CHAPTER IV

Data Presentation and Findings

This part presents the data dealing with the proposed research questions. As stated in the previous part the data of the study were gathered by employing unstructured interview. Two subjects identified as teacher 1 (T1) and teacher 2 (T2) become the data sources of the study in which any information dealing with their perception and the practice of reflective teaching were collected.

A. Teachers' Perception about Reflective teaching

As stated in the previous part, in this study the teacher's perception refers to how the teacher's view about reflective activity done by teacher during and after conducting teaching activity. The teachers' view in this context also refers to the teachers' insights about reflective activity covering how they define reflective teaching, when reflective is usually done, and the contribution or the goodness of conducting reflective teaching.

Through the process of interview, it was identified that the subjects of the study perceived reflective teaching positively. In other words, the teachers had good perception on reflective teaching activity. They addressed reflective teaching with various statements, such as reflective teaching was good activity, reflective teaching was very important, reflective teaching was necessary done by every teacher, and also reflective teaching was constructive activities. The variety of the statements stated by

the subjects implied that the two subjects totally agreed that reflective teaching should be done by every teacher (the practice of doing reflective teaching).

Dealing with the importance of reflective teaching, Teacher 1 said:

" Reflective teaching cannot be separated from teaching activities. They are interrelated for each aspect supports another. It is very important activity. I do agree if every teacher does it when she or he is teaching".

The subject's statement above explicitly implied that reflective teaching is a part of teaching itself and both must be done to produce a powerful teaching.

In conducting teaching and learning process, according to Teacher 2, a teacher must experience a kind of constraint although lesson plan has been well-prepared before. Teacher 2 stated that the constraint happened was out of teacher's control. This fact became the consideration of doing reflective activity. In details the subject mentioned some common things that were used to as the reasons of conducting reflective teaching, they were students' participation during teaching and learning activities, the practices of teaching that were supposed to be good and not good, and also teacher's temperament in teaching.

Meanwhile Teacher 2 illustrated the necessity of conducting a reflective teaching like someone who has a lunch. In having a lunch someone must eat and drink. In this context, the teacher illustrated teaching as eating and doing reflective teaching as drinking. Both eating and drinking must be done to give a good result on individual's body. The statement spoken by the Teacher 1 and the illustration given by the Teacher 2 above indicated that reflective teaching must become regular activity to give a good result on students' learning.

The subjects' educational level automatically affected the way how the subjects viewed or perceived reflective teaching activity in term of their understanding about reflective teaching. The subjects were graduated from S2 level, so that it enabled them to deal with any reading materials, such as research reports, articles and other printed materials dealing with teaching practice, especially reflective teaching activity. In other words, their experiences in S2 level have inspired them to have their professionalism development in teaching and reflective practices.

In general, Teacher 1 (T1) argued that reflecting teaching is one of a teacher's activities that needs to be done regularly. There were two important terms used in reflective teaching; to reflect and to introspect as they were stated by T1 as follows,

"In my opinion, reflective teaching is an activity to reflect or to introspect of teaching and learning activity that I have conducted in the classroom to assess whether or not my teaching practices is appropriate, whether or not it is successful. Through reflective teaching, then, I can identify why the class is quiet, why the students are not active, why I get angry with my students, etc."

Reflective teaching, based on the quotation above, explicitly showed that it was an activity to see back or to introspect the practice of teaching that had been conducted. Definition of reflective teaching given by teacher 2 was similar with that of given by teacher 1. Reflective teaching or reflection, according to Teacher 2 (T2),

was an effort to re-introspect the practice of teaching that has been done by every teacher. For teaching is a series of activities, teacher 2 viewed that reflective teaching was an important phase that should be done by every teacher. The following quotation illustrated the importance of reflective teaching stated by teacher 2 as follows, "

Reflective teaching is important phase for a teacher. Without doing reflective activity, a teacher will not be able to understand the weaknesses, the strength and also the constraints of the teaching activity.

The subjects stated that administratively they had prepared their teaching, for example making a lesson plan. Because of the student individual uniqueness, in their teaching practice, they sometimes experienced a situation of learning out of their control. They addressed this situation as a constraint.

