

TEACHERS' ATTITUDE ON REFLECTIVE PRACTICE-BASED INSTRUCTION IN TEACHING ENGLISH IN INDONESIAN EFL CLASSROOM

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Abstract: This paper reports a study of teacher's attitude on reflective practice-based instruction in teaching English in Indonesian EFL classroom. Teachers are urged to feel reactive and open minded as the prerequisite for being reflective teachers. It is also crucial to EFL teachers due to they are required to teach students about course content and language development. Thus, reflective teaching-based instruction comes as a catalyst of teachers' professional performance in teaching English as a Foreign Language (TEFL). The study employs a descriptive qualitative study utilizing questionnaire and in-depth interview, taking three teachers as the participant of the study selected through conveniently sampling technique. Then, thematic analysis was used to analyse the findings of data. The result of the study demonstrates that there were marked differences in the way the teachers perceive reflective practice based instruction in their classroom teaching practices. The differences fall into three categories: (1) highly adjusted of reflective practice (HARP), (2) moderately adjusted of reflective practice (MARP), and (3) poorly adjusted of reflective practice (PARP). This study can be beneficial input to enhance understanding and practice of the use of reflective practice-based instruction in EFL classroom, especially in Indonesian context.

Keywords: *teacher's attitude, teaching EFL, reflective practice-based instruction*

INTRODUCTION

Recently, reflective teaching in the EFL classroom becomes a more effective and influential factor to English teacher professional development and it supports theories and practices as a strong foundation. Particularly in Indonesia, reflective teaching practice is regarded as one of the goals of teacher teaching and training program, and a means to build participants' current perception, practices, and circumstances in contexts of English Language Teaching (ELT) so it can grow their pedagogical knowledge and skills (Sunra et.al., 2020). For this sense, the teachers is able to find a basis for decision-making, preparation and action through critical self-assessments and reflection as part of professional reflective teaching (Richards and Lockhart, 1996).

There are many types of research regarding the benefit of reflective teaching that have yielded a broad and multidisciplinary focus. A positive awareness takes place to prove that the class which has the impact of the reflective teaching in faculty shows good results (Gangalakshmi & Naganathan, 2019). During reflection, it is often seen as a basic element of professional experience when pre-service teachers are able to objectively analyse and theorize their practices (Rodman, 2010; Sempowicz and Hudson, 2012). Hence, by doing

reflective practices, it develops professionalism and continuously improves students of Bachelor of Education (BEEd) own teaching when they are in the schools (Tlali, 2018).

Furthermore, reflective teaching practice is considered as a method of problem-solving and meaning-reconstruction and subsequent reflective judgements as teachers experience new activities (Gheith and Aljaberi, 2018). Gheith & Aljaberi (2018) also added that a strong level of teacher' reflective teaching practice has shown on all aspects, including self-evaluation, decision making and problem-solving, and teachers' attitude toward professional self-development. The teachers, nevertheless, do not easily accept students' or colleagues' critics easily. Therefore, teachers need to be more familiar to use reflective teaching tools in their teaching practices to enhance their personal knowledge and be open-minded toward the criticism. Through reflection, teachers include their feelings or emotions by referring extensively to some events in their past teaching practice. Finally, teachers can recognise some of the challenges that have emerged and consider possible solutions to improve learning circumstances (Wijayanti, 2015). It cannot be doubted that reflective teaching based on teaching experience is seen as an important component of teacher education and is a key part of

the teacher training program, especially for English teachers. Hence, the teachers' attitudes need to be identified and heightened positively to put teaching activities in reflection more natural.

This study was intended to investigate teachers' attitude on reflective teaching practice in EFL classroom. The result of this study contributes to teachers' professional skills to reflect and evaluate teaching-learning processes as a means to teach English as a foreign language effectively to boost students' language mastery. The intention of this study was to categorize the characteristics of the EFL teachers' attitudes toward the reflective practice-based instruction. The major research question of this study was, "what are the attitudes of EFL teachers to reflective practice-based instruction in Indonesian EFL classroom?"

