

**EFL PRE-SERVICE TEACHERS' BELIEF ON PRACTICING REFLECTIVE
TEACHING PRACTICE**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfilment of Requirement to obtain the Bachelor of Education Degree in
English Language Education**



By:

Amanda Abdillah Suhaimah Safandi Putro

17322049

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIAL-CULTURAL SCIENCE

ISLAMIC UNIVERSITY OF INDONESIA

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APPROVAL SHEET

**EFL PRE-SERVICE TEACHERS' BELIEF ON PRACTICING REFLECTIVE
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By

Amanda Abdillah Suhaimah Safandi Putro

17322049



Approved on May 23rd, 2021

By

Supervisor

A handwritten signature in black ink, which appears to read 'Rizki Farani', is written over a large, faint watermark of the UII logo and Arabic calligraphy.

Rizki Farani, S.Pd., M.Pd

NIP: 123220404

RATIFICATION SHEET
EFL PRE-SERVICE TEACHERS' BELIEF ON PRACTICING REFLECTIVE
TEACHING PRACTICE

By:

Amanda Abdillah Suhaimah Safandi Putro

17322049

Defended before the Board Examiner on 2021 and Declared Acceptable Board Examiner

Chairperson : Rizki Farani, S.Pd., M.Pd
First examiner : Ista Maharsi, S.S., M.Hum
Second examiner : Astri Hapsari, S.S., M.TESOL



Yogyakarta, June 19 2021

Department of English Language Education
Faculty of Psychology and Social-cultural Science
Islamic University of Indonesia
Head Department



Irma Windy Astuti, S.S., M.Hum

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 24th May 2021

The writer,



Amanda Abdillah Suhaimah Safandi Putro

17322049

MOTTO

“I am not afraid of storms, for I am learning how to sail my ship” —Louisa May Alcott

“No matter how difficult something is, I will always be positive and smile like an idiot” —Park Chanyeol



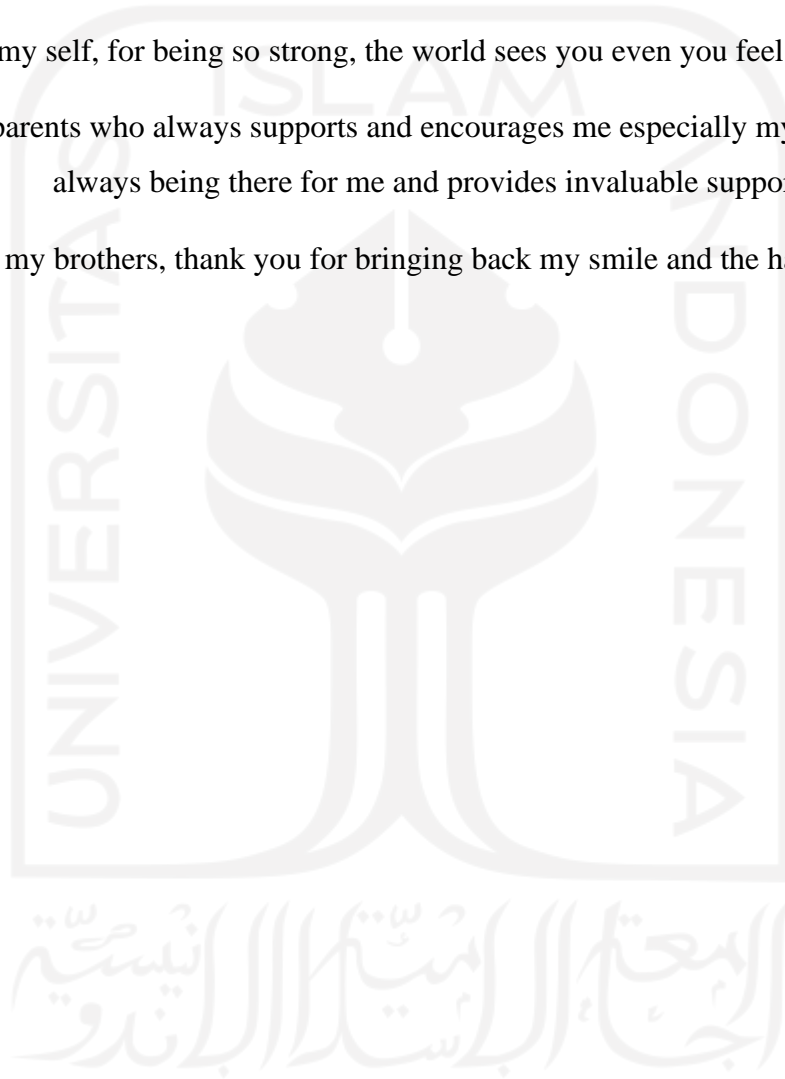
DEDICATION

This thesis is dedicated:

To my self, for being so strong, the world sees you even you feel invisible.

To my parents who always supports and encourages me especially my mother, who always being there for me and provides invaluable support.

To my brothers, thank you for bringing back my smile and the happiness.



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With this, the researcher knows that there are many flaws in this thesis. Thus, critics and suggestions would be greatly appreciated.

