

Chapter Four

Finding and Discussion

In this part, the researcher reported the findings and discussed it to answer the research question. There are two major findings reported based on the research question. The first is the researcher reported the obstacle revealed by the students in conducting reflective writing assignment and the second is the strategies used by the student in solving the problem of reflective writing assignment. Moreover, an elaboration of the discussion of the findings and the theories of expert judgment is reported in this chapter.

The Obstacles in Conducting Reflective Writing Assignment

In this section, the findings and discussions related to the obstacles revealed by the students on reflective writing assignment are presented. Based on the result of the interview, all of three participants faced the obstacles in reflective writing assignment. The researcher also revealed the most difficult thing and the causes of obstacle in reflective writing in this part. There are six findings that found by the researcher of this study. Hence, the findings are discussed based on the theme of obstacles in conducting reflective writing assignment.

Content problem. The first finding found that one of participants faced the content problem in expressing the ideas in this research. As stated by Arga, “In my opinion, I feel difficult when I want to express the idea. So, I have to think of what I have done and what my mistakes are during the courses. It was because, sometimes,

the question from the lecturer is hard to be understood. For example, the vocabulary is still difficult. So, I am not being able to comprehend the question of reflection.” It means that he had to think back of what events experienced by him during joined the courses. In addition, this participant explained that he felt hard in expressing the ideas was because of the question of reflection was hard to be understood. The given question used unfamiliar word that made him cannot comprehend the question itself. Therefore, he could not easily answer the question through his reflection which might be ambiguous to get understanding in the instruction of the question from the lecturer. This finding is also revealed by Tulley (2013) who stated that the unclear instruction from the instructor was one of the sources of the students’ poor performance in writing. In line with that, Fareed, Ashraf, and Bilal (2016) found that some respondents “will not be able to pour any idea through their pen onto the page unless students have information” (p.85). It could be concluded that the student has a trouble to put several ideas unless he has an ability in memorizing all of learning activities.

Another finding that the researcher found related to this issue was that one of the students felt difficult to generate the ideas. As mentioned by Eva, “I am confused how to start writing.” It means that she confused what she would to write at first to start the writing in the first paragraph. She did not know how to the way of generating ideas which would be explained for the first time in the writing. This finding was also in line with the study that Heong, Yunos, Hassan, Mohamad, Othman, and Kiong (2013) investigated the factors contributing to difficulty in generating ideas. They found that the biggest problem faced by the students when solving individual

assignments was the difficulty of generating ideas. Approximately, 33.5 % of the respondents lack of exercises to generate ideas. The authors explained that “the process of ideas generation occurs through restructuring and relating knowledge and experience in new ways” (Heong, Yunos, Hassan, Mohamad, Othman, & Kiong, 2013). It was because without information form, idea generation would not begin. Therefore, the study suggested that students with experience and thinking skills, could generate the idea more easily. Correspondingly, Dwivedi and Chakravarthy (2015) found that one of student’s problem in English writing that they have inability to decide where to start and when to end. It can be concluded that the participant had less ability to decide what she would to write at first in a reflection paper.

In addition to the content problem, the researcher also found that the participant felt difficult to develop the ideas. As mentioned by Eva, “I feel difficult when my lecturer asked me to write 500 words for self-reflection. So, I am confused what I should write about myself with those many words” and she added, “The count words of reflection increases in each semester. So, I feel difficult to put the ideas in writing with those many words.” In other word, it could be concluded that she was confused toward what the other ideas that have to be shared in the reflection. She had not willingness to write with many words in this paper. This finding was also in line with Rass (2015) who had problem in developing the ideas, they might have problem in giving supporting detail, such as evidence and reason to develop the main idea, Hence, supporting detail such as evidence and explanation are needed, but the

students were still found to be difficult to give evidence and explanation. So, they have less ability to write many words in their essay.

Furthermore, there was one participant that had content problem in terms of difficulty in recalling memory of the lesson in his reflective writing assignment. As stated by Beni, “Sometimes, I forget what I have been done during one semester because the reflection task is submitted in the last meeting of semester.” He realized that due to the assignment was given at the end of the semester, he felt difficult to throw back about what were already done by him during the courses. The researcher also revealed a finding related to this issue which as the most of difficult thing of reflective writing for two participants in this research. As stated by Arga, “In my opinion, the difficult is sometimes I forget of what I have been done during the courses. So, I have to think what I want to write,” and he added, “for example, I forget of what has been delivered by my lecturer.” Similarly, Beni said that, “The most difficult thing in writing reflection is recalling what we have been done. So, I am confused of something that needs to be highlighted even if it will be submitted to the lecturer.”

