
An analysis of type using students' reflection in English subject at senior high school

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Abstract

Students' reflection is a student's effort to express themselves, which can be done with various types of reflection that are written after the learning process has finished. This study aims to know type of students' reflection in English subject at senior high school. This study used qualitative research with a case study design. The instrument used in this study are document reflection sheet and an interview. The participants in this study were students of class XI at senior high school. The results of the study revealed that the type of student reflection given by the teacher used a type of cognition, namely a one-sentence summary. In addition, there are benefits from student reflection, namely being able to recall what has been learned, and knowing the advantages and disadvantages of learning the material after writing student reflections. It can be concluded that students also express perspectives about student reflections, which were very helpful in evaluating learning that has been implemented.

INTRODUCTION

Education is the teaching and learning activities carried out by educators and students to attain learning objectives, learning is often done face to face. (N et al., 2021). In English Language Teaching teachers' cognition plays a crucial role in Teaching English, requiring them to employ a variety of strategies, materials, media, and evaluations. (Sugesti et al., 2020). The reflection causes teacher to learn and assess their educating: They plan and implement instruction in class by utilizing their expertise and knowledge. They keep on making changes until learning happens (Diah & Adnyani, 2017). According to Chang (2019) state by Larsen, London, and Emke (2016) Reflection can be used to "influence students' learning from experience, increase their awareness of their thoughts and actions, and increase their memory of experiences," in addition to serving social purposes.

In accordance with regulation article 1 paragraph (1) Law no. 14 of 2005 concerning Teachers and Lecturers whose function is to improve the quality of education (article 4 of Law 14/2005). Quality of education is measured by educational assessments, both by teachers, educational units, and the government. Regarding the educational assessment carried out by the teacher, the teacher can measure

its success through student learning outcomes. In order for the teacher to be wise in dealing with learning problems, the teacher needs to reflect after doing the learning in class.

A successful learning process always involves both the teacher and the students, with the teacher playing a crucial role in ensuring its success. If the teacher has taught well, but there is no positive response from the students, the learning can be said to have not been successful. This can be done because a good learning process is very determined how teachers and students are able to play their roles optimally. During the learning process, teachers definitely try to provide the best performance for their students but sometimes the teacher feels that he has given his best but often the teacher does not know exactly how the student perceives the learning process that has been carried out.

Students' reflection is carried out after the learning activities are completed. Because to find out the disadvantages and advantages during the teaching and learning process earlier. Especially in the understanding of students in receiving the material that has been delivered. Teachers must know this, so that in the future when teaching and learning if no one understands it, it can be reviewed again before learning the new material is started. According to Fajriah (2017) state by Trigwell, et al (2012) Students' learning journals provided the instructor with information on how students felt during the learning process. Furthermore, the emotion appeared as a catalyst for a learning process. The teacher could determine whether or not the method teacher used might help pupils love learning by observing their feelings. If the pupils had a positive attitude, it may affect their drive to study. On the other hand, if student develop negative feelings, the learnin be hampered.

Based on the observation in Senior high school in the learning process in class, students are sometimes asked to provide feedback (criticism, input or suggestions, and improvements or corrections) to the learning process that has been carried out. The goal is simple to provide a reflection on which aspects of the learning process that have taken place need to be improved. For example, whether there are notes on the content side of the lesson, the methodology of delivering the material, or the way the teachers interact during the learning process.

Considering the phenomenon above it is important for student reflection to be used after learning English is finished to find out improvements or changes in students' learning after or before, so students can self-evaluate if there are deficiencies that have not been fulfilled. According to (Cavilla, 2017) reflection activities have the potential to changed overall student academic performance as well as allow teachers to evaluate the quality of thinking exhibited by individual students by gaining access to their internal thought processes about activities

However, according to Chang (2019) that states by researcher Heyler (2015) stated that: Reflection is more than just looking back on what happened; it is comprehensive. People intuitively reflect on experiences, maybe to better comprehend and make sense of what has occurred; the concept of learning from the past, particularly attempting not to repeat mistakes, is widely established. But in the fact, based on preliminary observation that not all teachers ask their students to write down their reflection on learning and reflection is carried out in each lesson, but it's still carried out orally.

