

Reflective Teaching in the English Teaching and Learning Process at SMA Negeri 5 Kendari

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Abstract

The purpose of this study was to investigate reflective teaching in the English Teaching and Learning process at Sekolah Menengah Atas (SMA; Senior School) Negeri 5 Kendari. This was a qualitative research with a case study as the method of the study. The data were collected through questionnaire, interview, and observation while the data sources were five English teachers of SMA Negeri 5 Kendari. The result of the study showed that the teachers applied reflective teaching by using some strategies of reflective teaching, namely video recording, observation, action research, students' feedback, and joined workshop. The next finding showed that the teachers understood how to define reflective teaching and recognize the importance of being reflective in teaching are: the teachers learnt new things while teaching; the teachers learnt from their own experiences as learners and as teachers; and the teachers developed their teaching skills and continuously improved their knowledge. The last finding showed that in doing reflective teaching, the teachers had some difficulties such as lack of time because they had workloads to be done outside of teaching hours in the classroom. The teachers got difficulties in encouraging their colleagues who lacked of readiness and focus of being reflective.

Keywords: reflective teaching, reflective teaching strategies, reflective teaching difficulties.

A. Introduction

Teaching is a complex and highly skill activities. Teaching is normally recognized as a profession (Wallace, 1991; Richards & Farrel, 2005). The term "profession" means that "a kind of occupation which can only be practiced after long and rigorous academic study (Wallace, 1991). Teaching as profession involves a considerable amount of challenges and decision-making. As professional, teachers are recommended to continually upgrade their understanding about their knowledge of teaching and learning. The knowledge of teaching and learning includes the knowledge about subject, learners, curriculum, pedagogic, teaching performance, context, and self-recognition as a teacher (Meijer et al. 2001).

Teachers in their education program are informed of that knowledge relate to teaching and learning. However, after entering the real world of teaching, teachers still need to refresh and update their knowledge and skills in teaching. It must be done because teachers sometimes work in a complex ambiguous and dilemmatic classroom (Cimer & Palic, 2012). According to Silver (2015), by updating skills, they can explain the material in the curriculum in a variety of ways to students who have diverse learning styles. They also need superior interpersonal skills, such as patience and the ability to remind calm in stressful situations. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest. In addition, the teachers can determine which methods are most comfortable with and which ones are more likely to ensure students success.

However, most of the teachers were lack information about what they have to do in the classroom (Richards & Lockhart, 1996). They said that 'teachers rarely examine their own teaching practices'. Many teachers did not use their time to think about their actions in the teaching and learning process. They just wait until they were observed by the principle or supervisor who came to the classroom. Furthermore, a language teacher faced constantly diverse classroom situation, tires to adopt appropriate theory of learning, approach, technology, and tools and aids to create understanding in context. In doing so, teachers were drawn upon their experience and peer-experience to resolve the problems and issues through the process of reflection (Al-Ahdal & Al-Awaid, 2014). In addition, Parker (in Richards & Lockhart: 1996) stated that the experienced teachers apply classroom routines and strategies almost automatically without involving a great deal of conscious think. Dealing with this, Richard & Farrel (2005) argued that teachers' competences can be developed by joining teacher workshop and training, keeping teaching journal and portfolios, having teacher support group, peer observation, and self-monitoring. Therefore, teachers must think and question about their goals and values in teaching and examining their teaching assumption.

The teacher development in this perception is actually based on the concept of reflective practice in teaching. Reflective teaching itself has various definitions. The definition is given by Bailey, et al (in Liu & Zhang, 2014). Bailey, et al(in Liu & Zhang, 2014) stated that reflective teaching as "the teacher's thinking about what happens in classroom lessons and thinking about alternative means of achieving goals and aims". It means that reflective teaching is used for teachers to think, analyze, and objectively judge their classroom action. Teachers find problems in real practice then attempt to find strategies and solutions to solve the problems through consideration and observation, in order to improve their teaching base on their teaching experience.

