

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher wrote the conclusions and analysis in this chapter after completing the research. The discussion of the results is important for all of the research activities. The discussion's goals are to provide a solution to the problem and assess the findings in light of the pertinent theoretical literature review.

A. Findings

The teacher's interview provided the data that was examined in this discovery. The researcher interviewed EFL teachers to learn about their experiences practicing reflective teaching in their teaching. This study needs to be finished by answering 12 questions. Teachers' level on teaching reflection and their challenges in doing teaching reflection.

1. The level of reflection that EFL teachers use in the classroom
 - a. Descriptive reflection

According to the results of the interview, even though the participant demonstrates reflective thought through descriptions form, but they also make an effort to defend specific actions in their practices. It is consistent with descriptive reflection. For example as indicated by participants T2 reflective thought below.

“...I usually ask my students what they think about what goes on in the classroom. Their opinions and perceptions

can add a different and valuable perspective. This can be done with simple questionnaires that I can ask every month. During this year, asking students' feedback every month has gone well and is very useful for future teaching and learning activities. ...” (T2,

The reflective thought unit illustrates different points of view expressed by participants in the described situation. But there are no particular obstacles to the activities that students must do in order to meet certain criteria. The participants evaluate and further defend their events that they describe. For instance, as shown by the participant T1 reflective thought unit below, they discovered that the teaching strategy they implemented did not truly grab students' attention or inspire them to participate.

“...I reflect it by my journal, yes, it can make me easier what kind of thing that I missed, what kind of thing that I didn't put on my teaching plan and what I can do better for the next. Mostly I use direct students feedback like “ do you have any feedback for my teaching, my material or etc ?” and they just basically told me like “ yea I love your teaching method or we love the way that we learn”. I just ask that feedback while I am teaching....”

“... I think it also depends on what the result of my students achieve, I think its depends on the factor of the score and

their behavior is changer or not and how can they know the material well. I think the result is my students love different way I teach, they want me to teach them with various activity and various method, they don't like when I just teach them in one way or one teaching method, so I have to make different media, teaching method, etc..." (T1,

Her way of thinking placed her at the descriptive reflection stage, where educators make an attempt to explain or justify behaviors or occurrences.

This level of reflection includes some consideration of the reasons behind actions and events. Individuals begin to explore why things happened the way they did, what their intentions were, and what influenced their decisions and actions. However, this exploration often remains at a surface level without deeply questioning underlying assumptions. And includes personal interpretation of events. This means individuals start to make sense of their experiences by considering their thoughts, feelings, and reactions. They might express their understanding of what happened and why, though this understanding is not yet deeply analytical or critical. As mentioned by participant T4 below.

" Through reflection, I've learned to tailor my approaches to diverse learners, identify areas for instructional refinement, and foster a more engaging learning environment. "

“My reflection on teaching practices involves analyzing lesson planning, instructional delivery, and student interactions to refine and enhance my teaching strategies. In adherence to lesson plan I check how closely the instructional execution align with the initial plan. If there are deviations, I seek reason and devise improvement steps.” (T4,

Similarly with participant T4 above, participant T5 also take into consideration of the reasons behind actions and events and begin to explore why things happened the way they did, what their intentions were, and what influenced their decisions and actions. As explained by participant T5 below:

“ I keep personal reflection journals to document their thoughts and observations about lessons, student interactions, and classroom dynamics. Regularly writing down reflections can help in identifying patterns and trends over time. From the reflection teachers can identify what strategies and methods work well and what areas need adjustment. This leads to the refinement and improvement of teaching practices, making lessons more effective and engaging. From my past experiences, teachers can identify what worked well and what areas need improvement. This leads to the refinement of teaching practices, making lessons more

effective, engaging, and aligned with learning objectives.” (T5,

b. Dialog reflection

When a practitioner engages in a "discourse with self and exploring the experience, events, and actions using qualities of judgments and possible alternatives for explaining and hypothesizing," it is deemed that the practitioner has reached the dialogic reflection stage. The ability of the participants to make decisions based on their prior experiences characterizes this. The participant could consciously examine issues that arise in the classroom, offer ideas to address the issues they foresaw, and establish preventative measures. We can look at participant T3's reflective thought, for instance, below.