METHOD

This design of his study is case study – qualitative research. According to Creswell & Creswell (2018) State by Stake (1995) Yin (2009, 2012, 2014) Case studies are a design of inquiry found in many fields, especially evaluation, in which the researchers develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. According to Crowther & Lauesen (2017) State by Aspers & Corte (2019) Qualitative

research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Respondents

The respondent in this study were English the students in English subject at class XI MIPA in the academic year 2022/2023. Students in class XI MIPA consisted of 36 people, namely 21 women and 15 men. In this research, there were the students who participated, they are classified into three criteria, namely the intelligence of students: High, Mid, and Low. Six documents were selected based on these criteria.

Student Category : High		
Student	Gender	Age
S1H	Female	17
S2H	Male	17
Student Category : Mid		
S3M	Female	17
S4M	Male	17
Student Category : Low		
S5L	Female	17
S6L	Female	17

Table 1 Students Participant

Instruments

Document

In this method, the researchers using document to analysis a data from students make a reflection. Therefore, this research used document to answer the researchers question related to participant make a students' reflection. According to Morgan (2022) state by Patton (2015) Document analysis is a valuable research method that has been used for many years. This method consists of analyzing various types of documents including books, newspaper articles, academic journal articles, and institutional reports. Any document containing text is a potential source for qualitative analysis.

a. Reflection sheet

This reflection sheet is a document that is collected by students using a piece of paper to write about the student reflections that have been provided and students must answer the paper using the teacher's instructions to know aspects are used in students' reflections in the class.

b. Teacher instruction

This teacher instruction makes questions for students related to student reflection in class with several questions and students must answer according to these instructions.

Interview

In this method, the researchers asks the participants direct questions relating to the study. The interview is semi-structured because they can communicate casually and make participants comfortable during the interview process. The researchers conduct interview with Students at class XI MIPA This interview was to answer the first research question, strengthen the results of the previous instrument, namely document analysis, and then ensure the student reflection process through this interview with students who have been selected based on predetermined categories.

Data analysis

Research data were obtained from students of the English subject at class XI MIPA . According to Rijali (2019) Through data reduction, presentation of data, and verification. The researcher was conducted the data by document reflection sheet and interview students. All off the data document reflection sheet and recording was collected and then the researcher wrote the transcription of recording data. The researcher was identify the ways how student reflection are in English subject class XI MIPA. The three activities in interactive model analysis can be explained as follows:

1. Data Reduction

Data reduction in this study was carried out to select existing data deemed necessary and unnecessary. So that conclusions and data verification can be drawn. In this process the data obtained is reduced, summarized, and selects the main points which will focus on important things to make it easier for researchers to find data other than the data needed. so that researchers reduce document analysis or interview data and retrieve data related to research.

2. Data display

In this study the data display is information about student reflection in learning English. The data is also arranged systematically to draw conclusions as a student reflection research findings.

3. Verification

The researcher was drawn a conclusions from the data in accordance with the reflection sheet and interviews that had been carried out by researchers at the school when conducting the analysis.

In order to reach the correct conclusion, the conclusion must be verified during the research. This conclusion is the result of connecting the research questions with the data obtained by the researcher.

RESULTS AND DISCUSSION

Students' Reflection in English Subject

Based on the data analysis that the researchers has carried out through document analysis and interviews, with a focus on the objective of investigating the type students' reflection conducted in class XI MIPA of Senior High School.

a. Document

This is a document analysis of the results of the research, namely the reflection sheet. This reflection sheet is analyzed based on the intelligence of three criteria, namely high, medium, and low. Based on these criteria, six document of reflection sheets were taken from 36 students.

Participant	Analysis of Reflection Sheet			
	Experience	Feelings	What You Like & Didn't Like	How You Learnerd
Students Category High				
S1H	Can make a series of sentences from Cause & Effect material by using conjunctions found in cause & effect material	Excited and happy because it adds knowledge about English lessons	Likes about this material is being able to express a reason for the Cause & Effect of the events experienced and what he doesn't like is making cause effect sentences with certain conjunctions, there are some that change the structure of the sentence.	Learn Cause & Effect by applying it to dialogue through striped comics made with Canva.

