

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses theoretical background concerning with reflective teaching in education.

#### **A. Perception**

The expression of knowing others is the initial study of perception. Perception in simple definition is a vision, how a person sees something, while in a broad sense is a view or understanding, how someone views or interprets something (Donovan & Leavitt,1978). Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment (Schacter, D., Gilbert, D., Wegner, D., & Hood, B. M.: 2011). In detailed mechanisms Zack (2020) stated that perception are fundamental organizers of conscious experience, of active behavior, of language use, and of the experience of remembering the past. Therefore perception is referred as the core of interaction and communication, because if our perception is inaccurate, we cannot interact and communicate effectively.

## **B. Reflective Practice**

As stated in previous chapter that reflective teaching has revealed some positive impact in educational environment. Reflective practice refers to the on-the-job performance resulting from using a reflective process for daily decision-making and problem-solving (Larrivee, 2008). Reflective practice plays pivotal role since it gives significant support in teachers' professionalism. It is supported by (David, 2000) that teacher professionalism covers a high degree of individual autonomy and self-control of behavior for effective practice. Biggs (1999:6) alludes that reflection in professional practice produces an autonomous learner which then improves the learner's understanding of an experience, critical thinking, problem solving, and individual change management skills. Reflection is mentioned as one part of teacher professionalism requirement, it shows that reflective practice is crucial to be conducted by teachers.

Actually, as stated by Sellars (2014:3), there is no introduction to self-reflection in education. Nevertheless, according to Goethals et al. (2004:10), self-reflection refers to a powerful means of learning which helps someone to refocus his/her vision as an educator. Loughran (2002) points out that reflective practice is a lens into the world of practice which offers a chance for questioning and investigating of often taken-for-granted, assumptions which have potential to lead to a developing understanding of professional practice. Calderhead (1989); Zeichner and Liston (1996) explain that reflective teaching is approaches to professional training and development have been associated with notions of growth through critical enquiry, analysis, and self-directed evaluation. Reflection

involves intuition, emotion, and passion and is not something that can be neatly packaged as a set of techniques for teachers to use. Grant (1984) in his preface elaborates that reflective orientation to teaching occurs when a teacher questions and clarifies why he/she has chosen his/her classroom methods, procedures, and content. It also includes studying the school environment in relation to those choices. Briefly, it is thinking analytically about the teacher's goal, teaching actions, and teaching environment which then use those thoughts to improve the future teaching.

## **C. Approaches Related to Reflective Practice**

### **1. Dewey's Reflective Thinking**

In the first half of the twentieth century, the philosopher and educationalist, John Dewey introduced the seminal concept of reflective thinking (Barentsen and Malthouse, 2013; Dymoke et al., 2013; Sellars, 2014). Dewey's view is that opportunity for reflective thinking is prompted mainly by practical events creating feelings of disquiet or confusion or by a sense of wonder and awe. Hence, these are to be resolved by persistent, reasoned thinking identified as reflection which is to be guided by a goal in mind (Sellars, 2014:4).

Anyway, reflective thinking is not always easy or indeed pleasant. It demands a teacher to be honest with him/herself. If he/she is totally honest, he/she needs to admit that he/she doesn't always have all the answers, get it right and that he/she has more to learn what is called as good teaching (Barentsen and Malthouse, 2013:5). Briefly, Dewey intends the role of the reflection to develop the knowledge and expertise of teaching (Sellars, 2014:4).

### **2. Schon's Reflection-in and on-action**

The second approach referring to reflective practice was introduced by Donald Schon in 1983 in which he proposed two sorts of reflection called as reflection-in-action and reflection-on-action (Barentsen and Malthouse, 2013; Dymoke et al., 2013; Sellars, 2014).

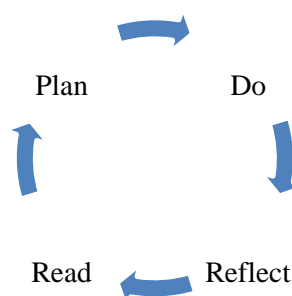
Reflection-in-action is considered to be the almost unconscious, instantaneous reflection in which an experienced teacher is trying to solve a

problem during the instructional process in response to the needs of the pupils (Dymoke et al., 2013:10). Meanwhile, reflection-on-action takes place after the teaching session and is deemed as a more deliberative and conscious process. Since it involves looking back at an event, it constitutes a form of retrospective reflection which can be stated in a daily teaching journal (Dymoke et al., 2013:10).

