

**ENGLISH LECTURERS' PERCEPTION IN USING
REFLECTIVE PAPER**

THESIS

Submitted by

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**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM - BANDA ACEH
2017 M/1438 H**

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Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1) on
Teacher Education

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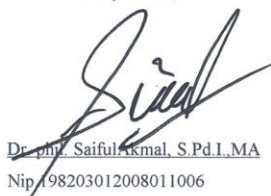
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of Examiners for Working Paper and has been accepted
as a Partial Fulfillment of the Requirements
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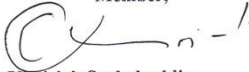
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ACKNOWLEDGEMENT



First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “**English Lecturers’ Perception in Using Reflective Paper**”. Greeting and praying are also presented to Prophet Muhammad shallallahu ‘alaihi wa sallam who has struggled wholeheartedly to deliver the truth to human being and guide his *ummah* to the right path.

This thesis would not have been completed without the support of some very special people. Their interest and support have been so valuable. I would first and foremost like to thank my first supervisor Mrs. Zubaidah for her encouragement, expert and timely feedback throughout the study. Because of this, I am better in writing than I was when I began to write my thesis. I would also like to thank my second supervisor Mr. Saiful Akmal for the continuous support of my study, for his patience, motivation, enthusiasm, and immense knowledge. His guidance helped me in all the time of research and writing of this study. I could not have imagined having a better advisor and mentor for my study.

I would especially like to thank the four lecturers (the interviewees) who gave up their precious time after teaching hours to share their experiences and opinions. I thank them for the honesty

and richness accounts of their experiences. Without their participation and input, this thesis would not have been completed.

Throughout this study, I have been had the support and encouragement of my wonderful parents, my father, Bahagia, my mother, Salmiati. They understood when I had to write late at night and encouraged me when things were difficult. To my relatives and friends who cared enough to ask how things were going. My thanks for their on-going interest and support. Finally this thesis is dedicated to my Father, Bahagia, who was my true inspiration and guiding light. He always encourages me to pursue higher studies. He is a true believer in building one's bank of knowledge and growing up professionally.

Banda Aceh, 21 July 2017

Muhammad Haris Mustaqim

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This study investigates the perceptions of English lecturer in using reflective paper. The aim of this study is to know how English lecturers perceive of applying reflective paper in teaching and learning process and to identify what are the advantages and disadvantages of using reflective paper for both student and lecturer. The qualitative research approach was implemented for exploring and understanding the participants' perception regarding the use of reflective paper in their teaching and learning process via in-depth interview. The overall results demonstrated that the lecturers were knowledgeable of reflective paper. The majority of lecturer reported they liked teaching with reflective paper, receive the benefits of applying reflective paper in their teaching and learning process, and students enjoyed working with their reflective paper.

Keywords: perception, writing, reflective paper

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions of the study, the research aims, the significance of study, and the terminology to provide a better understanding of the study.

A. Background of Study

Assessment and evaluation are essential part of teaching and learning process. With the evaluation and assessment, we can measure the students' understanding of the material that has been taught, see and know the processes that have been occurring in the learning process. Through the evaluation and assessment, lecturer will be obtained information about what which has been achieved and what is yet (Mardapi, 2004, p. 19). Without an effective evaluation program, it is impossible to know whether students have learned and whether teaching has been effective.

The quality of the assessment and evaluation in the educational process profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improve student learning. What is assessed and evaluated, how it is assessed and evaluated and how it should be learned are the most important element in evaluation and assessment. So, the main purpose of assessment and evaluation is to inform

teaching, to encourage learning, and to promote optimal individual growth.

There are two types of assessment and evaluation which usually applied namely Formal and informal. Formal tests assume as single set of expectations and come with prescribed criteria for scoring and interpretation. While informal, on the other hand, requires a clear understanding of the levels of ability (Navarrete, Wilde, Nelson, Martinez & Hargett, 1990). "Informal" is used here to indicate techniques that can easily be incorporated into classroom routines and learning activities. Informal assessment techniques can be used at any time without interfering with instructional time (Navarrete et al., 2008)

Various strategies have been used by lecturers to evaluate and assess the process of teaching and learning. One of them is using reflective paper. Reflective paper is a kind of writing in which the writers examines his or her experiences in term of teaching and learning. The writers then writes about those experiences, what they have learned, inform their understanding of course content, explore how she or he has changed, and developed or grown from those experiences during an academic course. Reflective paper normally given during school and college with the purpose of giving student opportunity to analyse their own experiences and skill. This kind of writing were told to do by a teacher when there is a need to better understand the subject of learning (Hillier, 2005, p. 7)

Moon (1999) provides some concepts of reflection. Reflection can be seen as giving consideration to the details. Reflection can be towards a purpose, processing information that leads to a useful outcome. Reflection can also refer to mental processes that go beyond merely thinking and recalling information. Hence, reflection would imply a form of mental processing with a purpose and/ or an anticipated outcome that is applied to relatively complicated or unstructured ideas for which there is not an obvious solution. Also, Kolb (1984) identified reflection as a significant component in the learning cycle and also believed we learn from experiences by revisiting our actions and reflecting upon them. He believed we could learn by reflectively observing others, and learning from their experiences. As a result, many lecturers and teachers whether in school or college require their students to make a reflection. It could be in form of oral reflection, journal, reflective essay, portfolio, and blog.

In English Language Education Department of Ar-Raniry Islamic state University, some lecturers have implemented reflective paper in their process of teaching and learning. Usually, reflective paper were told to do in the final meeting or in the last of semester. Based on my observation, only several of them who did tell their student to make a reflective paper in teaching and learning process. On the other hand, some other did not demand their pupils to make a reflective paper. most likely because some lecturers felt it unnecessary to demand a reflective paper to students because of several reasons

such as the amount of time spent in making it, and hard to do because it requires extensive thought and action.

It might be very useful for lecturer in the learning process if they know the benefits and goals of making reflective paper itself. Furthermore, lecturers might find out if students understand what has been taught by him, the lecturer can know whether material has been taught in accordance with the syllabus that has been set, and can also find out whether the method applied in the learning process in accordance with what was expected by the lecturer.

Some studies related to the reflection have been conducted. One of studies conducted by Koliba (2004) regarding reflecting pupils on their experiences in written assignments. The objective of this study is to have students use this reflection to inform their understanding of the course content. Another study which is related to the reflective paper was conducted by Ong (2000), which aim at examining the daily reflections of students enrolled in a Problem Based Learning-delivered programme. The finding of both researches above show the importance of reflection in the learning process and it helps students make meaning and construct understanding of new knowledge. Unfortunately, the similar research has never been done in English language education department in UIN Ar-Raniry yet, therefore, the writer are highly motivated to do the similar research with different topics.

From the above elaboration, the writer would like to inquire a research related to reflective paper. Thus, we can know the perception of English lecturers' toward using a reflective paper. Based on the above reason, the writer is interested in conducting a research entitled **“English lecturers’ perception in using reflective paper”**

B. Research Questions

Based on the background of this study, the writer formulates the research questions as follows:

1. How do English lecturers perceive of applying reflective paper in teaching and learning process?
2. What are the advantages and disadvantages of using reflective paper for both student and lecturer?

C. The Aims of Study

This study aimed at determining lecturers' perception regarding using reflection and to find out the advantages and disadvantages of using reflective paper in the teaching and learning process.

