

**INDONESIAN EFL TEACHER'S PERCEPTION ON REFLECTIVE  
TEACHING**

**A Thesis**

Presented to the Department of English Language Education as Partial Fulfillment of  
the Requirements to Obtain the Sarjana Pendidikan Degree in English Language  
Education



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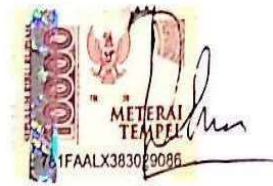
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled "Reflective Teaching Performed And Perceived By Indonesia EFL Teachers" 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, 07 October 2024

Writer



Dian Putra Sasmita

## **MOTTO**

The process requires more time, it does not imply that you are lagging, it simply necessitates patience.

## **DEDICATION**

I dedicate this thesis to my beloved parents, Mr. Dadang Sasmita and Mrs. Ambariah who always guided, supported, and prayed for me while writing this thesis. I also dedicate this thesis to my beloved brothers, Denny Hermawan and Dicky Darmawan who always encourage me. Lastly, I dedicate this thesis to myself because I have completed this thesis with satisfactory results, overcoming all obstacles, and continuing to fight until the end to complete it.

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## INDONESIAN EFL TEACHER'S PERCEPTION ON REFLECTIVE TEACHING

### ABSTRACT

Reflective teaching (RT) is a key component of teacher professional development. This component has long been recognized and extensively explored in several ways. To enrich the study of RT in the Indonesian setting, this study was conducted to evaluate how RT is viewed and practiced by EFL teachers of Yogyakarta. Data were acquired quantitatively by distributing questionnaires to Yogyakarta teachers, with 50 teachers participating. The preliminary findings, which focused on instructors' opinions of Reflective Teaching benefits, show a significant consensus on the importance of professional development for EFL teachers. This is demonstrated by a mean score of 4.48 and a standard deviation of 0.54 on the relevant scale, indicating a high level of agreement among participants. The most frequently acknowledged reflective teaching practice among English teachers in Yogyakarta is to pay attention to students' attitudes during teaching. This feature of reflective teaching is commonly practiced, as evidenced by an average score of 4.38 and a standard deviation of 0.67. In contrast, while teachers recognized the significance of collecting and reflecting on student input as a Reflective Teaching method ( $M = 3.98$ ,  $SD = 0.98$ ), their practical application was less common. This shows that, while teachers appreciate the importance of these tactics, they may face difficulties in applying them effectively. Overall, the findings of this study suggest that reflection should be prioritized as an essential component of teacher professional development and learning quality enhancement.

Keywords: *Senior high school, EFL teachers, Reflective teaching perception*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In Indonesia, English is a highly valued and frequently used language. Highly qualified and skilled teachers are needed to support students in developing their language skills. Teachers who have these qualities can provide many language skills to their students and have a beneficial impact on English language teaching. Dewey (1933) emphasized that the willingness to reflect on the teaching and learning process is a quality of a successful English teacher.

Reflection is the driving force behind learning and the launching pad for a teacher's personal and professional growth Slade et al (2019). Reflection is crucial since it can lead to new ideas for teaching improvement by highlighting the method's advantages and disadvantages as well as other educational teaching domains Russell (1945) Reflection helps teachers to become more self-aware and develop a deeper understanding of their practices. This can lead to personal and professional growth, as teachers gain new insights and perspectives. Furthermore, reflection can also increase teacher satisfaction. This teacher's reflection has several types including, self-reflection RT types (in-, on-, and for-action). In these types of reflective teaching, teachers examine and evaluate their pedagogical

strategies. They examine Wetzel (2018), and how their lived experiences, convictions, and values affect their decisions on instruction. Self-reflection can be carried out by keeping a journal, writing for oneself, or simply taking the time to reflect seriously on one's teaching.

There have been several previous studies that discuss reflective practice in the EFL context. The first one is Cirocki (2019) who researched reflective practice in ELT from the perspective of teacher educators in Indonesia. The objectives of these workshops are to motivate teachers to take ownership of their professional development; direct teachers in choosing particular areas of practice for further development; and inspire teachers to reflect both Cadiz (2021) individually and collectively on the teaching-learning process to deliver effective lessons and maximize student learning. Another relevant study was conducted by Cadiz (2021). The significance of reflective practice may be seen in how pre-service teachers plan, design, implement, and evaluate their teaching techniques. Meanwhile, Cholifah (2020). investigated at a conference, The International English Language Teachers and Lecturers Conference, stating that reflective teaching, often known as reflection, is a method for teachers to evaluate their teaching skills. Teachers will estimate or assess their teaching growth, including approaches, methods, and other important aspects of teaching, to produce better teaching plans and practices.