Reflective teaching was interpreted from an alternative context by analyzing teachers' perception of good teaching and learning (Cohn & Kottkamp, 1993 in Wu & Wu, 2014). Teachers assumed to understand learners' reality, to feel what the student feels, and to act in the students' interest. The above definition told that reflective teaching plays significant role in foreign language teachers' professional development. Furthermore, it was used by the teachers to improve their teaching practice.

In doing reflective teaching, teachers had to be open-mindedness, responsibility, and wholeheartedness (Dewey, 1993 in Green, 2011). Open-mindedness referred to the willingness to consider more than one side of an argument and fully embrace and attend to alternative possibilities. It might require recognition that formerly held views and beliefs can be misconceived. Responsibility was the disposition to consider carefully the consequences of actions and the willingness to accept those consequences. Misconceptions and confusion can arise when individuals 'profess certain beliefs (yet) are unwilling to commit themselves to the consequences that flow from them'. Then, wholeheartedness was the way in which open-mindedness and responsibility came together in response to the particular situation or event.

Furthermore, the strategies that can be used by the teachers in doing reflective teaching were teaching journal, observation, teacher's assessment, questionnaire, micro-teaching, action research, lesson reports, and asked students' feedback (Richards & Lockhart, 1996). Liu & Zhang, 2014 stated that by applying reflective teaching, teacher can re-identify their role in which transforming from knowledge transmitters to teachers with multi-roles. It improved teachers' practice not only their teaching belief, interest, motivation, and morale but also their teaching methods, materials, and media. Reflective teaching can lead to creative and innovative approaches to classroom and school situation and problems; and can eventuate into improving learning opportunities for students. Reflective teaching helped teachers and was enables them to develop more informed practice. It introduced a number of exploratory tasks, activities, and action research which carried out by teacher in their own classroom.

The study hold by Fatemipour (2009) with the purpose of the study was to investigate the efficiency of reflective teaching tools in English Language Teaching in Islamic Azad University. The result indicated that there were four effective tools which are usually applied for obtaining data in Teaching English as a Foreign Language (EFL) are teacher diary, peer observation, audio recording, and students' feedback. This study given an understanding that it was ideal for a reflective teacher to apply all four tools in his/her class to have an accurate and comprehensive view about what is going on in the class. In addition, reflective teachers were recommended to apply more than one tool in order to obtain more reliable data.

In addition, Fatemipour & Hosseingholi (2014) investigate the impact of reflective teaching on the EFL teachers' performance. The result of the study showed that teachers can get benefit from the reflective teaching procedure such as teacher diary and students' feedback for improving their performance in the process of teaching and not just the end of the term. Teachers were expected to realize their role as a contributor to improvement of their students' learning. So, by using this approach, teachers could provide a way to progress gradually to be more aware of their weak points which can lead to better achievement in their teaching. Therefore, through applying reflective teaching procedure, teachers could reflect on their performance and do self-evaluation.

Cimer & Palic (2012) investigated science teachers' perceptions and practices of reflection. The study involved seven science teachers working in seven secondary schools. The data were collected by semi-structured interviews with seven teachers and weekly guided journals entries of teachers. The data from interviews were analyzed qualitatively. Analysis of the data showed that the all teacher believed that reflection was one of the effective teacher characteristics and useful for increasing the quality of teaching and learning. However, they could not provide a proper explanation of what reflection was. Their reflections were mostly at technical level and limited to preparing for the lesson. Inadequate in-service trainings, work load and low level students were identified by the teachers as impediments of reflection.