Concept of Reflective Teaching Practice

Reflective teaching is defined in various ways. From John Dewey's book *How We Think*, in view of the reasons that support it and the other assumptions it tends to make, he presented reflective teaching as involved, persistent and careful consideration of any belief or supposed form of knowledge (Dewey, 1933). Tung (2018) indicates that reflective teaching as one of the best methods of teaching pedagogy. Moreover, it also involves looking at what you do in the classroom and talking about why you do it and to ascertain how a self-evaluation mechanism works. Then, it is supported by Kaya et.al. (2019), they describe that the reflections of identity cover a teacher's professional knowledge, beliefs regarding learning and teaching, along with the classroom practices. Hence, reflective teaching practice helps the teachers to examine their beliefs and teaching principles.

Dewey (cited in Rodgers, 2002) explained standards of reflection such as; (a) reflecting is systematic, precise and organized way of thinking, (b) reflecting is a process of meaning that give a more profound knowledge by going through experiences of teaching-learning (c) reflecting requires certain attitudes which make the way for reflecting be valuable for individual and intellectual growth, and (d) reflecting needs to take place at community level and in interactions with others and. Henderson (2001) adds that it is a practice that stresses an ethic of care and offers a creative solution to educational problems. This reflection of the teacher is viewed as the result of experiences during their career so they can be better in their teaching performances through constantly enhanced, adjusted, and modified the lesson plan (Amalia, et al., 2020).

Schon (1987) generated ideas of reflection in his book *Educating the Reflective Practitioner* into two namely reflection-on-action and reflection-in-action. He stated that professional practice is a vital process of problem-solving. Reflection and practice during

and after teaching is to use reflection as a basis for the preparation of next steps in order to further foster self-development of teachers and the strengthening and mastery of teaching skills. Farrell (2012) also argued that reflective teaching practice helps teachers to reflect on their classroom decisions and identify flaws and limitations to enhance their future performance. As main aspects of this method, Zwodiak-Myer (2012) introduces key characteristics of the reflective teaching practices, those are (1) your own study as personal teaching for improvement, (2) your own teaching is systematically evaluated by classroom testing procedures, (3) your hypothesis is related to your own practice, (4) your own personal assumptions and values are questioned, (5) consider alternate viewpoints and opportunities, (6) explore new approaches and ideas to optimize all student potential in learning; (8) increase your own teaching quality, and (9) develop your teaching further.

Critical Reflection

Critical reflection is an activity that promotes significant quality of teacher and develops teacher's professional development (Dewey, 1933). This critical reflection is made as teachers ponder, think and dwell with open-mindedness, wholeheartedness, and responsibility for a while. And instead of relying upon tradition, power or instinct, the teachers will behave with forethought and strategy. In this case, teacher assesses the topic, procedure, resources and also the understanding of the lesson by the students while practicing critical reflection. Brookfield (1995) highlights the critical consideration of control, the desire for progress, adapt and create a fundamental change of mind-set that becomes necessary to achieve critical reflection. He also clarified that reflective teaching are considered to be one of the methods to assess the importance of teaching.

In 1983, Schon has shown that reflection is a crucial part of the professional know-how and the practice, and claimed that if they are engaged in action, teachers would build a capacity for continuous education throughout their careers. In this sense, critical reflection and reflective practice may not exclude each other but can be based on similar beliefs and cognitive processes (Fook, 2015). Then, Richards and Lockhart (1996) say that examining a teacher's practices objectively can activate a deeper understanding of teaching and help to improve teacher's work. Nevertheless, critical reflection can be a small part of reflective practice, when the reflection is used specifically to improve professional practice. The reflective practice guides assumptive thinking power that brings changes to professional practice in certain social settings of professional work. It is clear that ability in reflecting must be mastered first before extending to reflecting critically. Indeed, reflective education is more than just an

overview of the teaching-learning process for professional education, but it can also enhance the critical thinking of the teachers.