Yogyakarta, 24th May 2021

The writer,



Amanda Abdillah Suhaimah Safandi Putro

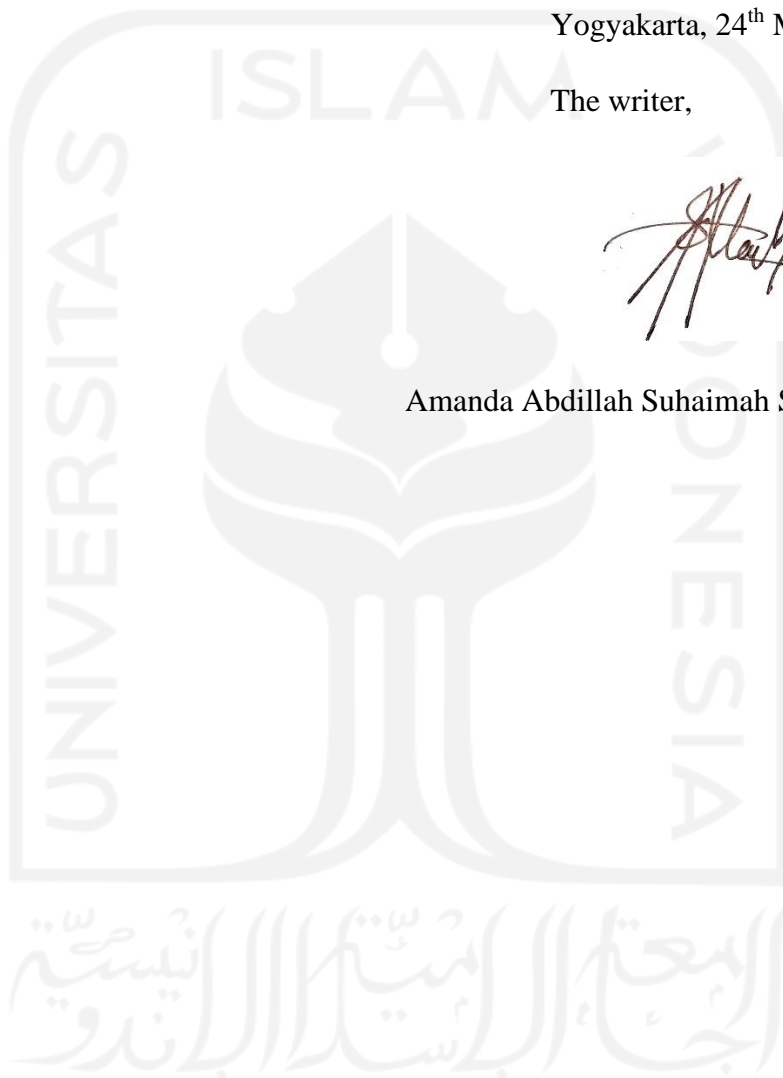


TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF WORK'S ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	x
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Identification of the problem	3
1.3 Formulation of the Problem	3
1.4 Objectives of the study	3
1.5 Significance of the study	3
CHAPTER II	5
LITERATURE REVIEW	5
2.1 Reflective Practice in Teaching	5
2.2 Teacher's Belief	6
2.2.1 Source of Teachers' Belief	7
2.3 Theoretical Framework	9
CHAPTER III	10
RESEARCH METHODOLOGY	10
3.1 Research Design	10
3.2 Data Preparation	10
3.2.1 Review from Construct.....	10
3.2.2 Consent form	11
3.5 Data Analysis	13
3.6 Trustworthiness	14

CHAPTER IV	15
RESEARCH FINDINGS AND DISCUSSION	15
4.1 Findings	15
Table 4.1 Thematizing	15
Table 4.2 Example of translated interview transcript	17
4.2 Discussion	19
4.2.1. Reflective practice as a way to reflect the role of experience as language learner in teaching.....	19
4.2.2 Reflective practice as a way to perceive a successful teaching	21
4.2.3 Reflective practice as a way to establish way of doing something in teaching.....	22
4.2.4 Reflective practice as a way to reflect teachers' identity in teaching	23
4.2.5 Reflective practice as a way to reflect principle of learning and teaching .	26
4.2.6 Reflective practice as a way to develop effective teaching method	26
CONCLUSION AND RECOMMENDATION	28
REFERENCES	30
APPENDICES	33
Appendix 1	33
Appendix 2	35



EFL Pre-service Teachers' Belief on Practicing Reflective Teaching Practice

Amanda Abdillah Suhaimah Safandi Putro

17322049

ABSTRACT

The purpose of this study is to investigate pre-service teachers' beliefs on practicing reflective teaching practice. The design of this study is qualitative research in a form of thematic analysis. The participants of this research were 2 students from English Education Department in one of the Islamic Private Universities in Yogyakarta. The participants were in third year of study, and they required to involve teaching practice in the school. The data were collected from the interview transcript as the primary resource. This study was analyzed by using thematic analysis and used theory reflective practice by Richards and Farrell (2005) and source of teachers' belief from Richards and Lockhart (1996). The findings shows that participants' belief source from six components such as experience as language learner, a successful practice in the teaching, establish practice in the teaching, teacher's identity, principle of learning and teaching that based from education and research, method-based. It is found from the reflection of participants' belief that there are some similarities and difference towards teaching practice.

Keywords: EFL pre-service teachers, reflective teaching, teachers' belief

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Pre-service teachers as college students who are trained to be a future teacher may experience various kind of emotion during their teaching practice such as negative emotions; insecurity, anxiety and stress (Agudo & Azzaro, 2018). These kinds of emotions could affect their own belief towards teaching practice since pre-service teachers' belief has an important impact over teaching practice, specifically in decision-making on teaching situations (Borg, 2003; Sato & Oyanedel, 2019). In line with Javadi & Khatib (2014) burnout as external factor that gives negative impact on teachers' belief in language teaching practice.

Thus, they need a tool to express their feeling and reflect on their action specifically for escalating teaching performance in the future. Farrell (2015) stated that reflective practice is a way to express the mind aiming to cut burden in teaching life. Because it can be a tool that helps teachers to express their mind and release stress. There are some tools to reflect teaching practice such as, reflective journal writing (Zulkifar & Mujiburrahman, 2017; Garza & Smith, 2015), video recording (Sydnor, 2016), personal narrative, critical incident, peer-observation (Ozkan, 2017). There are also several studies that mention video as a self-reflection tool that could help educators (Orland-Barak & Maskit, 2017). Meanwhile, a survey conducted by Ho and Richards

(1993) found that from thirty-two teachers who had kept reflective journals, 70 percent found it useful (as cited in Richards & Farrell, 2005). Reflective journal refers as a written proof to response the teaching performance (Richards & Lockhart, 1996). Furthermore, Yoshihara, Kurata and Yamauchi (2019) mentioned that reflective journals are one of the tools that help teachers enhance their teaching in the classroom. In line with Horst and Staddon (2017) mentioned that reflective journals are proof about students' learning history. It does not have to be organized excellently. Instead, it captures their thought, feelings, and impressions as they come out. In addition, there are two requirements that can be considered as reflective journals, first, it has a purpose for capturing the event for later reflection and second, it helps to stimulate insight about teaching (Richard & Lockhart, 1996). Moreover, Richards and Farrell (2005) mentioned that there are 3 variants form of the journal. It can be computer word processing (individual), email (group) and even through talk—by record your voice. Each of them has their own advantages.

