STUDENTS' PERCEPTION OF LEARNING WRITING USING GIBBS' REFLECTIVE CYCLE (A Case Study at a Private College in Ciamis)

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Abstract: This study aimed to investigate the college students' perception in making reflections of the movie on writing reflective essay by using Gibbs' reflective cycle. The qualitative research employed a close-ended questionnaire. The participants of this study were 30 students of the English education program in the 8th semester at a private college in Ciamis. The findings of this study, the college students' perception showed that learning writing reflections of the movie by using Gibbs' reflective cycle is helpful in studying English, easier to understand, happier and enthusiastic, it became easier for them to understand critical essay writing, it was useful for study, and improve their writing skills. Meanwhile, the drawbacks of college students in learning writing reflections using teaching media movies on YouTube consumes a lot of their internet quota.

Keywords: *Students' Perception; Reflective Essay Writing; Gibbs' Reflective Cycle*.

INTRODUCTION

Writing is one of the most important skills for education because it has many functions for teachers and students. Writing encourages students to focus on precise usage because they are thinking as they write. Writing solves problems that come to mind, so it can stimulate language development. White (1986, p.10) as cited in Khasanah (2015, p.7) explains that writing is the process of expressing ideas, information, experience, and understanding texts to achieve knowledge.

Technology and multimedia grow to help the learning process and video movies are examples of learning media-based multimedia that can be used to deliver teaching materials. According to Harmer (2001, as cited in Fauzi and Muljanto 2021, p. 42), movies can beused as a visual aid in the teaching and learning process. For this reason, during online learning the lecturer has instructed the college students to watch video movies on YouTube as a learning material and after watching the video movie on YouTube, the college students reflect on the movie by following the framework of Gibbs'. Thus, the college students have experience reflecting on the movie by using Gibbs' reflective cycle in writing reflective essays.

Gibbs (1988, as cited in Schoch 2021) stated that the reflective cycle is a popular model for reflection, the six steps of the model are often shown as follows. Description: describe the situation in detail from objective points of view or what happened. Feelings: consider the subjective point of view by outlining thoughts and feelings. Evaluation: the entire situation is assessed by identifying what worked and did not work. It's critical to assess both the good and the bad and to be sincere with yourself. Analysis: examine the reasons

why something worked out or why it did not can compare the event with similar conditions documented in academic literature and add scholarly literature. Conclusion: It was important to acknowledge whether you could have done anything else, what you have learned from the experience, and consider whether you could respond differently. Action plan: Summarize everything that need to know, do to improve for next time a similar situation and what would you change if the same thing happened again.

Previously, there were five studies. The first was conducted by Hussein (2018) this study was aimed to investigate the impact of reflective journals on the students' learning. The results showed that writing a journal positively improved students' learning of concepts, as evidenced by excerpts of student writing. It identified those who understood the conceptand allowed others to review it. The second research was conducted by Adeani et al. (2020, p. 147) this study investigated how students implemented Gibbs' cycle of reflection by conducting reflections that responded to literary analysis. Reflections of the students showed that they were also successful in putting this into practice through a reflection cycle developed by Gibbs. The third study was conducted by Sharif and Zainuddin (2017, p. 204) reporting the reflection involved in critical thinking that helps individuals adapt to new situations. The resultfound the students felt that reflective writing contributed to language learning. The fourth studywas conducted by Ahmed (2019, p. 495) reporting that reflection journals were exhausting for teachers who needed a lot of energy to grade. The fifth study was conducted by Ezezika and Johnston (2022, p. 1) reports that reflective writing is a metacognitive tool that helps students develop and extend their thinking from initial ideas to positions. The result showed thatreflection recognizes its value in training students to think critically and enhancing self-regulated learning.

However, the previous study did not discuss how to reflect on the movie by using Gibbs' reflective cycle in writing a reflective essay. Therefore, this present study focuses on the college students' perceptions in making reflections on the movie on writing reflective essays by using Gibbs' reflective cycle.

