

## INVESTIGATING IN-SERVICE TEACHER'S PERCEPTION ON PRACTICING REFLECTIVE TEACHING IN THE CLASSROOM: A CASE STUDY OF IN-SERVICE EFL TEACHER IN ONE OF SENIOR HIGH SCHOOLS IN KARTASURA

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**Abstract:** Reflective teaching or reflection is the teachers' way in doing self-assessments on their teaching practice. The teachers will estimate or evaluate the development of their teaching including the technique, method, and other important things in teaching to create a better teaching plan and practice. This study investigates the teacher's perception on implementing reflective practice and the types of reflective teaching used by the teacher. This study uses a single case study to make an in-depth description. The data were collected by implementing an interview. The participant is one of in-service teachers in Senior High School in Kartasura sub-district, Central Java, Indonesia. The findings show that the teacher has a positive perception regarding reflective teaching and she used some types of reflections. By doing reflective teaching, it could give positive impacts to the teacher's progression in her teaching process.

**Keywords:** *reflective teaching, teacher's perception, teacher development*

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### INTRODUCTION

As we know, teacher has an important part in education field to guide students and give them knowledge in teaching-learning process. Then, teachers should be reflective and evaluative concerning the material or the method that they have given to the students (Fatemipour, 2013). Doing reflection in teaching activity called reflective practice. Thus, it can be concluded that it is not easy to be a good teacher. Teachers should improve their capability and knowledge regarding their teaching-learning style or method. To deliver a good teaching, the teacher needs to have time to do critical reflection (Brookfield cited in Miller, 2010). Choy and Oo (2012) believe that implementing reflection would encourage teachers' critical thinking. Furthermore, reflective teaching confronts teachers to have a sense of critical thinking about how to have good teaching, and support them to investigate themselves and their actions in teaching (Zalipour, 2015). Accordingly, reflective and evaluative teachers need to pay attention to reflective teaching. Reflective teaching is an exceptional model/method for teachers, that many language teachers in the educational field optimize the teaching-learning process in all levels of education (Farrell, 2007, 2015). In addition, reflective teaching functions to help teachers to think back critically several aspects of their work, to make informed decisions, and accordingly lead teachers to be more confident in teaching (Farrell, 2007).

In Indonesian context, reflective teaching practice or reflection is an up-to-date topic in the educational field since the government propose the term of reflective teaching in 2007 as the principles/standards or competencies for teachers that focus on having good characters, having social alertness, engaging in professional practice and educational skills (Ministry of National Education, 2007). Yanuarti & Treagust (2016) claim that most Indonesian teachers are not familiar with a term of reflective teaching and do not seem to realize that reflective teaching is a part of the intended policy of implementing Indonesian teacher standards competence. Accordingly, Indonesian practitioners and researchers must deeply explore reflective teaching to support Indonesian teachers' professionalism.

English teachers can utilize reflective teaching in their teaching by using several existing tools, techniques, and strategies. Fatemipour (2009) state several types of reflective teaching that can be used for the teachers like teacher's diary/journal, peer observation, audio/video recording, and students' feedback. It could be concluded that the teacher could use some methods to do a reflection. Furthermore, Navabeedhan (2011) claim that peer observation/peer coaching is one kind of reflective teaching types often done at the pre-service teacher level while Fatemipour (2009) find that the most effective type of reflection is the teacher's diary.

Recently studies concerning to in-service teachers in exploring the teacher's perceptions in practicing reflective teaching in some countries: Iran, Australia, Saudi Arabia, and Turkey (e.g. Moradi, Sepehriar & Khadif, 2014; Abednia, et al. 2013; Shukhri, 2014; Cimer & Palic, 2012). However, those researchers strictly focus on examining one tool or strategy such as teacher journal, peer-videoing, or video recording used by the teacher to find out the efficiency and benefits. Moreover, other studies report the contribution of reflective teaching, which is in Indonesia under the title *"In-Service Teacher's Perceptions of Reflective Teacher Diary to Promote Professional Development"*. In this study, Azizah (2018) had one teacher to be a participant in her research. She only focused on investigating the teacher's perception toward the utilizing of teacher diary/journal to encourage teacher's professional development. Therefore, this research is conducted under some considerations including, firstly, In Indonesia, the research about implementing reflective teaching was still restricted. Equally, most research only focuses on one type of reflective teaching, so they do not explore in a detailed way how the teachers' perception in utilizing reflective teaching with some types of reflection.

