the following paragraphs.

Description. In this part, the learners should describe the points that should to reflect on. They have to tell what was going on the courses. It means that the student describe the events happen during learning some courses. Then, they are suggested to explore what was the problem that they have faced in that course. Therefore, the students are expected to be able giving response of their performance toward the courses. They should also describe who else was there that joining in the classroom. Moreover, the student can also give suggestion or criticism of their friends or the lecturer to be reflected. In addition, it is suggested for the student to tell the reason why they choose the subject of that learning. Hence, the student can define their learning achievement and share the way of how they can overcome the problem.

Feelings. This point tries to recall and explore the things that were going on inside our head beyond the expectation. For instance, why does this course stick in your mind?; how we were feeling when the course started; what we're thinking about the course at that time; how did it make we feel; how did other people make we feel; how did we feel about the outcome of the event; what do we think about it now.

Evaluation. In this part, the student should try to evaluate or make a judgement about what has happened. It means that they have to compare what was good and bad about the experience. Hopefully, the learner can evaluate their learning achievement through being critically toward the courses.

Analysis. The student should break down the event into its category so they can be explored separately. Probably, there will have more detailed questions about the answers to the last stage. Include e.g. what went well; what did we do well; what did others do well; what went wrong or did not turn out how it should have done; in what way did we or others contribute to this.

Conclusion. In this stage, the student have to develop insight into our own view's. It is needed to define other's contribution or how the students can participate to the outcome of the event. Besides, reflection is used to learn from an experience, so the students should have detailed analysis and honest explanation that happen during all the previous stage. It is kind of valuable opportunities for learning in order not to be missed. During this stage, the students should ask their own self on what they could have done differently.

Action plan. In action plan, after the students tell about the experience of the event faced, there should be planning to overcome the problems that they have before. It is not only about the problem but also the changing or improvement to be thought straight forward. From this action plan, it is suggested that the event occur again, and the point is that the students are hoped to be able construct good self-reflection.

Reflective Writing

Reflective writing can be summarized as looking back toward at something which people have been experienced, what people think, and what people have learned from. Moon (1999) asserted that reflective writing is a kind activity to reflect the skills and many actions placed in a certain time and connect the complex and hard

situations. This writing activity has been implemented in standards for Higher Education to develop English writing skills (Estrada & Rahman, 2014). They also defined that critical reflection during a course of work when an individual think seriously on his or her performance to be assessed what she or he has got from experience in the previous learning.

Reflection assignments are an opportunity for the students to recall an experience that they had and reflect on it in a critical and detailed way (Holmquist, Ramovic, & Klases, 2016). As with other academic writing, most reflection papers will have some parts in writing context such as; introduction, body, and conclusion (Holmquist et al, 2016). Even though the paper is a personal reflection, it is still an academic assignment. Holmquist et al (2016) explained that the students should keep language professional and have properly structured sentences in reflective writing.

In addition, she or he will know how far they can apply the knowledge from a course through practice and good implementation in every opportunity which is useful to guide them in future actions (Estrada & Rahman, 2014). The content of writing can be the personal ideas, thought, and how people support their opinion with strong evidence. Besides, it can promote reflection and the learning process to increase student's motivation and thinking skills (Burrows, 2001). From the statistical data by Burrows (2001), it showed that reflective writing also learning of content of course and measure knowledge level. Also, reflective writing can increase students' awareness and professional competence by their own response toward the situations, events, and information (Levine, Kern, & Wright, 2008).

Most of reflective writing is written subjectively since it concerns the person's thought and emotion (Hampe, 2013). In this case, the learners have to express their opinion, judgment, or perspective accordance with their learning process in one semester. Based on Kolb's (1984), there are three questions in doing reflection. The first question is "what?" which describes the personal experience during join a course. This is the first part to start writing what did student do in that class. The second question is "so what?" where the differences of those students who feel about the subject are should be defined. The students should explain what impact of the course toward themselves. Then, they should elaborate the opinion by mentioning the reason why the impact is important. The third question is "now what?" that it may be the last part of reflection. In this question, it defines the students' expectation in the future action related to the subject which they have learnt.