### 3. Kolb's Experiential Learning

Since reflection is understood as learning from experience, the relationship between experience and learning is then well-known as 'experiential learning'. In this regard, David Kolb in 1984 proposed the cycle of experiential learning to describe how someone learned from his/her experiences (Dymoke et al., 2013:11; Sellars, 2014:10). The cycle is illustrated as follows:

**Figure 2.1 The Cycle of Kolb's Experiential Learning**



**Table 2.1 Description of the Cycle of Kolb's Experiential Learning**

<b>Do it</b>	A teacher teaches a lesson. Perhaps the lesson is assessed so he/she can read the feedback.
<b>Reflect on it</b>	The teacher thinks about what went well, what went less well, what he/she did, what he/she didn't do, the reasons for those, etc.
<b>Read up on it</b>	The teacher attends library, browses in the internet, or speaks to his/her tutor or peers to get a feedback.

<b>Plan the next stage</b>	After acquainting him/herself and gaining some suggestions from tutors/peers, the teacher is ready to plan his/her next teaching session.
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This model of reflection can be started at any stages. Besides, the steps are clear, unambiguous and followed by a logical progression. This model can be very useful for beginning teachers who haven't taught a particular session before. They may start at the 'read up on it' stage which will equip them with the knowledge needed to teach the session (Reece and Walker, 2006:92).

#### 4. Gibb's Reflective Practice

Kolb's model was further developed by Graham Gibbs in 1988 (Barentsen and Malthouse, 2013: 7). The cycle is represented such below:

**Figure 2.2 The Cycle of Gibb's Reflective Practice**



**Table 2.2 Description of the Cycle of Gibb's Reflective Practice**

<b>Description</b>	A teacher describes his/her teaching session.
<b>Feeling</b>	The teacher considers his/her feeling as participant.
<b>Evaluation</b>	The teacher evaluates the teaching session by considering what might be good and bad.
<b>Analysis</b>	The teacher uses analysis to make sense of his/her teaching experience and to state what was learned from the experience.
<b>Conclusion</b>	The teacher considers what he/she could have done differently or in addition.
<b>Action plan</b>	The teacher considers if such things recur what he/she needs to do

Gibbs' reflective cycle is fairly self-explanatory, but in being more descriptive, it has the effect of restricting the user to consider only the points offered.

## **D. Larrivee's Four Levels of Reflection**

In particular, since there are many experts who formulate the theory of reflective practice, Larrivee (2004) distinguished between reflective practitioners with non-reflective teachers into four levels of reflection; (a) pre-reflection, (b) surface reflection, (c) pedagogical reflection, (d) critical reflection.

### ***1. Pre-reflection (non-reflective)***

At the pre-reflective level, teachers only react to the students and classroom situations automatically. Teachers do not do any conscious consideration, so that they often perceive themselves as victims of the circumstances. This phase is often called as non-reflective level, since the teachers do their teaching activity without questioning and improve their teaching practice based on the students' responses and needs. Unfortunately, there are teachers who fall into this category.

### ***2. Surface reflection,***

At this level, teachers start to focus on providing and applying strategies and methods to reach predetermined goals. At surface reflection, teachers are concerned with what works rather than with any evaluation of their ways in delivering their methods and strategies. For this level, the term technical reflection has been used by Day (1993) and Farrell (2004). It has also been referred to as descriptive reflection by Jay & Johnson (2002). The term surface was chosen to depict a broader scope in connoting values, beliefs, and assumptions that lie 'beneath the surface' which are not considered at this level of reflection.



### ***3. Pedagogical reflection***

At this level practitioners apply the field's knowledge base and current beliefs about what represents quality practices. This level has probably the least consensus in the literature as to its composition and label. It has been variously labeled practical reflection (Van Manen, 1977), theoretical reflection (Day, 1993), deliberative reflection (Valli, 1997), comparative reflection (Jay & Johnson, 2002), and conceptual reflection (Farrell, 2004). The term pedagogical was selected as a more inclusive term, merging all of the other concepts to connote a higher level of reflection based on application of teaching knowledge, theory, and/or research. At the level of pedagogical reflection teachers reflect on educational goals, the theories underlying approaches, and the connections between theoretical principles and practice. Teachers engaging in pedagogical reflection strive to understand the theoretical basis for classroom practice and to foster consistency between espoused theory (what they say they do and believe) and theory in use (what they actually do in the classroom).

### ***4. Critical reflection***

At this level teachers reflect on the moral and ethical implications and consequences of their classroom practices on students. Critical reflection involves examination of both personal and professional belief systems. Teachers who are critically reflective focus their attention both inwardly at their own practice and outwardly at the social conditions in which these practices are situated. They are concerned about issues of equity and social justice that arise in and outside the classroom and seek to connect their practice to democratic ideals. Acknowledging

that classroom and school practices cannot be separated from the larger social and political realities, critically reflective teachers strive to become fully conscious of the range of consequences of their actions.