# CHAPTER V

# DISCUSSION

This chapter presents the discussion of the research findings of the proposed research questions. The first discussion deals with the perception of the teachers (subjects) on reflective teaching (section A) and the second discussion is about the pedagogical reflective teaching done by the two teachers (subjects) of the study (section B).

## A. Teachers' Perception on Reflective Teaching Activity

Before discussing the finding of the study dealing with teachers' or subjects' perception about reflective teaching, this part is initiated by presenting the current practices of teaching and also activities set and done by the students in learning English. It is intended to show that improving quality of teaching is not merely something to do with good preparation in designing teaching and learning activities, providing materials, choosing teaching media and strategy and quality of interaction in the classroom. Instead, an activity the so-called reflective teaching is another important activity that is contributive to enhance students' learning in EFL instruction.

Some ideas presented in this part are the role of teacher, the nation-wide and the world -wide requirement of teachers' qualification, the common practices to facilitate the students' learning covering the teaching and learning activities in the

classroom, and the set activities to support students to practice language. These aspects become the teachers' consideration in EFL instruction, for they are potential to facilitate and to enhance students' motivation in learning.

In the classroom setting, a teacher is the main figure who facilitate the students learning. In this sense, a teacher takes a role as an actor in which he or she implements the prepared lesson plan during the teaching and learning process. The teaching and learning activities are well-designed to create an effective classroom - the class that is powerful to inspire the students to improve their competency.

In educational setting, every teacher is insisted to have good qualification. In Indonesian context, the government has provided some laws; Law No 20 of 2003 on National Education System, Law No 14 of 2005 on Teachers and Lecturers, and Government Regulation No 19 0f 2005 on National Standard of Education stipulate that teachers must possess academic qualifications, holding at least a Sarjana degree (S1) or four-year diploma (D-IV). These laws have been provided to guarantee that every teacher must be able to perform effective teaching.

According to Indonesian Law No. 14/2005 concerning teachers and lecturers above, competency is a set of knowledge, skills, and behaviors possessed by teachers or lecturers in carrying out their professional tasks. Teachers should have and develop personality, pedagogical, professional, and social competencies. Personality competencies refer to the teacher's personal characteristics which include integrity, stability, maturity, wisdom, authority, good morality, and role models for learners.

Pedagogical competencies, on the other hand, refer to abilities to manage learner learning which include understanding learners, planning and implementing and assessing learner learning, and actualizing learner potentials. Meanwhile, professional competencies refer to the teacher's sound understanding of subject matter knowledge and language skills. Finally, social competencies refer to the abilities to interact effectively and efficiently with learners, parents, colleagues, school administrators, and community.

On the other hand, Stronge (2002) has developed *The Teacher Skills Assessment Checklists* to help identify qualities of effective teachers. The qualities are categorized into five skill area as follows (1) the teacher as a person, which includes such qualities as caring, fairness and respect, interaction with students, enthusiasm, motivation dedication to teaching and reflective practice, (2) the teacher as classroom manager and organizer, which includes organization, disciplining students and classroom management as areas of concentration, (3) organizing for instruction, which includes such components as the importance of instruction, time allotment, teachers' expectations, and instructional planning, (4) implementing instruction, which includes such aspects as instruction strategies, content and expectations, complexity, questioning and student engagement, and (5) monitoring students' progress and potential, which places a strong emphasis on students as learners, thus focusing on such areas homework, student progress as well as needs and abilities.

From the various opinions given by the language experts regarding the competencies of qualified English teachers must be possessed, it can be inferred that apart from having the suitable or relevant academic qualification, it is recommended that the teacher must have a good teaching practice with their proficiency in English as well as certain personal qualities. These requirements are meaningful so that in real teaching activities the teacher could integrate both content knowledge and pedagogical competence to assure that all students learn and perform at high levels.

The set rules in educational domain show that teachers play important role in educational setting. Teachers are one key factor in learners' successful learning. Since the purpose of teaching is to facilitate the students to be successful, the critical ingredient of successful learning is, therefore, the professional competence of teachers, the ability to deliver quality professional service designed to increase the probability of successful learning.

The efforts taken by the teacher is directed to improve students' competency to communicate in foreign languages. Besides designing teaching and learning activities in the form of lesson plan, the teacher also sets various activities to provide opportunity to practice their English both in the classroom setting and out of classroom setting. In this sense learning language is believed to be successful if it is used in real communication. In other words, learning language needs to be very practical. Some practices of teaching and learning done in many schools are the students are inspired to actively learn language for their own purpose, the students are

given opportunities to practice English in their daily communication, the students practice language based on the given vocabularies, they talk about objects that are available surrounding the school and they could use the learned vocabularies to discuss about recently case or issue.

