

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion to answer research questions. This study discusses about How the Implementation of Reflective Teaching Practice in English class and What Difficulties by in the Implementation of Reflective Teaching Practice in English class. The research will be presented in a descriptive form based on the data that has been obtained through observation and interview techniques conducted by researchers.

A. Findings

To find out how the implementation and difficulties are faced to reflective teaching practice in English class . The researcher conducted the research and obtains complete data from all instruments including interviews and observation. To achieve the research objectives, the researcher analyzed the data that has been obtained accurately. These findings were obtained through observations during the learning process and qualitative interviews with descriptive research design at SMP 7 Banjarmasin. The interviews were conducted with teachers directly. The data is presented in 2 parts. There are observation and interviews. The data also answers questions from research about how to implement it and what difficulties for reflective teaching practice in English class. Interviews were conducted using a technique aimed at two English teachers at a junior high school.

1. The Implementation of Reflective Teaching Practice in English Class

a. To prepare students to be able to bring back knowledge

Based on observation, 28 July 2022 Reflective teaching is carried out by the teacher at the end activity stages, the teacher carried out the implementation by recalling the material. This is useful for training students memory and students understanding of the topics that have been studied.

Based on observation, the teacher asks students to mention one example in congratulation. One of the students said “happy birthday”, what did" you say when you came to the event? The “S” said “happy birthday”. What else? The “M” said “I wish you have a long life “. If you “A” said “ I hope you achieve what you want”. Besides the example of a happy birthday, can anyone mention it? “Graduation, anniversary, wedding, etc. Is there any family here or anyone who has ever been to graduation? There were several students raising hands and the teacher asked, “L” who graduated yesterday? “My sister miss”. What did you say to your sister? “May knowledge be blessed miss”. An example of congratulation is when a friend gets can achievement, student said “Congratulations you won the English speech”.

b. The invite students to think again and explain the material.

Based on observation, 28 July 2022, reflective teaching is carried out by the teacher at the end of the activity stages and this is used to measure the level of understanding of students regarding the material that has been taught. The material has been taught about congratulation.

Based on observation, the teacher asked the students to think again about how to make a sentence based on pattern (I Wish + S + V2 +C). So that all students

understand that making sentences or expressions uses pattern. The teacher asks students to make wish and hope sentences based on pattern. The students said “ I wish 2 billion of money, I wish had the car, I wish I could fly in the sky, I wish to had an Iphone 14, I hope you had a long life, I hope you won the English speech. There are some students and asked who didn’t understand about this material, but the teacher supervised the students and ask where the student difficulties were. There were some students who didn’t know vocabulary and there were students who didn’t understand the pattern. There were some students afraid to speak when the teacher asked the students to mention the results of the sentences that had been made.

c. Evaluation

Based on observation, 28 July 2022, evaluation is carried out in the while activity stages, after the teacher gives an explanation of the congratulation material. The teacher asks students to make several sentences with the word “wish” based on pattern that has been explained and asks students to write these results in the book and discuss them together. This was asked to measure students understanding and increase student knowledge regarding vocabulary in making the sentences.

The observation above is that reflective teaching is carried out by the teacher with the stages to prepare students be able to bring back knowledge and invite students to think again and explain the material and evaluation. At the end preparation students be able to bring back knowledge stages there are three ways namely, recalling, the relate material or information for students of experiences. At the invite students to think again and explain the material there are three ways

namely, trained students memory about material, the mastery of the vocabulary and students understanding of the material. The evaluation stages do in the while activity and the teacher asks the students make the sentences based on pattern.

Tabel 4.1 Observation Sheet The Implementation of Reflective Teaching Practice

NO	Three Stages of Reflective Teaching	Yes	No
1	To prepare students be able to bring back knowledge		
	a. The recalling about material	✓	
	b. The relate material for students of experiences	✓	
	c. The get information obtained by students from their experiences	✓	
2	The invite student to think again and explain the material		
	a. The train students memory about material	✓	
	b. The knowing mastery of the vocabulary	✓	
	c. The knowing students understanding of the material	✓	
3	Evaluation	✓	

2. Difficulties are Faced in the Implementation of Reflective Teaching Practice in English class

There are three difficulties the implementation of reflective teaching practice in English class:

a. Classroom challenges

Based on interview, 27 July 2022. Reflective teaching is carried out by the teacher, so that in the learning process the teacher faces several problems, one of which is the classroom challenge. At the time of the interview, the teacher “I & N” said “Most students with minim vocabulary is an obstacles for students to understand learning. Sometimes there are also students who talk to friends next to them. They can interfere with the focus of students learning”. The difficulties faced by the teacher are common. During learning activities from pre activity, while activity, post activity stages. The teacher requires students to bring a dictionary to make it easier for students to study during English lesson. It is not only the learning process that is an obstacle, but friends around them also have an influence, such as disturbing friends next to them, so that learning is not confused and pays less attention to learning. Teachers also cannot supervise all students because the number of students is 32 students in the classroom.

