

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings and discussion of the research. The researcher provided the findings and discussion from the study in order to answer the research questions about reflection of EFL teachers in Junior High School at Darul Hijrah for Female Martapura during pandemic.

A. Findings

In this chapter, the researcher presented the collected data in the research. The data was taken by observing the EFL teachers reflection in Junior High School and interviewing the teachers about the challenges that faced by them while doing it. There were 3 teachers as for the interview of this research. The researcher also has completed the pre-observation to the school and found that in Junior High School at Darul Hijrah for female Martapura did not apply online learning class or learn from home during pandemic. It can be concluded that the school consistently applies face-to-face learning, it means there are interactions between the teacher and the students. The findings that are displayed based on the two research questions raised as follows:

1. The Implementation of Reflection in Junior High School for EFL teachers at Darul Hijrah for female Martapura

The findings of the first research question are displayed in relation to the stages in the reflection cycle (Gibb, 1988). The resulting data about the

observation of reflection implementation are displayed in the form of narrative after presented the observation result of the participants in below:

a. Stages

The stages part takes focus on the continuously step about how the implementation of EFL teachers reflection. Based on the observation data, there are six statements related to the theory itself. First statement showed that all the three participants did the stages well. The events that the teacher are reflection on its detail properly. The researcher found that the stage is the beginning of the reflection where they composed a detailed description of the events that they are reflect on such as the teachers did the explanation and the students listen to them quietly or the result of the evaluation of the learning is too hard for the students. It showed when the teacher asked them to open their textbook and searched about narrative text. While the teacher explained about what activities would they do in the whole learning classroom, the teacher also marked this action as the beginning stage for their reflection. They make it as brief as detailed as this stage is the small part of the reflection.

Second statement which stated the teachers explore the things that happened in the heads during the last learning showed how the teacher feelings when the event begin. All three participants did this stage. The teachers told their students about the things in their head during the last learning such as the teachers told the students about their mistake while explaining the material. It showed when the teacher stated about narrative text as the material for today, the teacher

also asked the students about their opinions, whether this topic has been learned by them in the past and how the difficulty of the topic. The teacher did saying out loud what have been through in her head after the teacher passed the first stages such as the grammatical errors when making a narrative text.

Third statement which stated evaluating and making consideration about what was happened during the learning means the teacher think over about what happened during the learning process. All the participants also passed this stage in their reflection process. In this stage, the teachers try to apply their experiences for teaching the students, whether the experiences for teaching going well or there are some problem in the classroom. The third stage of evaluation showed when the teacher stated the students' problem during the past learning. The teacher divided clearly about the differences of English texts such as recount text and procedure text. The teacher insisted that each text has its own characteristics in order for the students not being confused to distinguish the English text.

Fourth statement about dividing the event into several parts, so that the teacher can explore it well separately means the teacher divided the events they reflect on into 3 parts such as the reflection that they do is passed effectively or not working properly and which way that the teachers can contribute with this situation. All three participant did this stage adeptly. They analyze where the problem begin during the learning process. Such as the students did not answer the questions right yet they said that they all understand about the material. It means there must be a part where the teacher did a mistakes while teaching the students. It showed when the teacher settled an example of narrative text "The

Legend of Malin Kundang”. The teacher asked the students what form of the action verb that used in narrative text and yet there are no immediate response of answer from them. Then, the teacher began to think if the last lesson she taught about grammar is less effective and it caused the students did not fully understand about the action verb.

Fifth statements stated the teacher asking themselves about what they do differently than their last teaching in order to make a good learning. All the participants did this stage. It means the teachers complete all the stages above for their reflection, so teacher can sensibly conclude from examining the incident by asking themselves about the difference in the learning of their last teaching. The participants make a logical conclusion about how they can overcome or improve their method in teaching to make a good learning. It showed when the teacher took an action to explain the action verb which being used in narrative text. She carefully underlined the past verb while also explain the characteristic of the text about the events of the story is existed in long time ago so that the past verb is the perfect verb to be used in the text.

