

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

In the early 2020s, the world was alert to a virus called the Corona virus that causes COVID-19. COVID-19 causes diseases ranging from the flu to can causes severe disease such as Middle East Respiratory Syndrome or what is called MERS-Cov and Severe Acute Respiratory Syndrome or called SARS-CoV. (Mona, 2020)

In April 1<sup>st</sup>, 2020, the number of confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases (WHO, 2020). The National Disaster Management Authority of Republic of Indonesia has decided to extend the period of disaster emergency caused by COVID-19 pandemic until 29 May 2020 (BNPB, 2020). The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning (Moorhouse, 2020).

When problem arises in our lives, we need to think about why it happened, what the problem is and how it could affect our future. However, this situation can become experiences in our journey of life that usually make us grow, and for the next day we hope it can be better to prepare how we face the situation if this happened again to our life. This term is commonly called “reflection”, and professionals have adopted it in order to improve their practice. Reflection on teaching practice is part of the teacher standards or competence in Indonesia.

John (2000) stated that in a reflection one can confront, understand and work towards resolving contradiction within their practice between what is desirable and actual practice. Reflection is important to continued our growth as a teacher, whether you seek student feedback, leave sticky notes for yourself, or blog your thoughts for colleagues. Allah said in Surah An-Nahl verse 119 as follows:

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهَالَةٍ ثُمَّ تَابُوا مِنْهُ بَعْدَ ذَلِكَ  
وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ

The correlation between surah An-Nahl verse 119 with the reflection that we got to know from this sentence “who have done wrong out of ignorance and then repent after that and correct themselves – indeed, your Lord, thereafter is Forgiving and Merciful”, that means everyone who was made a mistake but they want to repair their mistake by doing self reflection in themselves, thus the reflection is useful for teachers to correct their mistakes during the learning process in classroom.

Almost teachers aware of the question “what is the ideal and perfect method for teaching?” that there is no convincing answer and there is no perfect method as handbook to follow. Because teaching profession is important to our society, reflective teaching is recommended as an innovative approach to improve the teaching process in the learning. Imel (1992) said that positively can predispose professional growth and development by leading to

greater self-awareness to the development of new knowledge about professional practice. As Partovi and Tafazoli (2016) pointed out that the professional of EFL teachers' experience is related to many features including self-regulation, resilience, previous teaching, and so on. Reflective teaching is one of such variables. Besides, Pacheco (2005) stipulates that through the reflection of English as a Second Language or English as Foreign Language (ESL/EFL) professionals, they can react, examine and evaluate their teaching to make decisions on necessary changes to improve the attitudes, beliefs and teaching (p. 2)

Reflective teaching is one of the most important innovative teaching approaches. Reflective practice is used as a valuable tool for teachers to assess and generate their concerns about effectiveness of their performances and students' learning. Reflective teaching is a process of involving teachers in analyzing, discussing, evaluating, changing and developing their practices by adopting an analytical approach to their work (Coyle, 2002). According to Jasper (2003) reflective teaching bridges the gap between theory and practice. In other hand, Farrell (2015) elaborates that reflective practice is defined as a set of cognitive processes in which teachers engage in evaluating their teaching practice as well as sharing the problems with other people or knowledgeable ones in order to find solution towards the problems. Cunningham (2001) states reflective practice helps teachers make the best use of their time to progress.

The goal of teaching reflection in Indonesia, however, seems to be seen as being a very strict lesson plan oriented activity regardless of fundamental behaviour; that are curiosity and reflectivity toward the surroundings. As a result, the concept is still considered as the process of comparative measurement, rather than a critical self-examination (Dewey, 1933; Fendler, 2003; Martin, Wood, and Stevens, 1988; Minott, 2009; Richards and Lockhart, 2007; Schön, 1983) between their classroom experiences and the associated literatures. The aim of this study was to investigate the perception of Indonesian EFL teachers on the six elements of teaching reflection developed by Akbari, Behzadpoor, and Dadvand (2010) across teaching experience.

Teaching reflection, considered as part of the professional activities (Alfaki, 2014; Murray, 2010; Richards, 1989), is actually included in the attachment of the regulation of Ministry of National Education of Indonesia No. 16/2007, which states that teachers, at all stages of education, are expected to implement reflective practices to the enhancement of the learning quality. Such implementation promotes continuous self-assessment on the classroom experiences (Jay and Johnson, 2002; Lakshmi, 2014) and what teaching and learning beliefs and values the teachers hold over time in which they depend on the actual circumstances in the classroom (Dewey, 1933). Continuously, it might lead to the enhancement of self-awareness, reflective thinking, and creativity with which the actualization of reflective teaching is mainly influenced by how deep and critical the teaching reflection is (Jay and

Johnson, 2002; Lee, 2005), so that its content depends on the elements covered and examined (Akbari, Behzadpoor, and Dadvand, 2010).