Based on Arga and Beni statement’s about the perception of difficulty in recalling memory of the lesson above, it could be viewed that the participants felt hard to remember what learning activities were and the way how to evaluate their performance in the last courses. Due to the assignment was submitted at the end of the semester, the students felt challenged to throw back about their experiences in joining the courses. Park (2003) found that “it is difficult for the students to faithfully

recollecting their thought, feeling and reflections well after the event had been stressed to them at the very beginning of the course” (p.188). It means that it was too challenging for most of students to carried out their experiences and described them through reflective writing assignment. Similarly, Miller and Parker (1997) also shared the same statement. They added that the students’ problem was merely in the content of writing where they will most probably faced in sharing the situation in the past of the last courses. In addition, when writing for journal like reflective writing was hard to determine the way how to demonstrate what student knew. Beside, they would feel struggle how to say something while thinking about the impression all time (Buckingham, 2008).

However, the content problem could be caused by the lack of seeking the proper ideas in reflective writing. There was one of participants in this research that support the argument of other participants’ statement who felt difficulty in the content problem. As stated by Arga, “In my opinion, the cause of the obstacles is when I want to find out the ideas of writing”. He explained that exploring the ideas of his reflection was the reason why he faced many obstacles in reflective writing. This finding was also in line with Alfaki’s study (2015) that identified the university students’ writing problems in English language. He stated that gathering the idea was one of causes of learners’ problems in writing process. It could be viewed that the learner might have inadequate time to think critically to put what are ideas in the writing (Alfaki, 2015).

Another finding that the researcher found related to this issue was two participants also lack of uncomfortable atmosphere in doing assignment as the cause of content problem in their writing. As realized by Arga, “it is hard to find the comfortable place to do the assignment. Sometimes, I have not mood inside and outside the home.” Similarly, Beni said that, “I feel lazy to do the assignment when I am alone in the boarding house. So, I have to do it at the other place that more conducive.” It means that the learner needed good situation while they finish their work of assignment. Cambria and Guthrie (2010) stated that, “student who struggle begin to doubt their abilities, they expect to do poorly in reading, writing, and talking about text. Believing they are worse than they really are, they stop trying completely.” In addition, the environment can influence learner’s mood in doing assignment such as self-reflection.

In addition to this study showed that there was one participant lack of adequate tool to do the assignment as the cause of content problem in his reflection. As stated by Beni, “The cause of I face the obstacles is my laptop often error. So, I feel lazy to do the assignment and have to repeat it again.” He explained that he had inadequate tool which made him lazy to finish the assignment because the laptop was error. In other word, an inadequate tool disturbed the participant’s work while he typed. Moreover, this kind of unsatisfied tool might inhibit the process of learner’s writing. In addition, the Beni’s statement that he lacked of adequate tool to do assignment was as the new finding in this research. It means that the researcher found a new data that related to the cause of obstacles in reflective writing assignment.

Vocabulary problem. Another finding in this research was about vocabulary problem. The problems were in term of diction and word spelling. The researcher found that one of the students had problem of word choices. He stated that he felt difficult to find out the proper diction during writing a reflection. As mentioned by Arga, “In my opinion, I feel difficult how to find the appropriate word to make a reflection. Sometimes, the diction should be written appropriately. It means that our vocabulary knowledge should be expanded.”

This finding was in line with the statement of Byrne (1988) as cited in Alfaki (2015) problem of word choice was one of learners’ writing problem including linguistic problem that hamper students’ effective writing in English. Similarly, Fareed , Ashraf, & Bilal, (2016) also found that the respondent experienced in the order of inappropriate words when expressing of meaning. This kind of student felt hard to used the appropriate words in the appropriate place.

It also has been found another finding that one participant had vocabulary problem in term of word spelling in his reflective writing. The participant was mistaken in spelling the word because he has less vocabulary knowledge. As mentioned by Beni, “When I was in the first semester, I have no much vocabulary knowledge especially about education field. Sometimes, I have mistaken in writing a word such as I want to write “apple” but I forget the P one.” In this case, Beni tends to write a word incorrectly because he has limited vocabulary in the first semester.