The last stage stated that the teacher takes on action if the event or incident reoccur during the learning based on their reflection. All the three participants did this stage and take their mind in future into encountering the event or when their mistake reoccur during the learning based on their reflection and here the teachers make some plan about what they would do in their future reflection. It showed when the teacher mention about making some special characteristic that easily to remember for each text in order to avoid this kind of problems in the future

learning such as the narrative text has some special characteristic which are in the past, story of an urban legend and using nouns as pronouns.

b. Method

As for the researcher observed the teacher, the researcher found out about the method of the reflection while the participants did the reflection practice. Participant 1 was applying two method of reflection. The teacher did reflection on action, which mean she did the reflection by reviewing and describing her past practice individually after the learning has occured in the classroom. The teachers also did the reflection by analyzing and evaluating on the past action, thinking back on what they have done. Sometime she did reflection for action, which mean here she did the reflection on her past experiences before a lesson occur.

Participant 2 has the same method as participant 1 in the reflection practice. The teacher did the reflection on action by reviewing and describing their past practice after the learning has occurred. The reflection on action continued by the teacher analyzing and evaluating on the past action. The teacher also did the reflection for action by thinking about future action based on the reflection of their past experiences before the learning begin.

The researcher then found out that the participant 3 did all the three method of the reflection process. She do the reflection in action by doing the reflection in the middle of the learning using analysis of observation and it occurred on the spot. The method she used continued to the reflection on action where she reviewing and describing their past practice after the learning has

occurred, analyzing and evaluating her past action. She also used the reflection for action which thinking about the future action on what will occur during the learning based on the reflection of her past experiences.

c. Level

There were 3 level of reflection, namely recall, rationalization and reflectivity. Participant 1 did recall for her reflection practice, which mean the teacher had the ability to remember something that was happened in the past or the act of remember it. Participant 1 did rationalization in her reflection practice, here the teacher search for relationship between different parts of her experiences with the reflection practice that she did. Participant 1 also did reflectivity for her reflection practice, which the teacher approach her own experiences with the goal of changing or improving her future practice.

However, the participant 2 and participant 3 gave similar answer based on the observation data. They did the three level for the reflection practice. They are able to remember something that has happened in the past and describe it as to recall the events of a given experience. They also did the rationalization level where the reflection is held in long term process whereby believe on morality and procedures based on logic in the search for relationship among different parts of their experiences. As for the reflectivity level of reflection, they approach their own experiences to aim the changing and improving the future practice.

2. The challenges that faced by EFL teachers in Junior High School at Darul Hijrah for female Martapura when doing Reflection during pandemic

a. Lack of Skill and Experience

The researcher found that a reflection is an activity which used an experience as an object of activity in order to make a good learning in the future. The skill of the teacher then come after the teacher complete the reflection so that she can think thoroughly about the skill and make an adjustment to the learning class when the learning process is being held.

As for the skill and experience are considerably influenced the reflection, the researcher gave each participant a question to explore their experiences about the lack of skill and experience within the reflection process. The question is, *“How are the lack of skill and experience affect the course of a teacher reflection process?”* the result of the participants’ answers showed a similarity that the lack of skill and experience in the teacher reflection is very impactful. As the participant 1 said some suggestion to solve the problem, *“the skill and experiences must be mastered and balanced for the teachers”*. The other participant answered about her lack of skill in the change of modern era, where she could not keep up with the update of many new vocabularies and its pronunciation. She said, *“These are what I got from my reflection of my previous experience when teaching the students”*. The third participant answered that the challenge about lack of skill and experience is an obstacle for the reflection process. She said, *“How can I change the way I teach when I did not know there are better teaching out there?”* She continued her answer that the reflection is a must for the EFL teachers but the skill as a teacher is also a crucial thing, vice versa for the experiences.

b. Teacher Personality

When conducting the interview, the researcher asked a question “*How is the personality of the teacher get in the way of reflection practice?*” to gain information about the challenge of personal characteristic within the reflection process. To be specific, the researcher asked the participants about relation between their personalities with the reflection practice. The researcher found that a personality of a teacher can greatly impact the reflection process. Such as a teacher need to be persistent and determined when doing the reflection so that there are no mistake of the problem in the last learning would happen in the future learning.