The elements are include: practical, cognitive, learner, meta-cognitive, critical, and moral elements. Practical element is related for tools of doing reflection. Different procedures for reflective practice may include journal writing, direct and indirect surveys, observation, group discussions, action research and teaching portfolios. Cognitive element is mostly concerned with the effort or self-awareness of teachers for their professional development. They are includes conducting small-scale classroom action research, attending conferences and workshops, enriching their own literature from a variety of literary sources.

Learner element (affective) is includes the understanding of students' learning, motivation and emotional students control in the classroom. It also relates to how the teacher interferences with the cultural, linguistic, behavioural background of students that affect the learning process. Then, meta-cognitive element related with the teachers' reflection on their own beliefs and personalities, how they define their professional practice and their affective aspects of self-quality as a teacher. Critical element refers to the socio-political aspects of pedagogy and how the teacher response about it. In addition, it also includes the importance aspects of student empowerment through the introduction of topics that related to race, gender and social class. And the last is moral element that includes three strands of reflection related to the morality, that consist of deliberative approach (think critically about the

aims of teaching in moral justification); relational approach (a philosophy of moral issues around an individual's life and character of respect and treat); and critical approach (generally connected with the fifth elements.

One of the reason why the researcher do this research, because many teachers, especially in Indonesia who deficient to give attention for comprehensive of teaching technique, most of them just implement how do good teaching in the classroom without know whether the teaching technique that they do all this time, is it appropriate with the students need or not. That's why the researcher took this research to inform the public, especially to the teachers about the importance of doing reflection after teach in the classroom. And also the researcher do this research because in Indonesia not many researcher that doing this research.

Darul Hijrah for female is one of popular Islamic boarding school in Batung, Cindai Alus, Martapura, South Kalimantan. This boarding school has been established since 1995. This school is a private school consisting of Kindergarten, Elementary School, Junior High School, Senior High School, and Islamic Institute (STIT). The reason that Darul Hijrah Islamic boarding School for female is being chose due to the fact that this place have many professional teachers. Thus, they would surely have some specific method for the teaching become more efficiently. It has made interested on how the teacher apply the teaching to the next meeting in order their teaching strategy meet the student's need. Furthermore, the teacher are teaching in a boarding

school which would need special approach to the student and that is why the reflection teaching that they do after each learning is also important.

Based on the explanation above, the researcher focuses in the teachers' reflection. How the educators to look back into their own teaching practices, beliefs, attitudes, goals as well as those beliefs and attitudes of their students, of their colleagues, and of the teaching community itself. Educators need to be aware of the importance theory-practice relationship that really engage in reflective investigation effectively and appropriately. This awareness will allow teachers become thoughtful, as Dewey suggested, and learn from their work in good purposes and principles that is "moral". Therefore, this study want to conduct in reflection of EFL teachers in Junior High School at Darul Hijrah for female Martapura, that how their do the implementation of reflection and what the challenges they faced when doing the reflection.

## **B. Research Question**

1. How do the EFL teachers implement the reflection in junior high schools at Darul Hijrah for Female Martapura during Covid-19 pandemic?
2. What are the challenges faced by EFL teachers in junior high school at Darul Hijrah for Female Martapura when doing reflection during Covid-19 pandemic ?

## **C. Objective of Study**

1. Investigate how the EFL teachers implement the reflection in junior high schools at Darul Hijrah for Female during Covid-19 pandemic.

2. To identify the challenges faced by EFL teachers in junior high school at Darul Hijrah for Female when doing reflection during Covid-19 pandemic.

#### **D. Significance of Study**

This study offers two important benefits both for teachers and students. While it comes to the English teachers, they will have to know this reflection activity is useful as classroom action observation to map the character and competitiveness of students, and that makes it easier to divide groups, assign quality of material, organize teaching and do evaluations. While it comes to the students, they would probably know this reflection activity is useful as a space for positive expression to them and learning process experienced. Furthermore, this study also offers information to other English teachers from another school that reflective teaching is an important part in education that must be done by English teachers for understanding more about teaching effectiveness in the classroom. This research is expected to be a source for the next researcher who wants to conduct a research in the same field, hopefully could give a good information and reference for the future researcher.

#### **E. Definition of Key Terms**

##### **1. Reflective Teaching**

It refers to an activity that the teachers do by applying written form of realization in order to evaluate their teaching so that teachers are able to know their mistakes during the learning process. Therefore, the



reflection can make the process of the teaching be more effective in the future.

## 2. EFL Teachers

EFL Teachers (English as a Foreign Language) are English teachers in Junior High School at Darul Hijrah Islamic Boarding School for Female.