The teachers, in their teaching, also enhance the students to learn English by doing. Hence, the learned language in terms of grammar, pronunciation, and also vocabulary must be practiced in real communication. Through practicing using language in real communication, the students get a lot of numbers of language inputs from their partners, in terms of how to use a certain word properly, how to pronounce a certain word correctly, and also how to construct language using a correct sentence pattern. In short, they could learn from other students' performance.

Another common activity done by teachers to enhance students to learn is giving regular assignment to students to memorize some words and use them in appropriate sentences. In a certain occasion when the practice of using language in the classroom setting is not sufficient, the teachers push the students to learn by themselves. However, the students have to be responsible for their own learning. In this context, the students are directed to have partner with other students, especially out of the classroom.

The teachers as the actor in facilitating the students to learn are committed to their expectation toward students. When they have high expectation of the students, they need to give them materials to learn. One of the ways to stimulate the students to

learn is by providing sufficient language exposures. The provided language exposures during the teaching and learning process in the classroom invite the students' eagerness to learn.

As it is presented above, to facilitate the students learning, the school leaders and teachers have set programs, activities, and materials. Those programs, activities, and materials will not be meaningful if no commitment from the students to keep their learning and practicing English. In improving their pronunciation, the students are directed to look up dictionary to see the phonetic transcription and imitate the teachers how to pronounce the given words and see a movie to learn how English words are pronounced correctly by the characters in the movie. To enrich vocabularies mastery, the students have to have strong spirit to memorize them, and construct them in good sentences. Meanwhile, to be able to speak English they have to apply the learned words in short conversations.

Usually the teachers conduct follow up activities on all the mentioned activities above, for example in an activity of seeing a movie. Practically, the activity of seeing a movie led the students to practice their English by answering the raised question related to theme, topic or characters of the movie. They are also keen to retell the story of the movie. Moreover, in broader scope, to practice their English orally the students are instructed to participate actively in some proposed activities that insisted them to speak English.

The descriptions above explicitly implied that, besides the academic qualification of every teacher in Indonesia, how the teacher in EFL instruction context designs effective teaching and learning and also sets various activities to facilitate the students' learning. As stated in the previous chapter, the study was directed to investigate reflective teaching practice employed by the two selected teachers (identified as T1 and T2) as the subjects of the study.

The finding showed that the two subjects of the study perceived reflective teaching positively. They believed that reflective teaching was very important and they argued that this activity became one of every teacher's duty. The subjects realized that every student had his or her own character, learning experience and motivation. These lead to their understanding that every individual student was unique.

When each student with his or her different character studied in one class, as it was stated by the subjects, the class needed to be well-managed. Although lesson plan had been prepared, the media had been provided, and teaching strategy had been chosen, in its practice, the teacher still encountered un-controlled situation in the classroom. This situation leads to a kind of constrain. The subjects' opinion that teaching needed extra efforts was good. One of very important efforts was conducting reflective teaching. The uniqueness of every individual student inspired the need to see back or to reflect the teaching activities that had been done.

The common constrains, as they were stated by the subjects, were some students were not active, only female students who took active participation in the classroom, and some students in a certain occasion did not keep on tasks. These situations, as the subjects experienced them, became important notes for the subjects to find out an effective solution. In this context reflective teaching is necessary to do.

In EFL instruction, creating a powerful learning atmosphere-an atmosphere that guarantee the student to learn better-is a challenging. The reason is that language learning involves mastery of a complex set of skills and various types of knowledge. Besides, language learning depends on a complex set of skills, involving the emotions, the mind, and also the body. Moreover, according to Brown (1994) learning a language (English) is a complex activity involving (a) learning a whole new system of sounds that learner should have to make with the muscles of their tongue, mouth and throat, (b) internalizing thousands of new words that symbolize things, ideas, feelings, and actions, (c) grasping countless rules and principles that govern how you can glue those words together to make sentences, (knowing rules about how those sentences are strung together into paragraphs, stories, information, conversations and books, (d) absorbing practical knowledge about what sorts of words and sentences are appropriate for one occasion and not appropriate for another, (e) understanding the culture of the people who speak the language and how their customs and habits differ from the learners have.

Another important finding was the subjects' insight about reflective teaching in term of its contributions, especially for teachers. It was stated that doing reflection implied an idea of doing self-evaluation. One of the subjects argued that a teacher would not get progress in his or her teaching practice if he or she did not conduct self-evaluation. The implied idea of the self-evaluation is recognizing one's strengths and weaknesses in teaching. Through self – evaluation, the teachers could improve their pedagogical competence.

