

# SELF-REFLECTION AS A MEANS OF IMPROVING WRITING AND ANALYZING SKILLS

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## STATEMENT OF PURPOSE

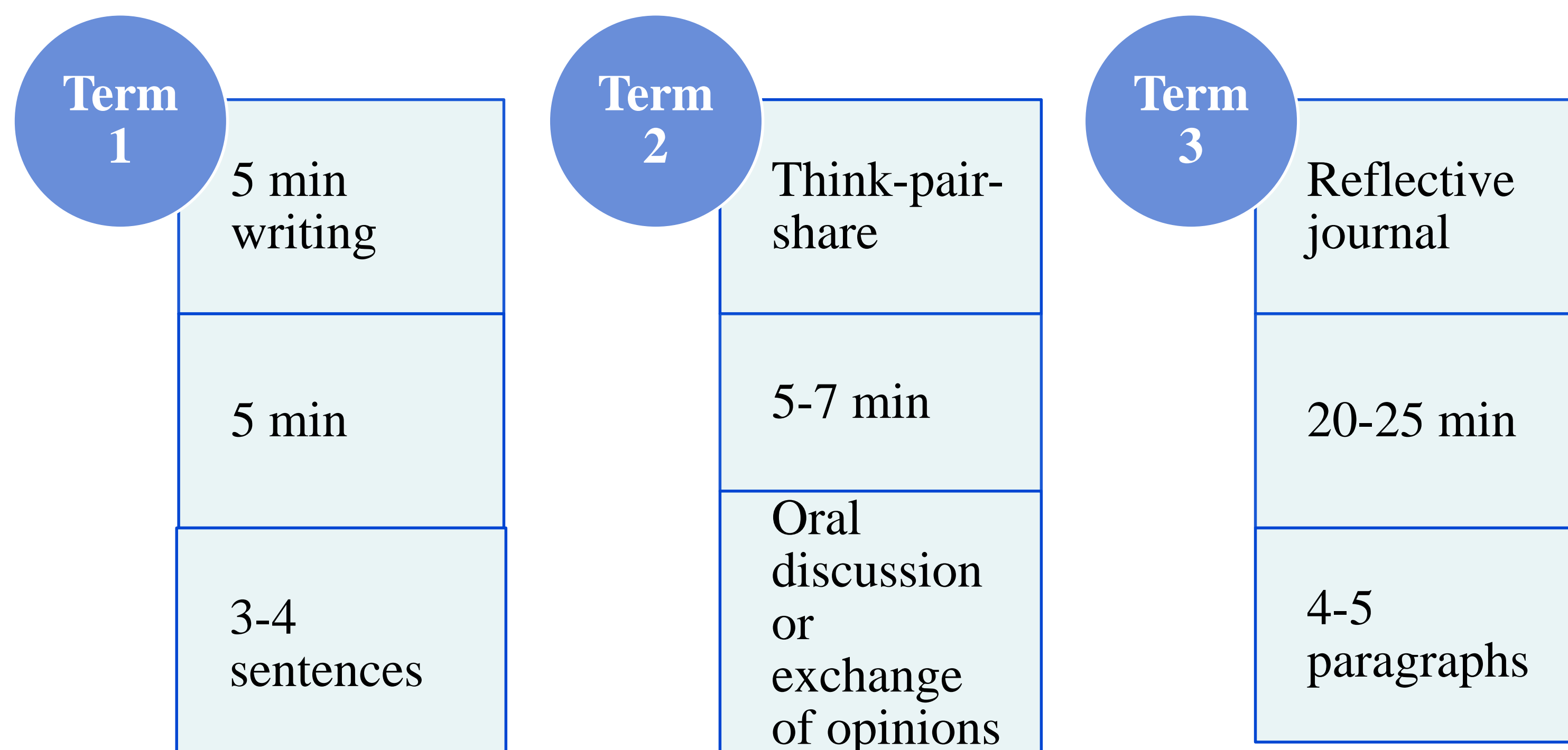
- to identify self-reflection strategies
- to test the effectiveness of 5-minute writing, think-pair-share and reflective journal on enhancing writing habits and analyzing skill among senior grade students.

