

**UNIVERSITI TEKNOLOGI MARA**

**STUDENTS' REFLECTIVE WRITING  
THROUGH THE USE OF INTRANET  
WORDPRESS BLOG**

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## ABSTRACT

This study investigates students' reflective writing via an intranet WordPress blog. The four types of reflective writing are "Descriptive writing", "Descriptive Reflection", "Dialogic Reflection" and "Critical Reflection". A convenient sampling was used to select 58 undergraduate students of Applied Language Studies: English for Professional Communication. The findings reported that most students used "Descriptive Reflection", followed by "Descriptive writing", "Dialogic Reflection" and "Critical Reflection" in their reflections. The findings also recorded that the students' reflections involved more Reflection-On-Action than Reflection-In-Action. The results also show that there are combinations of two or more types of reflective writing in some reflections. Students reflected more on-action because they did not have sufficient knowledge and skills that enabled them to solve any encountered problems immediately. In their blog writing, the students applied various types of reflective writing that included their feelings, opinions, perceptions and learning experiences. All these new experiences of web-based reflective writing using blogs can lead to important implications for effective instruction and learning strategies.

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# TABLE OF CONTENTS

	<b>Page</b>
<b>AUTHOR'S DECLARATION</b>	ii
<b>ABSTRACT</b>	iii
<b>ACKNOWLEDGEMENT</b>	iv
<b>TABLE OF CONTENTS</b>	viii
<b>LIST OF TABLES</b>	x
<b>LIST OF FIGURES</b>	
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the Study	1
1.1.1 Reflection	1
1.1.2 Reflective Writing	2
1.1.3 Blogs	3
1.2 Problem Statement	4
1.3 Research Questions	5
1.4 Purpose of the Study	6
1.5 Significance of the Study	6
1.6 Scope of the Study	7
1.7 Definition of Terms	7
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Writing	11
2.1.1 Expert Writers Versus Novice Writers	12
2.2 Reflection	13
2.2.1 Models of Reflection	14
2.3 Reflective Practice	17
2.3.1 Reflective Practice: Reflection-In-Action and Reflection- On-Action	17
2.4 Reflective Thinking and Reflective Learning	22

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Writing is interpreted as delivering messages from one to another to fulfil a purpose (Barton, 1994). Miller (1993) said that writing is exploited to save thoughts and record events, communicate and preserve ideas, share common experiences and provide individuals an avenue to analyse their best and worst. She also added that writing enables one to create his or her own universe of language connected with life's daily experiences. There are four main types of writing which are narrative writing, expository writing, descriptive writing, and persuasive writing.

As stated by Bolton (2001), writing leaves footsteps that facilitate rapid thinking towards something. She added that this is because the process of writing encourages and leads us to reflect. Boyd, Dooley and Felton (2006) emphasised that reflective writing is usually used to encourage thinking of a subject or topic in greater depth. Documenting one's reflection through reflective writing could be one way to sustain the authenticity of one's experiences (Boyd et al., 2006). Besides that, reflecting through talking solely might cause the gist of the reflection to be untraceable without any record (Bolton, 2001). She highlighted this writing activity as a 'vehicle for reflection'.

#### 1.1.1 Reflection

Reflection is viewed as an important learning activity in professional education (Boud, Keogh, Walker, 1985). Reflection is an activity applied by individuals to explore their experiences intellectually and affectively for better comprehension and appreciation (Boud et al., 1985). Johns (2005) stated that reflection occurs when one is aware of the thinking that takes place while comprehending the contradiction of mind and the real practice. He added that reflection also enables one to find insights through past and current experiences to be applied in the future. Maran and Rose (2002) highlighted few purposes of reflection which are to redefine one's understanding of