Sekolah Menengah Atas Negeri 5 Kendari is one of favorite school that paid attention to the teaching and learning process all day. SMA Negeri 5 Kendari applied 2013 curriculum for class X and XI. Class X was consisted of class X-IA 1 until X-IA 5; class X-IS 1 until X-IS 3; and class Bahasa 1 and Bahasa 2. While class XI was consisted of class XI-IA 1 until XI-IA 6; class XI-IS 1 until XI-IS 3; and class Bahasa 1. However, class XII still used Kurikulum Tingkat Satuan Pendidikan (KTSP). Class XII was consisted of class XII-IA 1 until XII-IA 6 and class XII-IS 1 until XII-IS 4. So, there were 30 classes at SMA Negeri 5 Kendari.

Improving the quality of education became the priority of SMA Negeri 5 Kendari by improving the concern and role of teachers in teaching and learning process. Based on the researcher's experience when taught at SMA Negeri 5 Kendari for one semester and interviewing with the teachers, the researcher noticed that before teaching and learning process was conducted, the teachers prepared the lesson plan and teaching materials that will be taught. Then, the teachers anticipated what will happen in the classroom and think about alternative strategies in order to achieve the goals of teaching. Teachers selected the appropriate assessment to assess the students. Teachers also made a reflection by analyzing their teaching and learning process, and then it became the input for the teachers to revise their planning in teaching. In addition, teachers found strategies and solution to solve the problem related their teaching and learning process. The strategies in reflective teaching were peer observation, self-reports, teachers' diaries, recording lessons, and doing action research.

In addition, teacher also asked students' feedback after the lesson. In this case, teacher asked students' opinion towards the learning activities that they have done during that day. The teacher gave the students a kind of simple questionnaire related to their opinion about the learning activities. For example, after the students finished their task on collaborative writing, the teacher asked the students' opinion whether the collaborative writing helped them much in finishing their writing task or not. By doing this, teachers got feedback about the advantages and disadvantages of learning activity in the classroom. Teachers took the students' opinion as the consideration for the next teaching activities in that class or in other parallel class.

Based on the researcher's experiences and phenomenon that happened at SMA Negeri 5 Kendari, the researcher intended to conduct a research considering reflective teaching in the English teaching and learning process at SMA Negeri 5 Kendari, as SMA Negeri 5 Kendari was a favorite school and school models, so the process of teaching and learning became an important point in that school.

B. Methodology

This study was conducted by using a case study. It was carried out to investigate a phenomenon that occurred within specific context (Miles & Huberman, 1994 in Gay & Airasian, 2011). Moreover, a case study research was a qualitative research approach in which researchers focused on a unit of study known as bounded a system e.g., individual teachers, a classroom, or a school (Gay & Airasian, 2011). In this case, this study was deal with the investigation of five English teachers at SMAN 5 Kendari. It referred to the teacher's understanding and practice of reflective teaching for enhancing teacher's professional development.

The data of this study were the English teacher's answers on the items of the questionnaires, interview, and the result of observation in the classroom. The data sources were five English teachers of SMA Negeri 5 Kendari that participated in this study and the researcher in analyzing various related documents. This study was conducted in senior high school in Kendari, Sulawesi Tenggara, namely SMA Negeri 5 Kendari. It involved five English teachers in that school as participants. In addition, researcher also observed five classes of each English teachers when doing teaching and learning process namely IX-IA 2, X-IA 2, X-IA 4, XII-IA 1, and XI-IA 5. Every class was observed four times. Before did the observation, researcher did pre-observation.

The data collection procedures in this study were adopted from Creswell (2012), Williams (2003), and Boyce & Neale (2006) namely:

- a) Choosing the schools to conduct the study.
- b) Asking permission to the school to conduct the study.
- c) Collecting data through questionnaires, interview, and observation.
- d) Distributing questionnaires to the English teachers as participant to investigate teachers' understanding on reflective teaching.
- e) Conducting interview
- f) Doing observation in the classroom.
- g) Analyzing the data by using instruments.