Reflective Writing Assignment at ELED of a Private University

There are many writing assignments that suggested for the learner in higher education. One of writing assignments is reflective writing that has been applied at English Language Education Department of a private university in Yogyakarta. This kind of assignment has been implemented in some courses that are basic reading and writing, interpretive reading and argumentative writing, and also second language learning and language teaching. These courses are taught by one lecturer who gives students' assessment of self-reflection. Usually, the lecturer will distribute the syllabus of each courses and she tell what are activity and assignment that should be done by the students who joined her course. The lecturer will explain about the learning outcome during one semester in first meeting to the students so that the

students will prepare their project or assessment that will be submitted at the end of semester.

In this case, the lecturer will also give the question of reflection that students should elaborate the answer into a form of paragraph. The kind of questions is different in each course. In the first semester, the lecturer asked the students to mention and explain their contribution during the learning process. Then, they are also asked to assess their performance by themselves. It means that they have to answer how many scores that deserved for them after join the courses. Moreover, in the second semester, the students are asked to describe the interesting activity that they are interested in the courses. In this kind of question should be elaborated by the student by giving the supporting detail of their opinion or judgement. So, they have a reason why they state good or bad opinion. In addition, the students should also answer the different question in the third semester. They are asked to explain the contribution of their group in making research paper. Each member in group work has to be assessed by each student. An individual have to describe other's work in doing the kind of group assessment. They have to give evidence of each member's work. That way, they also give the score for each member in their writing.

Furthermore, the count word of reflection is different in each semester. It is because the higher the student level, the more words student should write. The first reflection was asked to write approximately 250 words in a form of paragraph. In the second semester, the lecturer gave more than 250 words to challenge the students in order they would be able to improve writing skills. That way, the students asked to write 500 words in their reflection. In addition, the students asked to write 550-750

words in the third semester. Reflective writing here is written in English and finished by the student at home. However, there is no rule of grammar in the writing.

Therefore, the students elaborate the writing without using grammar rules. Thus, they are just asked to give supporting detail of their statement and the words should be appropriate with the lecturer's order. It can be concluded that reflective writing assignment in ELED of a private university has been used for teaching and assessment tool. Hence, the result of students' reflection can be the way to have more awareness toward what they have achieved in the learning process.

Obstacles in Conducting Reflective Writing

While students reflect their learning experiences in a written text, there must be the obstacles probably faced by them. English Foreign Language (EFL) learners still face some problems in writing skills especially in reflective writing because they learn English as a foreign language. Besides, each student has different abilities in achieving the goal of learning. Those may affect their performance in writing skills, and there will be any constraints which the students have. The problems usually faced by the students during writing reflection occur in content problem (Brauer, 2009; Heong, Yunos, Hassan, Mohamad, Othman, & Kiong, 2013; Brown, 2004; Buckingham, 2008; Fareed, Ashraf & Bilal, 2016, Park, 2013; Miller & Park, 1997; Bumroongthai, 2008), vocabulary problem (Bryne, 1998; Bryne cited in Alfaki, 2015; Fareed, Ashraf & Bilal, 2016, Gowere et al, 1995; Fareed et al, 2016), grammatical problem (Fareed, Ashraf, & Bilal, 2016; Bumroongthai cited in Sermsook, Liamnimitr & Pochakorn, 2017; Sermsook, Liamnimitr, & Pochakorn, 2017),

sentence structure (Fareed, 2016; Alfaki, 2015), paragraph writing (Fanene, 2106).

Thus, each detailed problem is explained in the following paragraphs.

Content problem. Some students are not aware of the different levels of reflective practice, and they limit their reflection to document and describe happened in their actions and jump to quick and general conclusions (Bräuer, 2009, p. 157). He also added that the students think that they do not know anymore what should be shared to the reader or the teacher. Remembering the learning outcome should be achieved by the students, but the students are not be able to define in detail on what the achievements of the certain subject from their experiences are. In this matter, the levels of student may not be placed at high even low level. The statement mentioned was in line with that Heong, Yunos, Hassan, Mohamad, Othman, and Kiong (2013) who revealed that approximately, 33.5 % of the respondents have lack of exercises to generate ideas. This result of the study found when solving individual's assignment which is claimed as the biggest problem. The authors explained that "the process of ideas generation occurs through restructuring and relating knowledge and experience in new ways".

From the statement mentioned, it means that the idea will not be generated as well without any information of the student's experiences. Although, not everybody is able to generate good ideas through internal factors like preferences or motivation, they can still generate it by external factors such as environment or problem faced. The other way is that by experience and thinking skills, the students can generate more ideas easily. However, the students who can generate the ideas might have incapability in developing the paragraph (Alfaki, 2015). In his study, most of the

learners have less detail explanation to support their ideas. This kind of the students might have unwilling to reflect their learning performance in detail information with many words suggested by the teacher. Therefore, the content problem can be caused by stuck idea with less supporting detail.