In his elaboration, Subject 1 stated as follows,

"Sometimes after teaching I feel that I am not satisfied with my teaching. I feel what I have planned before is not responded by the students. I assume that there is a problem in my teaching, may be the materials or may be the strategy I use is not appropriate. I sometimes also try to find an answer why the students are active in the classroom".

The subjects further argued that the implied idea of re-introspect in reflective activity was evaluation. In brief they stated that evaluation in reflective teaching was different from that of used in evaluation as it is used to determine students' score. The

former referred to evaluating the teacher's practice of teaching whether the use of strategy or technique were appropriate or not to facilitate the students' learning. Meanwhile the later implied the process of measuring students' understanding about the presented materials. Hence, it is obvious that evaluation in reflective teaching, according to teacher 1, was intended to identify the strength and the weaknesses of teaching activity in the classroom. Further, he mentioned that the result of reflective teaching could be worth to improve the quality of teaching. On the other hand, evaluation on students' learning outcome can be used as an indicator to determine whether or not the instructional objectives have been met.

The subjects' insights on reflective activity was also addressed to elaborate the possible different practice of reflecting teaching done by every teacher. Teacher 2 used the term "depth of reflective activity" to address the different practice of reflective teaching. The subjects mentioned at least three factors that were contributive to the quality of reflective teaching. The teacher's ability to analyze his/her teaching was the first factor determining the depth of reflective teaching. The subject believed that by doing a deep analysis of teaching, a teacher could find some information about his/her teaching practice. Consequently he/she could identify which aspect needed to be improved.

Beside the teacher's ability to analyze his/her teaching practice, the teacher's knowledge also another important factor. It referred to the teacher's capacity of knowledge. The subjects needed to read more to improve their insights. Getting knowledge dealing with reflective teaching inspired them in finding out solution to

improve their quality of teaching. As stated previously, the subjects S2 background of knowledge gave contribution on their understanding about reflective teaching.

Finally, the subject used the term personality as the third factor affecting their reflective teaching practice. In this sense, they thought that being a sensitive teacher was necessary. It was important for the subjects when they were teaching, they simplified their what was considered difficult by the students. They usually posited themselves as the students when they were teaching. The purpose was, according to the subjects, they could identify whether or not their teaching was contributive to facilitate the students' learning.

B. The teachers' Practice in conducting Pedagogical Reflective Teaching

The descriptions of the data presented above deals with information about the Subjects' perception on reflective teaching. The descriptions also presented another point that was included in perception itself, that was the subjects' insights about reflective teaching, covering the definition of reflective teaching, the appropriate time to conduct reflective teaching, and how to conduct comprehensive reflective teaching.

Another data showing the subjects' practice in doing reflective teaching was shown when they explained the contribution of reflective teaching for both teacher and student. Teacher 1 re-strengthened his statement that the contribution of reflective teaching for a teacher was as a bridge to do an introspection. He had an experience in his teaching practice. After teaching he thought hard and tried to find an answer why the same well-prepared materials and the selected strategy did not significantly give contribution on the students' proficiency. He identified the accounting class where female students dominated the number of the students in the class, the teaching learning process ran actively. On the other hand, when the class was dominated by male students, the class was not totally active. The subject needed to learn more to be able to find solution on the gender character of learning. These two situations become a basis of Teacher 1 to conduct a reflective teaching.

Meanwhile Teacher 2 sated that the contribution of reflective teaching for a teacher was awesome. He made a paradox statement as follows,

"If a teacher does not ever do a reflective teaching, he or she will never make any progress in his or her teaching. The teacher will never ask him or herself whether his or her teaching is good or not. It is important to be considered because the obligation of a teacher, one of them, is doing reflective teaching".

Regarding to the contribution of doing reflective teaching, similar opinion was stated by Subject 1 as follows,

"Doing reflective teaching offers positive contribution for it is a stepping stone to make an improvement in teaching. In other words, progress in teaching can be performed as long as a teacher re-introspects his or her teaching practice".