“ I do my reflection using questioner, discussion, and ask another teacher and observation. Interview to other teacher *itu penting karena kita harus mengukur murid di pembelajaran lain bagaimana, membandingkan.* “

“... In the last semester I use reflection like questioner to the students how my teach run in this semester, how is my method, how is my material and the others. So that I know my mistake in teaching, so that I can improve and it will be fun for my teaching after I used reflection teaching. *Aku merubah metode seperti game, dan pakai equizzatez atau*

kahoot. Sehingga siswa berubah terbukti sekarang lebih bisa berbahasa inggris , lebih fluently. ...” (T3,

2. The challenges of EFL teachers face in the classroom

There are some challenges that hinder teacher to practice their reflection in the classroom, despite their knowing about the important of teaching reflection. Three challenges that teachers faced in the classroom are difficulties with pedagogical logistics; conceptualization of terms, purposes and processes; and reflection approaches.

a. Difficulties with pedagogical logistics

The first and the major challenge of EFL teacher to do their teaching reflection is time management because the time constraint even though they have many work they had to do in the school. As explained by participant T1 below.

“...the challenges things is on myself because I cannot manage my time well yet and I also have to brainstorming first and it will take time...”(T1,

Participant T4 also said that the challenges that the participant faced is time management as participant T4 said in the interview.

“Challenges in reflective teaching include time constraints, balancing multiple responsibilities, and addressing the diverse needs of students in the classroom.”

Similarity with participant T5 that also say have similar problem regarding time because in teaching teacher must organize and handle the classroom and students which take some time.

“my challenges to do teaching reflection are knowing the psychical needs of the students and handle the classroom will take a lot of my time in the class”

b. Conceptualization of terms, purposes and processes

The other challenge that hinder teacher to practice teaching reflection is the problem with the students. One of the tools to practice teaching reflection is students' feedback, teacher should ask the student their opinion about learning activities in the class. Teacher can ask the students directly in the end of class or giving questionnaire to the students. There are several challenges that teacher faced in students feedback, like time constraints as the problem that other teacher experienced in previous challenge, individualized feedback on diverse students opinion, the students resist to do feedback because of fear of criticized and being shy.

T3 faced is many students that ask the teacher to make the learning fun, but in process learning fun not always achieve the target that student need. As explained by the participant T3 below.

” The challenge is kita menemukan lebih banyak students want daripada need, karna dari siswa mereka mau apa yang mereka inginkan seperti mereka lebih mau dan suka game sementara kadang kalau game itu kita gunakan setiap pertemuan akan menghabiskan banyak waktu sementara kita punya target capaian, seperti bukunya harus habis dipelajari . ada juga murid yang ingin guru berbicara ada bahasa indonesianya dalam mengajar dan dalam pembuatan soal, dan harus menjelaskan materi secara pelan pelan sedangkan kalau terlalu pelan kita bias lupa apa yang ingin di ucapkan. Dan para siswa mau cukup belajar sedikit saja agar saat ulangan juga sedikit padahal harus memenuhi capaian. Challenge nya lebih ada apada siswa nya yang banyak maunya. “

Participant T4 also mentioned in the interview that addressing the diverse needs of students in the classroom is one of the challenges of teaching reflection in the classroom.

c. Reflection approaches

The other problem in student feedback when the students convey their opinion they can say something negative, it can affected the teacher feeling and make the teacher losing their motivation in teaching and practicing teacher reflection.

Reflective practice requires personal commitment from teachers in order to ensure continuous learning and improvement because Individuals have a need for positive and meaningful social relationships with others. Relatedness involves feeling connected, accepted, and supported by their social environment. This is according to participant T2 challenges in practice teaching reflection below.