Questionnaire, observation, and semi structured interview were used in this study as the key instrument (Gay & Airasian, 2011). The data was analyzed by using qualitative analysis with procedures as follow (Gay & Airasian, 2011):

- a) Collecting data from questionnaire, observation, and semi structured interview from English teachers.
- b) Reading data several times to develop a deeper understanding about the information supplying by participants.
- c) Describing data based on collecting observations, interview data, and questionnaire.
- d) The result of questionnaire and semi structured interview was transcribed into text data.
- e) Classifying data based on research questions. It was classified into English teachers' understanding on reflective teaching, and it focused on English teaching and learning process in the classroom.
- f) Coding data to protect the caution of participants in order to make the data analysis easier. It was presented as follow:

Tabel 1. Coding and Interpretation of Data

Coding	Interpretation
ET 1, ET 2, ET 3, ET 4, ET 5	English Teacher as participant of this present study.
#INTRV	The data comes from interview with participants.
#QSTNR	The data comes from questionnaire.
#OBSR	The data comes from observation.

C. Findings and Discussion

The research questions of this study were about the teachers practice on Reflective Teaching in the English teaching and learning process, the advantages in applying reflective teaching, and the impediments that prevent teachers' reflection.

1. Teachers' Definition of Reflective Teaching

As stated in chapter two, there were several definitions of reflective teaching as the theoretical background of this study. There were five definition of reflective teaching according to Al-Kalbani (2007). It can be seen from the five perspectives that were technical, contextual,

social, experiential or deliberative, and critical perspectives. In this study, the definitions of reflective teaching from the teacher's point of view were collected using open-ended questionnaire.

The teachers' definition of reflective teaching can be seen as follow:

Table 2. Teachers' Definition of Reflective Teaching

No.	Initial	Perspective of Reflective Teaching	Points
1.	ET1	Contextual perspective	Reflection based on teaching belief.
2.	ET2	Social perspective	Reflection in the social forum.
3.	ET3	Contextual perspective	Reflection based on teaching belief.
4.	ET4	Experiential or deliberative perspective	Reflection on teaching experience.
5.	ET5	Technical perspective	Reflection to determine the goal of teaching.

The data of ET 1 and ET 3 stated that reflective teaching was the reflection which did by the teacher related to teaching practice and teacher's belief in the classroom. Reflective teaching was the teaching based on teaching experience that had been done for evaluating teacher own teaching in order to repair teaching practice, method, technique, and strategy to improve the result of teaching and learning process. This explanation referred to reflective teaching from the contextual perspective. As Taggart & Wilson (2005) explained that the teachers who reflected in contextual perspective can understand the concepts, contexts, and theoretical bases for classroom practices and they assessed the implication of their action and belief. It meant that the teacher who did reflection in this perspective understood with what they have to do relate to their teaching practice and realized with their belief in teaching.

The data of ET 2 showed that reflective teaching was an activity to reflect teacher's teaching practice that can be conducted by teacher itself and more important was together with colleague teachers at the school. By doing this, teacher shared their experiences related teaching and discussed about the current issues in teaching. It was categorized as the social perspective in viewing the essence of reflective teaching. It was related to the Pollard & Tann (1993) that reflective teaching enhanced through collaboration and dialogue with colleagues. Then, Zeichner & Liston (1996) also stated that the idea of reflection as social practice and without a social forum for discussion of teacher's idea, their development was inhibited. It meant that reflection also needed a social forum to discuss and share what teachers did related their teaching and learning process to be improved as better teachers.

The data of ET 4 explained that reflective teaching emphasize on how teacher think back of his/her own teaching experience to make judgment for the future teaching practice. Therefore, it referred to experiential or deliberative perspective of reflective teaching. This perspective was according to Zeichner & Liston (1996) which said that teachers exercised their judgment about various teaching situations while taking advantage of research, experience, institution, and their own values.