The quotation above implied that reflective activity is very important and it

can be a way to improve quality of teaching. Subject 2 also explained that reflective activity was an activity for a teacher to ask him or herself. He addressed it was a way to do "self- evaluation". Subject 2 formulated self-evaluation in some of the following questions (a)Why could not the students understand the presented material?

(b) Was there something wrong when I presented the material? (c) Have the written instructional objective been achieved? The subject strengthened that without asking these questions the teaching would be only an activity with no trace.

The two subjects of the study agreed that reflective practice was contributive not only for the teacher but also for the students. Specifically, the contribution for the students was the effect of reflective teaching done by the teachers. The quality of impacts on the students' learning was, according to Subject 1, determined by the comprehensiveness of reflective teaching done by the teacher. When the teacher through self-evaluation realized the possible weaknesses of his or her teaching, there would be improvement of his or teaching practice. Hence, the students' learning experiences would also get improvement. The subjects stated that the impacts of students' learning could be gotten in the next meeting. Hence, the enhancement of students' learning was because of the teacher' s improvement in teaching as a result of doing reflection on the previous teaching activity.

During the process of interview, Subject 2 stated that reflective practice could be various, in term of the person to be involved. Another teacher and students were important figures to be involved in doing reflective teaching. In this sense, the role of the students was to give feedback about the teaching and learning activity. The students' involvement in this activity indicated that the subject needed to create two way of interaction, so that any information dealing with the problems during the process of teaching and learning could be identified. Another teacher, according to the subject, was an outside component that functioned to control the process of reflective activity. Moreover, the involvement of another teacher enabled the subject to have valuable inputs on parts of teaching that need to be improved. It was also stated that another teacher had a role as a peer to assess the teaching process. Hence, the two components above, according to Subject 2, had important role, so that the teacher keep on track in doing reflective teaching.

The two subjects had the same opinion on when reflective teaching could be done. They stated that reflective activity could be done during the process of teaching or after teaching and learning process. They tend to do reflective teaching after teaching and learning activity, as it was stated by subject 1 as follows.

"Because of the importance of reflective teaching, it must be done. For me myself, reflective teaching is better done after teaching and learning process for the reason of comprehensiveness. By having sufficient time to conduct reflective teaching, I can utilize any feedback given by my colleagues to find improvement of my teaching activity".

The subjects also explored his reason why he avoided to conduct reflective teaching during the teaching and learning process. It was stated that conducting reflective teaching during teaching and learning process was a partial activity in which it was intended to find an emergency solution to cope with an unexpected problem occurred during teaching and learning process. In this context, according to the subjects, finding out the emergency solution would not distract the teaching and learning activity.

This part also presents how the Subjects of the study conducted one of the components of reflective teaching proposed by Larrivee (2008) namely pedagogical reflective. From the result of interviewing the two teachers as the subjects of the study, they took two procedures in conducting pedagogical reflective teaching. In the first step they identified the constraints happened in the classroom. The common constraints usually dealt with the students' participation, the way to group students, the practice of activating students' prior knowledge, the situation surround the classroom, and classroom management. The subjects of the study mentioned that in identifying the problems in the classroom they used three tools. Every teaching and learning activities, the Subjects made journal of teaching in the form of notes. This journal was used to write what the teachers felt and saw of the students' participation. It was stated by Subject 1 as follows,

"I need to know the condition of my class during the teaching and learning process. I always record the students' participation in the form of notes. Because I have parallel class, writing down the situation is necessary. Although it is just a small piece of paper, it is useful for me"

The teacher notes mentioned above, according to Subject 1 was helpful. It can be used as a basic consideration in doing reflective practice. Other two tools used by the Subjects in collecting information in their teaching activity were inviting their peers to observe their teaching and asking the students to write a diary about their impression during teaching and learning process. This instruction was intended to know the weaknesses of the subjects' teaching practice. Sometimes Subject 2 changed the instruction asking the students not to write their impression but asking them to write what they got from the teaching and learning at that day.

The third tools used to collect information of their teaching activities was peer observation. The Subjects of the study asked their peer to see their teaching. This activity was not frequently done because of the busyness of their peers. Instead the Subjects in their leisure time consult any problems in their class. In this context both the Subjects and their peers conducted the socalled peer coaching.