Even though some students may be aware of the different levels of reflective practice, they do not know how to communicate them to the reader in an appropriate way. The language use can influence students' ability in communication. Besides, some EFL students may have less knowledge in English proficiency especially in writing skills (Brown, 2004). In addition, expressing the ideas in an effective way can be the problem of students in writing English (Buckhingkam, 2008). If the teacher has not taught the student yet about how to write reflection in English in a good way, the students may have many mistakes toward their language in expressing the idea. In line with the statement mentoned previously, Fareed, Ashraf, and Bilal (2016) found that "some respondents will not be able to pour any idea through their pen into the page unless students have information" (p.85). In other word, the learners have a trouble to recall all of learning activities in the last semester while they might only remember a few event that they have been through. Besides, the confident level of students' writing can be seen from writing performance. Some students feel too difficult to tell the teacher sound truthful in delivering their experience.

There has been found the learners' obstacles of reflective writing assignment in recalling memory of the lesson. Park (2003) mentioned that "it is difficult for the students to faithfully recollecting their thought, feeling, and reflection well after the event has been stressed to them at the very beginning of the course" (p.188). In other

word, it seems to be not an easy thing for the students throw back to their experiences in last semester when they asked to write a reflection at the end of the semester. They feel that their achievement of the learning is hard to be remembered even they forget some learning activities that have been joined. Thus, it can be viewed that the students feel challenging to reflect themselves toward the courses and confused to assess their performance (Miller & Park, 1997). Additionally, it is also challenging for the students to seek the way of how to say something in the past and demonstrate what they know in writing (Buckhingham, 2008).

Vocabulary problem. In the content problem, non-native English speaker might have problem of word choices (Byrne, 1988). The word choice is one of learners' writing problem included linguistic problem that inhibits students' effective writing in English (Byrne cited in Alfaki, 2015). Similarly, Fareed, Ashraf, & Bilal, (2016) also found in their study who stated that the respondent had experienced in inappropriate in the order of words in expressing of meaning. In other word, it is hard for the students to put appropriate words in the appropriate place too. If they can carry out the proper diction for their writing task, the writing might be different from the others. Besides, it can measure the students' skill in writing performance. On the other hand, if they have mistaken in selecting the words, their teacher as the reader might not have the impression in reading the students' work.

The other problems of learners' writing is where they often mistaken of the way of how to spell certain words in writing correctly. Usually, the students write the words based on how they pronounce them. As stated by Gowere et al (1995), "the English spelling system has become inconsistent for students due to the influence of

other language and various pronunciations.” It means that they might know the spelling of the certain words from what students heard. It is in line with Fareed, Ashraf, and Bilal (2016) who maintained that “spelling errors were found according to learners’ sound, and spelling problem is a process referred to as phonetic perception” (p.88). Thus, the students should learn more about the vocabulary lesson and keep practice to spell many words in order to master the vocabulary using the words in writing activity.

Grammatical problem. The highest number of learners’ writing errors was made in grammar in their research (Fareed, Ashraf, & Bilal, 2016). The authors in their study mentioned that grammatical errors included errors of subject-verb agreement, tenses, forms of singular and plural, and the others. In line with the statement mentioned, Bumroongthai (2011) as cited in Sermsook, Liamnimitr, and Pochakorn (2017) also stated that the “Thai EFL students committed various types of errors regarding English grammar format” (p.104). Additionally, the learners of the study expressed that their grammar of English was inadequate to make a good piece of writing (Sermsook, Liamnimitr, & Pochakorn, 2017). Besides, most of students ignored the rules and instructions when they wrote an essay assignment. Therefore, the inappropriate grammar leads to misunderstanding communication when the reader read their work.

Sentence structure problem. Learners do not only have grammatical problem, but they also have problem of sentence structure. As stated by Fareed’s study (2016) who found that the students faced problems in writing included incorrect use of preposition, articles, tenses, verb, and sentence structure. The students have

less ability in structure organization because they often make a mistake in the content and comprehension of the paragraph. Also, the students do not know how to make a paragraph with well-structured sentences. In addition, what was meant by the students might differ with what they wrote. The statement was in line with Alfaki (2015) who also stated in his study that “those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordinate and coordination” (p. 45).

