

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Reflective learning is one of the cores in the teaching learning process. It refers to a process of an individual student to evaluate themselves and get better achievement in the future by reflecting on the experiences through individual cognition and collaboration with others. It is a set to improve our life performance by considering how we should act, then designing and carrying out a new action (Ramsey, 2006). Therefore, the students can develop their reflection through their experiences in learning and involve emotions and feelings in it. Reflective learning attributes a significant role to the learning process of an individual student which involves emotions and feelings to constructing knowledge (Fullana, Pallisera, Colomer, Fernández Peña, & Pérez-Burriel, 2016). It can be developed by several strategies such as reflective portfolios, mentoring process, self-diary, etc.

Moreover, in English language classrooms, creative writing and literature writing are often used to make reflective learning. It is mostly used to represent students' creativity in school through the texts they produced (Tok, 2015). In English classrooms, writing poetry such as haiku is mostly used to make students figure out their thoughts and creativity in the form of writing. Haiku is a unique poem from Japan that is often used in English language classrooms which has three lines of 5-7-5 syllables in

the form of English language. According to Iida (2016), haiku is a Japanese poem which covers seventeen syllables in three line 5-7-5 syllables with the use of a seasonal reference and a cutting word is used for different purposes in various contexts all over the world. In the context of teaching, haiku is often used in English classrooms to make students express themselves along with the activities in the class or even reflecting themselves while studying. By doing so, writing a haiku requires students to reflect on themselves while studying. It leads students to reflect all sources of knowledge that contribute to understanding experiences and personal sources (Fullana et al., 2016).

In the early years, this topic was discussed by some researchers. Furman, Coyne, & Negi (2008) explores the uses of poetry and journaling exercises as means of helping students develop their self-reflective capacities within the context of international social work. The findings reveal that the use of writing as a tool for self-reflection is useful within the international context whereupon cross-cultural variations are often difficult for beginning international practitioners and students. Besides, Iida (2017) discussed the development of voice writing and how to express it in the context of Japanese EFL Freshman College. The result indicated that some students had difficulties in composing haiku but took positive attitudes toward writing haiku.

Dealing with the issues in the previous studies, the research on poetry writing and haiku are about reflective learning through poetry and

journaling and also students' perception in making haiku as the development of voice writing and the discussion about haiku as reflective learning has never been discussed. Meanwhile, the researcher found a phenomenon in Children's Literature class in English Education in which students write haiku as a reflective learning platform to reflect their learning by thinking creatively through writing haiku. They have written haiku as a reflective learning individually at the end of every meeting. Also, this research focuses on experiences of students' writing haiku as a reflective learning platform in Children's Literature class.

This research aims to investigate students' learning experiences in writing haiku as a reflective learning platform that has been taken in Children's Literature class in the English Education Department. Besides, this research intends to contribute to future researchers in developing theories about student experiences and writing haiku as a reflective learning. In addition, this research provides an overview for English teachers in using haiku as a reflective learning platform in the classroom.

1.2. Formulation of the Problem

As discussed above, the research question is:

What are the students' experiences in writing Haiku as a reflective learning platform?

1.3. Operational Definitions

1.3.1. Reflective learning: A process of an individual student to evaluate themselves and get better achievement in the future while they are

learning in Children's Literature class by writing haiku at the end of every meeting.

1.3.2. Haiku: A unique poem from Japan which has three lines of 5-7-5 syllables in the form of English language that is used as a reflective learning platform in Children's Literature class.

1.3.3. Students' writing experiences: The experiences of writing haiku as a reflective learning of an individual student in Children's Literature class.

1.4. Aim of the Research

The aim of this research is to investigate students' learning experiences in writing haiku as a reflective learning platform that has been taken in Children's Literature class in English Education Department, Siliwangi University.

1.5. Significances of the Research

1.5.1. Theoretical Contribution

This research intends to contribute to future researchers in developing theories about student experiences and writing haiku as reflective learning.

1.5.2. Empirical Contribution

This research will contribute empirical insight of writing haiku as a reflective learning platform in English classrooms.

1.5.3. Practical Contribution

This research will provide an overview for readers and English teachers in using haiku as a reflective learning platform in the classroom.