The finding above was in line with Fareed, Ashraf, and Bilal (2016) who stated that “spelling errors were found according to learners’ sound and it is a process referred to as phonetic perception” (p.88). Similarly, Gowere et al (1995) state “the English spelling system has become inconsistent for students due to the influence of other language and variant pronunciations.” Hence, the student easily mistaken in spelling a word through writing that might be possible based on what he had said or he had heard.

Based on both of participants’ statement above, it could be indicated that they lack of vocabulary knowledge in the vocabulary problem when they wrote a reflection. There was one participant who explained that having limited in memorizing new vocabulary especially about education aspect was the cause of vocabulary problem. As stated by Eva, “The cause is I have limited to memorize the vocabulary” and she added that, “I feel difficult of the vocabulary that still unfamiliar for me to make a reflection. It is because the vocabulary should be more academic.” It could be seen that the participant had not expand the unfamiliar vocabulary. Then, she did not know the knowledge about writing reflection more academic.

Fareed, Ashraf, and Bilal (2016) have showed that the respondents had several problems in writing especially in the aspect of lack knowledge of appropriate vocabulary. The respondents also had obstacles toward the appropriate used words to express their thought. Having errors belonged to vocabulary was the third highest as the cause of problem faced by the students in this study. However, vocabulary items were the most important factor impeding learner’s progress in writing tasks.

Correspondingly, Megaiab (2014) added that most of vocabulary errors were found in spelling and punctuations of student's writing samples. In short, without a solid mastery of vocabulary, student might have incapability to share their thought by the words accurately (Megaiab, 2014).

Grammatical problem. It also has been found that using the correct grammar was a difficult matter for three participants in this research. The participants told that they have grammatical problem when they wrote a reflection. Arga said that, "Sometimes, I forget the grammar. For example, when it should be in present tense, I write it in past tense" and he added, "In my opinion, in academic writing should follow the grammar. So, I feel hard how to make the correct grammar in writing. Sometimes, I feel hard in the use of past tense, present tense and passive and active voice." It could be viewed that Arga did not consistent with the grammar he used to apply because it seemed difficult to choose the tenses in writing.

Unlike Arga, Beni argued that he confused on the verb used in grammar writing. He explained that he was still mistaken in the verb use because the subject of the sentence. So, he confused to put the correct verb whether the subject is plural or singular. Beni mentioned, "I often confused in the use of have, had and has" and he added, "I often confused in the use of has, have, and had because the subject of the sentence. If the subject is plural like "Gaza and his friend", I am confused whether I should use "have", "has" or "had".

Eva also has similar opinion as Arga that she felt difficult of how to use grammar correctly like simple present tense, simple perfect tense perfect tense and etc. She stated that, “I feel difficult in the use of passive and active voice, simple past tense, perfect tense, perfect continuous tense and etc. It is because we should know how to use grammar in academic writing correctly.”

Based on the finding that researcher found above, it could be viewed that there were some difficulties of using grammar correctly by students. They were tenses, passive and active voice, and the verb used in a sentence. Fareed, Ashraf, and Bilal (2016) stated that the highest number of learners’ writing errors was made in grammar in their research. They mentioned that grammatical errors included errors of subject-verb agreement, tenses, forms of singular and plural and etc. In line with that, Bumroongthai (2011) as cited in Sermsook, Liamnimitr, and Pochakorn (2017) also concluded in her study that the ”Thai EFL students committed various types of errors regarding English grammar format” (p.104).

Additionally, the learners of the study expressed that their grammar of English was inadequate to make a good piece of writing (Sermsook, Liamnimitr, & Pochakorn, 2017). It could be concluded that many EFL learners were not be able to produce correct grammatical sentences, this is due to the ignorance of the rules and instructions. Therefore, the inappropriate grammar leads to misunderstanding communication. From the researcher’s point of view, completing grammar knowledge of the target language will help successfully for EFL learners to write better in English. It was absolutely needed since a writer has very limited knowledge

in English that was tended to make more errors when writing the target language (Sermsook, Liamnimitr, & Pochakorn, 2017).

