

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Reflective Learning

Reflective learning is 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 can generally be defined as a cognitive process carried out in order to learn from experiences (Moon, 2004; cited in Neville, 2006). Besides, it leads to understanding the circumstances to acquire better achievement in the future. It is a process of reflecting on all sources of knowledge to comprehend a situation, including personal sources and experience (Fullana et al., 2016). It occurs when someone reflects on the experiences through individual cognition and collaboration with others to get better outcomes in the future. Richards & Farrell (2005) are in line with this statement. They state that reflection derives as the process of critical analysis of experiences that can lead to a better understanding of the learning process and happens in routines. Furthermore, reflection involves questioning remaining assumptions, values, and perspectives that pursue people's actions, decisions, and judgments. Supporting that statement, Van Manen in 1977 (cited in Leijen, Valtna, Leijen, & Pedaste, 2011) introduced three types of reflection. First, technical reflection which is concerned with the effectiveness of means for accomplishing certain goals.

The second, practical reflection is a concern in constructing personal knowledge and developing awareness of one's own identity, beliefs and development. The third, critical reflection is carried out when personal actions are analyzed surrounded by the wider socio-historical and political cultural context. The whole type of this reflection is mostly used in the teaching learning process in the classroom to perceive students' achievement and experiences in learning.

Moreover, reflective learning is beneficial for both the teacher and also the student. Reflective practice has a role as a central development for teachers to help them in analyzing and evaluating what is occurring in the classroom (Farrell, 2015). Dealing with that, the use of reflective learning in the classroom leads the teacher to evaluate learning and make students go deeper learning and understanding by thinking of what they do during the learning. Besides, doing a reflection can make one person understand each other, especially when it comes to learning settings. Reflection assists the determination of becoming conscious and thoughtful about someone's action (Dewey, 1933). It can be developed by some strategies depending on what they need. The students can construct reflective writing for several reasons such as in professional portfolio entries, in learning journals or logs or workbooks, as part of personal or professional profiles, for evaluating project work in dissertations, or specifically as part of directed assessments (King, 2002). Moreover, in English classrooms a reflection is able to come up through creative writing, for instance writing

haiku. By making a haiku, the students can reflect on themselves, their experiences in the learning process, or even the learning environment around them. Hence, the significance of reflection is decided in the middle of teachers, students, and the learning process itself.

2.1.2. Haiku

Haiku is a type of poetry that comes from a Japanese poem that has a special formula in its form. According to Iida (2016a) haiku is known as a Japanese poem which covers seventeen syllables in three lines 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. Besides, the writers of haiku can freely express their emotions. The principle of haiku is to describe what the writer sees and feels in their life and this approach allows the writers to explore and express the relationship between the internal and external world of the individual. Furthermore, Iida (2008) declares that haiku is a literary text that represents writers' voices reflecting cultural contexts. Meanwhile, considering the structural pattern, haiku contains a seasonal reference and cutting word. A cutting word can be seen as either an actual word or an exclamation mark including a colon or semicolon which has a specific rhetorical function that is to divide one haiku into two parts; this creates an imaginative distance, although both sections remain to some degree of independent from each other (Iida, 2010).

Haiku is often used in English language classrooms in growing students' creativity. The activities of reading and writing haiku in school encourage students to develop their communication skills and to learn to write creatively (Minagawa, 2005; Mitsuhashi, Kuroda, & Kikuchi, 2008; Uesaka & Koushima, 2009; cited in Iida, 2017). Through making haiku, the student can freely express their emotions and feelings through simple words as a form of expressive writing, especially in the form of writing poetry. Therefore, haiku is seen as a meaningful literacy which allows students to not only develop their English writing ability but also express their emotion or feeling and reflect their own life through the writing of poetry. On the other hand, Teranishi, & Nasu (2016) believe that an English haiku poem is used to help EFL learners to have a deep understanding of an English poem with the relevant theme. Haiku poems can also help EFL learners make connections between reading and writing, also enhancing their extensive reading. More essentially, teaching L2 haiku writing can develop EFL learners' ability to express their voiced thoughts, feelings, and selves by linguistically expressing learners' own lived experiences as content for haiku (Iida, 2008). However, the most importance of L2 haiku poetry should be identified in its role as a pedagogical means of meaningful literacy instruction (Iida, 2016b) in which L2 learners can understand, interpret, feel and express their personal meaningful understanding to themselves and within social settings through linguistically expressing those experiences. Therefore, using haiku in the

classroom is able to cultivate students' experiences while they are studying in the classroom; even using it in the classroom as reading haiku, writing haiku, or even as a reflective learning.

2.1.3. Students' Writing Experiences

Students' experiences refer to all experiences of an individual student while in their identity as a student. Roth & Jornet (2014) state that "experience is a category of thinking, a minimal unit of analysis that includes people (their intellectual, affective, and practical characteristics), their material and social environment, their transactional relations (mutual effects on each other), and affect". Meanwhile, students' writing experiences are seen as the experiences of an individual student while they are learning and put their ideas, perspective, and feelings into written form. They have the opportunity to screen their own experiences to come up with new ideas, perspectives and even new modes of expression (Mansoor, 2010). Therefore, an understanding of student experiences is likely to vary widely because the concept can be seen by some factors such as the composition and distinctive requirements of different groups of students. According to Benckendorff, Ruhanen, & Scott (2009), student experience is influenced by some factors which can be grouped into four dimensions including institutional dimensions which refer to the factors within how lecturers and universities can influence students' achievement and experience in learning; student dimensions that is an internal factors within the student and in their under control that can influence themselves

in learning; sector-wide dimensions which include within the sector-wide around the student including collaboration and competition with others in learning; and external dimensions which include external trends and changes such as government policies, technological innovations and economic pressures. Then, the interaction of these dimensions leads to great and dynamic student experiences and it influences to student's outcomes. Moreover, by having and perceiving the actual experience especially in writing, the students can advance themselves through looking at their experiences in learning and do the betterment of learning outcomes.

2.2. Study of the Relevant Research

In this study, the researcher reviewed the study of relevant research conducted by previous researchers. The first related research is about *Developing Voice by Composing Haiku: A Social-Expressivist Approach for Teaching Haiku Writing in EFL Contexts* by Iida (2010). The research managed to construct the social expressivist approach of university students to discover their voice and perspective on the world. Furthermore, this research examines how haiku fits in with the social expressivist approach and presents some activities that can be used in EFL' university writing classroom.

The second research is about *Poetic identity in second language writing: Exploring an EFL learner's study abroad experience* by Iida (2016a). This research investigated EFL' college students in expressing

their study abroad experience and communicating personal life stories through the writing of haiku. Moreover, this research delineated voice and identity in L2 poetry writing and the effectiveness of poetry writing as a form of meaningful literacy. It provides EFL students with opportunities to perceive different learning and enable them to use the target language more practically in order to express themselves.

Based on the previous research above, those studies were investigating EFL students related to haiku. The relevancy of those studies with this research is about the use of haiku by EFL students. The first study discussed developing voice by composing haiku in EFL students and the second study discussed exploring identity and voice of EFL student's study abroad experience through writing haiku. Meanwhile, this research focuses on investigating students' experiences in writing haiku as a reflective learning platform.