The answers stated some similarities about the personality is related to the reflection activity. The first participant stated that the personality does not hinder or prevent her from doing the reflection instead it make the reflection process easier. The other participant said, “*Naturally, it is related. The personality of a teacher*”. Although it is related, she said that she would always try her best to be professional in her teaching practice so that it does not get in her way. The third participant stated that the personality is actually relevant with the reflection process.

c. Limitation of the Profession

The researcher found put once teachers leave the structured experience of student teaching, they may be less motivated to continue reflective activities. The school do not eventually encourage the new teacher to do the reflection and leave

it only become of individual awareness for each teacher. It then became a challenge for the teacher reflection because of its profession limitation.

The researcher ask the question, *“Is this reflection activity only limited when you become a teacher?”* the result showed various answer from the participants. First participant answered that the reflection itself can happened in other way beside a teacher. The other participant said that the reflection activity is not limited to only a teacher but when it comes to other profession, the teaching activity is one of the profession which need the reflection on a regular basis. The third participant said that it is not likely limited to a teacher. She said, *“For some people who works as a teacher considered it as a need for better teaching but for some new teachers, the reflection is only for the professional one. They may be less motivated to do the reflection”*.

B. Discussion

This part presents the discussion of the research findings. After the data are processed in the form of description, the researcher explain the findings data with theories collected in chapter two about reflection of EFL teachers in Junior High School at Darul Hijrah for Female Martapura during pandemic and its challenges that faced by the teachers while doing it.

1. The Implementation of Reflection in Junior High School for EFL teachers at Darul Hijrah for female Martapura

Reflection in teaching practice is 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. Zalipour (2015) writes about reflective practice for teaching is for those teachers who are disposed to think about their teaching practices, and are willing to put reflective practice into action. From here, the researcher focuses the discussion of the first research question that is the practice of reflection in Junior High School for EFL teachers during pandemic.

a. Stages

In this part the researcher focuses on the stages of reflection when doing the practice. This stages in the reflection cycle, that according by Gibbs (1988), there are six stages, such as description of the event; feelings; evaluation; analysis; conclusion; and action plan.

From the observation, the researcher got the conclusion in this stages of reflection, the EFL teachers in Junior High School at Darul Hijrah for female, do all stages of reflection. First stage is description, here the events that the teachers are reflection on is detail properly. All the participant teachers were doing this stage by asking themselves some question like what were the students doing when I explained the lesson, what was my part in the learning activity, or like what was the result of my teaching. This activity is related to part of teacher reflection where location, actions, participants, witnesses, context and result happened (Oviawe, 2020).

Second is feelings, here teachers explore the things that happened in the heads during the last lesson. In this part, the students' reaction to the events is clear. This is related to the theory that the students will identify the reactions to the events (Amanda Wain, 2017).

Third is evaluation, here teachers evaluating and making consideration about what was happened during the learning. All participant do this stage by thinking over the experience they had, what was good and bad in their teaching. This is related to the theory that stated about individuals engage to explore their experiences in order to lead to new understanding by practicing reflection (Boud, Keogh, and Walker, 1985).

Fourth is analysis, here teachers dividing the event into several parts, so the teacher can explore it well separately. All the participated teacher were doing this stage as the biggest part of the reflection process where they thought over the learning in the classroom. This is compatible to the theory of types of teacher reflection which analytical types that look possible ways to improve learning process (Gutierrez, 2015).

Then, conclusion is the teachers asking themselves about what they have do differently than last learning in order to make a good learning and practice in the next meeting. This stage is related to the comprehensive role of reflection where reflection occurs in the upgrading of learning that experience is made more meaningful (Moon, 2004).

And the last is action plan, here teachers takes on action if the event or incidents reoccur during the learning based on their reflection. By practicing this

stage, all the teachers can implement different strategies if similar event were to happen again (Impedovo and Malik, 2016).

By doing the reflection with all that step, it can make the teachers easy to do the practice of reflection to fix all the mistakes that they have made in teaching process. This is consistent with previous studies (Lubis, 2017) that also found elements of teacher reflection across teaching experiences.

b. Method

In this part the researcher focuses on the method of reflection when doing the practice. There are three different methods of reflection as previously discussed (Schon, 1983, 1990), they are: Reflection in action; Reflection on action; and Reflection for action.

From the observation, the participated teacher 1 and teacher 2 have similar method that are reflection on action and reflection for action. They would re-remember again about the learning they have. Their method showed a relation to the theory where reflection encourages them to examine themselves and their practices in the interest of continuous improvement (Zalipour, 2015).