S₂H	There is a part of stringing words where all elements are interrelated from this cause and effect material.	Feel challenged if fail to work on mastering a material.	Prefer this material compared to other materials.	Studying this material yesterday I made a mistake.
Students Category Mid				
S₃M	Studying Cause & effect material means knowing that the material in English is very broad	Really enjoyed learning in this chapter.	Everything that is learned is very meaningful in life and makes you familiar with English.	Learn cause effect by having dialogue with friends and making comic striped..
S₄M	So knowing how to design sentences and make reasons out of cause and effect material.	happy to get new knowledge	-	make dialogue so easy to understand the material.
Students Category Low				
S₅L	By learning this material, you will know cause and effect in English	Fun, not boring, easy to understand,	-	-
S₆L	It is easier to understand the cause and effect material compared to the previous material that has been taught.	Fun because the material is easy to understand	-	Make dialogues to learn the material.

Table 2 Analysis Reflection Sheet

The table above according to (Demers, 2021) showed documents are analyzed based on the three category of the students' intelligence, namely: high, medium, and low category these categories are based on recommendations from English subject teachers. So the researcher used six document from the three criteria to carry out document analysis.

The results of the analysis of the high-intelligence student participant document are the findings that researcher found in the form of a reflection sheet with instructions. Participant S₁H answered according to the instructions given. The student's experience comes from writing student reflections about the chapter that had been taught and getting experience such as making a series of sentences from the Cause and Effect material by using conjunctions found in the cause and effect material. S₂H participants answered the reflection sheet according to the instructions given. These students like the material that has been taught because there is a part of stringing words, all cause and effect material are interrelated and from these students feel challenged if they fail to understand the material.

The results of the mid-intelligence analysis, the findings that the researchers found were that the S₃M participants when writing the reflection sheet the answers given by the students were shorter than the previous students did not explain clearly, but answered all the instructions given even though some answers came out of the questions given by the teacher. In S₄M the answers were given according to the instructions but some were not answered, and the answers to each instruction were very short.

The results of the low-intelligence analysis, the findings that the researchers found were that S5L answers were short and some did not answer according to the instructions given, only answered a few instructions. In the S6L the answered were short but almost all answered the instructions and the answers matched instructions given.

Reflection Sheet	Types of Students Reflection															Conclusion	
	Prior Knowledge				Cognition				Metacognition		Competency			Personal Growth & Change			
	3-3-1	KWL	Missconception check	Story Board	One Sentence Summary	Quick Write	Journal s	Reflective Essays	Self Assessment	Transfer Journal	Portfolios	Concept maps	Video Presentation	Self Assessment	Sentence stems		What? So What? Now What?
1. Write about your experience in learning this chapter. 2. Write about your feelings, how you learned something, what you liked didn't like, etc.					√												Because this Reflection Sheet addresses the characteristics of the Cognition type which uses one sentence summary as the writing instructions contained in the reflection sheet compared to other types.

Table 3 Analysis Type of Students' Reflection

The table above showed the documents are analyzed based on type of student reflection have 5 type namely Prior knowledge, Cognition, Metacognition, competency, personal growth & change. The type of student reflection has activities of each type. This table was the final result of the findings of six document reflection sheet analyzed used the three category of the students' intelligence, namely: high, medium, and low category. So the researcher used six document from the three criteria to carry out type of student reflection document analysis.

Based on the results of research from these findings it was found that in the Document Analysis this makes students' reflection there is a reflection sheet that is used to make it easier for students to write evaluations of the material that has been done. Therefore this Reflection sheet requires students to answer honestly to make it easier for the teacher to provide good feedback on the results of the student reflection. This reflection sheet contains Teacher instructions, namely instructions about experiences, feelings, and how you learned this chapter. So students answer according to the instructions given by the teacher.