D. The Significance of Study

The reason why this study is significant because this study investigates the lecturers' perceptions in using reflection. Consequently, this research might offer some messages for lecturers in English Language Education Department about the importance and

advantages of using reflective paper in the process of teaching and learning. Moreover, if the results of this study are positive then the lecturer is highly recommended to implement reflective paper as one of the tools for the evaluation and assessment or vice versa.

E. Terminology

To avoid misinterpretation, some substantial terms are used throughout this writing particularly as clarified beneath:

1. English Lecturers' Perception

According to Ward, Grinstein, and Keim (2015, p. 73) Perception is process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. The writer would say English lecturers' perception in this research is the perception of English lecturer in English department of UIN Ar-raniry in using reflective paper in the process of teaching and learning.

2. Reflective paper

"Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice" (Reid, 1993, p. 305). Jarvis (1992) also said that reflective practice is something more than thoughtful practice. It is that form of practice that seeks to problematize numerous conditions of professional performance so that they can become potential learning situations and so the practitioners can

continue to learn, grow and develop in and through practice. From the above elaboration, it can be concluded that reflective paper is a kind of paper which is designed by a lecturer to examine his or her previous teaching for better performance in the following teaching and learning process. This definition will be used throughout this study.

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of related literature on lecturers' perception in using reflective paper

A. The Role of the Lecturer

Lecturers in a college have strategic role viewed from side of academic and student coaching. Lecturers are professionals which set out what is best for students based on professional consideration. Many admissions states that the development of the quality of education can be pursued through the development of lecturers' quality (Sallis, 2002). Therefore, the role of lecturers to their students is very important for the performance and achievement of students in the learning process.

Harden and Crosby (2000) have identified six roles of the lecturer and the teacher which are the information provider in the lecture; 1) the role model on-the-job, and in more formal teaching settings, 2) the facilitator as the mentor and learning facilitator, 3) the student assessor and the curriculum evaluator, 4) the curriculum and course planner, 5) and the resource material creator, and the study guide producer. Someone who acts as a lecturer is expected to behave in accordance with duties assignment and assigned obligations as a lecturer. For that reason, the lecturers must be capable and have carried out the duties of education, research, and devotion to the community.

The role of the lecturer as one of the education providers in determining the quality of learning in the classroom is very important. Lecturers can be equated as manager in teaching certain subjects who must be responsible for the quality of student learning experiences (Ulrich & Peltier, 2005). As a manager, the lecturer should undertake planning, organizing, directing, and controlling the learning process of the subject which is his responsibility in the classroom. With the management process is expected to have a great impact for the development of student potential.

A lecturer should design the course learning process in the classroom in such a way as to build student competence cognitively, affectively, and psychomotor (Gremier & McCollough, 2002). Cognitive competence is derived from the knowledge gained during the learning process that is not simply memorized. Affective competence is concerned with the professional formation of student attitudes, such as discipline, honesty, commitment and ethics that can work together with other persons and so on. Psychomotor competence related to skills is obtained from the learning process in the classroom such as communicating with both written and oral.

Lecturers are expected to also be able to organize the learning course in the classroom (Serva & Fuller, 2004; Paswan & Young, 2002). As a leader in the classroom, lecturers should be able to organise tasks, teaching and learning activities, teaching materials, and time to achieve learning objectives. Description of lecturers' activities

should be replaced with descriptions and duties that must be done by students in one semester to achieve the expected competence. This is done because the lecturer's job is as a facilitator in the classroom.

Moreover, a lecturer should perform the duties and obligations of a lecturer well, so that human quality in the future can face an increasing tight competition with other nations in the world. The quality of Indonesian people is produced through the provision of quality education, therefore, the lecturer has a role function and a very strategic position. Lecturers are professionals who have a vision of realizing the implementation of learning in accordance with the principles of professionalism to fulfil equal rights for every citizen in realizing quality education.

B. Defining Perception

1. Definition of Perception

Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). On other words, a person is challenged with a situation or a stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality.

According to Sainn and Ugwuegbu (1980) perception may be defined as “the process by which we extract meaningful information

from physical stimulation. It is the way we interpret our sensations". Sainn et al (1980) highlight three important points about perception. Firstly, perception is not only dependent on the stimulus but is also determined by an individual's experience, intention, and social needs. Secondly, the perceiver is not passive and indifferent when perceiving something but is actively selecting information and forming hypotheses in order to decide what is actually taking place. Thirdly, perception is a higher mental process which helps an individual build up a model of his or her world in order to help anticipate future happenings and deal with them appropriately. Therefore, the physical stimulation from sensory receptors of an individual give relatively limited information and cannot be interpreted unless there is additional information derived from past experiences and memory. Once the physical stimuli are appropriately interpreted, they will become the perceptions of an individual.

Perception may be defined from physical, psychological and physiological perspectives. Physical perception can be defined as a general term that denotes all aspects of a person's perspectives of their physical self, including evaluative and descriptive elements. Psychological perception is the process of attaining awareness or understanding of sensory information. Psychological Perception enables us to literally navigate through the world, avoiding danger, making decisions, and preparing for action. Also, from physiological perspective, perception used in a discipline of biology which is

consistent with the normal functioning of an organism. But for the purpose of this study, it shall be limited to its scope as postulated by Allport (1966) which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are familiar in everyday life. (Adediwura, & Tayo, 2007) gave cognitive dimension of perception; they saw perception as the process by which people attach meaning to experiences. They explained that after people attended to certain stimuli in their sensory memories, processing continued with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning.

Research findings have corroborated this claim that background knowledge resulting from experience strongly influence perception. Baron and Byrne (1991) called it “social perception” which is the process through which we attempt to understand other persons. Attempt to obtain information about the temporary causes of others’ behaviour (for example, the emotions or feelings). The term “apperception” can also be used for the term under study. Apperception is an extremely useful word in pedagogic, and offers a convenient name for a process to which every teacher must frequently refer. It means the act of taking a thing into the mind.

Consequently, the relatedness of this view of perception to the present studies is further explained, that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no

sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory). From this point of view two implications could be inferred that perception cannot be done in vacuum, it depend on some background information that will trigger a reaction.

2. Lecturers' Perception in Using Reflective paper

In the last two decades, educators have expressed a growing interest in the usefulness of reflective writing as a tool in the classroom. Many of those instructors used their curiosity about reflective writing to develop research project about its effect on learning, retention, and comprehension in a variety of disciplines (Roos, 2011). Davis & Hull (1997) conducted a study that investigated the effect of requiring a group of student to write short summaries during brief pauses in a psychology lecture. Although immediate post-lecture testing showed no significant difference in student performance, students who wrote summaries during the four-minute lecture breaks performed better on the lecturer pots-test that occurred twelve days later. They attribute the summary writer's improved retention to the process of review, reorganisation, and synthesis that these student had to complete in order to write their summaries.

A further study conducted by Pedro (2005) studied how pre-service teachers perceive and understand the concept of reflection was investigated in a case study format that involved five teachers in a graduate course. On the basis of in-depth interviews, reflection journals, and observations, it was found out that the novice teachers in this study defined reflection as “looking back on action,” “changes that could be made,” and “what could be done in future” (p. 56). Pedro regarded these novices as ‘open-minded,’ since they tended to question themselves while reflecting on their experiences. Hence, it was concluded that reflection helped novice teachers to think about their knowledge and improve their teaching.