However, from the participants' statement mentioned above, it could be indicated that their grammatical problem was caused by the lack of reading English book. There was one of participants in this research who supported all of arguments about the obstacles in reflective writing in term of grammatical problem. Eva stated that, "I have lack of reading English book with the good grammar." From her statement, it can be seen that she has unwillingness to reading a book especially about English. Then, she felt many obstacles in reflective writing were due to she has not reading habit with grammatically correct. In line with that, student might have limited vocabulary and have no interest in reading English literature. (Iqbal, Noor, Muhabat, & Kazemian, 2015). So, lack of reading English book could make the participants in this research felt difficult to write sentences properly and used the grammar appropriately.

Paragraph writing problem. Another finding of this study showed that there were two participants had the problem in terms of paragraph writing. As stated by Beni, "I feel hard to make a paragraph. For example, I type too long sentences become one paragraph." He mentioned that he felt difficult to make an effective sentence. From his statement, Beni revealed that he has less ability to make the writing well-structured in a paragraph. He did not aware about the rule of making a paragraph while he typed a word by word. In line with that, Alfaki (2015) also stated that "those students who have the problem of writing good sentences structures are

unable to produce longer sentences requiring subordinate and coordination” (p. 45). It could be concluded that the student did learn much yet in making paragraph with well-structured sentences.

Differently, Eva argued that determining the topic sentence as her problem in terms of paragraph writing. As mentioned by Eva, “I am confused to write the first sentence about myself toward the courses.” She felt challenged to tell about her performance while joining the courses in one semester. It could be seen that she had to determine the proper first sentence at the beginning of the paragraph. There also has been found that related to the problem of paragraph writing. Eva mentioned that determining the topic sentence was also the most difficult matter in reflective writing. She stated that, “The most difficult thing is that I am still confused to write the general part like the first sentence in the first paragraph.”

Fanene (2016) also found that approximately 64.3% of respondents identified the skills of writing a main idea or topic sentence as problem areas. It seemed to be possible that the student took a long time to start the writing by thinking what proper sentence for the first main idea is (Fanene, 2016). So, the main idea should contain all aspect that will be developed in the first paragraph. Therefore, the researcher suggested that the students should have several drafts during the reflection writing process (Fanene, 2016). It was in order to the students were expected to be able determining the topic sentence properly to make the reader interested to read their reflection.

Based on the findings above, it could be indicated that the participants had the obstacle in paragraph writing was caused by the lack of English writing practice. There was one participant who stated the perception related to this issue. Eva said, “I have less to learn English writing. So, I lack of English writing practice.” In her statement, she said that she had not learnt English writing as well in case she did not keep practicing to write in English fluently. In other word, she had incapability to write in English properly until she was mistaken in writing reflection. This cause in line with Huy’s study (2015) who mentioned that writing short sentences and contained many simple mistakes in supporting detail of ideas were several main factors which made students lack of English writing practice. Besides, the time for writing skill in school environment was not enough for students to practice (Huy, 2015). Thus, it could be seen that the learner rare to having writing habit especially in English that made their productive skill unsatisfied.

Sentence structure problem. It also has been found that in using the proper sentence structure was a difficult matter for one of participants in this research. She explained that she had problem in writing two clauses in a sentence and she wrote the words as she is pronounced. As mentioned by Eva,

“I have limited in writing ability such as how to write dependent and independent clause. So, I feel hard to make a good writing” and she added that, “I am confused to write dependent and independent clause because in writing, I feel like speaking. So, what is meant by me is different with what I wrote.”

From the finding above, it was in line with Fareed's study (2016) who found that student had problems in writing included incorrect use of preposition, articles, tenses, verb and sentence structure. The students often mistaken in the content and comprehension of the text that made them weak of structure organization.

In addition, Eva statement's could be indicated that she lack of English writing practice which as the cause of her difficulties in sentence structure making. She had answered in the finding related to the cause of obstacle in reflective writing that she had limited in learning English writing. As mentioned by Eva, "I have less to learn English writing. So, I lack of English writing practice." Thus, in this finding, it has been proved that the lack of English writing practice caused the students faced the obstacle in term of sentence structure problem.

Topic problem. The researcher found that there was topic problem faced by the one of participants in this research. The student felt difficult to decide the topic. Beni said that, "I feel hard to determine the topic or theme because the question from the lecturer is too general. For example; please mention something that you are interested in *bla bla bla*". It could be viewed that the student felt difficulty in determining the topic that he would to be explained in their reflection. He said that the question of reflection was not specific question. In line with that, Lagerberg (1995) mentioned the student's problem in writing that they write poorly organized papers and sometimes fail to select a topic. He concluded that "the student who affirmed it difficult for them explained that the topic is still unclear and this is the reason why they have problems organizing their ideas" (p. 111-120).