The data of ET 5 showed that reflective teaching was teachers reflect what they had been done after conducting teaching and learning process to improve skills as a teacher, then find strategies and solution to solve the problems through observation in the classroom in order that teachers reached the goals of teaching. By looking the way he explained the meaning of reflective teaching, it referred to reflective from technical perspective. It was in line with what Bartlett (1990) in Richards & Nunan (2002) explained about reflective teaching from technical perspective point of view. He said that teachers who reflect within this perspective concerned with what works in the classroom to keep the students quiet, and about possible means for achieving goals or aims of teaching. Beside he focused on how to improve her teaching by finding the best strategies to improve his students' engagement, he also developed the teaching techniques for helping his in improving students' achievement.

2. Teacher's Practice of Reflective Teaching

As suggested by Richard & Lockhart (1996), there were several procedures or tools of gaining the information about what to reflect in the teaching practice:

- a) Teaching journals (the written or recorded accounts of teaching experiences).
- b) Lesson reports (written description of the main features of the lesson).

- c) Survey and questionnaire (administering questionnaire on particular aspects of teaching and learning).
- d) Audio and video recordings (recording a lesson or part of a lesson).
- e) Observation (observing or being observed by other teachers).
- f) Action research (changing particular aspects of teaching and learning through well-planned actions).

In this study, the teachers were asked in the questionnaire and in the interview about their practice of reflective teaching. Below was the table which shown the teacher's practice of reflectivity.

Table 3. Teacher's Practice of Reflective Teaching

No.	Initials	Teaching Journals	Peer Observation	Video Recording	Students' Feedback	Workshop and Training	Action Research
1.	ET1	-	-	√	√	√	√
2.	ET2	-	√	-	√	√	√
3.	ET3	-	√	-	√	√	√
4.	ET4	-	√	-	√	-	√
5.	ET5	-	-	-	√	-	√

The Importance of Reflective Teaching

The teachers stated the importance of being reflective both in the questionnaire and in the interview. Below was the teachers' statement of the importance of reflective teaching. The summary of the importance of being reflective teacher was presented in the following table.

Table 4. The Importance of Reflective Teaching

No.	Initials	The Importance of Reflective Teaching
1.	ET1	Teachers became more knowledgeable and innovative. Teachers realized their strengths and weaknesses. Teachers realized learning situation in the classroom while it is boring or not.
2.	ET2	Teachers realized their strengths and weaknesses. Teachers developed their teaching skills.
3.	ET3	Teachers became the model for their colleagues Teachers realized their weaknesses and strengths. Teachers were wiser in seeing the problems occur.
4.	ET4	Teachers continuously improved their knowledge. Teachers became a model of a successful learner. Teachers learnt from his/her own experiences as a learner and teacher.
5.	ET5	Teachers realized their attitudes in the class. Teachers knew more about their students. Teachers understood his/her daily practice more.

The above statements were supported by Elder & Paul (1994). They explained about the advantages of reflective teaching which considered reflective teachers tend to have willingness to improve teacher teaching quality by trying out new strategies and ideas. Then, Calderhead (1992) also added that reflective teaching could lead to creative and innovative approaches to classroom and school situations. This could eventuate into improved learning opportunities for students. Markham (1999) said that reflective teachers tend to make the use of teachers own learning and teaching experiences to improve their teaching practice. In addition, Farrel (2001) believed that reflective teacher would develop teachers' cognition about their own teaching practice. They tend to recall, consider, and evaluate their teaching experiences as a means of improving the future teaching quality. Regarding to the teachers' explanation about the importance of being reflective above, it can be summarized that the five teachers understand about the importance of being reflective teachers. It seemed that they were aware of the advantages that they got if they conducted reflective teaching.

However, in doing reflective teaching teachers stated in the questionnaire that they had impediments when they practiced reflective teaching from continuously reflect-in, reflect-on, and reflect-for their practice. The table below was shown impediments that teachers faced.