From the document it can be seen that from the characteristics of student reflection used by the teacher, namely using a reflection sheet which contains teacher instruction, the contents of which include questions such as experiences, feelings, how you learnerd, what you like and didn't like. The instructions refer to the type of students' reflection Cognition, namely one sentence summary. Reflection activities for cognition is an effective problem-solving test that evaluates individual variations in the proclivity to reflect on and reject intuitive but incorrect answers. This multiple measure's validity is dependent on participants being aware of its contents and purposes. It is accordance with the research according to Demers (2021) the type of students' reflection Cognition is One Sentence Summary is Students are asked to write a summary sentence that answers "who, what, where, when, why, how" questions about the topic.

It can be concluded this document that three criteria intellegence students namely high, mid, and low. The findings obtained from the document analysis show that the type of student reflection given by the teacher uses a type of cognition, namely one sentence summary.

b. Interview

Based on the findings from the analysis of research documents, it was conducted on three category of the student intelligence namely high, medium and low students. To strengthen this research, added by using interviews. The purpose of this interview is to find out more about the benefits, feelings, time to write student reflections, instructions, and difficulties in writing student reflections that have been done with the three participants above.

1) The Benefits of writing students' reflection:

The results of the interview is students can recall what has been learned before and can be applied in everyday life. This explanation is supported by excerpts from interviews with high intelligence students as follows:

Excerpt #1

S1H "... I was able to recall what things had been learned in the material previously taught by Mrs. Widya. ... for example, being able to apply the material that has been taught in everyday life. Then I also came to know some new conjunctions after the material was taught and added a new vocabulary."

Another student can find out what has not been understood after finishing writing student reflections and can learn it on their own. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #2

S3M "... see what others might learn, but we can't yet. So, we can study it ourselves after writing students' reflections".

However students will know their strengths and weaknesses after writing student reflections, increase their self-confidence, not easily make decisions, and know the side effects of making decisions so that they make wise decisions. This explanation is supported by excerpts from interviews with low intelligence student.

Excerpt #3

S5L "... it's usually sure so that we know our own strengths and weaknesses, ... increase our self-confidence, ... learn things we don't know yet, ... make it a lesson in the future. If you make a response or a decision, you can think first of the future and the side effects of making that decision so that you make a wise decision".

The benefit is that students can recall what they have learned from the material to provide reflection to the teacher; this material can be applied in everyday life. Besides that, another benefit is that students can find out what they don't understand after writing their reflections; from there, they can study independently material that they don't understand. The last benefit is knowing your own strengths and weaknesses. It's not easy to make decisions, and you can think in advance about what the side effects will be in the future so that you make wise decisions. This reseach related according to Chang (2019) The reflection at the end of the evaluation assignment was beneficial because it was like getting a high light on what was just done and it always beneficial to look back at your efforts and see how you could improve in the future.

2) The reaction writing student reflections

The results of the interview is students feel happy and proud because they get new knowledge and can learn the material. This explanation is supported by excerpts from interviews with high intelligence students.

Excerpt #4

S_{1H} "... happy and proud of myself because I got new knowledge, also proud because I have gone through the material that has been taught ..."

Another student students feel happy because they can share what they don't know with the teacher, and it can also be a reflection for the teacher. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #5

S_{3M} "It's always nice to be able to share with Mrs Widya... just like for example learning from Mrs. Widya maybe can get the student reflection for Mrs. its Widya."

However students feel normal and calm when writing students' reflections. This explanation is supported by excerpts from interviews with low intelligence students.

Excerpt #6

S_{5L} #3 "For me, writing student reflection is just normal, it's more relaxed, just take it easy so you can relax."

The feelings are feeling proud of yourself because you have gone through the material, even though there are some difficulties related to the material being taught; besides that, you feel happy because you can share what you feel with the teacher regarding the material that has been studied; and the last thing is to be more relaxed when writing students' reflections because they are related to the material that has been taught. This relevant to the research conduct Chang (2019) according to Yaffe (2010) this made the students feel closer to their peers and helped strengthen their interconnectedness. Further, they gained the ideas of how to solve such problems when some peers shared their ideas of how they dealt with similar problems in their reflections.