Paragraph writing problem. The topic of writing has been the common issues for most of EFL learners. Approximately, 64.3% of respondents identified the skills of writing a main idea or topic sentence as problem areas (Fanene, 2016). Besides, the students were indicated that they took a long time to start the writing by determining the main idea of the paragraph. Also, the part of introduction commonly should contain the general point that will be developed by the students into a form of paragraph. However, it looks difficult for them to string up the proper sentence in the first main idea.

The Causes of Obstacles in Conducting Reflective Writing

Each student might have different reason toward the obstacles that they have experienced when conducting reflective writing assignment. There are some possibilities causing the obstacles when students want to reflect themselves in writing form. The first cause is the ways of the students gather the ideas in writing process (Alfaki, 2015). In other word, the students are lack of seeking the proper ideas. Besides, it seems to be possible that they have inadequate time to think the proper ideas critically. In addition, the environment where the students live can influence

their concentration in doing assignments such as self-reflection. Cambria and Guthrie (2010) argued that, “students who struggle begin to doubt their abilities expect to do poorly in reading, writing, and talking about text. Sometimes, they believe that they are worse than they really are, and they stop trying completely.” Thus, the other cause can from the uncomfortable atmosphere to do assignment. Also, not all of the students are able to focus in conducting the assignment.

Moreover, there were other researchers who have found another causes of student’s problem in reflective writing. Fareed, Ashraf, and Bilal (2016) also showed in their study that learners had several problems in writing especially in the lack of vocabulary knowledge aspect. The learners had explained that they faced writing problem on the use of appropriate words used to express their thought. Having errors belonged to vocabulary is the third highest as the cause of problem faced by the students in this study (Fareed, Ashraf & Bilal, 2016). Likewise, the vocabulary mastery is the most important thing to support the writing task. Correspondingly, Megaiab (2014) added that most of vocabulary errors were found in spelling and punctuations of students’ writing samples. Additionally, the students might have incapability to share their thought by the words accurately unless they have mastery the vocabulary whether it is familiar or unfamiliar word for them.

The other cause of obstacle in reflective writing assignment is that the students might lack of English writing practice. As stated by Huy’s study (2015), several main factors of English lack writing practice are that the students write very short sentences and do not put the complex mistakes to support their ideas. Besides, they sometimes have not enough time to practice writing in the classroom. It can be

seen that they are lazy to keep writing in English outside the classroom. Furthermore, the level of students' interest in reading also has the impact toward writing performance. Hence, the causes of obstacles in conducting reflective writing made by the students might have limited vocabulary in English writing (Iqbal, Noor, Muhabat, & Kazenian, 2015).

Strategies for Students in Solving the Problems of Reflective Writing

There are some strategies required for the students who want to overcome their problems in reflective writing assignment. Some researchers offer several strategies to guide the students through a period of reflection. Some strategies to overcome student's obstacles when conducting reflective writing assignment are reading some references, using translator tool, learning about grammar, making some highlights, doing a consultation, expanding the vocabulary knowledge, and practice writing. For more detailed information of each strategies, it explains in the following paragraphs.

Reading some references. Learners should have reading habit in order they get knowledge about writing ability. It is because; reading has beneficial for the student to learn how the writers put their idea into writing (Ahmmed, 2016). Actually, reading literature in English such as newspapers or some academic books is suggested for the learners. It is used to enrich vocabulary so that they able to improve writing skills by apply the new words in the book they have read. Besides, reading back on the journal or assignment that related to the courses can help the learners share their thought when they joined the classroom (Charles, 2015).

Using translator tool. To check writing whether it contains correct or incorrect words, students usually use translator tool, and it might reduce from errors of writing. Giannetti (2016) showed that using translator tool is a common strategy to speed up the learners' comprehension process in their work of writing. Besides, the translator tool makes ease the students to clarify any misunderstanding of linguistic problem such as word spelling and the united of sentence. Pritchard (2008) as cited in Giannetti (2016) argued that the use of online translator such as Google translate provide users to access new vocabulary. It means that error writing might be reduced because of English familiarity lack through Google translate.

Learning about grammar. The other way to improve students' writing is by learning about grammar. As stated by Shin (2006), grammar lesson helps the respondents to review grammatical problem in the class. Usually, EFL learners are taught by their teacher on the way of how to make the writing well-structured, how to use the tenses in an appropriate type of writing, and how to use preposition in a sentence. Therefore, the level of sentence errors might successfully be decreased if the students are willing to learn about grammar.