Table 5. The Impediments of Reflective Teaching

No.	Initial	Impediments that prevent reflective teaching
1.	ET1	Lack of training, lack of time
2.	ET2	Lack of time, lack of focus
3.	ET3	Lack of focus, lack of time
4.	ET4	Lack of readiness and open-mindedness, lack of training
5.	ET5	Lack of time

The above statements of three teachers about the time were in line with Loughran's explanation (1996). He explained that there was difficulty associated with learning from reflection that needed to be recognized was time of reflection. The 'when' of reflection (the time of reflection in relation to the pedagogical experience) influenced the learning that might be drawn and after an experience. Then, Pultorak (in Ballard, 2006) stated that teacher education needed preparation for becoming reflective practitioner. Lee (2005) believed that lack of training and education related to reflective teaching may be an obstacle for teachers to develop themselves after finishing their pre-service training program at the university. Furthermore, Cunningham (2001) explained that reflective practice requires a commitment to continue self-development and the time to achieve it. There was needed to be trained in reflective practice and time give to experiment with and master the general process of reflective teaching. He identified that some teachers might not be ready to confront the uncertainty about their teaching philosophies and competence that can be a part of the process.

From the above findings related to impediments of reflective teaching, it can be summarized that most of the teachers complained about the lack of timing they had for doing reflective teaching. In addition, lack of training was another impediment that the teacher faced. The university or institution where teachers got their teacher education program did not prepare them to be a reflective teacher. Therefore, the teachers were suggested to develop their own understanding about reflective teaching by joining training, seminar, and workshop related to reflective teaching. Furthermore, the teacher education program at the University should also realize about the importance of preparing the future teachers to engage with reflective teaching in order that the educational quality can be improved gradually.

This study had some limitation. They were related to the object of investigation, the instruments, participants, and the result of the study. First, related to the object of investigation, this study was limited only to see the teachers' general understanding of reflective teaching and practice on reflective teaching in general teaching. Actually, this study should go into more detail understanding about of all aspects of reflective teaching that teachers had. This study only came with how the teachers' define reflective teaching, the advantages of being teaching, and the impediments that prevent teacher's reflection.

Second, dealing with the instruments of the study, this study only used open-ended and close-ended questionnaire, one by one face to face interview, and observation as the instruments to answer research questions. In fact, this study had to provide the respondent teachers with focus-group interview that allowed researcher in exploring a specific topic about reflective teaching and see how the teachers react to the topic in order to know their understanding and they could learn each other's.

Third, dealing with the participants which the study only involved five teachers' internal knowledge about reflective teaching. In fact, this study should also deal with the reality of the school where the study took place. So, the data was enriched the findings of the study.

Finally, it was related to the result of the study. This study only presented the general understanding of the teachers related to reflective teaching. The understanding only covered the definition, advantages, and impediments of reflective teaching. However, it could cover larger area of reflective teaching. It could be the teacher's level of reflectivity or others related to reflective teaching.

D. Conclusion

Based on the above discussions, the researcher concluded, first, teachers had several activities related to reflective teaching, most of them did action research and asked students' feedback. Other activities that they did related to reflective teaching were peer observation,

video recording, followed workshop or training. However, there was also teacher who read and searched knowledge and theory related to teaching to keep up date with teaching practice. In the observation, it was found that teacher reflected individually. Sometimes they were sharing with their colleague teacher about their teaching or something else related to teaching process. They practice reflection-on, -in, and -for action.

Second, all teachers participant understand about the importance of being reflective in teaching. By doing reflection, teachers were more knowledgeable, innovative, and realized learning situation in the classroom while it was boring or not. Then, by doing reflection, teachers learned new things while teaching; they realized what was running well and not while teaching and learning process conducting. Furthermore, they could learn from their own experiences as a learner and teacher.

Third, the researcher concluded that the teachers shown their understanding about reflective teaching. It was seen by teachers' definition about reflective teaching. Teachers had given their perspective about reflective teaching. The perspective was from contextual perspective, experiential or deliberative perspective, and technical perspective.

The last, the researcher concluded that there were several impediments that faced by the participants in this study. They were lack of time, lack of training because they did not get any knowledge from lectures related to reflective teaching and lack of readiness and open-minded in reflective activities.

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