Reflective Teaching Tools

Improving teacher performance is considered as a result of reflection of teacher education (Belvis, et. al., 2013). To investigate the quality of teaching and learning, teacher uses observation, evaluation and analysis afterwards, while to support those stages the teachers need reflective teaching tools. Tosriadi, et. al. (2018) reported that most of teachers used written reflective tools such as diaries or daily journals, notes of lesson plans from peer observation, compilation of documents and language literatures through action research, students' feedback, and audio/video recording. Within the same classrooms where teaching is carried out, they do use different and appropriate strategies for and case (Esteve, 2004). Teachers can reflect and deepen their understanding of their role by identifying what happens in each step that found in reflective teaching tools they used. A reflective teacher would therefore possibly enhance his or her practices and put value in the students' learning circumstance (Biggs and Tang 2011; Green 2006). As the consequence, the use of reflective teaching tools can contribute to the worthwhile change of educational practice, whereas actual teaching practice and experience can be used as the baseline of this form of education.

In addition, Cholifah et. al. (2020) listed four kinds of reflective teaching tools that mostly used by in-service EFL teachers namely diary of teacher, peer observation, feedback of students, and recording of audio or video. For the description of each tool are described in the following points:

1. Diary or teacher's log is the best and effective instrument to do reflection; this is the daily record of the everyday activities of teachers. Within the diary the teachers can talk much more about activities in a classroom and expose their own opinions and emotions.
2. Peer observation indicates that teachers interact with peers or colleagues in order to do an observation of method of teaching directly in the classroom. Teachers might ask colleagues or teaching partners to notice precisely important pieces of their teaching so that it can be reflected afterwards. At the end, the teachers can also make notes and discuss to the observer about the strengths and weaknesses.
3. Feedback from students means students are asked by a teacher to comment on their interests or not in the learning process. Then, students also can offer feedback to teacher's teaching strategies, whether in a group or individually, by writing or speaking.

Recording of audio or video is used to capture many things happened simultaneously. Then, the information gathered is used to note teacher's plus and minus in teaching-learning at classroom.

METHOD

Qualitative research is used in this study, it means that descriptive data and the objective tends to understand rather than to generalize (Mackey & Gass, 2005). A case study is adopted to investigate three teachers (T1, T2, & T3) who work at one of national secondary school in Makassar, Indonesia to gather information about their attitudes on the reflective teaching practice. Xie & Lei (2019) emphasized that the case-study approach offers a deeper understanding of the process or complexity of the teacher's activities within the context of a particular school.

To identify the participant of the study, purposive sampling is used by considering that the English teachers have included reflective practice-based instruction in their classroom. These all participants have graduated their bachelor degree (S1) in English education and two of them have obtained master degree (S2). Considering the length of teacher's experience in teaching, they are divided into three groups: with below-5-year teaching experience, with 5-10 years' teaching experience, and who have above-15-year teaching experience. Moreover, the teacher's professionalism is also considered to take the participant. For more detail information can be seen as follow:

Table 1. Participant's Identity

Participant	Gender	Educational background	Teaching Service
T1	Male	Master degree (S2)	More than 10 year
T2	Female	Master degree (S2)	5 year – 10 year
T3	Female	Bachelor degree (S1)	1 year – 4 year

The present study is carried out in the procedure below:

1. Defining the problems occurred on the topic of reflective practice-based instruction in Indonesian EFL classroom,
2. Determining the research question to be solved,
3. Deciding method and design of the study,
4. Selecting the instrument of the study,
5. Collecting the data of the study,
6. Analysing the collected data of the study,
7. Describing and interpreting the data, and Making a conclusion of the data.

The primary data is collected by using a questionnaire and supported by the data of in-depth interview. The research instrument of English teacher attitudes toward the implementation of teaching and learning interactions with reflective practice-based instruction includes the meaning of reflective teaching practice, the use and benefit of reflective teaching practice, and the ways of using reflective teaching tools by teachers in their class. These variables are then broken down into several indicators and each indicator is broken down into items of questions or statements, while the in-depth interview is then given following completion of the questionnaire. Method of in-depth interviews conducted with a list of questions that have already been prepared (Moleong, 2007: 186).