However, there are still lack research that investigating pre-service teachers' belief on practicing reflective teaching practice whereas teachers' belief provides strong fundamental for action in classroom practices (Farrell & Ives, 2014), great forming in constructing teaching method and gives a considerable amount of advance in learners' language abilities (Gilakjani & Sabouri, 2017). Therefore, to fill the gap this research focused on investigating EFL Pre-service Teachers' Belief on Practicing Reflective Teaching Practice.

The participants are 2 female students from English Education Department in one of Islamic Universities in Yogyakarta. The experienced focus on teaching practice at school as part of teaching practice program in English Education Department.

1.2 Identification of the problem

Due to the lack numbers of research that investigate pre-service teachers' belief on practicing reflective teaching practice, the researcher would like to investigate EFL Pre-service teachers' belief on practicing reflective teaching practice.

1.3 Formulation of the Problem

This study is conducted to answer a question: what are the EFL pre-service teachers' belief on practicing reflective teaching practice?

1.4 Objectives of the study

The purpose of this study to investigate EFL pre-service teachers' belief on practicing reflective teaching practice.

1.5 Significance of the study

This research gives practical contribution in the educational field especially, for the students in English Education Department. First, to understand how to reflect their teaching practice and realize teachers' belief. Second, to find out more effective working, good time management and keeping the strategy in track with taking time and

planning so that we know what is exactly going to do and why. Furthermore, for other researcher, this study is expected to give benefit such as provide information for further research regarding teachers' belief in practicing reflective teaching practice.



CHAPTER II

LITERATURE REVIEW

2.1 Reflective Practice in Teaching

Reflection has been admitted as an integral part of teachers' preparation in educational context in terms of theory in understanding teaching and practice strategies in the classroom (Beauchamp, 2015). In addition, Richards and Farrell (2005) defined reflective practice as teachers learn from experience through focused reflection on the nature and meaning of teaching experiences (Schon, 1983; Wallace, 1991; Richards & Lockhart, 1994). Farrell (2013) interprets the meaning of reflective practice as teachers subject their own beliefs, assumption and values about teaching and learning into a critical analysis. A study examining about reflective practice towards teacher's belief and classroom practice found that teachers can construct and re-construct their beliefs so they could provide maximum learning atmosphere to help the student (Farrell & Ives, 2014). Besides, Ghaye (2011) argues that reflection guides us to realize the important of high quality of work and give notions and choice for developing work. It means that in educational context, reflective practice in teaching can help pre-service teacher to give new insight and establishing their quality in teaching practices. It is coherent statement by Loughran (1996) the aim of reflecting is to understand more about confusing situation, untangle the challenge by working toward a good

understanding toward the challenge and ways to solve it. Meanwhile, Richards & Farrell (2005) stated that reflective is considered as a process that needs critical analysis of experiences that can direct to be better awareness upon teaching practice. Moreover, research conducted by Arslan (2019) about EFL pre-service teacher reflection in teaching practice found that supporting pre-service teachers to evaluate their teaching practice can help them to be able to identify their positive and negative side. Another study shown that teaching practice program shows reality of classroom activity, enable pre-service teachers to have better consciousness of personal beliefs and articulate beliefs and prior experiences as well as reflect it (Mattheoudakis, 2007). Therefore, reflect the teaching practice is important since it leads to better awareness towards pre-service teachers' belief.

2.2 Teacher's Belief

The definition of teachers' belief stated by Huang, et.al (2019) teachers' belief is variable that subject to the interaction between individual meaning making, identity and learning environment. Richards and Lockhart (1996) defined teachers' beliefs are built up gradually. In addition, Pajares (1992) teachers' belief are consist of core and peripheral beliefs. Core beliefs is a constant and powerful belief which affect upon behavior rather than peripheral. A study conducted by Mak (2011) found that the strength of individual beliefs gives impact in making instructional decisions in the teaching as well as resolve the tension between different beliefs. Besides, a study about the complexity of the teachers' belief conducted by Li (2013) discovered that during

teaching, teachers might did practice that contrary to their strong belief. Furthermore, a study argues that the beliefs teachers that they hold give impact towards opinion and judgment which in turns affect their behavior in the class or understanding belief of teachers or pre-service teacher is crucial to building their professional preparation towards teaching practice (Brookhart & Freeman, 1990). In addition, pre-service teachers' constant belief towards a good teacher is by having kind, caring, charismatic and understand what student needs (Ng et al., 2010).