b. Negative emotion

Based on interview, on 27 July 2022. Reflective teaching is carried out by the teacher. One of the difficulties faced is negative emotion. At the time of the interview, the teacher “I & N” said “Because there are 32 students in the classroom. Not all students dare to speak, I prioritize these passsive students”. During learning activities, the teacher prioritizes passive students so that they are more confident and dare to speak whether it’s all friends or teachers. When the teacher make a question, the teacher must have question the simple. Even though at different times, you get different opportunities.

c. Student lack of learning interest

Based on interview, on 27 July 2022. Reflective teaching is carried out by the teachers. The difficulty faced by the teacher is that doesn't attract students attention. At the time the interview, the teachers said "What is certain is that students don't like English. Especially when I explain materials in English, the average student just stay quiet and pays attention to whether the student understand or not. The most important difficulty students face in English is "language". Especially with passive students, the students are sure to be silent, whether they understand or not".

The interview above shows that reflective teaching is carried out by the teacher has some difficulties when reflective teaching is implemented. There are several difficulties, namely classroom challenge, negative emotion and students lack of learning interest. The classroom challenge where students minim vocabulary, negative emotion when students experience fear of interacting and there are even some students who are less interested in learning English because the main obstacles is language in the process of learning English.

B. Discussion

At the stages reflective teaching and that accordance with karli's theory, there are three stages of reflective teaching:

1. The implementation of reflective teaching practice in English Class

- a. To prepare students be able to bring back knowledge

Reflective teaching is carried out by the teacher with the steps to prepare students be able to bring back knowledge the ways namely recall the material, the knowledge and experience of students, when experiencing certain moments and associating materials with student experiences. The findings above that to prepare students be able to bring back knowledge is accordance with the theory karli's. when students are asked to see events from morning to afternoon during students (Karli H. , 2018)

b. The invite students to think again and explain the material

Reflective teaching is carried out by the teacher with the steps to invite students to think again and explain the material, asked students to remember again about made sentences based on pattern, training students vocabulary in learning and know students understood of the material. The findings above that the invite students to think again and explain the material is accordance with the theory karli's when students are asked to rethink about the most difficult obstacles during teaching and learning activities in the form of writing or pictures (Karli H. , 2018).

c. Evaluation

Reflective teaching is the carried out by the teacher with the stages to evaluation be able to measure students understanding about material, the teacher asks students make the sentences about congratulation. The findings above the evaluation is with theory karli's the students experience or testing knowledge of the material as self-determination when students get an enrichment and response from the teacher (Karli H. , 2018).

2. Difficulties are faced in the implementation of reflective teaching practice in English class

a. Classroom Challenges

Reflective teaching is carried out by the teacher, the teacher has some difficulties when reflective teaching is implemented. The classroom challenges minim vocabulary an obstacles for students to understand learning, and sometimes there are also students talk to friends next to them. The findings above the difficulties of reflective teaching accordance with theory rahmi's the most of beginning teachers mention the use of a foreign language in an EFL classroom as a challenge and this problem led to difficulties in controlling the classroom (Rahmi, 2020).

b. Negative Emotion

Reflective teaching is carried out by the teacher, one of the difficulties faced is negative emotion. Sometimes the students not all dare to speak, when the teacher make a question. The teacher must have simple question, so that students understand the question. The findings above difficulties of reflective teaching accordance with theory rahmi's the teacher and students to experience negative emotions due to decreased students participation, helplessness, noise and lack enthusiasm (Rahmi, 2020).

c. Students lack of learning interest

Reflective teaching is carried out by the teacher, at the time interview, the difficult students don't like English study, passive students and then the students are sure to be silent, because the main obstacles language in the process of learning

English. During the lesson, there were some students who were able to response to the teacher's question and even repondens in Banjar and Indonesia. What is certain is that language is the main obstacle for students when learning English. The findings state above the difficulties of reflective teaching accordance with theory rahmi's sometimes students have problems and difficulties in organizing ideas and arguments, using proper writing style and expression of thoughts clearly in English. This often happens to students who are not interested in learning English or don't want to understand English as a participants (Rahmi, 2020).