The data analysis requires three steps namely data reduction, data display, and conclusion drawing/verification, as proposed by Miles and Huberman (1994). Firstly, information gained from the questionnaire are selected, summarized, encrypted, and also identified its theme. After classifying the data into the theme, the elements are calculated in the percentage form. Then, in the data display step, the total data is shown in the form of a table. The data in the form of a percentage is then interpreted and concluded to deal with the problem of the study, which is reinforced by the perspectives obtained from the interview.

FINDINGS AND DISCUSSIONS

This section addresses the analysis of questionnaire and interview. The result describes the attitudes of teachers toward reflective practice-based instruction in teaching English in Indonesian EFL classroom. In detail, these following parts are organized as the result of analyzing the data for answering the research question, they are; 1) description of teachers' background information, and 2) teachers' attitude on practicing the reflective practice

1) Teachers' professional background

In the questionnaire, the demographic data of participants included gender, educational background, length of teaching experience and certified as a professional teacher or not. In this study, there were three English teachers as participants selected based on their experience in applying reflective practice-based instruction. In other words, they have brought the reflection into a part of their teaching practices. As such, they are different from each other and to see in more detail, the following tables are provided:

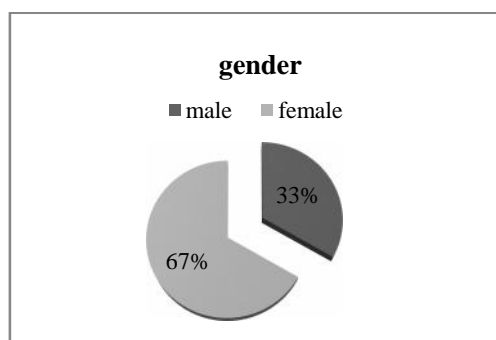
Table 1. Description of participant's background

Teacher 1

Gender	Educational background	Teaching service	The certified teacher
Male	Master degree (S2) of English Education	More than 10 years	Yes, he has got a certification as a professional teacher since 2010
Teacher 2			
Gender	Educational background	Teaching service	The certified teacher
Female	Master degree (S2) of English Education	No more than 9 years	Yes, she has got a certification as a professional teacher since 2012
Teacher 2			
Gender	Educational background	Teaching service	The certified teacher
Female	Bachelor degree of English Education	No more than 4 years	No, she has not yet got a certification as a professional teacher

As previously stated, pseudonyms are used by addressing Teacher 1 (T1), T2, and T3 for participant's name. From table 1, the female teacher is dominantly participated in this study, in which the total number can be put on percentage 67% of 100 (Chart 1).

Chart 1 the percentage of gender



Moreover, one of them finished her study on bachelor degree but she has been utilizing reflective practice-based instruction in her classroom. Hence, it reveals that the English teachers are familiar to

provide this reflective practice for methodologies of their teaching instruction. It seems that the teachers have recognized the use of the reflective teaching practice since they were studying at tertiary level. It is clear stated by the teacher 3 in interview section that:

"I feel satisfied because I can get correction for my teaching process by applying the reflection and I am happy because I have a lot of experiences about the reflective teaching practices from my study at campus"(T3)

Certainly, the English teachers need to be enhanced to implement the reflective practice-based instruction in any situations earlier, so they are being ready to be a reflective teacher. It is crucial to English education program to prepare and encourage the candidate teachers with the reflection in their teaching learning activities so that it can develop positive attitudes on the reflective practice-based instruction (Nurfaidah, 2018). For all novice teachers, the main task is to focus on their own values, opinions, beliefs, practice, and experienced activities while they are doing the reflection (Rodman, 2010). That is why the crucial thing for beginning teachers to acquire improvement of their reflective skill when they are attending the course of the initial training and that is part of their continuous professional development (Tlali, 2018). Kullman (1998) supported the role of mentoring and the student teachers' reflective practices. In this sense, as a result of persistent emphasis, reflection is encouraged by the mentor. This involves the student teachers articulating how their pedagogical practice develops with regard to changes personally in their attitude and belief. Therefore, from the beginning of student teachers' professional study, an understanding of what reflection and how it is based on contextual realities must be greatly enhanced.