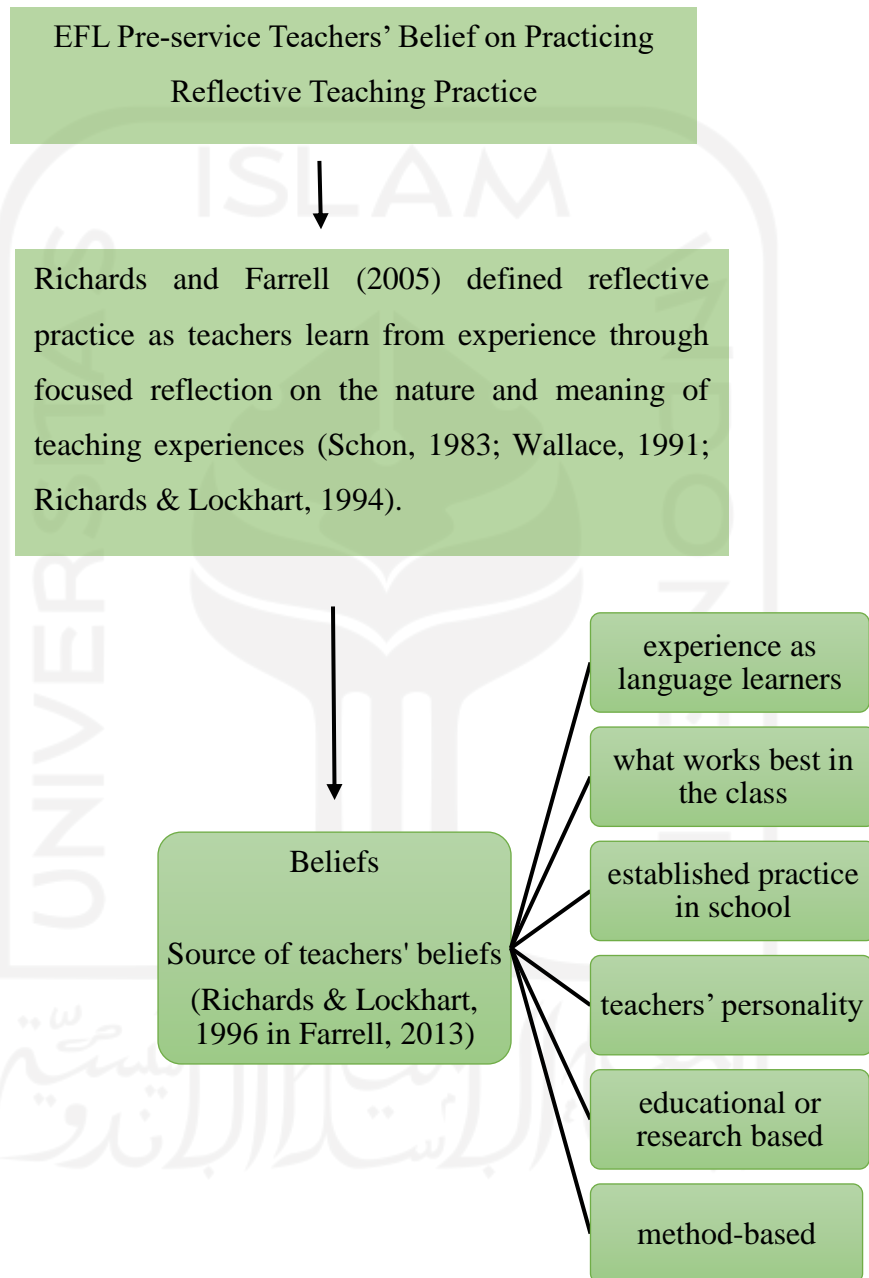
2.2.1 Source of Teachers' Belief

There are sources that founded system of teachers' belief such as teachers' past experience language learner, experience what work best in their classes, established practice within a school, personality factors, educationally or research-based principle and method based (Richards & Lockhart, 1996). It is coherent with a research conducted by Timmerman (2009) found that teachers' belief might be influenced by the model teachers' educators that was found during the process of learning to teach. Therefore, the model teachers' educators might be considered as one of source teachers' belief. In addition, Farrell and Ives (2014) teachers' is derived from experience of language learner. Moreover, a study examining about the connection between learning and practice of EFL Preservice teacher conducted by Nguyen (2017) found that experience as language is considered as teachers' trajectory since how they learn in the past influences upon their teaching today. It is relevant with a study conducted by Yook and Lee (2016) discovered at findings that in-service teacher

trainings program gives a major contribution upon their teaching practice. In contrast, teachers' strong identity gives influence upon the implementation of reformation process and practices in the teaching (Ng et al., 2010).



2.3 Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research objective to investigate EFL Pre-service Teachers' Belief on Practicing Reflective Teaching Practice. This research used qualitative method in a form of thematic analysis. Thematic analysis used to identify, analyze, organize, describe, and report theme that found in a data set (Braun & Clarke, 2006). Thematic is useful for highlighting individual differences and similarities, investigating the different perspective of participant, and generating the unexpected perspective from the participant (Braun & Clarke, 2006). Thus, by using thematic analysis as a research design could help the researcher in investigating participant's belief in experiencing the teaching practice.

3.2 Data Preparation

3.2.1 Review from Construct

The researcher determined the construct from the title of this study to find the most proper theory or references for the construct. And then, the researcher makes interview question from the component of theory that used. This study utilized reflective practice theory from Richards and Farrell (2005) and the researcher combined the theory of source of teacher's belief by Richards and Lockhart (1996).

3.2.2 Consent form

Consent forms is an ethic issue in conducting a research. Before collecting data, there is a consent form which should be obtained from participant to ensure minimal risk. This form provides sign-document which has statement about willingness to participate, the purpose and procedures of this research also participant's privacy assessed anonymously for academic purposes.

3.2.3 Data resources

3.3 Research Participant

The participant of the study involved two female students of English Education Department from one of the Islamic Universities. They were in third year and they involved in teaching practice in a month. Before teaching practice, the participants already have experienced in teaching. One of them has 1-year experience in teaching by community service. And the other has experience teaching in English private course. In addition, for the proof of reflective practice they used teacher's diary to reflect their teaching. The teacher's diary was written by the participant every day in one-month during teaching practice. Besides, during teaching practice they may feel fatigue and pressure since the teaching practicum hold different from usual because the pandemic situation. The teaching practice hold by online in a month and it required pre-service teachers adjusted many aspects of teaching. Then they may find some puzzles; new

challenges that they may not expect before. Therefore, they may need reflective practice by journal writing to reflect their teaching practice experiences.

3.4 Data Collecting Technique

This study used semi-structured interview with open-ended question as the main resources (Creswell, 2013). The researcher conducted interview with two participants and asked open-ended questions related the research topic. Firstly, the researcher informed the purpose and procedure of the research. Then, the researcher started to ask open-ended question. The researcher took note and recorded participants' voice as soon as they started to tell their experiences. After that, the researcher started to transcribe the interview data into Microsoft word. Then, the researcher started to analyze the data using thematic analysis.

Table 1. Interview Questions

Construct	Components	Interview question
Richards and Farrell (2005) defined reflective practice as teachers learn from experience through focused reflection on the nature and meaning of teaching experiences (Schon, 1983; Wallace, 1991; Richards & Lockhart, 1994).	1. Experiences 2. Reflection	1. How do you reflect your teaching practice? 2. How do you construct the meaning of teaching in your life?

Teacher's belief Source of teacher's belief by Richard and Lockhart (1996)	<ol style="list-style-type: none"> 1. Experience as language learner 2. What work best in the class 3. Established practice in the school 4. Teacher's personality 5. Educationally or research based 6. Method based 	<ol style="list-style-type: none"> 1. How influential your past learner experience as EFL student? 2. What kind of strategy that you used in the class that worked well? 3. How are the certain practices that may be preferred in the school? 4. What are your personal preferences or certain characteristic of doing something in the teaching? 5. How do you draw your understanding of learning principle based on research/education? 6. How do you teach English in any of the skills (Reading, Writing, Listening and Speaking?)
----------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3.5 Data Analysis

This research used thematic analysis to analyze the data. Based on Braun and Clarke (2006) there are six steps in analyzing the data using thematic analysis, they are:

- 1) making familiar with the data that has been taken by repeated reading the data several times and transcribing the data,
- 2) generating initial codes by involving arranged initial code that relevant with the data,
- 3) searching for theme by finding the theme that relevant with the code,
- 4) reviewing the theme by checking the theme work in relation to the code,
- 5) defining and naming by defining and refining the theme that consist of the data analysis,
- 6) producing the report by presenting appropriate example of extract that best represent themes/sub-themes were selected.