The EFL instruction quality can be provided by the existence of commitment and motivation to the provision of qualified teachers with their positive beliefs about expectation to students' success and teaching practice incorporated into their personal practical knowledge during process of teaching and learning. This implication, consequently, is able to direct the teachers to the way how to enhance their professional development. In the context of this study, the subjects' professional development insists the availability of a change reflected in their solution to provide an exciting teaching and learning activities. This is in line with the finding of some previous studies that when teachers develop their skills in doing reflection, they could improve their professional development and improve students' learning (Darling-Hammond, 2006; Finlay, 2008; Moore-Russo & Marino, 2013).

A study conducted by Jamil & Hamre (2018) on Teacher's Reflection in the Context of an Online Professional Development Course try to reveal how an ongoing reflection approach and focused on observations of real classrooms can help teachers

refine their responses to classroom situations over time. Their study also provides examples of the reflective approach from an online course for the teachers in improving students' interactions in the classroom. Therefore, reflective practice often to be considered as the part of the teachers' professionalism as the ultimate goal in teaching and learning process (Shaheen, 2012; ; Gheith & Aljaberi, 2018).

Demand of change, according to Sullivan (2000) has been documented as hard and overwhelming, but benefits of professional development are many. Research indicates that although some students will learn in spite of incidental teaching, others will never learn unless they are taught in organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach (American Federation of Teachers, 1999). In any level of educations, teachers are held responsible for providing a quality education to all students. In other words, reflective teaching is a media to get professional development.

## B. Teachers' Pedagogical Reflective Teaching Activity

As it was stated in the previous chapter, pedagogical reflection in this study referred to how the teachers' teaching practices are affecting students' learning and how to enhance learning experiences. The subjects were committed to find the best solution of the constraint or un-control situation in the classroom for the purpose of their professional development. The subjects' initiative and eagerness to make improvement through reflective practice was interesting. By considering mastering

English as one of the school's targets, every teacher is insisted to be competent. There is a need for new approaches to professional development. There should be a kind of shifting from traditional to innovative, from top-down to bottom-up. Several studies have shown the teacher's expertise and teaching ability is crucial for student achievement (Darling-Hammond, 2001).

Another subjects' interesting idea was always finding out opportunities to do professional development to improve students' achievement. The practice of professional development should support school-wide improvement, stimulate individual growth and engagement in teaching, and support career and advancement (Sullivan, 2000).Highly quality professional development is crucial to the future of education. Teachers must be provided with professional development that meets their instructional needs so they may meet the needs of their students. These opportunities allow teachers to be actively involved in professional development (Jamil & Hamre, 2018). Similar to teaching practice that must be done continuously, reflective practice also insists every teacher to be always committed to reflect their teaching that have been done before.

Teaching is a complex activity and as whole it requires a complex association of many skills, and the necessary associations may vary widely among contexts. Other important factors in any successful instructional event will include course design, student variables (such as prior knowledge, learning experience, intrinsic motivation), technology aspects, social context, etc. It is argued that more successful

teaching should result as more competencies are in use. Hence, if the right combination exists at the right time, successful teaching can be achieved. In other words, the more competencies that a teacher possesses, the higher the propensity that courses instructed by that teacher will result in positive outcomes for a greater number of students. These good skills and competencies, in general, can be achieved when the teachers realized the importance of doing reflection on their teaching practice. The subjects of the study were Master in English education. Their learning experiences when they were in S2 program and their intention to always do reflective practice enabled them to improve their professional development.

The effort to do professional development through reflecting teaching practice taken by subjects or other teachers is meaningful for it focuses on what teachers need to do and accomplish in the school and with their students. As stated in Chapter IV one of the tools used to conduct reflective teaching was peer observation. The subjects also invited their peers to consult the possible solution of problem emerged during the teaching and learning process. This is important to bridge a relationship that exists between learning practices and what strategies teachers know. In this context reflective teaching, when peer observation is used as an instrument, enables the teachers to have opportunity to work with others. Discussing the collected information taken from peer observation can be effective for doing coaches. The contribution of this activity is obvious- to enhance teachers' effectiveness through sharing as this provides a forum for collaboration. So, the practice of coaching as it

was applied by the subjects of the study and their colleagues is believed as a positive way.

Peer coaching, in its practice, offers some positive contributions: it can provide new insights about effective teaching, provide the novelty teachers with the opportunity for hands-on experience, raise motivation, offer practical classroom application, develop collegiality, and also support motivations. That is why peer coaching can be understood as a formal for introducing an educational innovation and preparing teachers for the change.