Next, from the table 1 about the length of teaching experiences, it enlightens that there is only one teacher (T3) who has been teaching less of 5 years and she is not yet certified as an English professional teacher. However, even without the certification, it does not mean that T3 is not qualified to reflect her teaching learning activities. It could be measured on how well she explores her academic potential and fully develops her reflective practice. Having ability to reflect teaching practices is categorized as one of the qualities of good teachers (Biggs and Tang, 2007). Then, the result of interview reveals that all the participants (T1, T2, and T3) have similar sounds toward how well they use the reflective teaching practice in supporting them to teach EFL. It was considered by their statements in interview who said that:

"I have done reflective teaching practices through my teaching diary, in order to see and evaluate the

ups and downs of my performance for each meeting in the classroom" (T1)

"I do reflection because I need more attractive and adaptation to my various students' cognitive level in order to have an active & effective class" (T2)

"To do the reflective teaching is important for me because I can evaluate my teaching process after I teach every topic completely" (T3)

In this regard, the positive awareness of English teachers on the reflective practice-based instruction may have been the result of frequent practices and the training they got from the education program. Thus, they are being trained to provide reflective teaching tools before doing the reflection. Finally, it can be acknowledged that during training the teachers use knowledge and skill to plan how well they prepare themselves for their career (Tlali, 2018). This allowed them to be a good planner for their teaching learning activities, subject mastery, and to be able to use diverse methods, aids, and media of teaching, and to promote the participation of students in the classroom.

Teachers' attitude on practicing reflective practice-based instruction

The investigation of teachers' attitudes in this study highlighted that all participants present positive attitudes toward reflective practice-based instruction. The teachers' views are led by reasons that promote similar agreement on conducting the reflective practices in teaching English in Indonesian EFL classroom. Specifically, the standpoints of teachers' attitude can be elaborated as follows:

Reflective practice-based instruction is beneficial for teaching EFL

Based on the data from the instruments, all the participants agreed that the use of reflective practice-based instruction helps them to examine the instructional method for teaching English effectively. It seems to be happened since the reflective practice-based instruction can engage teachers' control through regular feedback from their daily activities in the classroom. The teachers felt satisfied to get improvement on their teaching preparation and performance in delivering the English material. It was considered by their statements below:

"This reflection gives improvement for me as the English teacher to enhance my teaching process to have better learning outcomes for my students and it is good to be practiced in my class activities" T1

"This reflective teaching practice, it is useful to do it because it helps me to evaluate my teaching performance and I enjoy it" T2

"I think it is good for me to conduct this reflective practice-based instruction, I can deal with my students' problem in understanding the English material and measure how far they get my points through my explanation. And I also can know about are my students are comfortable or not with class situation" T3

Additionally, there are much more that teachers can learn about teaching and be more experienced to handle the class routines to hinder monotonous class situation. Through adopting reflective practice, it prevents teachers from falling into a repeat, one-size-all-teaching, routine attitude (Gün, 2010). Furthermore, the teachers can be more creative to select strategies for fulfilling the teaching learning objectives, since the aim of English subject in Indonesian context requires the students be more active in classroom. Therefore, it is crucial for teachers to establish how language uses in the subject and foster new approaches that support critical thinking and discussion in their classroom (Achugar, et. al., 2007). Consequently, the excellence of the reflective practice-based instruction can contribute not only for the teachers but also for the students' language achievement, and be a useful source and encouragement for teaching development.

Reflective practice-based instruction promotes critical reflection

In this study, becoming a reflective teacher who can think critically to plan future action is one of the participants' preferences toward the reflective practice-based instruction. Most of them perceive that every process of the reflective practices allow them to find out the kind of their teaching they should be. In other words, it helps them to justify about what the essential points that should they have to get a good starting for continuous teaching activities. These facts are depicted in the extracts below:

"I usually reflect my teaching activities to find out what the challenges of my teaching. It gives me chance to recall about possible solution offered by theories of language teaching and try to search update materials on website or sometimes discuss to my colleagues" T1

"From my reflective teaching process, I think that nobody is perfect so it is possible to face obstacles in teaching practice and it gives us valuable time to contemplate what should do to make it perfect" T2