In conclusion, reflective paper or reflective paper has been grown and used for hundreds of years to take something from inside ourselves and we set it out: it is a means of discovering who we are, that we exist, that we change and grow (Wolf, 1989). Therefore, the use of reflective paper or reflection is highly recommended in the learning and teaching process. Because it is very helpful for the lecturers in evaluating the learner, what is less in learning and what is not in accordance with what is expected

C. Reflective paper

1. Definition of Reflective paper

The concept of reflection is represented by a number of different word that are in current parlance. We talk of ‘reflection’

itself, 'reflective learning', 'reflective writing', and 'reflective practice'. 'Reflection', as a process, seem to lie somewhere around the notion of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting – so, 'reflective learning' 'as a term, simply emphasizes the intention to learn as a result of reflection. The content of 'reflective writing' is not a direct mirror of what happens in the head, but it is a representation of the process within a chosen medium – in this case, writing. The representation of reflection in the form of writing is likely to differ from that represented in other ways such as speech or in a drawing. In making a representation of personal reflection, we shape and model the content of our reflection in different ways and learn also from the process itself. In other word, there is a secondary learning (Moon, 2004, p. 80)

'Reflective practice' is a relatively new phrase that came into use particularly as a result of the work (Moon, 2004). 'Reflective practice' emphasizes the use of reflection in professional or other complex activities as a mean of coping with situations that are ill-structured and/or unpredictable. The idea of reflective practice was develop initially in nursing and teacher education and is increasingly being applied across the profession. It is, in essence, a professionalised form of 'reflective learning', but any kind of definition has remained problematic (Moon, 2004, p. 80)

On the basis of reasoning above, we will be using the term 'reflection' and 'reflective learning' interchangeably as the main

terminology, recognizing that 'reflective writing' and 'reflective practice' represent expansion of the ideas in different directions and these term will be used appropriately

Reflective paper is a term that includes a variety of classroom writing activities ranging from semester-long journaling projects to short in-class writing exercises that ask students to summarize a lecture or discussion. Despite the variety of activities included under this umbrella, reflective paper activities have the potential to improve the quality of student writing by increasing the quality and quantity of student writing practice. Reflective writing can improve the quality of student writing by encouraging students to move beyond describing events and listing facts (Hompton, 2010). Instead, students analyse and interpret facts in order to make sense of the information they have learned in class. It is through this process of critical analysis that students are able to connect discrete pieces of information into meaningful ideas that will be more easily recalled at a later date

John Dewey stated that the reflective thinking process removes the burden of undigested information from students and allows students to work towards a more meaningful understanding and comprehension of any given subject (Archambault, 1974). By engaging with information in a more critical manner, students must take ownership of the information and give it a meaning for their lives as learners and future professionals (Hubbs & Brand, 2005, p. 61). Additionally, instructors can use reflective paper to address the issue of

infrequent student writing by providing students with more opportunities to practice explaining complex ideas using clear and concise language.

In conclusion, whether writing a reflective paper or short lecture summaries during each class session or once a week, students will have more quality writing practice and teachers will have more opportunities to provide formal or informal feedback to students regarding their comprehension of the material and ability to clearly communicate their ideas. So that, every kind reflection is absolutely suitable to be applied in the teaching and learning process depends on the purpose of what the goal we want to achieve.

2. Implementation of Reflective paper

Due to the growing interest in reflective writing, an increasing percentage of the literature on this topic incorporates a variety of suggestions for implementing reflective writing in the classroom. Additionally, several sources address faculty and student concerns about reflective writing as a classroom activity. The suggestions that follow summarize the most frequently reflective writing based on research and classroom experiences of college professors (Steven & Cooper, 2009).

a. Gives it purpose

Students may be sceptical of the value of this activity, but it is important that the instructor help students

understand the purpose of this activity in this course. If students understand how these activities relate to the course, students will be more likely to approach reflection with an open mind. Often this is as simple as explaining how the reflective activity connects to the goals and objectives of the course. This connection should be explained prior to the first introduction of reflective activities in the classroom and periodically reemphasized throughout the semester (Stevens & Cooper, 2009, p. 51).

b. Provides a Starting Point

Instructors can help students focus their thoughts during reflective writing by providing students with a prompt based on the course material. A few example prompts are listed below:

- Do you think the Spanish American Wars of Independence were inevitable?
- Is the United States' relationship with Cuba similar or different from the United States' relationship with other countries in Central America and the Caribbean?

Prompts, such as these, are designed to encourage students focus on key lesson concepts and require students to do more than simply list facts from the reading (Stevens & Cooper, 2009). Instead, they must analyse that information

and determine what they believe to be the best answer. In writing their answer, these students must consider the best way to explain their argument and determine which facts best support their claim.

c. Sets Clear Expectations

Education scholars and practitioners of reflective writing have a variety of views on how to assess reflective writing, if at all. After determining what is best for you, your students, and the course, it is essential that you communicate your expectations and grading standards to the students. Regardless of your decision, your students should understand that these exercises require critical analysis not simply listing facts. As a result, instructor feedback should reflect the emphasis on analysis and synthesis by focusing primarily on these areas in student reflections (Hubbs & Brand, 2005, p. 65).

d. Finds Efficiencies that Saves Time

Some instructors argue that reflective writing is a valuable, but time consuming task. This does not have to be the case. First, students can conduct reflective writing activities in a five to fifteen minute time frame during class meetings. This ensures that students complete reflective activities regardless of their busy schedules. Second, faculty

can use a variety of techniques to make the process of providing feedback more efficient. Instructors can choose to alter the frequency of reflective writing activities (i.e. during each class or once a week) or alter the frequency of grading student reflections (i.e. once a week) (Bean, 2010, p. 99) cited in (Ross, 2011). Additionally, grading reflections on a pass/fail basis or using a rubric can make assessment more efficient and less stressful for the instructor. In either case, it is important that students receive instructor feedback on their progress and how they can improve their analytical skills.

To conclude, the written word is powerful. It is powerful because it has the ability to influence people, but it also has the power to help writers think about information and ideas in new ways. By teaching students to harness the power of the written word in professional and academic settings, instructors are helping student become effective communicators and equipping them to think critically about the ideas that they encounter

3. Barriers to Reflective paper

Reflection can be a painful process because it disrupts our taken-for-granted ways of thinking and acting. Although reflection is not the same as retrospection or rationalization (Loughran, 2002), or for that matter as fretting, it may trigger all of these. As Argyris (Russo

& Ford, 2006, p. 2) argued, double-loop learning, a process similar to reflection, can be impeded by defensive reasoning, which we experience when we try to avoid feeling embarrassed, incompetent, vulnerable, or when our egos are threatened. Importantly, teaching is often viewed as a personal attribute, rather than a public practice that can be changed and developed (Dinkelmann, 2003). Therefore, reflection may involve personal risk because questioning practice may also question sensitive beliefs, values, and feelings (Russo & Ford, 2006, p. 3). In brief, reflection may be a threat to our carefully constructed identities as teachers and to the patterns of our teaching practice.

Several barriers other than ego threats also challenge reflection. First, it takes time. Many academics are challenged to keep up with existing teaching loads, paper grading, research, and service. Proposing that they take more time away from these demands to reflect on change, which implies additional time commitment, can be daunting. Beyond this is the implicit threat that the new approach will be less effective than the existing one, with associated costs in terms of student evaluations, time requirements, and response from colleagues. It is easy to prefer the devil one knows to the devil one does not know. (Russo & Ford, 2006, p. 3) put reflecting on teaching is not easy, for it involves a degree of personal risk, it can produce a great deal of doubt, and it requires that teachers seriously question what they are doing.