Then the participated teacher 3 did the reflection by using all three methods. She said in interview that first she will observe what happen in during the class and do the reflection after she finished the teaching properly. This statement reveal that the reflection can happen not only in outside classroom but also happening on the spot where the learning occurred. This is compatible to the

theory where reflection is a process of structured thinking and attitudes that value personal development (Rodgers, 2002).

c. Level

In this part the researcher focuses on the level of reflection when doing the practice. According to Lee (2005) stated there are three levels of reflection in terms of depth, they are: Recall; Rationalization; and Reflectivity.

Based on the observation, participant 1 implemented two levels of reflection, those are recall and reflectivity. The teacher is able to describe, recall, and interpret a given experience and approaching it to change the future learning. This is related to the theory that stated about the language teacher need the chances to analyze the way how they teaching to improve their professional teaching (Ditchburn, 2015).

However, the remaining participants implemented all three levels of reflection. The difference between the participant 1 is that they do the 'Rationalization' level where the reflection is held in long term process whereby believe on morality and procedures based on logic. This is related to the theory about the encouragement of three attitudes in relation to reflection which the participated teachers implemented the reflection wholeheartedness (Dewey, 1993). All procedures have well implemented by the teachers in the classroom accordant to the theory of Gibss (1998).

2. The challenges that faced by EFL teachers in Junior High School at Darul Hijrah for female Martapura when doing Reflection during pandemic

Based on the result of interview, there were three obstacles that the teachers faced when doing the reflection. The teachers lack of skill and experiences that related when they do process reflection in teaching, teacher personality, and limitation of the profession.

a. Lack of Skill and Experiences

The EFL teachers in Junior High School at Darul Hijrah Islamic boarding School agreed that the lack of skill and experiences can affect the course of a teacher reflection prsocess. Many inexperienced teachers lack in the skills that they need embroiled in the reflection practice. This was related with two theory, first is (Calderhead, 1989), he stated the teachers may not have the practical competence required to allow them to take a step back from their teaching, because they are necessarily, so focused on keeping order and delivering content. And the second from (Ojanen, 1996), he stated that the teachers may also lack analytical skills, for example the ability to understand the relationship between general principles and seemingly unique individual incidents.

b. Teacher Personality

The teachers in Junior High School at Darul Hijrah Islamic boarding School have different characters depend on their professionalism as a teacher, is their personality get in the way for their reflection practice or not it all ?. This was related to three theories.

First is Calderhead (1989), he stated that even within called reflective teacher education programs, students and teachers tend to be heavily ego-involved, with a corresponding inability to distance themselves far enough from teaching events to reflect on them with any level objectivity. Second, the theory of Schon (1988), he noted that reflective teaching can cause great strain, particularly for a novice as it “opens a teacher to confuse, to not knowing, hence to vulnerability, to anxiety proved by vulnerability and defensive strategies (often automatically) to protect against vulnerability” (p.23). And the last from Hatton and Smith (1995), they which emphasized the anxiety that can undermine reflection. Take affect or not the personality of teachers when doing the reflection, it’s depend on themsleves, whether they assume it is as an obstacle or not it all.

c. Limitation of the Profession

This part takes focus on the limitation of the profession within the challenge of reflection process. The teacher answers showed that the reflection activity is not only limited for a teacher. However, schools do not typically encourage new teachers to continue the practice of the reflection. In schools where reflective activity is not a norm of professional culture, teachers who tend to think and talk the language of reflection may be alienated by peers (Brookfield, 1995).

After conducting the interview, the researcher found more specific data for the challenges faced by EFL teacher in Junior High School at Darul hijrah for female during pandemic. The researcher got the conclusion, the teacher in Darul Hijrah for female got various challenges in doing the reflection. When the teacher faced various challenges in doing reflection, they consider it as a motivation be

better teacher in the future by making the challenges here as their benchmark in teaching, and they also always try to improve their skill when doing the reflection. It's depend on themsleve how to solve the challenges that they faced in doing reflection. This consistent with previous studies (Asfour, 2018), which is the teachers require increased support in both reflection methods and theories of reflection as well as in education on other pedagogical content theories in the context of EFL.