3.6 Trustworthiness

There are four alternatives for assessing trustworthiness in qualitative research proposed by Lincoln and Guba (1981) that is, credibility, transferability, dependability and confirmability. Credibility means an internal validity or has confident truth towards the findings; transferability means external validity or the findings have applicable towards other context; dependability means criterion of reality which leads the stability the data over time; confirmability which referred to the criterion of objectivity which including assuring the data, interpretation and findings. The researcher employed confirmability which requires objectivity towards the data, interpretation, findings and bias-free.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The researcher conducted interview with Anna (the first' participant) by using zoom meeting application due to the distance of location. The interview divided into two part and each part consist of 40-45 minutes. The researcher recorded Anna's story as soon as she shared her experiences. In contrast, the researcher conducted interview with Nana (the second participant) by face-to-face interview. It happened because Nana's location is not far away from the researcher's location. Thus, the researcher asked to conduct face-to-face interview. The interview consists of one session and took around 1 hour-1 hour a half. The researcher recorded the interview by using mobile phone. After the process of interview finish, the researcher gathered the data and then start to transcribe the data. The next step is the process of coding which involved repeated reading of the data several times. The researcher relistening, rechecking and reconfirming the data in the process of coding, as presented below:

Table 4.1 Thematizing

Themes	Sub-themes	Description	Code
Reflective practice as a way to reflect the role of experience as language learner in teaching	Experience as language learners	Knowledge that has been acquired as language learners	E

Reflective practice as a way to perceive successful in teaching	What works best in their classes	Any practices that they believed as being successful in teaching	WB
Reflective practice as a way to establish way of doing something in teaching	Established practice in school	Any statements that referred to an establish way of doing something or when describing constant in teaching	P
Reflective practice as a way to reflect teachers' identity in teaching	Teachers' personality	Includes any preferences, certain interest, and characteristic of doing something as a teacher	TP
Reflective practice as a way to reflect principle of learning and teaching	Educational or research-based	Teachers' understanding based on the research/educational	ER
Reflective practice as a way to develop effective teaching method	Method-	A method or an approach that teachers usually used or going to use as a better way of teaching or to solved problem	M

In addition, the transcript was translated into English. The researcher found six sub-themes and themes in interview transcript. Below table 4.2 is the example of the interview transcript that has been translated into English.

Table 4.2 Example of translated interview transcript

P1	Lalu, agar mereka tetep pay attention aku suruh mereka untuk baca teks dengan cara nunjuk satu orang, setelah itu nunjuk orang lain.	Then, in order to make the students pay attention, I instructed them by pointing one-by-one. After that, the one who has been pointed by me should point the others
P2	Sebenarnya pengaruhnya cukup besar, karena sebelumnya di kampus udah di ajarkan gimana nge-engage student, terus gimana caranya bikin ice-breaking, terus gimana caranya nge-modify materi biar nggak copas, jadi diterapkan pas sekolah pas ngajar	Actually, the impact is quite important since in in the college we were taught how to engage the students, how to establish ice-breaking and how to modify the material without copy and paste So, those aspects were implemented during teaching practice in the school.

The researcher themed all the participants' answer according to the analysis on what answer means. Then, the researcher categorized the sub-themes into big themes that identified as the reflection of pre-service teachers' belief during teaching practice in the school.

Through the interview, it is found that the reflection of Anna and Nana's belief towards teaching practice have some similarities and differences. The similarities, they strongly believed that their experience as EFL student gives significant impact upon their teaching practice specifically the way they preparing teaching components before conduct a teaching. It also happened with their belief towards principle of learning and teaching. Anna and Nana believed that they draw on their understanding towards principle of learning and teaching based on the education. Furthermore, Anna and Nana have same beliefs about effective teaching. For example, they considered PPP (presentation-practice-production) method as an effective and fast way to utilize during teaching practice especially online teaching practice. Meanwhile the differences lie on their certain characteristic or identity which influence them in handling the problem that occurred, process of learning and practice. Anna's preferred to discuss with her friends from different school in solving her puzzlement. On the other hand, Nana's preferred to handle the puzzlement by searching the information on the internet. In addition, Anna and Nana have different beliefs towards a successful practice in the teaching.

4.2 Discussion

4.2.1. Reflective practice as a way to reflect the role of experience as language learner in teaching

Although Anna already learnt and prepared many things in the college, she felt that she still had to learn new things from zero about online teaching due to the pandemic. However, her experience as language learner really influenced on the way she taught during online teaching practice. The knowledge includes material aspect such as choose an authentic material, next about platform or tool that suitable for the students and modify the exercise not only copy-paste from internet but also should be based on real-world context as she noted:

From the material aspect, choose suitable material and what platform that usually used, type of questions and not only copy and paste from internet but also had to relate with real-life context **(005/P1/E)**

Anna and Nana believed that experience as language learner does influence in teaching practice. They felt that experience as language learner does give impact on how they chose the material, icebreaking, engaged the students. They implemented all those knowledges in the school. This is in line with Nguyen (2017) found that experience as language is considered as teachers' trajectory since how they learn in the past influences upon their teaching today. In the same vein with a study conducted by Yook and Lee (2016) discovered at findings that in-service teacher trainings program gives a major contribution upon their teaching practice.