Dewey (1933) define reflective teaching by explaining that the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusion to which intends, constitutes reflective thought". Therefore, through reflective teaching, teachers will be able to focus on examining how their content knowledge and skills affect student engagement, and may adapt processes to improve their teaching practice. For Dewey, reflective teaching has a function to change the condition of fuzziness, hesitation, inconsistency into a clear and better one (Dewey, 1993, as stated in Lyons, 2010). Hence, reflective teaching is a transformation from the bad condition to a good condition in teaching-learning process to make better teaching practice. Several investigations about reflective teaching practice are teacher journal or teacher diary, peer-discussion, students' feedback, audio recording, peer-coaching, peer-observation, action research, and video recording (Lee, 2007; Fatemipour, 2013; Soisangwarn & Wongwanich, 2014; Susoy, 2015). Moreover, Maba (2017) state that teacher's perception is a response of thought from experts especially in the education field toward their experience in educating, teaching, guiding, assessing and evaluating students during teaching and learning process which is affected by their feelings and beliefs. Furthermore, Maba (2017) also state that there are two categories of teacher's perception in an assessment aspect consisting of positive and negative perceptions. Positive perception refers to a good response of teachers that becomes strong foundations and values dealing with all issues related to processing including the practicing of reflective teaching; whereas negative perception arises because of constraints faced by teachers dealing with a reflective teaching process that can trigger another obstacle or problem in implementing reflective teaching.

To fulfill the gap based on the researches that have been reviewed, the researcher proposes the two research questions below:

- a. How is the teacher's perception regarding reflective teaching?
- b. What tools/types that the teacher uses in implementing reflection?

## METHOD

In accordance to the aims of this research, this study used descriptive qualitative design which focuses on the practice of reflective teaching in the classroom including the teacher's perception and types used by the teacher. B. Hancock (2002) states that qualitative research is focused on exploring social phenomena and answering the questions which begin with why and how. In addition, another sources of triangulation as discussed by M.B. Miles & A.M. Huberman (1994) & R.K. Yin (2003) become another feature of this study approach. To maintain the validity of the data, triangulation was also proposed in this study.

The participant in this study was one English teacher from one of senior high schools in Kartasura, Central Java, Indonesia. The participant was chosen because of her experience in implementing reflective teaching in her class. In addition, the participant had a great interest in reflective teaching. Therefore, in choosing the participant, the researcher used a purposive sampling method as discussed by (J.W. Creswell, 2009).

To collect the data, the researcher used one technique, namely: semi-structured interview. The semi-structured interview was conducted with the teacher to collect the main data about her perspectives and types of reflection that she used in the classroom regarding the practice of reflective teaching. The interview session was conducted on 29 August 2019. During the interview sessions, note-taking was conducted to collect important data (Miles & Huberman, 1994; Malik & Hamied, 2014). Moreover, in analyzing the data, this study employed a model by M.B. Miles & A.M. Huberman (1994), which consists of data reduction, data display, and conclusion drawing/verification.

