

CHAPTER I

INTRODUCTION

A. Background of Study

Nowdays, we live in the globalization era. An era where the technology is greatly developing in every country in this world. With this development, almost every aspect in human's life can be accessed easily. People can reach and communicate with others from different countries only with the power of internet. In this situation, it is important to have good knowledge and communication skills to adapt and interact with other people internationally. To make communication between countries easier, an international language is needed that can be used globally to communicate, and currently, English been used for Universal language. The United Nations, international events, international media, and other official gatherings involving numerous nations throughout the world all use the English language. Many people realized the ability to communicate effectively in English becomes a crucial tool, opening doors to possibilities and fostering a more integrated world. This reason make people are motivated to learn English.

In Indonesia, English is considered as foreign language, English proficiency is seen as a valuable skill for personal and professional

advancement. In Indonesia, English is very much taught and learned in school and university. As the importance of English, it is very important for teachers to mastering all skill in teaching language. In teaching there is one skill that need to master by teacher to avoid make a mistake in the learning process. Teachers need to do some activity to evaluate their teaching. One activity that teachers can do is reflective teaching.

Reflective teaching has gained a lot of popularity recently, and talks of professional and modern education frequently bring it up. Collum (2002), as quoted in Orakci (2021, p. 121), asserted that reflective teaching, a method that is commonly used, is described as taking into account what is happening in the classroom and making adjustments in line with these observations both during and after the teaching process. The instruction of English as a foreign language (EFL) and the preparation of English instructors fall under the purview of this definition. Teachers in any school institution are a big plus.

In order to advance the teaching field, teacher must constantly innovate, analyze, and teach language—in this case, English language education. When English teacher design their learning setting, they must take the needs of the teachers into consideration. A few students choose to study English for Specific Purposes (ESP), which covers topics like commerce, finance, healthcare, tourism, and hospitality. English as a

Foreign Language (EFL) or English for Academic Purposes (EAP)

is a subject that all Indonesian middle and secondary schools require their students to take. Thus, Effendi & Triastuti (2022, p. 38) state that English teachers must continuously strive to improve and reflect on their classroom actions in order to identify the issues that emerge, ascertain the drawbacks, and suggest solutions.

Some of the most important elements of a teacher's professional development and are essential for being a successful teacher are meditation on one's own experiences and assumptions as part of the course and classroom inquiry, critical observation, and reflective analysis of the practices of teaching. Additionally, using reflection as a tool can aid someone in expanding their information and professional abilities. Teachers can improve their professional skills and identify their strengths and flaws by reflecting on their practice. Teachers who reflect on their practice carefully examine and evaluate each component of their educational approaches (Patidar, 2019, p. 2).

Also, the Quranic verse that serves as the foundation for reflective thinking is Surah Al-Hasyr : 18. This verse explicitly invites Muslims to think independently, be able to do reflection and become a decision maker for themselves.

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِإِعَادٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Al-Hafizh Ibn Kathir, in interpreting this verse, said: "Judge yourselves before you are judged. Consider what you have saved for yourselves from righteous deeds for the day of your resurrection and when you are confronted with your Rabb."

Teachers should think about the aspects of their professional practices that are most helpful in the classroom, the ones they would like to continue utilizing, and the ones that need improvement. According to Patidar (2019, p. 2), reflection helps teachers comprehend their surroundings and come up with alternative methods to manage urgent problems that may arise during teaching practice. Before participating in teacher development, an English teacher must compile a methodical and deliberate collection of his or her own reflections and teaching practices, according to Zahid and Khanam (2019, p. 32), in order to maintain high standards for learning and teaching methods. As a consequence, reflective teaching has become the standard in the vast majority of teacher education programs in western scholarly societies. There haven't been many studies on reflective teaching practice in EFL settings, like those in Indonesia, despite the fact that it plays a significant role in teacher education.

Teachers might question the value of reflection given that they spend endless hours (typically unpaid) marking papers after class. After all, they work hard in preparation before class even start and teaching

activity in the classroom (Farrel, 2018, p. 2). They assert that they are constantly trying to comply with the countless rules and regulations established by the administration, curriculum designers, school boards, and/or ministry of education officials, which leaves them more little time or energy for teaching contemplation. However, when teachers engage in reflective practice, they have the opportunity to think on how they connect to their students, as well as on their beliefs, abilities, and successes and failures in a real-world context.