3) The Time for making the student reflections

The results of the interview is student reflection is given after the material for each chapter is finished or after the test. This explanation is supported by excerpts from interviews with high intelligence student.

Excerpt #7

S_{1H} "Usually, students always give this reflection when they finish the material, such as after completing a test, students are required to write students' reflection, usually on a piece of paper or on Google Drive."

Another student usually teacher give the students' reflection after creating a project and then make the students' reflection. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #8

S_{3M} "Usually, when we give students' reflections at the end of the lesson, for example, we have made dialogues or comics, and then we do the tests. After the exams, students' reflections are usually given via Google Drive or on a piece of paper. ..."

However, it is common for students to write student reflections waiting until one chapter is finished before moving on to the next chapter. This explanation is supported by excerpts from interviews with students with low intelligence.

Excerpt #9

S5L *"After each chapter, before moving on to the next chapter, we are usually asked to fill in the student reflections or after the daily review of the chapter,"*

The time spent writing the student reflection and the instructions given by the teacher. Writing student reflections at the end of learning after completing chapters or tests can also be done after finishing working on a project from the material that has been taught.

4) The Instructions of Student Reflection

The result of the interview is the instructions given by the teacher are always the same every time make a student reflection. This explanation is supported by excerpts from interviews with high intelligence students.

Excerpt #10

S1H #1 *"The instructions are always the same every time giving students' reflections such as likes and dislikes, feelings when learning the material."(AP)*

Another student say the teacher always the same instructions. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #11

S3M *"Always the same instructions as experience or like and don't like"*

However, about what is not understood from the material and how to make learning from the teacher better in the future. This explanation is supported by excerpts from interviews with students with low intelligence.

Excerpt #12

S5L *"Usually the instructions are for us to feel what is learned by Mrs. Widya who doesn't understand how to teach mrs. Widya how to make it even better in the future."*

The instructions given are always the same for every student's reflection writing, such as about likes and dislikes, experiences related to the material, classroom learning by the teacher, which material is not understood, and how to learn the material.

5) The difficulty of writing students' reflection

The result of the interview student is no trouble when writing students' reflection. This explanation is supported by excerpts from interviews with high intelligence students.

Excerpt #13

S1H *"There is no difficulty in writing students' reflection because it only follows clear instructions given by the teacher."*

Another student say no difficulty because of the experience of the chapter. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #14

S3M *"There are no difficulties, because it's about our experience, especially about our feelings about that chapter."*

However, student there are no difficulties because writing students' reflections is what we feel. This explanation is supported by excerpts from interviews with students with low intelligence.

Excerpt #15

S5L "For difficulties, Alhamdulillah, there are none because writing student reflections is because of what we feel, so there are no difficulties."

The difficulty of writing student reflections. There are no difficulties when writing student reflections; they already know what they are going to write because there are already clear instructions when writing student reflections. According to Chang (2019) Through reflection, learners reviewed and revisited the knowledge they had learned, explored the depth of the knowledge, and reinforced the knowledge. Reflection allows learners to step back to review the whole process of learning and to recognize the value of the knowledge holistically, not just fragments of knowledge.

It can be concluded of this interview that student reflection has several benefits, such as being able to review what has been learned; students also feel happy because they can share with the teacher learning material that they have not understood. Writing student reflections is also done after each chapter is over, from the instructions given by the teacher to write student reflections, it is easy to understand, and students don't find it difficult every time they write a student reflection.

CONCLUSION

It can be concluded that the process of student reflection in class XI MIPA writing students' reflections is useful, among other things, for being able to find out the strengths and weaknesses of the material that has been taught. Students are also happy to write student reflections because they can share their experiences with the teacher. When writing students' reflections, the students didn't have difficulties because there were already clear instructions from the teacher, and the aspect used in student reflection in this class is the Reflection for Cognition Activity, which is a one-sentence summary. This type is used in student writing, which is done after each chapter or after exams. From the findings of the reflection sheets, students can be better at learning after writing reflections because they honestly express what they experience.

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