So, the processes of reflection may cost teachers time and effort and potentially threaten our teaching identities. However, reconsidering the concept of reflection as a key component so allows us to foreground the benefits of reflection in our teaching practice.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this thesis, there are two variables which analysed the perception of English lecturers and the use of reflective paper. Although there are two variables in this thesis, the writer uses qualitative research since this study only found out about the opinion of lecturers to the use of reflective paper in the learning and teaching process. The writer believes that qualitative methods would provide the multidimensional data necessary to gain an understanding of the dynamics of lecturers' perceptions towards using reflective paper.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the writer making interpretations of the meaning of the data. The final written report has a flexible structure (Creswell, 2014, p. 32).

B. Population and Sample

A population is strictly a finite collection of the units from which in formation is sought in the survey with additional specification (Lavrakas, 2008, p. 589). Likewise, Creswell (2012)

stated that the population is the broadest level of data resources, in which a group of individuals possesses one characteristic that distinguishes them from other groups. At a more specific level, researchers do not always study an entire population, they can obtain the target population. From the target population, researchers choose a sample. At the most specific level, researchers select a few individuals as samples of studied people from the target population. The population of this research are all lecturers of English language education department In UIN Ar-Raniry.

The sample is the group of participants in a study selected from the target population from which the writer generalizes the target population four English lecturers were recruited purposively as a sample by ensuring that all the lecturers have applied a reflective paper in their teaching and learning (Creswell, 2012). Therefore, in this thesis the writer chose the sample using purposive sampling since the writer selects participants who have experience or knowledge of the issues being addressed in the research (Creswell, 2012). Therefore, there were four participants selected in this study by observing the students then asking them regarding lecturers who have applied reflection paper in their learning and teaching process

C. Methods of Data Collection

Data collecting means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering

information by asking people questions or observing their behaviors. The paramount concern in this process is the need to obtain accurate data from individuals and places. This step will produce a collection of numbers (test scores, frequency of behavior) or words (responses, opinions, quotes) (Creswell, 2012)

In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation (Boyce and Neale, 2006, p. 3). Therefore, face-to-face in depth interview was the primary sources of data in this study to obtain a better understanding of the various participant's perspective.

As well as, to answer the first research question, the writer asked five questions covering understanding of reflective paper its self, their opinion in using reflective paper, the frequency of making a reflective paper, and the use of reflection in addition to the use of reflective paper. Then, to answer the second research question, I asked five questions regarding the benefits of using reflective paper, barriers in making reflective paper, and the effectiveness of making reflective paper as an evaluation and assessment tool.

D. Method of Data Analysis

Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures:

1. Data Reduction.

Data reduction is the process whereby the mass of qualitative data you may obtain in interview is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on.

2. Data Display

Data display is the process of showing the data simply in the form of words, sentences, narratives, table, and graphic in order the data collected is mastered by the writer as the basic to take appropriate conclusion.

3. Drawing and Verifying Conclusion

In this process, analysis should allow the writer to begin to develop conclusions regarding the study. These initial conclusions can then be verified, which is their validity examined through reference to the existing field notes or further data collection.

Therefore, the technique of data analysis used in this study was a descriptive analysis. The collected data of the interview were analyzed, concluded narratively. The data was divided into several sections. Each section was arranged into sub-section. The writer analyzed the data by reading it several times and conducting an analysis each time, because each time the writer read the data, it developed a deeper understanding of the information supplied by participants. Also, during the interviews, lecturers' similarities,

themes and interesting responses were written down. As well as, digital recording was used to ensure the data fully transcribed. Each interview took almost thirty minutes.

E. Time and location of the research

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University which is located in Darussalam, Banda Aceh. The study period started from 6 until 14 July 2017. The reason of this research is done in English Language Education of Ar-Raniry State Islamic University because this campus has English department and there are some lecturers in that department who implements reflective paper in their learning and teaching process.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The purpose of this study is to determine lecturers' perception in using reflective paper. This chapter discusses the research findings based on the data obtained from the interviews and it attempted to answer the questions of the study.

A. Brief Description of Research location

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5th in 1963. It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The status of this Islamic university changed on October 1st in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA. As the rector, has nine faculties. Among the Faculties, Faculty of Education and Teacher Training is the faculty that concentrates on education and educational expert preparation. The faculty consists of several departments under its authority; one of them is Department of English Language Education or *Pendidikan Bahasa Inggris (PBI)*.

The Department of English Language Education (*PBI*) has the objectives to prepare its undergraduate students to be educational experts and professional teachers especially for English major. In

order to achieve the goal, the curriculum has been arranged as proper as possible. For instance, many important subjects are provided for the students, such as four English skills (listening, speaking, reading and writing), educational subjects (educational knowledge, educational philosophy and educational methodology), curriculum and material analysis, and other courses to support the students to be a competent English teacher. It is aimed at producing well-behaved, qualified, creative, and competitive graduates as future English teachers. In addition, hopefully they will be able to give contribution for the development of education in Aceh province particularly.

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed, has 32 permanent and 35 adjunct lecturers and 918 students who come from several regions of Aceh and other provinces in Indonesia. The data about the enrolled students at Department of English Language Education of Ar-Raniry State Islamic University, is described in the table below

Table 1.1 Data about enrolled students at English Language Department

No	Academic Year	Unit	Number of Students
1	2012	4	119
2	2013	10	283
3	2014	8	291
4	2015	6	225
Total			918

Source: Archive of Department of English Language Education 2017

English Language Education (*PBI*) of UIN Ar-Raniry is the leading and reputable department of Education and Teacher Training Faculty which has many enrollers from many regions in Aceh. It receives an “A” for accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional (BAN)*. In relevance to the lecturers who teach at English Language Education Department (*PBI*) of UIN Ar-Raniry, most of them were graduated from various international universities in many developed countries, including United States, United Kingdom, Australia, the Netherlands, Germany, Malaysia, and other countries

B. The Data Analysis Procedure

There were several interrelated steps used in the process of analysing data. The first step was organizing and preparing the data for analysis. This involved interviewing the participants, transliterating the result of interviews, typing up field notes, and sorting and arranging the important data depending on the purposes of this study.

The interview section had been done by asking four participants. The writer recorded interviewees’ answers and opinion with an audio recorder. Then, the writer transcribed them into the transcript. Each interviewee spent more than 15 minutes to respond the questions and orders from the interviewer. Each participant got the same questions that should be answered. These questions were on

purpose designed as easy possible to respond. Further, to find the deep information, several additional questions were asked based on the interviewee's answer in accordance with the topic. The chosen lecturers in this study as the participants were:

1. Lecturer 1 (male),
2. Lecturer 2 (female),
3. Lecturer 3 (male),
4. Lecturer 4 (female)

The second step was began with the data analysis. The writer read and look all data. This step provided a general sense of the information and gave an opportunity to reflect on its overall meaning. What general ideas were participants saying? What is the tone and the impression of the overall information? The final step in data analysis involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.

C. The Analysis of Interview

Analysis of the research question was divided and addressed in three sections. Each section was arranged into sub-section according to the research question to report the lecturers' perceptions about using reflective paper in their process of teaching and learning.

The three sections are: 1) lecturers perception in using reflective paper, 2) the benefits of using reflective paper, and 3) the barriers in using reflective paper.

C.1. Lecturer Perception in Using Reflective paper

According to all participants in this research, almost of the lecturers did have a similar perception toward using reflective paper in their teaching and learning process including the necessity of using reflective paper, the use of reflective paper in addition to reflective paper, and the effectiveness of using reflective paper as an evaluation tool.