## FINDINGS AND DISCUSSION

This section shows the result regarding the research questions of this study, which is in the form of statements as follows:

### Teacher's Perceptions towards Reflective Teaching Practice in the Classroom

From the data gained, the teacher has implemented reflective teaching when she taught English in the classroom since her first year in teaching in 2018. However, sometimes she claimed that she didn't understand well about the way of practicing reflective teaching. She explained that reflective teaching that she knows is about doing a reflection by using some tools like teacher's journal/diary, peer observation/coaching, students' feedback or audio/video recording, but she didn't understand enough of how to use the tools in an appropriate way. However, she believed that by doing a reflection, it is very good for the teacher especially for a new teacher like her to know what happens in the classroom and what method or strategy that the teacher could use in the next meeting for the better teaching practice. The data about the statement are as follow:

**Teacher:** *"Reflective Teaching yang saya tahu itu merupakan sebuah metode untuk seorang guru dalam merefleksi dirinya dalam mengajar. Apakah pengajaran hari ini sudah bagus atau belum, apa saja yang terjadi dikelas, bagaimana tanggapan siswa, sehingga guru bisa merefleksi, membuat evaluasi dan merencanakan metode pengajaran yang tepat untuk pertemuan selanjutnya. Namun, sampai saat ini saya masih suka bingung untuk penerapan reflective teaching karena kurangnya pengetahuan saya tentang itu. Saat kuliah saya tidak belajar mendalam."*

**Translation:** *"Reflective teaching that I know is a method for teachers in doing a reflection in teaching. Is the method good for the students? What happens in the classroom? How are the students' reaction? So the teachers could do a reflection, an*

*evaluation and plan an appropriate method for the next meeting. However, I still get confused while doing a reflection because of the limitation of my knowledge regarding reflective teaching. When I was in college, I did not study the subject deeply."*

The teacher's response is in line with Mathew, et al. (2017) who stated that teachers could do a reflection to evaluate, to reflect and to improve her/his teaching practice. Hence, reflective teaching is a medium to develop teacher's professional development. Also, it works as a good approach that facilitates the teacher to reflect their practices during the teaching-learning process. In addition, Boody (2008) stated that teacher's reflection set apart as reflection, evaluation, implementing thought into action. Moreover, reflective teaching involves the teacher to investigate her/his beliefs and values about teaching; thus, she/he can take responsibility toward it (Korthagen, 1993, as cited in Farrel, 2003). When the teacher still had difficulties in doing a reflection because of her lack of understanding, she still believed that reflective teaching is a good way to do a reflection for all teachers.

In addition, she also mentioned that the teacher could use reflective teaching because it is good to be implemented. It can help her to improve her teaching practice and experience. By doing a reflection, she could be a creative and sensitive teacher after knowing and understanding the students' response, as shown here:

**Teacher:** *"Sudah jelas ya, bahwa reflective teaching itu bagus, guru dapat tahu kekuatan dan kelemahan dirinya dalam mengajar dan kita juga jadi tahu pencapaian siswa. Selain itu, dengan reflective teaching kita juga bisa tahu cara untuk improve our English skill, our teaching, our speaking style yang kemudian kita bisa tahu metode atau teknik yang cocok yang bisa kita pakai untuk setiap topik di pengajaran bahasa Inggris dan itu sesuai dengan kemampuan siswa. Dengan reflective teaching, itu memudahkan saya untuk menentukan cara mengajar yang tepat dipertemuan selanjutnya sehingga siswa akan merasa nyaman dan enjoy karena kita telah mengganti metode yang tepat.*

**Translation:** *"It is really clear that reflective teaching is good to be implemented in class activity. The teacher could know my strengths and weaknesses of my teaching methods and also I can know about our students' response. Besides, by doing a reflection, the teacher could know the way in improving our English skill, our teaching, and our speaking style in order to know the suitable method in teaching process based on the students' ability so that the students will feel comfort and enjoyment because we have changed the method."*

The teacher's response is in line with Rodman (2010) who claims that doing a reflection could be an appropriate method to enhance the teachers' development. Moreover, she said that she could do an evaluation and find her strengths or weakness during teaching-learning process and she could know what the effective method in teaching is. In addition, Calderhead, (1992 as cited in Al-Ahdal & Al-Awaid, 2014) states that by practicing reflective teaching, teachers will be creative in choosing an innovative approach in teaching while the students could improve their learning opportunities. This can be assumed that reflective teaching could be a core for a better teaching plan.