The Strategies in Solving the Problems of Reflective Writing Assignment

In this point, the findings and discussions related to the strategies used by the students on reflective writing assignment are presented. Based on the result of the interview, all of participants mentioned their strategies in solving their problems of reflective writing assignment. The researcher found seven strategies that mentioned by all of participants in this research. Hence, in this part, the findings will be discussed based on the theme of the strategies in solving the problems of reflective writing assignment.

Reading some references. The research revealed that reading some references became the strategy of reflective writing for two participants in this research. He explained that he would get the idea of reflection by reading some assignments or papers that related to the courses. As stated by Arga, “I have to looking back of what I have been done by reading some assignments or papers in the last courses in order to become my inspiration in finding the ideas.” This strategy could become a stimulus to help the participant in which easily put the ideas of writing. Differently, Eva said that, “I have to read many English books.” It other words, it could be concluded that she should have a habit in reading English book which hoped to be able to develop reflective writing be better than earlier.

Additionally, reading some references could be the way to overcome the obstacles in conducting reflective writing assignment especially in the content problem that was faced by all of participants in this research. The content problem in

expressing and developing the ideas could be solved by reading many English books in order to make easier of the students in English writing skills. They could also read the last assignments or paper that related to the courses they have joined so that they could easily recalling memory of the lesson.

From those findings, it seemed that the students would have good capability in doing reflective writing assignment if they kept reading what they have learnt. Through reading a text or journal writing, they would explore more ideas to be described in detail about the achievement of the learning. Correspondingly, Charles (2015) added that, “by suggesting readings the students might find relevant ideas by returning personal comments to the journals” (p.81). He explained that by reading back in the journal or assignments could help the learners to reflect what they had thought and explored their dissatisfaction in deeper views. Furthermore, Ahmmed (2016) concluded that reading English text can enriches learner’s knowldege in writing. It could be viewed that the learner could develop the vocabulary and improved the writing skills by using new words in the reading text.

Using translator tool. Another finding of this study showed that there were two participants have same statement that using translator tool as their strategy of reflective writing. Arga said, “I use Google translate to find out the synonym in order the writing looks different. In writing, we surely want to have the good languages. So, I find out the formal words of the writing.” Similarly, Beni said, “Usually, I check the vocabulary spelling in the dictionary or Google translate” and he added that,

“Usually, I check my grammar in Google translate if I am not sure with my own sentences.”

By doing the strategy of using translator tool, the participants were expected to be able to solve their vocabulary problem that found in this research. They could solve the problem of word choices or diction and word spelling through checking them into translator tool. Therefore, these obstacles in term of vocabulary problem might be reduced after the students checked the word into Google translate or dictionary. That way, they could select which one was correct and which one was not written correctly.

Based on the findings above, it could be seen that the students preferred to use online translator tool to check their work of reflective writing. Giannetti (2016) showed that using translator tool was a common strategy to speeds up the learnr’s comprehension process in their work of writing. The finding was also in line with the statement of Pritchard (2008) as cited in Giannetti (2016) the use of online translator such as Google translate provided users to access new vocabulary. It required to the way of implement the new words in the structured sentence of the users. Using Google translate was helpful for sudents’ ability to know the word spelling in a various vocabulary (Giannetti, 2016). This kind of translator tool also allowed students to identify incorrect translation which translated by their language. It could reduce error writing because lack of familiarity of English words. Hence, indirectly the students had capability to revise their grammar in each sentences by trough the translator tool.

Learning about grammar. Another finding of this study showed that learn about grammar became the strategy of reflective writing for one of participants in this research. As mentioned by Arga, "I read again how to use the grammar like past tense, present tense, preposition and etc. that related to the writing." This participant felt that she had to learn more about grammar of writing. It would get benefit after knowing how to make a sentence correctly based on the rule of grammar.

Moreover, learning about grammar could be the strategy of students' obstacles in term of grammatical problem that found in this study. Previously, all of participants in this research mentioned different statements about grammatical problem that they faced during writing a reflection. That way, the students were expected to be able implementing the strategy of learning about grammar in order to make them aware toward the importance of the way to write a sentence with grammatically correct. In addition, they could have less mistake of grammar in their writing performance.