Timmerman (2009) found that teachers' belief might be influenced by the model teachers' educators that was found during the process of learning to teach. In Nana context, her beliefs towards experience of language learner are derived from her lecturers, as her lecturer once said not all those knowledges that she has acquired in the college could be applied in the school:

It is true as my lecturer and teaching partner said.. ee... all the lessons/knowledges that has been acquired in the college, not all of them could be apply in the real field, and yes it was true **(009/P2/E)**

In addition, a study about the complexity of the teachers' belief conducted by Li (2013) discovered that during teaching, teachers might did practice that contrary to their strong belief. In Nana's context, modifying the material for last minute-teaching practice is one of the challenges in teaching practice. Some schedules were unplanned, so Nana had to make teaching components all at once. Eventually, Nana mostly had to copy and paste from the internet or YouTube which is contrary with her prior belief. Thus, it made her felt that she could give into the maximum effort due to the short time of preparation, as she said:

But I had short-time preparation to prepare the teaching components. Eventually, mostly I had to copy and paste from YouTube of Internet. So, I felt that I did not give maximum effort in preparing teaching components **(011/P2/E)**

4.2.2 Reflective practice as a way to perceive a successful teaching

Anna's school provided Zoom application to conduct online classroom during pandemic COVID-19. The application is useful to share PPT and teacher's screen. as she noted:

In my opinion, school B had already supported to use Zoom Meeting, it is good. Ee.. the students also appeared from the screen as well as us, when shared PPT material also appeared in students' screen. Thus, for me by using platform Zoom had already enough for High School students **(003/P1/WB)**.

Moreover, Anna believed that giving feedback to students' assignment could help her to reflect on her teaching, for instance: she always confirmed and asked her students about their grades, especially for low achiever. Anna would like to make sure that she has done the best learning strategies to help her students, as she stated:

When I checked students' assignment by giving feedback **(012/P1/WB)** I think it could help me to reflect what was miss, or could improve the way I teach in the future **(013/P1/WB)**

In contrast, Nana believed that need analysis was important step before she conducted a teaching practice. Nana asked to her teaching partner about the learning motivation of the student, the language instruction used in the classroom before she conducted a teaching practice, as she said:

I had ever asked to my teaching partner, how was students' learning motivation so I told to my cooperating teacher "I would use full English or mix, it based on the students' learning motivation, mam." So, my teaching partner said yes **(027/P2/WB)**

In terms of enhancing maximum quality of reflection, Nana asked her students to fill a questionnaire at the end of the teaching. The questionnaire focused on asking the students about the quality of her teaching strategies, as she stated:

The insight aspect, they said they got new insight. Then feedback about the assignment that I already gave they wrote that the level of difficulty is standard. Afterwards, the aspect of what can I do to improve my self, they wrote in other occasion try to use game **(031/P2/WB)**

Based on the result presented above, it can be inferred that Anna and Nana's beliefs towards successful practices is different which leads to different decisions that they took in the teaching context such as the way Anna and Nana's reflect their teaching and their beliefs about a successful practice. It is coherent with a study examining about conflicting beliefs of an EFL teacher by Mak (2011) found that the strength of individual beliefs gives impact in making instructional decisions in the teaching as well as resolve the tension between different beliefs.

4.2.3 Reflective practice as a way to establish way of doing something in teaching

Pre-service teachers' constant belief towards a good teacher by having kind, caring, charismatic and understand what student needs (Ng et.al, 2010). In Anna context, she frequently discussed with her teaching partner related the students need such as the teaching components and about special treatment for students in order to keep them pay attention during online teaching. It means that Anna was trying to figure

out what is exactly the students' need during online teaching. However, Anna felt that culture of the school made her awkward with students because there was no media to connect between students and her. Thus, it made her felt awkward during teaching practice, as Anna noted:

Then what else.. when I had an online discussion, I asked the cooperating teacher on how to make students listen us...keep pay attention, was there a special treatment to keep them pay attention to us even though in online way **(015/P1/P)**

In my opinion, there was a lack of communication. There was no tool or media to communicate with the students **(020/P1/P)**

When I asked my friends, mostly they were added in class group chat. So they could interact with students then when they had a teaching, students did not feel strange anymore like "ooh..this was the teacher who had PPL in here" **(021/P1/P)**

In contrast, Nana wanted to choose meaningful and fun activity however her teaching partner did not approve her plan. Eventually, Nana just prepared simple plans, like she stated:

I sometimes had already prepared media or exciting activity but because of students' situation, I canceled it **(129/P2/P)**

So, I just taught or used a simple way **(130/P2/P)**

4.2.4 Reflective practice as a way to reflect teachers' identity in teaching

Anna involved teaching practice at Senior High School without a partner and it makes her feel more anxious, nervous, and confused. Anna was really concerned whether she could survive in teaching practice or not. Anna found difficulty in making RPP because she was confused about the template of online RPP that was used in the

school during pandemic COVID-19. In order to solve her puzzlement, she prefers to ask with other pre-service teachers from different schools, and sometimes she was discussing her concern with other teaching partner, as she said:

I also asked my friends “how about your RPP? How was the template?”
(003/P1/TP)

I would ask my teaching partner when I confused about something. However, if she had not answered my message yet then I would ask the other teaching partner (019/P1/TP)

In addition, Anna showed a positive personality towards teaching. She believed that teaching is learning as the way she found a method to communicate with students:

I believed every time I do teaching-activity, there will be something new can be learned from this activity (050/P1/TP)

For example, the way communicates with students like when I communicate with grade X or XI can use jokes as an approach (052/P1/TP)

But for me, jokes are useless for grade XII. Because if use jokes too often, it will look as “sok asik” or “garing” (053/P1/TP)

Nana experienced a teaching practice at Senior High School also has been not easy. Nana was trying to discuss with her teaching partner about teaching components (material, lesson plan, media, etc) however due to the slow response from teaching partner, Nana eventually solved her puzzlement by searching from the internet. For example, since the school used Microsoft Team as a tool for online teaching, she was learning about how to operate it because she never used it before, she said:

There were some things that I was trying to ask my teaching partner. However, my teaching partner was slow response and it made me feel confused on that day **(060/P2/TP)**

Eventually, I was trying to learn by myself from YouTube **(061/P2/TP)**

Additionally, Nana experienced many unplanned teaching schedules which required her to make teaching components all at once. Besides, Nana is well socialized and helpful person because she also helped other teachers in completing their jobs:

I was told to teach in the evening or night before **(078/P2/TP)**

I got panicked, why would not tell me the day before? Our job as pre-service teacher not only made lesson plan, material, etc **(079/P2/TP)**

When I had a teaching practice in the school, I not only helped English teacher but also, I had to help other teachers like they said “Mbak, how to operate this, how to operate that”. Most of the teachers are old so I felt pity for them. They had to use technology in sudden and not all of them know to operate the technology instead they asked me to operate this or that **(127/P2/TP)**

It can be inferred that Anna and Nana’ identity as a good thing which could lead them in the process of learning, taking the different decision and solving the problem. In line with Ng et al. (2010) found that the implementation of reformation process and new practices indicates a strong influence of individual characteristic. It means that teachers’ characteristic or identity influence them in process of learning, taking decision and practices.