The hypothesis is that self-reflection through writing practice is helpful for students to improve their writing skill and to promote their thinking capacity.

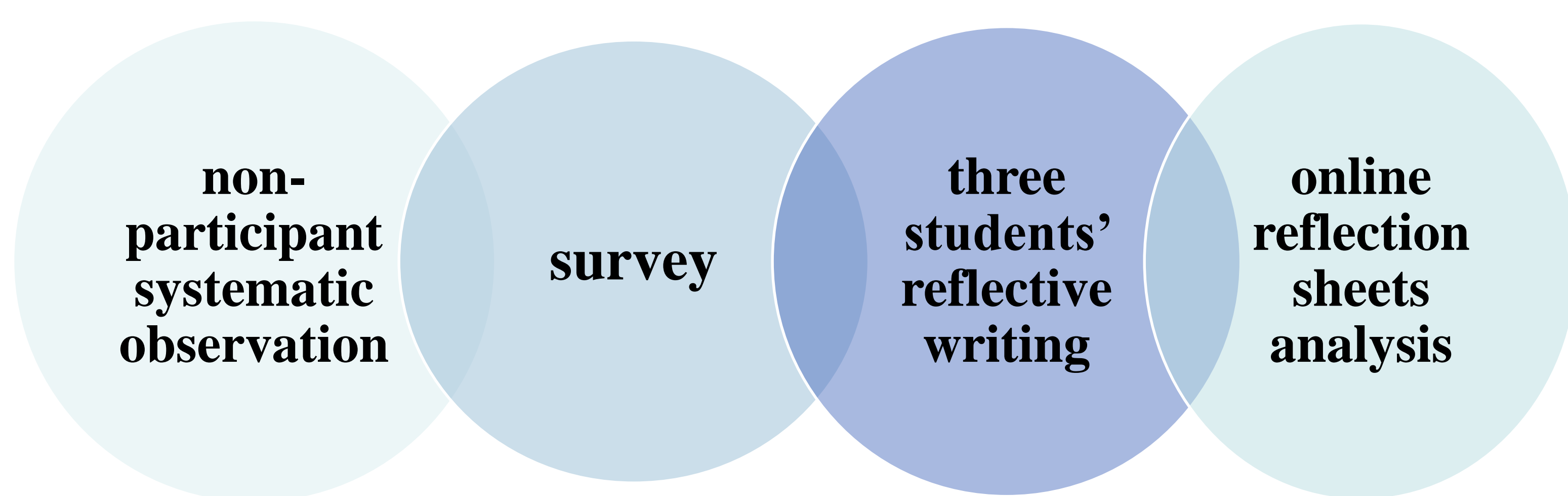
## RESEARCH QUESTIONS

- 1) Which self-reflection method is effective?
- 2) How its frequency might help to enhance students?
- 3) How to determine the level of self-reflection?