METHOD

Qualitative research with a case study design. According to Creswell (2012) qualitative research, inquirers explore a central phenomenon and engage in an emerging process of research. According to Yin (2014), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident. The participants of this study were 30 students of the English education program in the 8th semester at a private college in Ciamis. In this study, the researcher used an instrument close-ended questionnaire and interview. Creswell (2012, p. 144) explains that the data collection technique is important because data collection is to identify the types of data that will address your research question. In analyzing the data, the researcher used Google Forms to collect the data through the close-ended questions of the Likert scale to gather the information from the participants. It contained 15 questions divided into three indicators; students' feelings, students' benefits, and drawbacks. The data was obtained by the researcher using a brief rating scale questionnaire; Strongly disagree (SD), disagree (D), agree (A), and Strongly agree (SA). The following formula was used to analyze the data of the questionnaire;

$$P = \frac{Fq}{N} \text{ X } 100\%$$

Information:
P = Percentage
Fq = Number of Frequency
N = Total of the respondent
100% = Constant Number

RESULTS AND DISCUSSION

In this section, the researcher describes the result of the close-ended questionnaire. The purpose of this study is to analyze the college students' perception in making reflections on the movie on writing reflective essay by using Gibbs' reflective cycle.

The College Students' Perception in Making Reflections of the Movie on Writing Reflective Essay by Using Gibbs' Reflective Cycle.

The researcher used Google Forms to conduct a closed-ended questionnaire to collectthe data. The questionnaire had fifteen statements separated into three indicators: students' feelings, benefits, and drawbacks. The data was obtained by the researcher using a brief rating scale questionnaire; Strongly disagree (SD), disagree (D), agree (A), Strongly agree (SA).

Table 1

The College Students' Questionnaire of Their Feelings in Making Reflections of the Movieon Writing Reflective Essay by Using Gibbs' Reflective Cycle

No	Statements	SD	D	A	SA	Total
1	I feel happier and more enthusiastic in making reflections of the movie on writing reflective essay by using Gibbs reflective cycle.	(3.3%) 1	(13.3%) 4	(60%) 18	(23.3%) 7	100% 30
2	Learning writing reflections of the movie on writing reflective essay by using Gibbs' reflective cycle is easier to understand.	(6.7%) 2	(10%) 3	(63,3%) 19	(20%) 6	100% 30
3	Learning writing reflections of the movie by using Gibbs' reflective cycle helps me in studying English.	(3.3%) 1	(10%) 3	(66,7%) 20	(20%) 6	100% 30
4	Even though no one told me to, I will still learn reflections of the movie by using Gibbs' reflective cycle to practice my writing reflections in the future.	(6.7%) 2	(33.3%) 10	(50%) 15	(10%) 3	(100%) 30
5	I am passionate in making reflections of the movie by using Gibbs' reflective cycle because helped me to talk about my experiences.	(3.3%) 1	(16.7) 5	(56,7%) 17	(23.3%) 7	100% 30

Based on table 1, the first indicator of the questionnaire, the researcher found that making reflections on the movie on writing a reflective essay by using Gibbs's reflective cycle made them happy and more enthusiastic, easier to understand, and helped the college studentsin studying English.

The second indicator is about the benefits of the college students' perception in makinga reflection of the movie on writing a reflective essay by using Gibbs' reflective cycle. The indicators had five statements. In this case, the result of the college students' questionnaire was presented in Table 2.

Table 2

The College Students Questionnaire of Their Benefits in Making Reflections of the Movie on Writing Reflective Essay by Using Gibbs' Reflective Cycle

No	Statements	SD	D	A	SA	Total
1	Learning writing in making reflections of the movie on writing reflective essay by using Gibbs' reflective cycle made me realize the importance of learning writing.	(3.3%) 1	(16,7%) 5	(43,3%) 13	(36.7%) 11	100% 30
2	Learning writing in making reflections of the movie on writing reflective essay by using Gibbs' reflective cycle improve my writing skills.	(3.3%) 1	(13.3%) 4	(53,3%) 16	(30%) 9	100% 30
3	After learning writing reflective essay by using Gibbs' reflective cycle in making reflection of the movie, it became easier for me to understand critical essay writing.	(6.7%) 2	(16.7%) 5	(56,7%) 17	(20%) 6	100% 30
4	After learning writing reflective essay by using Gibbs' reflective cycle in making reflection of the movie, motivated me to write more.	(3.3%) 1	(40%) 12	(43.3%) 13	(13.3%) 4	(100%) 30
5	After learning writing reflective essay by using Gibbs' reflective cycle in making reflection of the movie, it was useful for my study	(3.3%) 1	(13.3) 4	(56,7%) 17	(26.7%) 8	100% 30

From Table 2, in the second indicator of the questionnaire, the researcher found that most college students found critical essay writing easier to understand after learning how to write a reflective essay by following Gibbs' reflective cycle, the college students thought it was helpful for their studies after they learned how to write the reflective essay by using Gibbs' reflective

cycle and the college students consider that learning to write while reflecting on the movie on writing reflective essays by following the framework of Gibbs improved their writing skills.