“Kadang kalau ada comment atau feedback yg kurang baik dari siswa jadi bikin saya overthinking, kayak semacam apakah aku gagal mengajarkan sesuatu pada murid.”

This negative affect to the teacher also give the effect to the activity in the classroom and for students.

B. Discussion

As mentioned earlier, the current study was aimed to seek answers to two specific questions: 1) What are the level of reflection that EFL teacher use in the classroom? 2) What challenges that the EFL teacher face in doing their reflection in the classroom? The following section discusses the obtained answers from the data collection instruments employed in this study which is interview.

1. The Level of reflection that EFL teacher use in the classroom

In the theory mentioned in chapter 2 by Hatton & Smith there were four levels of reflection: Descriptive writing, Descriptive reflection, Dialog reflection, and Critical reflection. On the contrary, the

researcher only found 2 levels of reflection: Descriptive reflection and Dialog reflection.

From the fifth participants, 4 at the level of descriptive reflection for their reflection in the classroom. Meanwhile 1 of 5 participants at the level of dialog reflection. According to Hatton & Smith(1995) the level of descriptive reflection, in which educators make an attempt to explain or defend acts or occurrences. Their change in perspective from merely describing to attempting of defending their acts or circumstances. A practitioner is at the level of dialogic reflection, according to Hatton and Smith (1995), when they are engaging in a "discourse with self and exploring the experience, events, and actions employing characteristics of assessments and potential theories and explanations".(Astuti,2022)

This result also consistent with the results of a study conducted in year 2021 by Kholis and Madya, which showed that most EFL teachers had attained comparable reflection characteristics. Many EFL teachers performed one level below critical reflection in their research article. i.e., they were have been able to incorporate their understanding of EFL language teaching pedagogy into their actual classroom practice. (Kholis, 2021)

Average English teacher in Indonesia does not reach critical reflection level yet because in critical reflection level teacher already

seeing and understand the reflection not only from the scope of practice and theory but also from multiple perspectives such as historical, cultural and sociopolitical circumstances. Many teachers in Indonesia only focus in reflection that related directly in the teaching process and the students.

2. Challenges that the EFL teacher face in doing their reflection in the classroom

In the theory by Cecilia & Katherine (2021) there are four challenges that hinder teacher to practice reflection in the their teaching classroom: difficulties with pedagogical logistics; conceptualization of terms, purposes and processes; reflection approaches; and assessment and feedback. Three challenges in Cecilia & Katherine (2021) are accordance to the result in this research where three teachers in this research participants faced difficulties with pedagogical logistics, because they stated that their challenges in reflection practices is teaching workload when their time is very limited. They felt difficulties to practice reflective teaching because they also have other work for teaching process in the classroom like planning, organizing and carrying out a well-structure session that provides opportunities improve and constructive feedback for learning enchantment takes a lot of time. There also one reflection practice strategies that needed students contribution, students feedback. This strategies is common

used by teacher because students feedback directly get students opinion about teacher that needed to teacher reflection. But in this strategies teacher need more time to instructed many students to take out their opinion.

Other challenge is difficulties in process of reflective teaching like 1 participant faced conceptualization of terms, purposes and processes problem because they faced difficulties to discovered students need to customize with students want. When teacher was doing students feedback to get students opinon, students more prioritize their want in teaching activity like a fun game. But in the process students will not reach the target of learning that teacher specified in a specific time limit.

The last challenges that researcher found in this study is about difficulties to discover the right approaches to practice reflection to asking the evaluation from the students. While students' feedback been being major strategies teacher used to discover students opinion, one teacher in this research participant felt difficulties on reflection approaches because the participant found some problem. Students' feedback that the participant used in reflection practice has bad affect to the teacher. because many students gave negative feedback to teacher that result bad effect to teacher. Teacher begin to overthink what students say and continued to make teacher insecure about their teaching ability.

And the other challenge that does not found in this study is assessment and feedback. Because teacher in this participants does not doing reflection for students himself. Teachers just focus reflection on their self and in teaching work and process.