CHAPTER I
INTRODUCTION

A. Background of the Study

An important aspect of learning to communicate in another language is developing Literacy. Literacy is an ability both to read and understand written texts and to write and compose in that language (Jessica, 1957). One of the important aspects is writing. Writing is an activity which the students are expected to produce language themselves to ensure their communicative competence (Harmer, 2007:265). It is a means of communication which helps people share ideas and defend opinions. Writing activity is not only about the result of writing but also the process in writing used by the writers. Sokolik (2003 in Linse, 2005) clarified that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Meanwhile, according to Zamel (1982) in Nunan (2001:36) the process refers to the act of composing evolves through several stages as discovery idea, through the process, message that writers are trying to say. Apart from this, the product focuses on the end of result of the act of composition by the students that is expected to be able to do as a fluent and competent user of the language such as letter, essay, story, and so on.

In fact, many students are still confused in delivering their ideas through written form because they have to pay attention more to some aspects such word choice, and the order of each sentence in order to produce
a clear well understood text. The students should be aware of the structure or grammar as well as the organization those should be well constructed in writing. In addition, the students also have to consider whether the purpose of their writing can be understood or not by the readers (Stefanovicova, 2011:18).

There is a possible reason that might happen in writing class. Especially, when the students writing an essay. That reason could be the misunderstanding about the theory and the process of write an essay. Some of the students know about the theory of how to write a good essay, but they do not practice it and the other students can write a good essay but they do not know about the theory very well. From the description of what essay text is, a good essay can be produced by a good understanding about the theory and the practice.

There are so many methods to make the students understand about the theory and the practice of how to write a good essay. One of the method is reflective writing. Reflective writing provides an opportunity for the writers to gain further insights from his or her work through deeper reflection on his or her experiences, and through further consideration of other perspectives from people and theory. Through reflection we can deepen the learning from work. One tentative definition of reflection is offered by (Moon, 1999) “a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution”. Reflective writing is
important especially when we write an essay. It is because through reflective writing we can consider the process of our own learning, critically review something of our own behavior, build theory from observations, and engage in personal or self-development and so on.

On a whole, it is necessary to know the appropriate theory and process for writing an essay. Especially for Indonesian learners who learn English as a foreign language. One of the reasons using reflective writing as a method to write an essay is, by reflective writing the writers or the students can consider other perspectives and also theory from other people. It can build their critical thinking and also help the writers or the students to write in well-organized structure also improve the writers or the students writing skill. By knowing this method, further action to make the students have better in writing skill can be determined. In addition, this method can help the students in overcoming their problem in write an essay especially. Therefore, a research entitled “Perspectives in Reflective Writing (An analysis of Students’ Reflection in Essay Writing Class)” is conducted at University of Muhammadiyah Purwokerto in purpose of knowing students reflective writing.

B. Reason of the Study

The topic of this study is chosen based on the following considerations:
1. Essay writing is one of the important models in writing activity especially in modern society. The needs of writing in English nowadays are very great. Almost all of the aspects in education or occupation need a good writing or speaking skill.

2. Most of the university students especially in English Education Department know about the theory of how to write a good essay but they do not apply it clearly, and the other students can make a good essay but they do not know about the theory very well. Therefore, they needs some reflection to build their writing skill especially in write an essay.

C. Problem of the Study

The problem of the study is formulated in the following research question:

How do students of English Education Department reflect their writing product?

D. Significance of the Study

The significance of the study is to reveal the students’ of English Education Department ways in reflect their writing product.

E. Scope of the Study

The aims of this study is to determine students' understanding of how to write essay writing in good theory and practice. As the subject of
This study is college students in which based on the curriculum applied in English Education Department had writing subject namely essay writing. This research focused on the understanding of the student's in essay writing.

F. Classification of Terms

1. Perspectives

According to Moon (1999) perspectives is a techniques, processes, or a statements that represents an article or a work that focuses on one's personal reflection.

2. Reflective Writing

According to Moon (1999) reflective writing is an opportunity for the students or the writers to gain further insights from their work through deeper reflection on their experiences, and through further consideration of other perspectives from people and theory.