In line with that, Shin (2006) also found that grammar lesson helped the respondents to review grammatical problem in the class. It means that the students were trained to have self-correct and think critically about their writing (Shin, 2006). By learning about grammar, sentence level errors might successfully decrease.

Making some highlights. It also has been found that there was one participant overcome his obstacles of reflective writing by making some highlights.

The student preferred to make a note about learning activity of the courses. As Beni said,

“If there is something interesting happen in the class that difficult for me, I will highlight it to become a reflection” and he added that, “For example, when I was in the first or second semester, my lecturer asked me to do painting. So, it will be something interesting to be reflected.”

Beni explained that he used to remind make a draft while he is joining the classroom. He would do it when he experienced at interesting activity. It was in order he could save it by him as a reminder if he forgot about the learning activity during one semester. Moreover, making some highlights could become the way of students in solving the obstacle in reflective writing especially content problem. Previously, all of participants in this research mentioned different statements of their content problem. Therefore, they could overcome the content problem by making some highlights. That way, the participants could easily share about the learning outcome in their reflection by making a note when they joined the courses.

In addition, it could make easier in recalling the memory about what they have done during one semester. (Mosleh & Baba 2013) said that notes were mostly useful to summarizing the information in short sentences for several learning purpose. The author suggested that an organized notes support the student to obtain any missing past information which would be reflected (Mosleh & Baha, 2013).

Asking the lecturer about the assignment. There has been found another finding that one participant will ask the lecturer about the assignment to become the other strategy in writing reflection. Beni mentioned, “I ask the lecturer if I don’t understand about reflective writing assignment.” From the Beni’s statement mentioned here, it could be viewed that asking the lecturer about the assignment could become the way to solve students’ obstacle in topic problem that found in this study. That way, the student would not confuse when determining the topic or theme in their reflection. As mentioned by one participant in the previous finding of reflective writing obstacles’, he said that he felt difficult to determine the topic because the question of lecturer was too general. Therefore, the student was hoped to be able to overcome the problem by asking the lecturer about the given question of reflection in order he could understand what he would to reflect. Moreover, the student could comprehend the question of reflection.

The finding from Beni’s statement about was also in line with other researcher. Mussawy (2009) added that consultation was the way to provide students more information about the learning outcome. It was useful for most of students who have misunderstanding or misperception toward what the lecturer’s mean in the given question of assignment (Mussawy, 2009). By asking the lecturer about the topic of the task, the student was expected to be able in responding the instruction from the teacher in an appropriate way.

Expanding the vocabulary knowledge. Another finding of this study showed that expanding the vocabulary knowledge become the strategy for one

participant in this research. As mentioned by Eva, “I should expand vocabulary knowledge.” It means that the participant should enrich and mastery the vocabulary whether with familiar or unfamiliar word. This strategy might improve reflective writing assignment that would be better with containing academic words.

In addition, this strategy could be used as problem solving in term of vocabulary problem that faced by the participants in this research. That way, the problem of word choices and word spelling could be reduced by the way of expanding the vocabulary knowledge. In line with that, Harmer (1993) as cited in Ahmadi, Ismail, & Abdullah (2012) stated that “vocabulary learning not only develop learner’s spelling but also their writing proficiency” (p.189). Thus, it will allowed the learners to comprehend the word correct usage and avoid mistaken in the content of writing.

Practice writing. It also has been found that there was one participant overcome her obstacles of reflective writing by practicing the writing. The participant explained that was important to keep writing practice as one of strategy in writing a reflection. As said by Eva,

“I should practice English writing. It means that I should practice essay writing properly” and she added that, “I should learn how to make a good paragraph in order to the words can be written properly. So, I can comprehend what I write in the first paragraph and the next paragraph.”

It could be viewed that practice writing was one of strategies for Eva and could be the strategy for other participants in this research which aimed to overcoming the problem of writing. As we could see at the previous finding of the student's obstacles in conducting reflective writing, there were participants who faced the problem of paragraph writing and sentence structure. Therefore, by keeping practice writing, the students were expected to be able to improve their writing ability to better than earlier. Thus, they could write an essay or reflection properly. In line with that, Farrah (2012) said that reflective practice is "helpful for students improving the students' competence in writing" (p. 1006). It could be concluded that the students will get benefit from doing writing exercise to develop their writing skills in the assignment.