

ABSTRACT

THE EFFECT OF REFLECTIVE WRITING ON ENGLISH TEACHERS' METACOGNITIVE AWARENESS AND GENDERS' VIEWS ON REFLECTIVE WRITING

By
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The study aimed to find out i) whether there is an improvement in English teachers' metacognitive awareness after implementing reflective writing of the teaching process, ii) what aspect of metacognition is conveyed in teachers' reflective writing, and iii) what are female and male teachers' points of view about reflective writing.

The subjects of the research were the in-service Senior High School English teachers in Bandar Lampung (MGMP Bahasa Inggris SMA Bandar Lampung). The research was Pretest Posttest Control Group Design. Metacognitive Awareness Inventory for Teachers, Reflective Writing, and Interview were used to collect the data. The data were analyzed by using Independent Sample T-test through SPSS to see the improvement of metacognitive awareness and by coding the reflective writing and interview transcripts.

The result showed that there was a statistically improvement of teachers' metacognitive awareness after the implementation of reflective writing. Among the aspects of Metacognitive Awareness, English teachers conveyed more expression on monitoring, declarative knowledge, evaluation, planning, conditional knowledge and procedural knowledge in their reflective writing. Lastly, gender perspectives on the process of reflective writing provide intriguing conclusions. Both female and male teachers agreed that reflective writing is beneficial for teachers since it offers a tool for self-evaluation, critical thinking, and professional development. In the case of teaching careers, male teachers had a desire for a school manager position while female teachers hoped to develop competency and build student-teacher relationships. In addition, male teachers are uninterested in maintaining reflective writing because it wastes time, but female teachers are interested in writing.

Keywords: metacognitive awareness, reflective writing, English teachers, gender