"For me, I learn from my reflection that my students have different level skill of their knowledge. So, I have to find some strategies for my teaching practices to make it better. I will ask my senior teacher's suggestion to help me because I think I can learn more from their experiences" T3

From the extract above, it is clear that the teachers actively involved themselves to enrich their insight on teaching practices. They also become more open minded to get discussion with their teaching partners and consider their limitation to overcome the problems by themselves. In this sense, the teacher may also take advantage of reflection to organize a mini-project such as

Classroom Action Research. As stated by T1 in his interview *"by regular reflection I did, I can do my little project for my class activities. I choose a technique to be applied and I see how far it works in my class, so I am really interested to apply the reflective practice"*. Furthermore, another teacher added that *"this reflective teaching helps me to be more care to my students' condition and to help them learning English better"* (T3). In this regard, it can be admitted that the use of reflective teaching can be a catalyst for teachers to do a critical reflection, in which the deeper understanding of natural teaching leads the teachers to acquire positive vibe as a value of being reflective teacher and be more responsive to adapt various teaching learning strategies by considering the students' need. Reflective teaching is considered as a useful tool for teacher-students' relationship to connect each other to decide appropriate teaching materials and teaching strategies by considering on theories and practices. Further, it facilitates learning for teachers about what should and should not be done when teaching (Maharsi, 2016).

Reflective practice-based instruction brings precious changes on teaching

Interestingly, while practicing the reflective teaching, the teachers can analyse and evaluate subject, method, media and the understanding of the lesson by the students. It can be a trigger for developing teaching skills in which the teachers always work with posing questions about how and why things happen, what value system they create, what drawbacks seem likely to exist, and what alternatives might be available. This study noted the teachers' suitable standpoints as follows:

"I am pleasant to question the result of my reflective practices and make notes for any possible factors that may distract my students' attention toward my teaching, so it helps me to know how far a strategy will work on supporting my teaching and plus minus of my works" T1

"I can find out and know my mistakes, weakness, and strength in teaching. So, I can improve my teaching to make students always spirit and prefer to study English with me." T2

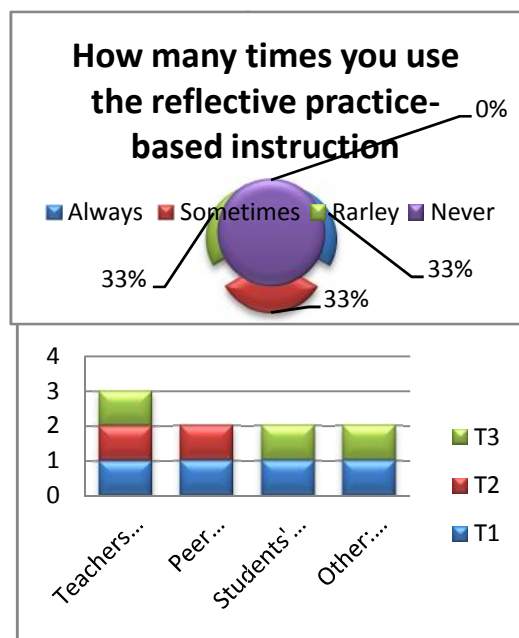
"The useful thing I get because reflective teaching helps me to determine the best techniques or methods for teaching students in the next meeting and having appropriate information to measure my success in applying the methods." T3

It can be assumed that the reflective practice-based instruction will trigger the two stages of reflection as set out in the theories of Schon's namely reflection-in-action and reflection-on-action (Schon, 1987). These stages encouraged teachers to develop their professional competences through a deep thinking process and self-evaluation along and after teaching-learning activities. It also enables the teachers to learn continually from their experiences.

Surprisingly, it directs to the cognitive and affective ability because the teachers and students are together involved in the reflective teaching practices regularly, in which the teachers also can build a good rapport to create comfortable situation in the classroom. By practicing reflective teaching systematically, teachers do reflective thinking in their teaching and develop their professional development at the same time (Ma & Ren, 2011). Tung (2018) also added that reflection is a persuasive factor in the knowledge and identity of ESP / EFL educators, discussing good things and drawbacks of educators' present lesson plan. Therefore, the English teachers need to participate in the reflective practice on a daily basis to contribute to significant learning experiences for all their students.