4.2.5 Reflective practice as a way to reflect principle of learning and teaching

Anna and Nana had the same belief about teaching preparation. They both believed the knowledge that had been acquired in the college would be definitely applied in the teaching practice. In line with Farrell and Ives (2014) found that teachers' belief is derived from past language learner experience. However, there were some aspects that could not be applied due to the certain condition, as they noted:

It seemed that when I had a teaching practice in the school was the result of learning memory in the college **(004/P1/ER)**

Actually, I had prepared so many things as what I had learn from college but once again my cooperating teacher said "kasihan mereka mbak" **(009/P2/ER)**

4.2.6 Reflective practice as a way to develop effective teaching method

Anna believed that by pointing students one by one in the reading section was an effective way to keep students paying attention with the text. Anna also gave students questions regarding the text that they talked about, as she said:

Then, I instructed students to read the text by pointing them one by one in order to keep students pay attention with the text **(024/P1/M)**

After that, there were some questions based on the text that I already gave. Thus, they have to read the text to answer the questions **(025/P1/M)**

Additionally, Anna and Nana used online teaching application which has limited duration to teach. Thus, they used PPP (presentation-practice-production) method during online teaching since they agreed that PPP (presentation-practice-

production) method was suitable during online teaching especially due to the limited duration and familiarity factor. Like they said:

I mean that was a common method right, so I think that the students did not shock since when I asked to the teacher, there was no special method to teach them **(021/P1/M)**

Eventually I taught, how to be fast and effective method also I did not make students confused with the method **(022/P1/M)**

Because I have already used to...also students could not stay longer on Microsoft Teams due to the limited duration and students' condition (internet quota) **(069/P2/M)**

Teachers' belief creates a strong fundamental for action in classroom practices such as a great forming in constructing teaching method and gives a considerable amount of advance in learners' language abilities (Gilakjani & Sabouri, 2017). In Nana context, she instructed the students at grade XII to analyze their friends' assignments from different classes in order to establish students' critical thinking. Nana instructed them to analyze procedure text and find which was the incorrect part. Her purpose of her instruction was, she realized that many of them completed their assignment only copy and paste from the internet. Thus, she wanted to make them aware that copy and paste from internet is not a proper thing especially for students, as she noted:

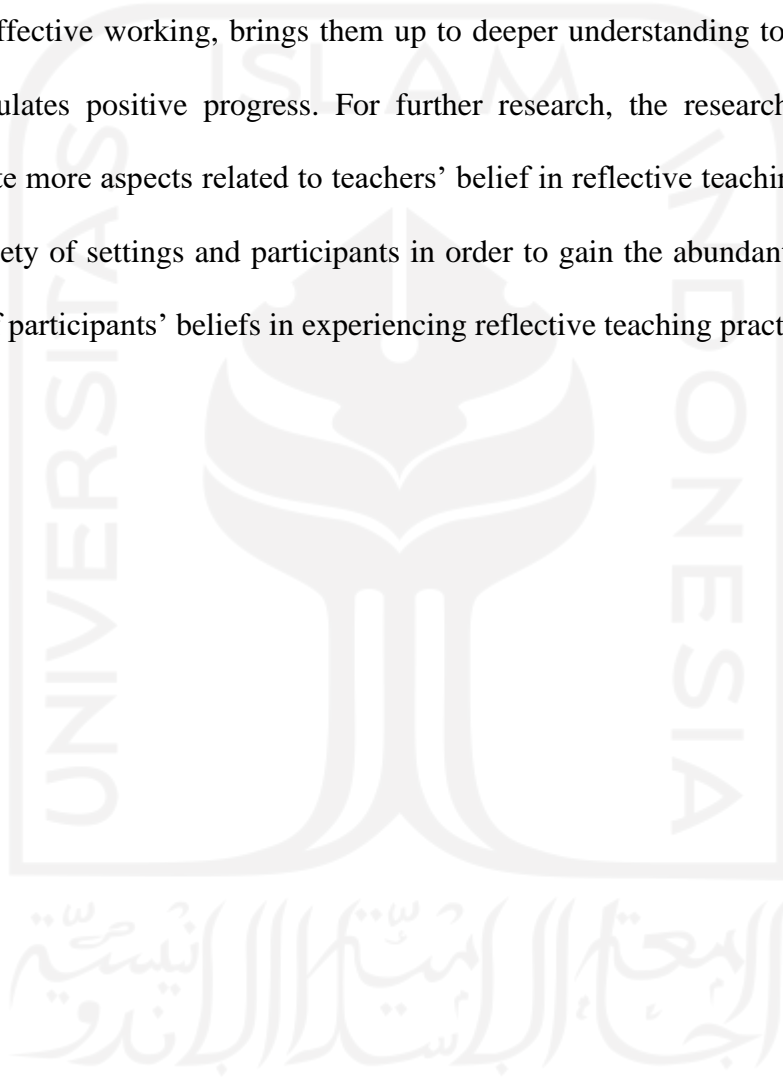
Then, there were some students who only copy and paste from the internet then I told them "here it is the example that only copy and paste from the internet. In fact, we should not do this since there are many of these on the internet. Thus, we as a young generation have to think critically and know how to make a good procedure text". Then, I also explained when to make a good procedure text should use these words, these formats. All these materials I already gave to them in last meeting **(065/P2/M)**