Making some highlights. It is necessarily needed for students to make some highlights or take a note when the teacher delivers the presentation about the course learning. When the teacher says something important of the knowledge, the students can make a short sentence about the learning outcome. Besides, it might help the students to remind teacher's explanation if they want to review it at the end of semester. Mosleh and Baba (2013) said that notes are mostly useful to summarize the information in short sentences for several learning purpose. Therefore, the students

will easily recall their memory of the lesson through the notes they have made if they forget about learning activity which they have joined.

Doing a consultation. Sometimes, not all of the students can comprehend the given question of lecturer's assignment. In other words, they need to have consultation by asking the lecturer about the assignment. Consultation provides students more information about the learning outcome (Mussawy, 2009). Besides, consultation helps students to get an understanding toward lecturer's instruction in an appropriate way. That way, the students will be able to answer the question of assignment from the lecturer properly.

Expanding the vocabulary knowledge. In students' writing, it should have more vocabularies to improve the content of writing. Harmer (1993) as cited in Ahmadi, Ismail, and Abdullah (2012) stated that "vocabulary learning not only develop learner's spelling but also their writing proficiency" (p.189). It can be concluded that expanding vocabulary knowledge of the students will overcome their error mistakes during writing process. Then, they not only use familiar words but also unfamiliar words usage applied in making a sentence to be looked different from the previous experience in writing task.

Practice writing. The other strategy in overcoming the students' obstacles in reflective writing is by keeping writing practice. The learners should doing the exercise of writing such as reflective practice. Farrah's study (2012) said that "reflective practice is helpful for students improving the students' competence in writing" (p. 1006). In addition, the learners need to practice writing of making self-reflection in order to be expected to have good English writing with structured paragraph. Besides,

the students do not reflect their achievement of the courses if the lecturer asks them only, but they should also keep writing reflection in every courses they have been joined. Moreover, by doing practice writing always, it might improve students' skills in writing performance.

Reviews of Related studies

There are several previous researches accompanied studies to carry out the using of reflective writing. Firstly, a study conducted by Hume (2009) entitled "Promoting higher levels of reflective writing in student journals." The aim of this study was to discuss the impact of the interventions on the quality of students' reflective thinking and writing and their learning of how to teach sciences. Besides, the study attempted to explore the student teachers' perceptions of the effectiveness of the intervention in helping them to reflect and learn how to teach science. A practical action research was used for the research design of this study. The author used qualitative data which was done by observation in workshops, samples of student teacher's reflective writing, and contents of their reflective journals. In this research, it also included interviews with six of 16 participants by a professional colleague using a semi-structured schedule. The findings showed most growth in students' reflective writing capabilities and their development of the pedagogical content knowledge. This research was indicated the student-teachers' reflective skills improved and resulted in deeper and more focused on thinking about how to teach science for learning. In addition, the regular sharing of the reflective tasks and

feedback were appeared to help students increase the sophistication of their reflections and their understanding into teaching of science.

Secondly, the second study related to this research is from McCarthy (2011) entitled “Reflective writing, higher education and professional practice.” This study presented the application of reflection via reflective writing in education to build environment professional disciplines and on how to connect to subsequent application in professional practice. The research investigated the experience of undergraduate and postgraduate students at Heriot-Watt University (HWU) taking programs in urban and regional planning, planning and property development, and real estate management. The aim of this research was to evaluate the experience and perceived value of reflective writing and learning on the part of building students’ environment. The researcher used questionnaires applied a range of questions to conduct the study. The participants of this study were 30 students in the third year at undergraduate level, taking BSc programmes in Urban and Regional Planning, Planning and Property Development, and Real Estate Management; and 29 students taking one year postgraduate at MSc programme in Urban and Regional Planning. The students as the participant also had been given the opportunity to fill qualitative comments at the end of the questionnaire. This study showed that reflective writing has good impact for higher education to prepare built environment of students more effectively in learning. For the students, reflective writing had good impact for their future long-term needed for career development. Meanwhile, they needed to apply relevant skills of professional bodies in a short-term. In author’s conclusion, reflective writing has

beneficial for professional disciplines and early-career practitioners particularly at undergraduate level.