## Reflective strategies

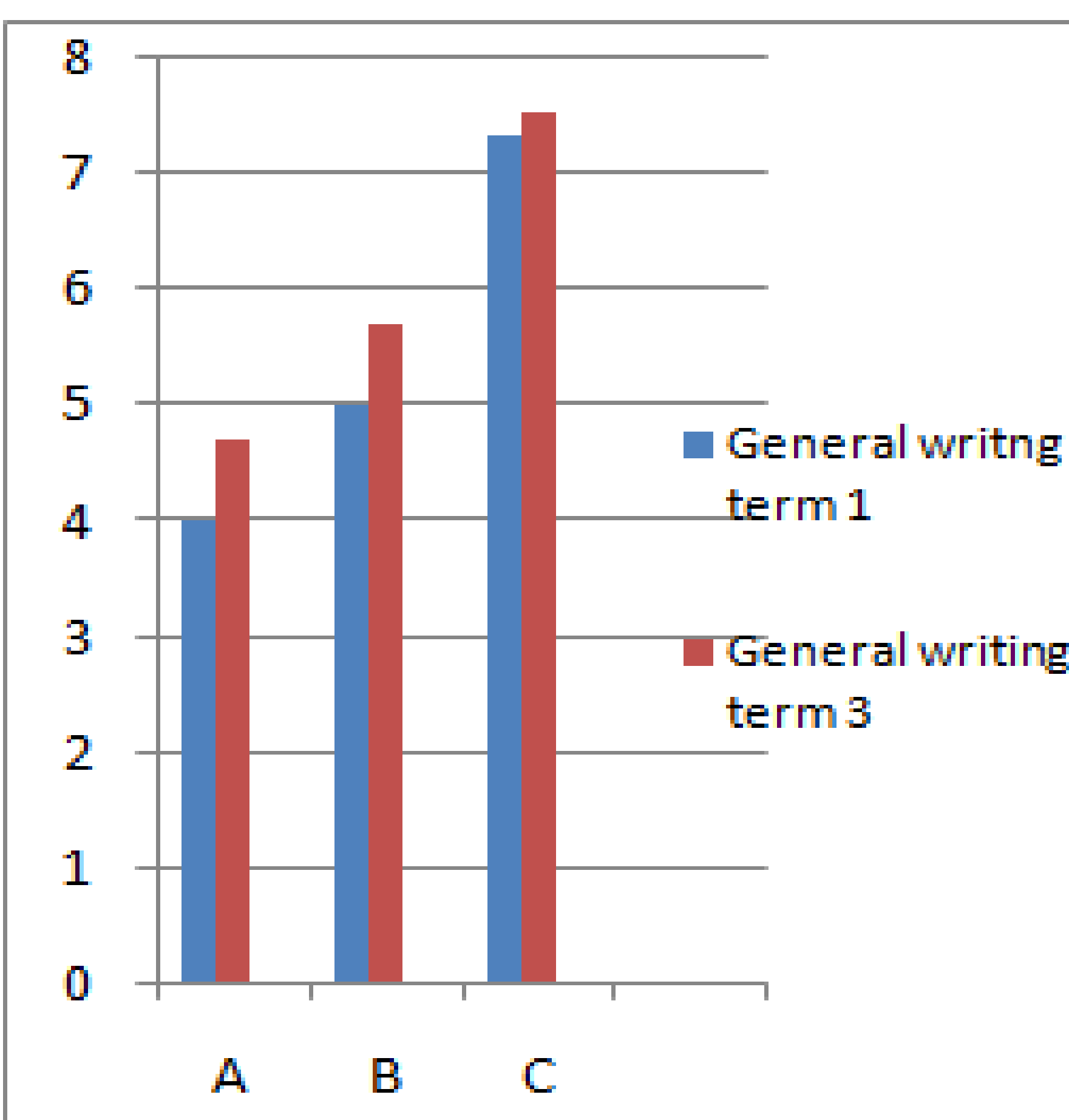


## Methods of research



## DATA ANALYSIS

### 3 students' general writing skill



Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Adapted from Brown (2007)

## RESULTS

Level of reflection on the first and third terms RW based on (Kember et al., 2008b)

Term 1		Term 3	
Participant	Level of Reflection	Participant	Level of Reflection
A	<b>Non-reflection;</b> there is no evidence that the writer tries to understand the topic and interpret the experience into the new knowledge.	A	<b>Understanding;</b> there is evidence that A understands the topic by mentioning the details of the underpins topic.
B	<b>Non-reflection;</b> there is no evidence that B is trying to understand the underpinned topic and the student is not interpreting the topic seriously	B	<b>Non-reflection;</b> the evidence of understanding the topic could not be found in the text.
C	<b>Understanding;</b> there is evidence that student understands the topic by mentioning the details of the underpins topic.	C	<b>Critical Reflection</b> Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of experience

## CONCLUSION

Using 5-min writing, think-pair-share strategies have become effective way to enhance writing

The most suitable period for reflecting at the lessons was the end of the unit/lesson

Critical reflection rubric (Kember et al., 2008) positively affected and revealed the progress in students' thinking by providing feedback on their learning

Self-reflection frequency have facilitated and encouraged the level of self-awareness which make students identify areas for improvement

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Link to video: <https://youtu.be/UTm1GU8aSfo>