The third indicator on the student questionnaire is the drawbacks of the college students' perception in making a reflection of the movie on writing a reflective essay by using Gibbs' reflective cycle. The indicators had five statements. This part explored some challenges the college students encountered while learning to write reflections using teaching mediamovies on YouTube. In this case, the result of the college students' questionnaire was presentedin Table 3.

Table 3

The College Students' Questionnaire of Their Drawbacks in Making Reflections of the Movie on Writing Reflective Essay by Using Gibbs' Reflective Cycle

No	Statements	SD	D	A	SA	Total
1	Learning writing reflections using teaching media movie on YouTube consumes a lot of my internet quota.	(10%) 3	(30%) 9	(36.7%) 11	(23.3%) 7	100% 30
2	Learning writing reflections of the movie on YouTube by using Gibbs' reflective cycle is difficult to understand.	(16.7%) 5	(66.7%) 20	(13.3%) 4	(3.3%) 1	100% 30
3	The quality of the movie on YouTube is very poor.	(16.7%) 5	(43,3%) 13	(40%) 12	(0%) 0	100% 30
4	I am not too interested in learning writing reflect of the movie on writing reflective essay.	(16.7%) 5	(46.7%) 14	(30%) 9	(6.7%) 2	(100%) 30
5	The video quality in learning reflections of the movie is too low and hard for me.	(20%) 6	(43.3%) 13	(26.7%) 8	(10%) 3	100% 30

Based on table 3 in the third indicator of the questionnaire, the researcher found that most college students believe it is not difficult to understand learning writing reflections of the movie on YouTube by using Gibbs' reflective cycle. However, the college students assumed that using YouTube movies as a media for teaching to learning reflections takes up a significantamount of their internet quota.

Discussion

The researcher discussed the perception that the college students' feelings in making reflections of the movie on writing reflective essays by using Gibbs' reflective cycle, the college students feel happier and more enthusiastic, easier to understand, and helps them in learning English. The researcher refers to chapter two, this is in line with the statements Sekarwinahyu et al. (2019, p. 2) defined Gibbs' reflection cycle as a theoretical model that students often use as a framework in which reflective writing for lecture assignments is required. In addition, this is also in line with the statement of Meza et al. (2021, p. 91) regarding reflections in English

as a Foreign Language (EFL) in classrooms around the world plays an important role for both students and teachers as it enables analysis of behavior during the teaching and learning process.

The researcher also discussed the perception that college students benefit from reflections of the movie on writing reflective essays by using Gibbs' reflective cycle, it became easier for them to understand critical essay writing and it was helpful for their studies. This is inline with the statements Sweet et al. (2019) argued that reflection helps support learningfrom experience, develops critical thinking, and enables the integration of theory and practice knowledge generation. The researcher also found that learning to write reflective essays improved their writing skill. The result of this study had similarities with the previous study conducted by Hussein (2018). He concluded that reflective writing helps improve the learner's conceptual understanding of the course, fosters growth mindsets, and sheds light on the student's inner thoughts.

Last, the researcher discussed the perception of the college students' drawbacks in a reflection of the movie on writing a reflective essay by using Gibbs' reflective cycle. The researcher found that some college students assumed that learning writing reflection using teaching media movies on YouTube consumed a lot of their internet quota. The result of this study contradicts the statement that Srinivasacharlu (2020) argued users of YouTube canupload, view, rate, share, add videos to playlists, report, comment on videos, and subscribe to other users for free.

CONCLUSION

The college students have the experience of reflecting on the movie by using Gibbs' reflective cycle in writing reflective essays. As a result, the researcher is interested in conducting this study on the topic of students' perception of learning writing using Gibbs' reflective cycle. This study aimed to investigate the college student's perception of making reflections on the movie on writing reflective essays by using Gibbs' reflective cycle. The participants of thisstudy were 30 students of the English education program in the 8th semester at a private college in Ciamis. This research question of the study: what are the college students' perceptions in making reflections of the movie on learning to write reflective essays by using Gibbs' reflective cycle? The researcher used an instrument close-ended questionnaire.

Based on the findings, regarding the research question about the perception of their feelings, benefits, and drawbacks in making reflections of the movie on writing reflective essay by using Gibbs' reflective cycle. The researcher concluded that their feeling in learning to write reflections on the movie by using Gibbs' reflective cycle helped them study English, easier to understand, happier, and enthusiastic. Their benefits after learning to write a reflective essay by using Gibbs' reflective cycle in making reflection of the movie, it became easier to understand critical essay writing, and it was useful for study. Meanwhile, the drawbacks of college students in learning writing reflections using teaching media movies on YouTube consumed a lot of their internet quota.

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