CHAPTER V

CONCLUSION AND RECOMMENDATION

The purpose of this study is to investigate EFL Pre-service teachers' belief on practicing reflective teaching practice. After listening to participants' experiences, found that Anna and Nana's belief source are from six components such as experience as language learner, a successful practice in the teaching, an establish practice in the teaching, teacher's identity, principle of learning and teaching that based from education and research; and method-based. It is found from the reflection of Anna and Nana's belief that there are some similarities and difference towards teaching practice. The similarities: 1) their beliefs towards experience as language learners as well as their beliefs towards principle of learning and teaching that those aspect give important role upon their teaching practice. It is proven by Anna and Nana's story that they mostly applied their knowledge that they have been acquired from the college into teaching practice, 2) beliefs upon effective teaching method by using PPP (presentation-practice-production) method as an effective way to utilize during online teaching practice. Meanwhile the differences: 1) their beliefs towards teacher's identity which leads them took different way in handling the problem, forming process of learning, 2) beliefs towards a successful practice in the teaching. It is proven by Anna's story that she believed by giving students' feedback could help her reflect her teaching's strategy. On the other hand, Nana believed by giving students the reflective questionnaire at the

end of her teaching, it could improve and reflect her teaching's quality. In conclusion, teachers' beliefs provide a strong fundamental in taking action in the teaching. By reflecting and realizing beliefs which leads a better awareness that could help them in finding effective working, brings them up to deeper understanding towards teaching and stimulates positive progress. For further research, the researcher suggests to investigate more aspects related to teachers' belief in reflective teaching by including wide variety of settings and participants in order to gain the abundant data and deep insight of participants' beliefs in experiencing reflective teaching practice.



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APPENDICES

Appendix 1 Surat Pengantar Penelitian



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kalurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsb.uii.ac.id

Tanggal : 05 April 2021
Nomor : 944/Dek/70/DURT/IV/2021
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :

Yth. Ketua Program Studi PBI FPSB UII
Yogyakarta

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Amanda Abdillah Suhaimah Safandi Putro
Nomor Induk Mahasiswa : 17322049
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Rizki Farani, S.Pd., M.Pd.
Judul Skripsi :

"EFL Pre-service Teachers' Belief on Practicing Reflective Teaching Practice: A Narrative Study."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag., Psikolog

Surat Selesai Penelitian



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsb.uii.ac.id

No : 1289/DEK/70/DURT/V/2021
Hal : Keterangan Selesai Penelitian
Lampiran : -

Kepada Sdr :
Amanda Abdillah Suhaimah Safandi Putro
Prodi Pendidikan Bahasa Inggris Universitas
Islam Indonesia

Assalamualaikum wr wb

Puji syukur kehadiran Allah *Subhanahu Wata'ala* atas Rahmat dan Karunia-Nya. Sholawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad *Shallahu'alaihi wa Salam*, keluarga, sahabat, dan para pengikutnya hingga akhir zaman.

Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia menyatakan bahwa, mahasiswa berikut :

Nama : Amanda Abdillah Suhaimah Safandi Putro
NIM : 17322049
Program Studi : Pendidikan Bahasa Inggris

telah selesai melakukan penelitian dari tanggal 5 April 2021 sampai dengan tanggal 3 Mei 2021, di Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia dalam rangka penulisan Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Yogyakarta, 04 Mei 2021

Dekan



Dr. H. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 2

The Examples of Data analysis

Line	Participant	Interview	Sub-theme	Code
001	P1	Pas sebelum PPL udah deg-degan banget karena emang sendiri kan, ga ada partner tu kayanya bakal bingung banget trus pas hari pertama pembukaan trus abis pembukaan langsung nge-chat sama ibunya (GPL) kan, karena emang sebelumnya udah nge-chat juga.	Teacher's personality (TP)	001/P1/TP
058	P2	Akhirnya saya menanyakan untuk materi dan yang lainnya untuk pembelajaran besok. Dan saya tanya, "bu biasanya ngajarnya pake media apa?"	Teacher's personality (TP)	058/P2/TP

Line	Participant	Interview	Sub-theme	Code
001	P1	Jadi selama seminggu itu dikasih kesempatan untuk masuk ke beberapa kelas.	Practice (P)	001/P1/P
008	P1	Aku konsultasiin itu cuma ada beberapa tambahan poin-poin yang dimasukkan yang diminta sama ibunya (GPL).	Practice (P)	008/P1/P
071	P2	setelah saya mengajar hari pertama itu saya kasih tugas GPL saya untuk membantu bikin buku	Practice (P)	071/P2/P

Line	Participant	Interview	Sub-theme	Code
007	P1	Habis itu aku explain materi, trus aku pake quizziz untuk practice nya.	Method (M)	007/P1/M
034	P2	Kebetulan di PPT itu ada 2 foto dari "so...that dan such...that" jadi saya ice-breaking nya lewat itu.	Method (M)	034/P2/M

Line	Participant	Interview	Sub-theme	Code
003	P1	menurutku kalo di sekolah B itu, udah ngedukung ya kalo pake Zoom	Work Best (WB)	003/P1/WB

		Meetings, enak. Eee...siswanya keliatan, kitanya juga keliatan terus kalo nge-share materi lewat PPT juga keliatan. Jadi kalo buat cara, menurutku kalo udah pake platform Zoom Meetings udah cukuplah kalo buat anak SMA kan.		
027	P2	Karena waktu itu aku pernah nanya kan, ini anaknya motivasinya kaya gimana buat belajar jadi aku bilang "saya menyesuaikan ya bu pake bahasa inggris full atau mix itu sesuaiin dengan anaknya bu" jadi ya ibunya iya gitu.	Work Best (WB)	027/P2/WB

Line	Participant	Interview	Sub-theme	Code
003	P1	Hm...ee....menurutku sih kalo ditanya influence, banget ya. karena, walaupun sebelumnya aku pernah....apa....ee....punya pengalaman ngajar.	Experience as language learner (E)	003/P1/E
008	P2	Sebenarnya...pengaruh, pastinya pengaruh cukup besar.. ya karena kan sebelumnya di kampus kan dikasih tau gimana caranya nge-engage student trus gimana caranya bikin ice-breaking terus juga gimana caranya bikin modify materi biar kita nggak copas....jadi diterapkan di sekolah pas ngajar	Experience as language learner (E)	008/P2/E

Line	Participant	Interview	Sub-theme	Code
003	P1	Akhirnya aku bener-bener nerapin apa yang sudah dipelajari di kampus.	Education or research based (ER)	003/P1/ER
005	P2	Sebenarnya...pengaruh, pastinya pengaruh cukup besar.. ya karena kan sebelumnya di kampus kan dikasih tau gimana caranya nge-engage student trus gimana caranya bikin	Education or research based (ER)	005/P2/ER

		ice-breaking terus juga gimana caranya bikin modify materi biar kita nggak copas....jadi diterapkan di sekolah pas ngajar.		
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