C.1.1. The Necessity of Using Reflective paper

The writer found that all participants indicated that applying reflective paper is necessary in the teaching and learning since it can be a feedback for the lecturer themselves regarding the progress and what their student have learned in the previous meeting. As well as, by assigning students to write a reflective paper then they will have a good ability in writing. In this case, lecturer 4 said:

“Of course, it sort of feedback for me about the progress and what they have learned so I know the understanding subject of my student. Also they can express the impression of the classroom including my teaching methodology. When they give me those feedback, I can see myself, I can see my progress, and I can see whether my teaching work or not”.

Similarly, lecturer 2 argued that:

“I think this is necessary. I think this is one of assignments which is important to make students have an ability in writing. Because sometimes if you are only lecturing them, they are not a productive student. So this kind of assignment will make them productive. They can react to many things in their daily life”.

From the lecturers' explanation above, it can be concluded that all lecturers have positive perception on the use of reflective papers in the classroom. This result was in accordance with what was said by (Hompton, 2010), reflective paper activities have the potential to improve the quality of student writing by increasing the quality and quantity of student writing practice. Reflective writing can improve the quality of student writing by encouraging students to move beyond describing events and listing facts. The lecturer is highly requested to assign their students to make a reflective paper in the classroom since it has so many benefits toward themselves.

C.1.2. The Use of Reflective Paper in addition to Reflective Paper

All participants do use another kind of reflection besides using paper in writing their reflection. It can be in the form of oral reflection or in the form of another kind of reflection. There are several reasons why they also use other ways of assigning their students to write reflective papers. Lecturer 2 clarified:

“Yes, besides writing reflective paper, I also ask them to make an oral reflection at the end but it is no common during the teaching learning process. Sometimes I do it in the middle of the semester and at the end of semester. I do know that it is important to do a reflection in every meeting but I do not have time since there are so many things to do. So I decided to limit the time of doing it which is in the middle and at the end”.

Then lecturer 4 continued:

“Of course, every meeting I also see their face expression, their response to my question and then their answer toward the classroom assignment since I also assign them to do classroom assignment. So I know their expression, their progress during that meeting whether this student understand or don't understand”.

It can be concluded that there are several ways in assigning students to make a reflection. Not just using paper only, other ways such as oral reflection can also be an option to see how far the ability, understanding, and achievement of students in the learning and teaching process. As well as, After hearing the answers of the three participant from the 4 participant, appeared an additional question regarding which one is better between assigning them a reflection

using paper or directly in the form of oral reflection. Lecturer 2 argued:

“It is depend on the purpose, but for me reflective paper is better because they can express their feelings, they can write everything whether they like or dislike whether they know something without having to be afraid of being known by their friends. But in oral they probably can say anything they like but one thing maybe there will some of his or her mock at him or her. But again its depends on the purpose of reflection itself, if the purpose is to know whether the teaching learning is running well or not or for training their ability in writing then we use reflective paper, on the other hand if you want your student to say something than you have to use an oral reflection”.

In conclusion, we can see that either the reflective paper or oral reflection has important benefits to students. But they both have different roles depending on the goals we want to achieve. However, to assign them to make a reflection, using paper is much better than just oral because students can devote everything they want to say without fear and embarrassment. This is in line with what was said by Moon (2004), the representation of reflection in the form of writing is likely to differ from that represented in other ways such as speech or in a drawing. In making a representation of personal reflection, we shape and model the content of our reflection in different ways and

learn also from the process itself. In other word, there is a secondary learning.

C.1.3. The Effectiveness of Using Reflective Paper as an Evaluation Tool

In this part, all participant shared the similar opinion regarding the effectiveness of using reflective paper as an evaluation tool which is absolutely effective to use in their teaching and learning process. Lecturer 2 argued:

“I think it can be as a tool of assessment and evaluation and it can be effective. Since there is no an evaluation tool as good as reflective paper to know how well is your student improvement in the classroom. Also by making reflective paper we can train our student to be a critical thinker since making a reflective paper is not as similar as making a summary, but they think deeply and critically what they have learned in the classroom, in summary, reflective paper putting their own idea and another idea and trying to make an argument, and putting themselves in one side. So making reflective paper is a training to be a critical thinker”.

Similarly, lecturer 4 said:

“It can work to encourage student to study what they have learned previously since they have to read again and make some changes. And also it’s useful as a feedback about the

student progress. Also it can be a feedback for the teacher toward what she or he has to do in the future”.

As above explanation, it can be deduced that applying the reflective paper in the learning process is very effective because there are some aspects we can know such as how the progress of a student in the classroom to the material taught and also can be a feedback to the lecturer to make better learning in the future. It is similar what an expert said that, reflective paper or reflective paper has been grown and used for hundreds of years to take something from inside ourselves and we set it out: it is a means of discovering who we are, that we exist, that we change and grow (Wolf, 1989).

C.2. The Advantages of Using Reflective Paper

All participant argued that there are many benefits to the use of reflective papers in the learning and teaching process such as feedback to lecturers and improve and change their teaching practice.

C.2.1. Feedback to Lecturers

All participant agreed that the goal of assigning reflection toward their student was to catch up the feedback from them and from the previous meeting. Lecturer 1 said:

“Yeah, I think so. After reading my students’ reflection, I can identify some point that I have to change in the next meeting. For example that there are some point that my student not understand in some meeting, so in the next meeting I have to

explain again those point using different way or different method, so that my student can understand the whole material that I have given to them. And it is work so well”.

Similarly, lecturer 2 argued:

“Yeah it is. If reflective papers’ purpose is asking about whether teaching and learning process is succeeded or not, whether the student understand my material for the whole semester, and whether they like the method that I use when I teach, it will improve my teaching and learning process. And as a result I make a revision on my planning for the next semester. If using reflective paper will impact so much to my teaching and learning process even the student do not like it, I will keep doing it, and I will keep using it as my tool for evaluation. I do not care if some students say that we don’t need reflective paper because it is wasting time and it’s hard to reflect on certain article, I will keep using it, I don’t care at all, because they have to read a lot and they are lazy. But reducing the number of making it is the solution”.

Assigning students to make reflective paper is very useful both for lecturers and students themselves. For lecturers, reflective paper can be a tool to measure the extent to which the achievement of students in the learning process and also can be a benchmark for lecturers toward the way of their teaching in the classroom. For students, reflection is plays an important role toward their thinking

ability to make them to become a critical thinker. Also this reflection will sharpen their writing skills in both academic and otherwise. Similarly, Archambault (1974) said that instructors can use reflective paper to address the issue of infrequent student writing by providing students with more opportunities to practice explaining complex ideas using clear and concise language.

C.2.2. Improve and Change their Teaching Practice

All participants said that by implementing their student a reflective paper in their teaching and learning process could improve and change the way they practice in the classroom. In this case, lecturer 3 said:

“some student do comment on what they learn, how I talk in the class and some of their comment of their input are very critical, so I think that is one of the way for me to improve myself too. By the end of the semester I also ask them to comment on how was the teaching is running with me, whether there are something to maintenance in my teaching process or there are something to rub out in my teaching and learning process”

Lecturer 4 continued:

“Besides assigning them a reflective paper, I also ask them to do like ticket card. Ticket card is they may leave the class if they have written some paper writing about teaching process not the subject. Usually I use this ticket card in the middle of

semester since it will get the respond what they think about my teaching process. So if the purpose for knowing their understanding of their material subject I use reflective paper. On the other hand if the purpose is for knowing whether the teaching methodology, or the strategy that I used is not working well then I use ticket card”.