Despite showing positive attitudes on the reflective practice-based instruction, the participants in this study also presented different attitudes in terms of frequency of conducting the reflection and preferences on choosing the reflective teaching tools. Specifically, it can be seen on the following charts:

Chart 2 time frequency



The first chart displays the typical reflective practice-based guidance used in EFL classrooms. Obviously, the same percentage was obtained by three choices, namely "Always, Sometimes, and Rarely" at 33 per

cent, so that it can be recognized that each option was chosen by only one teacher. As a result, in order to ensure teacher preference, questions are asked in the interview segment, and the findings show that, while reflecting, the two teachers consider barriers such that they are not attentive to reflect on their teaching practices on a daily basis. In this case, T3 explained that "Yes, sometimes I do not prepare reflection because I do not have a sufficient time and at the time I have to finish other works" and T2 added that "I think there are some limitations for me to apply the reflection, I am not familiar to use some kinds of reflective teaching tools, so I decide to use the familiar one. And sometimes I forget to make my reflection and only focus to finish the topic". To sum up, the teachers have different manners in applying reflective practice for this purpose, even though they are generally conscious of the positive benefits of reflection. Therefore, it is necessary for teachers to get used to the various kinds of reflection tools so that they are better able to control the time and patterns of their use of reflection in the classroom.

Furthermore, the second chart reveals that the most common use of reflective teaching methods was the teacher's diary at 3 points, and then it is followed by the other reflective teaching tools such as peer observation, feedback of students, and recording of audio and video with sharing the same point at 2. In this case, all the teachers perceived that the diary enable them to assess the progress of their teaching practices by making a note and listing particular input for future action based on the situation in the classroom and getting new ideas from their own experiences. The teacher's diary is regarded as the most effective tools for reflective teaching, whereas peer observation and feedback from the students are the next choices and video recording is the last (Fatemipour, 2009). In comparison, with regard to the preference of teacher, it seems that only T3 uses two forms of reflection instruments. This is closely linked to the reason she said, "I tend to concentrate on optimizing the use of two forms of reflective tools rather than modifying my methods of reflection." In the end, the attitudes of the teachers can be identified into the following three types based on the findings of this study:

1. HARP: highly adjusted of reflective practice, it means that the teacher is recognized as an active user of reflective teaching tools. It can be seen on teacher's consistence on practicing the reflective practice-based instruction in EFL classroom and answering the questions about the usefulness of reflection in teaching process.
2. MARP: moderately adjusted of reflective practice, the teacher stands on this category because in teaching process, the teacher does not frequently bring reflective teaching tools to support the teaching evaluation or she/he sometimes lacks of chance to do reflection

because of time limitation but she/he still keep up to do reflection for the next meetings.

3. PARP: poorly adjusted of reflective practice, it means that the teacher is supposed to be a low user of reflective practice-based instruction, it seem that the teacher rarely jots down evidences to support the teaching evaluation and she/he does not elaborate the implementation of various kinds of the reflective teaching tools in the classroom.

CONCLUSION

Practicing reflective practice-based instruction has been really helpful today. It becomes a vital element to maximize teaching-learning activities, particularly in the EFL classroom. In all educational stages, including beginner and qualified teacher, the reflective practice is used for self-analysis. Therefore, it is important to maintain a positive attitude towards reflective practice-based

instruction. This study revealed that all English teachers performed their high attention and positive attitudes to this reflection, even though they also showed different ways on the time-frequency and the kinds of reflective teaching tools they preferred. Consequently, the teachers attitudes in this study are categorized into three namely Highly Adjusted of Reflective Practice (HARP), Moderately Adjusted of Reflective Practice (MARP), and Poorly Adjusted of Reflective Practice (PARP). This current research has been successful to categorize the new levels of reflective practice that highlights the EFL teachers' behaviour in their reflection. The research study in reflecting practice must still be varied however, therefore the researcher recommends to further investigate how the attitude of EFL students to reflective teachers and the effect of EFL teachers' reflection on students' language skills can be assessed by next researchers.

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