With respect to teacher's perception regarding the practice of reflective teaching, it can be concluded that the teacher has a good perception because doing a reflection could give some benefits not only for the teacher but also for the students.

### Types of Reflective Teaching that Are Used by the Teacher

From the obtained data, it was found that the teacher used some types of reflective teaching such as the teacher's journal, students' feedback, peer observation, and video recording. She mentioned that she often uses some types of reflective teaching depending on her needs in doing a reflection. The obtained data about the statement are as follow:

**Teacher:** *"Kalau untuk tipe dari reflection, yang sering sekali saya pakai adalah teacher's journal, saya bisa mencatat segala fenomena yang terjadi dikelas. Ataupun nama-nama siswa yang sekiranya tidak terlihat tertarik dengan pelajaran. Saya juga suka mencatat metode serta games yang bisa saya pakai saat mengajar, sehingga dilain waktu saya bisa melihat catatan lagi untuk mengaplikasikan cara yang sama. Selain itu, pihak sekolah juga setiap dua pekan sekali melakukan peer-observation untuk guru-guru, saya senang dengan adanya itu karena saya bisa menanyakan langsung kepada yang mengobservasi untuk memberi penilaian terhadap teaching style saya. Selain itu saya juga sering memberikan kuisisioner kepada siswa untuk tahu apakah mereka nyaman dengan metode pembelajaran saya, bagaimana perasaan mereka, metode apa yang mereka butuhkan, jadi ada timbal balik antara guru dengan murid. Terkadang juga saya menaruh HP di ujung ruangan untuk bisa merekam saya dalam keseluruhan mengajar, jadi saya bisa tahu body language saya terhadap anak-anak. Semua itu sangat membantu saya dalam melakukan reflective teaching. Jadi tidak hanya fokus kepada satu tipe saja, tetapi saya juga menggunakan yang lain."*

**Translation:** *"For types of reflective teaching, I often use teacher's journal, I could write all the phenomenon that happens in the classroom. Besides, I could write all the students' names who do not show interest in the lesson. I also take a note of method or games that I used in the teaching-learning process, so for the next teaching I could use the same method. Besides, twice a week our school will hold peer observation for all teachers. I am very glad about peer-observation because I could ask the observer about my teaching style. Moreover, I often give my students a questionnaire to know if they feel comfortable in the process of teaching-learning. I could know their feeling, and the suitable method for them in order to get feedback between a teacher and students. All the types of reflective teaching are really help me in doing a reflection. Not only focus on one type, but also other types."*

This is in line with Mathew, et al. (2017) who states that there are some tools/types of reflection that can be used by the teachers as a method to conduct reflection, such as teachers' journal/diary, peer observation, audio/video recording and students' feedback. Those types are good to be practiced to do an evaluation for the teachers concerning their teaching activity. In this study, most types that used by the teacher in practicing reflective teaching was the teacher's diary, then followed by peer observation, students' feedback, and video recording. Zulkifar and Mujiburrahman (2017) who studied reflective journals find that most of the respondents perceived that reflective journals could be a useful type/tool to evaluate themselves and to improve their performance in the next meeting. In other researches, Fatemipour (2009) also support that the teacher's diary is the most effective reflective tool. It can be concluded that teachers could use some tools of reflective teaching when doing a reflection to make a better plan and action.

## CONCLUSIONS

Based on the findings and discussion of the study, all the research questions are obviously countered. The teacher who became the participant of this study had a positive perception regarding reflective teaching. It is good to be implemented in the teaching practice, helps the teacher in improving teaching skills, reflects teaching as a core to make a better teaching's plan, and by doing a reflection, the teacher can identify the students' achievements. Furthermore, there are several types of reflective teaching practiced by the teacher. The most reflective tool used by the teacher was teacher's diary followed by peer-observation, students' feedback, and video recording. The suggestion for the next researcher is about the participants. Since this study only has one participant, it would be good if the future researchers could get some teachers to know their perceptions and the types of reflective teaching that they used in doing a reflection.

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