In brief, based on the explanation of the participant above it can be concluded that it can be concluded that by assigning them to make reflective paper can improve and change the way lecturers teach. Because with the reflective paper, indirectly the lecturers and students talk each other about what happened in the learning such as what went good and what went wrong in their teaching and learning process.

C.3. The Disadvantages of Using Reflective Paper

All participants argue that there are some problems that arise in assigning students to make a reflective paper such as the student's seriousness and the limited time in making and re-checking their reflective paper.

C.3.1. The Student's Seriousness

All participants showed that the seriousness of student in making reflection is very important since it affect toward the improvement of teaching and learning process. But, still some student do not take it seriously in making it. Lecturer 4 argued:

“The student just not commit seriously in doing their task. They ask me many times what do you mean by reflective paper, and I explain again. Then after the first reflection I found that this not like what I expect to be. So I explain again and again. In the second reflection I see some changes in some student, but there are some of them still confuse since they read limited sources, so they cannot sensitise what they have learned previously with the material that I gave in the classroom. I think they are lazy to read, lazy to think, and do not aware that doing an assignment is for increasing their knowledge. All in all student mind-set should be changed”.

In a similar way, lecturer 1 clarified:

“The problem is that a culture itself. Some students do not want to express their real opinion about what happens in the classroom. Also some student do not aware about the problem that they get involved in it. The real problem is that after assigning them to make a reflection, several student merely copy it from their friend. For me it is not good at all.

As above explanation, it can be deduced that student's honesty in making reflective paper is something really important. Instead, they see or trace their own friend's reflective paper. May be the cause of the above events because they are lazy to write and read. In another case, some student are not so familiar with the idea of writing reflective paper so when the lecturer ask to write a reflective

paper then they will think that they have to write something really academic and really formal. This result was in accordance with what was said by Russo & Ford (2006), putting reflection on teaching is not easy, for it involves a degree of personal risk, it can produce a great deal of doubt, and it requires that teachers seriously question what they are doing.

C.3.2. The Limitation of Time

Almost all participants feel overwhelmed in checking one by one reflective paper made by students. The first reason is because a lot of the number of classes he teaches and the number of students in the class.

Lecturer 1 said:

“I sometimes do not have enough time to check their reflective paper since I do have many class to teach, prepare the material, and check other classes work”.

Similarly, lecturer 3 argued:

“the problem from me is that I have so many student in many class and I have to read all of their reaction and I try to push myself even I don’t read their reflection immediately, but I will keep it. I will read it at the end of semester”.

All those reasons of lecturers are similar with what was said by Russo & Ford (2006), reflection may involve personal risk because questioning practice may also question sensitive beliefs, values, and

feelings. To conclude reflection may be a threat to our carefully constructed identities as lecturers and to the patterns of our teaching practice.

D. Discussion

The writer collected the data successfully by using the interview. After conducting the research, it can be seen that there are many opinions and preferences of those four participants. Toward this, the writer elaborated some important points as parts of the research findings in order to answer the research questions.

The first research question asking about how English lecturers perceive of applying reflective paper in teaching and learning process. The result of the research shows that there is no significant different perception among them. All participants stated that implementing reflective paper in the teaching and learning is absolutely necessary. The result of the data also show the positive impact of assigning reflective paper on students since lecturers implement reflective paper more than 3 times in a semester. All participants stated that by implementing reflective paper in their teaching and learning process will improve and change the way they teach in the classroom.

The second research question asking about what are the advantages and disadvantages of using reflective paper for both student and lecturer. The result of the data collected showed that all

participant showed a good expression toward using reflective paper in their teaching and learning process. Some of the barriers may come up in implementing reflective paper. But it does not affect much on the implementation of reflective paper since the positive impact show much more aggressive than the negative side of implementing it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

According to the result in the previous chapter, some conclusion can be inferred.

1. All participants showed the positive perception toward using reflective paper in their teaching and learning process. It is very helpful toward their teaching and learning progress for example by implementing reflective paper in their teaching and learning program lecturer can measure students' progress toward their performance in the classroom.
2. The writer found that all participants argued reflective paper have taken the important place in teaching and learning process. One crucial advantage of applying reflective paper is to have feedback for lecturers so that they can adjust and improve the way they teach in the classroom. Reflective paper can be a tool to measure the extent to which the achievement of students in the learning process.
3. Reflective paper can be a benchmark for lecturers toward the way of their teaching in the classroom. Additionally, reflective paper can improve the way of their teaching and learning by assigning the reflective paper toward their students. Therefore, the lecturers and students may have

discussion about what happened in the learning such as what went good and what went wrong in their teaching and learning process.

4. Problems may be appear in applying reflective papers in the learning and teaching process because college students tend to take it less serious in making reflective paper and they are inclined to make reflections because the commands of their lecturers are not from their own initiative. Instead, those problems are common to students. The only way of avoiding these problem is to keep asking them to make reflection and they will get used to it.
5. Implementing a reflective paper in the process of learning and teaching is absolutely essential because as mentioned above, there are a lot of advantages in applying it either toward the students or lecturers themselves.

B. Suggestions and Implication

The writer suggests possible limitations or weaknesses of the study and makes recommendations for future research. One of the first limitations of this study might address problems in data collection. There are several unanswered questions from the participants. It might be happened since there were some question asked is not clear enough. Then, limitation of this study is the size of the sample. There were

merely four participants in this research which limit making any generalizations from these findings.

Implications for future research may include the use of the findings for practice in our teaching and learning process and the need for further research for example by gathering more extensive data, by asking additional questions of participants and by including the students as additional participants since there were several limitations in this research.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/833/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

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- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
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- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Zubaidah, S.Ag., M.Ed
2. Dr.phil. Saiful Akmal, S.Pd.I., M.A
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Judul Skripsi : **English Lecturers' Perception in Using Reflective Paper**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
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- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Januari 2017
Ab. Rektor
Dekan,



Dr. Muilburrahman, M. A.
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBILAH DAN KEGURUAN

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05 Juli 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Muhammad Haris Mustaqim
N I M : 231 324 136
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Lampulo, Banda Aceh

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry - Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

English Lecturers' Perception in Using Reflection Paper

Demikianlah harapan kami atas bantuan dan kelizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farziah Ali

Kode 7509

ENCLOSURE - BAO UMUM



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4551/ Un.08/ KJ.PBI/TL.00/07/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-5672/Un. 08/ TU-FTK/TL.00/07/2017 tanggal 05 Juli 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Muhammad Haris Mustaqim**

NIM : **231324136**

Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

English Lecturers' Perception in Using Reflection Paper

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Juli 2017

Ketua Prodi Pendidikan Bahasa Inggris

T. Zulhikar

Appendix A

Interview Questions

1. How long have you been lecturing?
2. How long have you been using reflection paper in your teaching process?
3. Do you think that making reflection paper is necessary for your teaching? Why/why not?
4. How often do you assign your student to make a reflection paper?
5. Do you reflect in other way than making reflection paper? If yes please state the method used?
6. Do you think that making reflection paper can improve your teaching practice? Why/why not?
7. Do you think that making reflection paper can change the way you teach in the classroom? Why?
8. What are the problems in making reflection paper?
9. Do you think that making reflection paper is effective for educational tool and influence on the process of teaching and learning? Why?

Appendix B

Interview with the lecturer 1

Date: July 6th, 2017 (11.20 WIB)

Location: lectures' Room

Length: 23 minutes

Interviewee: Lecturer1

Interviewer and Transcriber: Muhammad Haris Mustaqim

[I] = Interviewer

[P] = Participant/Interviewee

I: How long have you been lecturing?