Thirdly, study was from Estrada and Rahman (2014) entitled “Reflective journal writing as an approach to enhancing students’ learning experience.” The focus of this study was to describe the journal reports of student as to the various stages of reflection based on Hatton and Smith’s model. There were four stages of reflection, namely descriptive writing, descriptive reflection, dialogic reflection, and critical reflection. They were used as guidelines in student’s writing of reflection at the end of their class after the fourteen (14) weeks of the second semester class. The study also investigated whether there was higher-order thinking or reflective skills in their writing. Besides, the researchers would like to explore the students’ perception about reflective journal writing itself. The research used questionnaire as the instrument of this study which divided to the students of Communication Skills at Institut Teknologi Brunei year 2013-2014. The students were asked to write their journal entries and the last four journal entries were selected for review and description. The finding showed that the majority of students are more skilful in stages of descriptive writing and descriptive reflection rather than in dialogic and critical reflection. They had less ability to analyse and critically reflect on the experience. However, the majority of students had positive responses towards Reflective Journal Writing that they could understand their own learning and enabled them to be described. Besides, most of students agreed that RJW should be encouraged in all areas. In addition, the researcher concluded that reflective journal writing can be used as strategy for

enhancing students' learning experience in general and provide opportunities among students to link theory and practice in engineering courses.

Based on the findings of the related study above, most of researches showed that reflective writing makes students aware of how far their achievement in the learning. Reflective writing helps students in their courses as the strategy for learning experiences and has good impact for higher education. These findings help the researcher to encourage this study through the result of reflective writing implementation which was investigated by other researchers. Thus, the researcher can understand the differences between one research and another research. As the researcher has mentioned earlier about the aim of the study, the researcher wants to know more information about students' perception of reflective writing beside the related study. The result of the study probably will have different information or perception. Therefore, the previous studies mentioned will be additional knowledge for the researcher and the reader that how important to explore the perception of students about reflective writing assignment through the opinion, obstacles, and the strategies to overcome the problems are.

Conceptual Framework

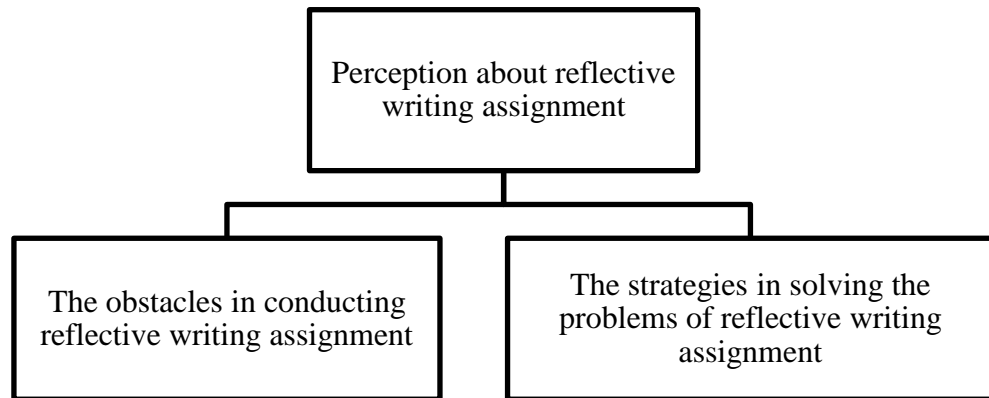
Writing is an action to develop the ideas through thinking how to elaborate them into statements and build the paragraphs that will be received by a reader (Nunan, 2003). This writing activity usually called by reflective writing which is one of activity that reflects the skills and many actions implemented in every different place and situations (Moon, 1999). Most of reflective writing is written subjectively since it concerns the person's thought and emotion (Hampe, 2013). In this case, the

learners have to express their opinion, judgment, or perspective accordance with their learning process in one semester. However, the students faced many obstacles in conducting reflective writing (Brauer, 2009). Thus, this research is very important for student because the students have different perceptions when conducting reflective writing.

The explanation above explained that the students who experienced in reflective writing assignment have different problems. Further, the students of ELED at a private university have different perception when conducting reflective writing assignment. The students' perception about the obstacles in conducting reflective writing assignment will be discussed in this study.

The perception of the obstacles will relate to the strategies in solving the problem of reflective writing assignment. That way, the students also have different perceptions about the way of overcoming the obstacles in conducting reflective writing assignment. Therefore, the perception of students about reflective writing assignment will be presented in the research framework below:

Figure 1.1. Conceptual Framework



Keywords: Reflective writing, obstacles, strategies.