

## CHAPTER V

### CLOSURE

#### A. Conclusion

1. The level of reflection that EFL teacher used in the classroom in this research divided to two level: Descriptive reflection and Dialogic reflection. Descriptive reflection is teacher not only describe the reflection in the descriptive way but also there were attempts to defend specific instances in their practices. And dialogic reflection when teacher start to question the reason through potential outcomes for their upcoming activities.
2. Challenges that the EFL teacher faced in doing their reflection in the classroom are difficulties with pedagogical logistics; conceptualisation of terms, purposes and processes; and reflection approaches.

#### B. Suggestion

According to the findings above, the significant suggestion are delivered by the researcher as follows:

1. For teacher

Teachers are expected to practice their reflective teaching more often to level up their reflection ability.

2. For further researcher

The small sample size of the study prevents the conclusions from being applicable to a larger sample size. This is obviously one of the limitations of the study. Therefore, more extensive research with a

large number of participants is needed. Offering in-service training courses on thinking skills, problem solving and decision making techniques, risk and crisis management, and other topics that will help them overcome their shortcomings and mistakes is thought to further enhance teachers' reflective teaching and reflective thinking skills. To increase instructors' awareness of the elements of learning objectives, material, the teaching and learning process, measurement, and assessment, in-service training activities can also be organized.