P: I have been teaching for 17 years.

I: How long have you been using reflection paper in your teaching process?

P: I do not know exactly for how long I use reflection paper in my teaching process since I used many method in my teaching and learning process.

I: Do you think that making reflection paper is necessary for your teaching? Why/why not?

P: yes, it is necessary. But sometimes it does not work well. The Students make it not in accordance with what I want and the student come to the class only to meet the number of class meeting not fully participated in the classroom process, then they expect a good score.

I: How often do you assign your student to make a reflection paper?

P: sometimes I use it in half way of my teaching and sometimes I assign the not in the paper form. It can be oral reflection to express about their idea about the teaching and learning process. For writing class, I tend to use reflection paper.

I: Do you reflect in other way than making reflection paper? If yes please state the method used?

P: yes, I often use self-reflection and sometimes I try a different way to do some reflection like I give them a paper to write about their beliefs about teaching, learning, teacher, and so forth. Then I ask them to write about their opinion regarding teaching and learning. So that I can understand that why they keep silent, why they do not participate in the classroom, and why they agree and never disagree the teacher. I also ask my student to sit in group to do some evaluation then each group has to present what they have got

to share their ideas to their friends.

I: Do you think that making reflection paper can improve your teaching practice? Why/why not?

P: yeah, I think so. After reading my students' reflection, I can identify some point that I have to change in the next meeting. For example that there are some point that my student not understand in some meeting, so in the next meeting I have to explain again those point using different way or different method, so that my student can understand the whole material that I have given to them. And it is work so well. Also to make my students well-understood the material and ease me to teach them a new material, I ask them to make some point of view or some outline regarding the new material that we will discuss in the following meeting.

I: Do you think that making reflection paper can change the way you teach in the classroom? Why?

P: yes, of course. I always ask my student to express or to tell me what things went wrong and went good in my teaching and learning process, so that I can adjust with them since every student has their own style in achieving the material of the subject.

I: What are the problems in making reflection paper?

P: the problem is that a culture itself. Some students do not want to express their real opinion about what happens in the classroom. Also some student do not aware about the problem that they get involved in it. The real problem is that after assigning them to make a reflection, several student merely copy it from their friend. For me it is not good at all. Another problem is that time limitation. I sometimes do not have enough time to check their reflection paper since I do have many class to teach, prepare the material, and check other classes work. But, the fake content is the problem that I mostly face in assigning this kind of paper.

I: Do you think that making reflection paper is effective for educational tool and influence on the process of teaching and learning? Why?

P: yes it is effective and influence me. But when the student make it only for completing the assignment that has given by his or her lecturer or just copy it from his or her friend, it seem like it is useless. Because the goal of making reflection paper is to know the whole process of teaching and learning process and what went good and what went wrong in the classroom.

Interview with the lecturer 2

Date: July 7th, 2017 (11.20 WIB)

Location: lectures' Room

Length: 23 minutes

Interviewee: Lecturer 2

Interviewer and Transcriber: Muhammad Haris Mustaqim

[I] = Interviewer

[P] = Participant/Interviewee

I: How long have you been lecturing?

P: I have been lecturing since 2003, but teaching in some school I start from 1998.

I: How long have you been using reflection paper in your teaching process?

P: I start using reflection paper or reflective paper after finishing my master program in USA since we did a lot of this kind of paper when I was there, so I try to apply it here because I think this is useful for training our critical thinking. Roughly I start applying reflection paper since 2009.

I: Do you think that making reflection paper is necessary for your teaching? Why/why not?

P: I think this is necessary. I think this is one of assignment which is important to make students have an ability in writing. Because sometimes if you are only lecturing them, they are not a productive student. So this kind of assignment will make them productive. They can react to many things in their daily life

I: How often do you assign your student to make a reflection paper?

P: usually I ask or assign them to make reflection paper seven times in a semester. But after I reflect at the end of my study, some of my student mention that this kind of paper is should be limited not in a lot of number. So that I reduce the number of making a reflection paper. Recently, I ask them to make it 4 times in a semester. But in certain class I only ask them to make two paper of reflection depends on the class. (Additional question and answer: I: why do you think that your student ask you to limit the number of making reflection paper? P: actually, I do assign my student a lot of assignments and reflection paper is one of them. So that is why if I assign them a lot of assignment, it's become a burden for them and it takes times.)

I: Do you reflect in other way than making reflection paper? If yes please state the method used?

P: yes, besides writing reflection paper, I also ask them to make an oral reflection at the end but it is no common during the teaching learning process. Sometimes I do it in the middle of the semester and at the end of semester. I do know that it is important to do a reflection in every meeting but I do not have time since there are so many things to do. So I decided to limit the time of doing it which is in the middle and at the end. (Additional question and answer: I: in your opinion, which one is better oral reflection or reflection paper? P: it is depend on the purpose, but for me reflection paper because they can express their feelings, they can write everything whether they like or dislike whether they know something without having to be afraid of being known by their friends. But in oral they probably can say anything they like but one thing maybe there will some of his or her mock at him or her. But again its depends on the purpose of reflection itself, if the purpose is to know whether the teaching learning is running well or not or for training their ability in writing then we use reflection paper, on the other hand if you want your student to say something than you have to use an oral reflection.

I: Do you think that making reflection paper can improve your teaching practice? Why/why not?

P: yeah it is. If reflection papers' purpose is asking about whether teaching and learning process is succeeded or not, whether the student understand my material for the whole semester, and whether they like the method that I use when I teach, it will improve my teaching and learning process. And as a result I make a revision on my planning for the next semester. If using reflection paper will impact so much to my teaching an learning process even the student do not like it, I will keep doing it, I will keep using it as my tool for evaluation. I do not care if some students say that we don't need reflection paper because it is wasting time and it's hard to reflect on certain article, I will keep using it, I don't care at all, because they have to read a lot and they are lazy. But reducing the number of making it is the solution.

I: Do you think that making reflection paper can change the way you teach in the classroom? Why?

P: yeah, it can change my way of teaching for the next semester as I

told you before because at the end of semester I always ask my student whether this kind of project or assignment should be maintenance or not, or we have to reduce the amount of project. And also whether the way of presenting some assignments is already good or not or we should change some way of delivering the assignment, so from their idea I always keep it for my change and for my better teaching in the future.

I: What are the problems in making reflection paper?

P: firstly, from the students' side, if the reflection paper purpose is an assignment to reflect on some article than it become a problem since they tend to do a summary not a reflection. So this is a weaknesses maybe because they don't read a lot. But it does not mean that we have to stop making reflection. Everything need a process. Maybe in this semester they find it difficult, but maybe in the following semester they will get used to it. Then in writing not all student common with this kind of writing. For the first time I think it is difficult to start writing and I always encourage them to say whatever they want without caring of the structure of the grammar, and this is one way to make them to love writing. Then the problem from me is that I have so many student in many class and I have to read all of their reaction and I try to push myself even I don't read their reflection immediately, but I will keep it. I will read it at the end of semester

I: Do you think that making reflection paper is effective for educational tool and influence on the process of teaching and learning? Why?

P: I think it can be as a tool of assessment and evaluation and it can be effective. Since there is no an evaluation tool as good as reflection paper to know how well is your student improvement in the classroom. Also by making reflection paper we can train our student to be a critical thinker since making a reflection paper is not as similar as making a summary, but they think deeply and critically what they have learned in the classroom, in summary, reflection paper putting their own idea and another idea and trying to make an argument, and putting themselves in one side. So making reflection paper is a training to be a critical thinker.