Since it has already been mentioned that teachers are busy, we must also be realistic about who can exercise reflectively and when. As a consequence, there is a continuum of opportunity along which reflective practice happens, with varying chances for teachers based on their context and psychological starting points. As a consequence, in some contexts where teachers are unable to organize collectively to reflect on their practices, individual teachers may only be able to reflect on their own particular practices and ideas of their teaching. Because of this, it may be impossible for all teachers to reflect at every moment or step of their instruction.

Reflective practice has emerged as a powerful tendency in teacher education. Teachers must assess their practices in order to progress their careers and improve student performance due to the complexity of teaching. The ability to reflect on a path of action in order to learn more is

referred to as reflective practice. Because exercise alone does not always lead to learning, reflective practice is crucial. Experience must be carefully considered (Mathew, Mathew, & Prince, 2017, p. 126). Reflective practice is a key tool in professionally applied learning settings, where people learn from their own professional experiences rather than through structured education or information transfer. It is the most important instrument for improving and expanding one's own professional capacities.

Because introspection makes it possible to recognize various systems of thought and theoretical models that are pertinent to one's own work, it is essential to link theory and practice in this way (Mathew, Mathew, & Prince, 2017, p. 127). An individual who frequently reflects does more than simply remember earlier events and actions; instead, they actively consider their emotions, experiences, actions, and reactions. They then make use of this knowledge to broaden their education and improve their comprehension. Because the Indonesian L2 teacher education curriculum does not explicitly educate the application of introspective teaching concepts within the teaching and teacher education settings, there is a dearth of such study in the Indonesian EFL educational setting (Nurfaidah & Lengkanawati, 2017, p. 80). The level of conceptual reflection allows for actions that can be done to reach a particular objective. These actions might be made based on beliefs. Individuals' learning can be aided by reflective thinking in the setting of applications (Orakci, 2021, p. 119). This study aims to cast light on how English

instructors view reflective teaching and how far their reflective practice has progressed.

B. Definition of Key Terms

To prevent misunderstandings and incorrect interpretations of this research, it is required for the research to specify a few terms in relation to the title as follows:

1. Reflective Teaching

Reflective teaching is when the EFL teachers in this study are faced with a challenge and start to question their teaching philosophies, presumptions, and methods as well as the strategies, approaches, and techniques they use in their language classes to ensure the success of the teaching and learning process.

2. Reflective Teaching Practice

In relation to the concept of reflection that they identified in their reflections, as well as the level or quality of their reflections, which were then further extended in their interview sessions with the researcher, the participants' behavior is referred to as reflective teaching practice.

3. EFL Teachers

EFL Teachers who teaching English to people whose first language is not English. The people is the students whose learn in

madrassa and pesantren in South Kalimantan. In addition, especially EFL Teachers who joined in J-ELTT Program.

4. J-ELTT

J-ELTT is the abbreviation of Jakarta English Language Teacher Training Program. This program assists Indonesian madrassa and pesantren teachers in South Kalimantan to developing their careers, instructing in English, and implementing impact study projects. Especially in this program teachers practices their reflective teaching.

C. Research Question

1. What are the level of reflection that EFL teacher use in the classroom?
2. What challenges that the EFL teachers face in doing their reflection in the classroom?

D. Objective of Study

1. To gauge about level of reflection that EFL teachers use in the classroom.
2. To explore the challenges that EFL teachers face in reflective practice in the classroom.

E. Significance of Study

The goal of the study is to broaden the amount of theory and practical knowledge that already exist in this field. Theoretically, it is hoped that this research will contribute something new to the continuing debate concerning the creation of reflective teaching strategies that are connected to individual reflection during field teaching experiences.

Both activity inside the classroom or teacher preparation before starting the learning activity in the classroom.

Practically speaking, it is expected that this study will either confirm or deny the significance of introspective teaching strategies in schools, thereby confirming or denying the significance of these strategies. As a result, the national education strategy is also impacted.

The results of this study are expected to further both the theory and the practice of reflective teaching studies with reference to EFL teachers' instructional methods in Indonesian classroom settings. Firstly, the lack of journal-based studies on the reflective teaching methodology used by Indonesian EFL teachers might be filled in by this study. Second, it is anticipated that the conceptual framework used in this research will contribute to the ongoing discussion on the elements and levels of reflection that teachers have noted in their observations. Lastly, it is anticipated that the results of this study will contribute to the discussion of how reflective teaching techniques should be incorporated into Indonesian EFL teacher education curriculum, whether they are used alone or in conjunction with other study units.

Furthermore, it is believed that the knowledge gained from the study's findings will help Indonesian EFL teachers think more critically about their current practices. Help Indonesian EFL teachers to improve their teaching practices. The variables may point them in the right route

for their professional development.