Peer coaching implies a learning situation that arises through the collaboration between two colleagues, with one adopting the role of coach (information collector) as he or she explores a particular aspect of instructional practice based on the results of observation. The coach would provide feedbacks and suggestions to the one who is observed (in this context the one who conducts reflective teaching). This practice leads each of individual teachers to go with his self-improvement. Soisangwarn & Wongwanich, 2013 on their study Promoting the Reflective Teacher through Peer Coaching to Improve Teaching Skills gives broader insights in exploring reflective practice through peer coaching. Moreover, peer-coaching supports innovation for teachers (Tosriadi, 2018; Behizadeh, 2019). Hence, peer coaching enriches teachers' personal reflections on their practices, provides teachers with suggestions from peers on how to refine their practices and fosters a community of teachers who are intent on

improving and invigorating their teaching skills. In this innovation there is a force which enhances a career and makes it constantly self-renewing and worthwhile.

Enhancing professional skills helps teachers feel empowered to make changes aimed at enhancing students' learning experiences that, in turn, results in better students' retention, attendance, and academic success. Obviously, teachers grow when they have the opportunity to acquire knowledge and skills that they can apply them in facilitating students' learning both in the classroom and outside the classroom.

Teaching is a demanding profession, and yet every teacher is insisted to exude a sense of pride and accomplishment in his or her work. The teacher contributes to the profession through their words and actions in explaining, directing, and monitoring students in the classroom and outside the classroom. All those mentioned aspect and activities done by the teacher need to be evaluated by doing reflective teaching to convince that they are contributive to enhance students' learning. When the teachers devote their time to teach, guide, and conduct improvement, it represents their efforts to become effective teacher. Effective teachers should conduct selves-improvement. Cruickshank, Jenkins and Metcalf (2003) define effective teaching:

> Most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents…and genuinely excited about the work that they do…. Effective teachers are able to help students learn.

The finding of the study also revealed that making journal of teaching and inviting students' feedback were tools used by the subjects of the study to do reflective teaching. The purpose of using these two tools was to enable them to get a numbers of information. Consequently the subjects of the study could conduct a comprehensive reflection. The involvement of the students in doing reflection was worth. The subjects of the study realized the importance of building social interaction with their students.

Social interactions between teachers and students play a significant role in cultivating a positive learning environment, both within the classroom and out of the classroom. Positive social interactions are fostered through meaningful dialogues, asking about the students' impressions on the materials and strategy employed by the subjects. The results of sharing could be used by the subjects to determine the further improvement of their teaching practice. When teachers interact with students in a warm, personal manner, students feel affirmed as learners and their strong relationships reduce discipline problems. The findings of the study is aligned with the study conducted by Tosriadi, et al, (2018) saying that the role of reflective practice in teacher development was very vital since it was related to the improvement teaching quality and learning outcomes..

The result of data analysis revealed that in implementing the pedagogical reflective practice, the two Subjects of the study used solution consisted of 8 activities of pedagogical components proposed by Larrivee (2008). 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' practice as it was shown in point (a) above is something to do with a matter of instruction in term of activating students' schemata. Every student must have experience. By activating their prior knowledge, they can construct a new knowledge. Inviting students' schemata, in this context, stimulates the students to produce language. The teachers' activities in facilitating students during the process of EFL instruction is related to "*using the language*". Using the language is the most important goal of learning a language.

Practically, during the teaching and learning process, the teachers make connections with their students. The teachers are insisted to know their students and to know how to communicate with them in the classroom, both individually and collectively. The variety of the students' background and their learning experiences requires teachers' special treatment and their verbal ability. This gives influences during the process of instruction either in the classroom or out of classroom. The teachers' ability to observe reaction from students can be used to decide how best to

get their point across to different individuals. The ability of teachers to effectively communicate influences the relationships they establish with others, the clarity of explanations to students, and, invariably, student understanding and achievement.

In general, verbal ability is related to how well a teacher conveys concepts and skills to students (Darling-Hammond, 2000). When students understand what teachers are communicating, and when teachers understand the signals from their students in term of their responses, a two way of communication process is created that enhances the learning of students. Consequently, when the teachers posit themselves as facilitator in teaching practice, they should also be effective communicator. Thus, the pedagogical reflective teaching done by the subjects creates a positive classroom climate in which the students can enjoy their learning.

Based on the analysis above it can be inferred that teaching is a series of activity. One of the activities is reflective practice. The teachers' perception affects their effort to conduct an improvement in their teaching practice. Reflective practice involves various processes of identification of teaching problems and solutions. The ability of teachers to reflect their teaching practice indicates their success in performing professional development that is contributive to enhance students' learning.