Interview with the lecturer 3

Date: July 11th, 2017 (9.50 WIB)

Location: room 42 of tarbiyahs'building

Length: 11 minutes

Interviewee: Lecturer 3

Interviewer and Transcriber: Muhammad Haris Mustaqim

[I] = Interviewer

[P] = Participant/Interviewee

I: How long have you been lecturing?

P: I have been lecturing for almost three years.

I: How long have you been using reflection paper in your teaching process?

P: I started using reflection paper last semester and that was my first time.

I: Do you think that making reflection paper is necessary for your teaching? Why/why not?

P: I think it is absolutely necessary especially in writing class in which students require to constantly write and write, I try to encourage them to not only write during their academic writing class, so reflection paper is one of the method for me to make sure that they also write and think about writing when they are not actually in the class.

I: How often do you assign your student to make a reflection paper?

P: in the syllabus I stated that they will have to write five a reflection papers toward this semester but I give them option to submit the five paper within seven due date so that they can pick five dates of seven dates available

I: Do you reflect in other way than making reflection paper? If yes please state the method used?

P: another way of asking my student to make a reflection paper is by assigning them by weekly essay. Normally I assign them a topic every two meeting and they will have to finish writing an essay in every two week.

I: Do you think that making reflection paper can improve your teaching practice? Why/why not?

P: some student do comment on what they learn, how I talk in the class and some of their comment of their input are very critical, so I think that is one of the way for me to improve myself too. By the

end of the semester I also ask them to comment on how was the teaching is running with me, whether there are something to maintenance in my teaching process or there are something to rub out in my teaching and learning process.

I: Do you think that making reflection paper can change the way you teach in the classroom? Why?

P: actually, I have learned that reflection paper is part of a writing class actually, not only in writing class, some people in other courses have tried to adopt a reflection paper. It changes my way of teaching in a way that I don't have to keep reminding my student to write and write but I can make sure that there are writing something. I know that they are writing but when they submit reflection paper to me. And I will not know whether they write or not when they are not in the classroom if I don't assign this type of assignment. Actually if save a lot of my time to keep reminding them to write and write and it save my memory.

I: What are the problems in making reflection paper?

P: the first problem that for some student are not so familiar with the idea of writing reflection paper so when I say you should have to write a reflection paper then they will think that they have to write something really academic really formal but one side I tell them that reflection paper is not things like that and they can accept it. Even if I ask them to write a free topic on their reflection paper some of them still try to measures some of them still try to focus on other students work. Also they try to confuse essay and reflection paper. I mean for my reflection paper they have to write freely without focusing on the structure of writing and citation. And there is still a confusion on those distinction term.

I: Do you think that making reflection paper is effective for educational tool and influence on the process of teaching and learning? Why?

P: I think its depends on the course you are teaching and how much reading assignment you want your student to absorb every day, I mean making reflection paper for me in my academic writing I a way to make sure that the student write as I always say not only in the classroom but also outside the classroom. In some reading classes I think reflection paper is important because that is one of the way for the lecturer to keep their student habit of reading doing

even though they are not in the classroom. I think that is really necessary especially in the environment of student not usually reading a lot of material.

Interview with the lecturer 4

Date: July 14th, 2017 (10.40 WIB)

Location: lectures' Room

Length: 16 minutes

Interviewee: Lecturer 4

Interviewer and Transcriber: Muhammad Haris Mustaqim

[I] = Interviewer

[P] = Participant/Interviewee

I: How long have you been lecturing?

P: I have been teaching here since 2000, so it is almost 17 years

I: How long have you been using reflection paper in your teaching process?

P: since 2008 (additional question: I: why do you decide to use reflection paper? P: based on my experience when I was in the US, some of my lecturer ask me to write a reflection paper. So in my class actually reflection paper is the reflection regarding the previous topic assigned in the class. So It can be quiet inform the assigned topics which are most important for their learning process and an explanation of why. They may seem to size their point with the material studied and provide some sources such as magazines, newspaper, book, and also they may give their comment regarding the learning process in the class including the material, method, and environment. So the reflection here is not about my teaching process but it is about the material in previous teaching. I use reflection paper because I would like to know the understanding of what they have learned in the previous meeting and their expression of the class. So it can be like a self-reflection of my teaching in my class also it can be said as sort of feedback of the student progress and my position as a lecturer in the classroom.

I: Do you think that making reflection paper is necessary for your teaching? Why/why not?

P: like I told you before, it sort of feedback for me about the progress and what they have learned so I know the understanding subject of

my student. Also they can express the impression of the classroom including my teaching methodology. When they give me those feedback, I can see myself, I can see my progress, and I can see whether my teaching work or not.

I: How often do you assign your student to make a reflection paper?

P: every semester there will be 3 reflection paper, so every month they have to write 1 reflection paper.

I: Do you reflect in other way than making reflection paper? If yes please state the method used?

P: of course, every meeting I also see their face expression, their response to my question and then their answer toward the classroom assignment since I also assign them to do classroom assignment. So I know their expression, their progress during that meeting whether this student understand or don't understand. Actually, reflection paper I give them score like 10, so whatever they write there is no right or wrong. Additionally some student does not like to say something directly because not all of students are extrovert student. Some of them are very introvert student. So that I accommodate that kind of student. And I think by writing all student can sensitise the subject with another thing such as TV, newspaper, book, and other sources. So, if I ask them directly they can say it but not in a good organisation. But in writing they can write freely whatever they want.

I: Do you think that making reflection paper can improve your teaching practice? Why/why not?

P: some student do comment on what they learn, how I talk in the class and some of their comment of their input are very critical, so I think that is one of the way for me to improve myself too. By the end of the semester I also ask them to comment on how was the teaching is running with me, whether there are something to maintenance in my teaching process or there are something to rub out in my teaching and learning process.

I: Do you think that making reflection paper can change the way you teach in the classroom? Why?

P: Besides assigning them a reflection paper, I also ask them to do like ticket card. Ticket card is they may leave the class if they have written some paper writing about teaching process not the subject. Usually I use this ticket card in the middle of semester since it will get the respond what they think about my teaching process. So if

the purpose for knowing their understanding of their material subject I use reflection paper. On the other hand if the purpose is for knowing whether the teaching methodology, or the strategy that I used is not working well then I use ticket card

I: What are the problems in making reflection paper?

P: the student just not commit serious in doing their task. They ask me many times what do you mean by reflection paper, and I explain again. Then after the first reflection I found that this not like what I expect to be. So I explain again and again. In the second reflection I see some changes in some student, but there are some of them still confuse since they read limited sources, so they cannot sensitise what they have learned previously with the material that I gave in the classroom. I think they are lazy to read, lazy to think, and do not aware that doing an assignment is for increasing their knowledge. All in all student mind-set should be changed.

I: Do you think that making reflection paper is effective for educational tool and influence on the process of teaching and learning? Why?

P: it can work to encourage student to study what they have learned previously since they have to read again and make some changes. And also it's useful as a feedback about the student progress. Also it can be a feedback for the teacher toward what she or he has to do in the future.

AUTOBIOGRAPHY

1. Full Name : Muhammad Haris Mustaqim
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 - d. University : English Department of Tarbiyah Faculty, UIN Ar-Raniry Banda Aceh, enrolled in 2013.

This is all about my autobiography, May it is useable to whom it may concern.

Banda Aceh, July 25, 2017

The Researcher

(Muhammad Haris Mustaqim)