Determining solutions was the second step that the Subjects did in conducting pedagogical reflective teaching. As stated in Chapter III, in collecting the data dealing with the solution taken by the Subjects, the researcher provided some statements to be responded by the Subjects of the study. Those statement were adopted from components of pedagogical reflective teaching proposed by Larrivee (2004). Based on the Subjects' responses, it was identified that the Subjects of the study conducted eight activities as the solutions of the problem, they were (a) They sought ways to connect new concepts to students' prior knowledge, (b) They analyze the impact of task structures: grouping students, (c) They recognized the classroom complexity, (d) They searched ways or strategies to deepen students' understanding, (e) They identified alternative ways of representing ideas and concepts to students, (f) They acknowledged the gap between what is being accomplished and what needs to be accomplished, (g) They adjusted methods and strategies based on students' performance, and (h) They strived to enhance learning for all students.

The Subjects stated that by doing those eight activities gradually they could create interactive classroom. The students had eagerness to work in groups. The given tasks could be accomplished although sometimes the result needed to be improved. The subjects believed that regular treatment using those eight indicators.

C. The Findings of the Study

Based on the data presented above, the findings of the study are presented in table below.

The	The Teachers had	They		
Teachers'	positive perception	appreciated		
Perception on	on Reflective	other teachers		
Reflective	Teaching Activity	who conduct		
Teaching		Reflective		
		Teaching.		
		They made		
		reflective		
		teaching as one		
		of the activities		
		in a series		
		activities in		
		teaching		
		They used		
		different		
		expression to		
		show their		
		positive		
		perception on		
		Reflective		
		Teaching such		

Table 4.1 The Findings of the study

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		as "important,		
		necessary,		
		interesting"		
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	TT11	TT1 1. C 1		
	They had	They defined		
	comprehensive	Reflective		
	understanding about	Teaching as		
	Reflective Teaching	reflection, to		
		reflect, to		
		asses, to		
		introspect their		
		teaching		
		practice.		
	The teachers viewed	They had to		
	that Reflective	conduct		
	Teaching was very	Reflective		
	important activities.	Teaching		
	F	during or after		
		teaching		
		learning		
		process		
The teachers'	They identified the	They elicited	The	The use of
practices in	possible weaknesses	some questions	interactional	"Bahasa
-	-	to the students		Indonesia" as
conducting	during their		language used	
pedagogical	teaching practice	in the	in the	an interactional
reflection	using three tools.	classroom.	classroom	Language
			The students'	Male students
			characteristics	
			characteristics	tend to be lazy
				in the
				classroom
				Students in the
				different
				department
				participated
				differently
				during teaching
				learning
				process
			The school	The class that
			environment	was close to
				public spaces
				(school
				canteen, school
L				cunteen, senoor

	1		· · · · · · · · · · · · · · · · · · ·
			yard), the students tend to be noisy
	They asked the students to write what they felt, got, and learnt from the teaching learning process at that day.	To know the students' feeling when they joined teaching and learning activities	
	They made a kind of Reflective Journal in the form of simple notes, or classroom journal.	To make sure that they would not forget the problem or classroom situation	
	They asked their peers or colleagues to observe their teaching practice		
The Teachers determined the improvement of the teaching practice	They did discussion with other colleagues	To get a kind of inputs to solve or to improve the quality of teaching	They sought ways to connect new concepts to students prior knowledge They analyze the impact of task structures: grouping students They recognized the
			classroom complexity They searched

r	T	1	r
			ways or
			strategies to
			deepen
			students'
			understanding
			They identified
			alternative
			ways of
			representing
			ideas and
			concepts to
			students
			They
			acknowledged
			the gap
			between what
			is being
			accomplished
			and what needs
			to be
			accomplished
			They adjusted
			methods and
			strategies based
			on students'
			performance
			They strived to
			enhance
			learning for all
			students
	They read	To improve	
	books or	their insights	
	research reports	about	
	1	Reflective	
		Teaching	
		practices	
	I	±	