There is still uncertainty, however the objects of these workshops are to motivate teachers to take ownership of their professional development; direct teachers in choosing particular areas of practice for further development; and

inspire teachers to reflect both individually and collectively on the teaching-learning process in order to deliver effective lessons and maximize student learning, whether the significance of reflective practice may be seen in how pre-service teachers plan, design, implement, and evaluate their teaching techniques. The teachers evaluate their teaching skills. Teachers will estimate or assess their teaching growth, including approaches, methods, and other important aspects of teaching, to produce better teaching plans and practices. The purpose is to investigate how EFL teachers practice RT.

Based on the provided studies, a significant research gap exists in understanding the comprehensive impact of reflective practice on Indonesian EFL teacher education. While existing research has primarily focused on teacher development, there is a need for studies that directly investigate the impact on student outcomes. Additionally, the influence of cultural and contextual factors, the role of teacher educators, the integration of reflective practice into teacher education programs, and the long-term effects of reflective practice should be further explored. By addressing these research gaps, future studies can contribute to a more comprehensive understanding of reflective practice and provide practical guidance for teachers' in the Indonesian EFL context.

## **1.2 Identification of the Problem**

English as a foreign language (EFL) educators in Indonesia may encounter numerous challenges in incorporating reflective methods into their

teachers. Numerous teachers may lack a thorough comprehension of the importance and advantages of reflective teaching, or they may not possess adequate training for its effective implementation. Moreover, substantial workloads, insufficient institutional support, and cultural factors may impede teachers' ability for self-reflection. Implementing reflective methods poses challenges due to limitations in self-assessment, resistance to change, and insufficient possibilities for collaboration with colleagues.

### **1.3 Limitation of the Problem**

This investigation includes experienced teachers and several indicators, such as (1) the benefits of introspection, and (2) the benefits of introspection following teachers. Participation is limited to qualified teachers in Indonesia, particularly in Yogyakarta.

### **1.4 Formulation of the Problem**

The formulation of the research problem can be stated as follows based on the identification and definition of the problem.

### **1.5 Objectives of the Study**

This research aims to investigate how RT was practiced by EFL teachers.

### **1.6 Significance of the Study**

This research's outcome will assist teachers in realizing their own

abilities and potential both in the classroom and after. In addition to identifying the varieties of self-reflection, this study aims to identify the advantages of self-reflection. Apart from that, This research helps teachers to find new insights and can also develop their professionalism in teaching to be even better.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Reflective Teaching**

Dewey explains that reflection is a series of interconnected ideas, where each one is a necessary consequence of the ones that came before (1933, p.3). Hence, reflection results from a succession of thoughts in which the subsequent reflective thought parts build upon and support the prior parts; they are not a combination of distinct types of ideas but rather they go through transitional periods. According to Postholm (2008), the word reflection is derived from a Latin word (re-flectio) meaning turn (re) and back (flectio). Consequently, reflection means turning back and thinking of something that already happened. In the context of teaching, pedagogical reflection or reflective teaching is searching for models in one's thinking about the classroom practice and enquiring the reason behind one's successful or unsuccessful lessons.

##### **2.1.1 Benefits of reflective teaching**

After being studied for many years in many different contexts, the benefits of reflective teaching. First, reflection allows teachers to identify areas where they can improve their teaching strategies, leading to better student engagement and learning outcomes. Then, reflection helps teachers to become more self-aware and develop a deeper understanding of their teaching practices. This can lead to personal and professional growth, as teachers gain new insights and perspectives.

Furthermore, reflection can also increase teacher satisfaction. When teachers feel that they are positively impacting their students, they are more likely to feel satisfied and fulfilled in their work. Hence, teaching reflection can lead to better teaching practices, which can lead to better learning outcomes, such as increased student engagement, better understanding of material, and better academic achievement. For this reason, reflection on the teacher can make a deeper understanding of their teaching practice and increase self-awareness of what has been reflected Hung & Thuy (2021).

### **2.1.2 Types of reflective teaching**

To fully understand the advantages of teacher reflection, each of us examines the different kinds of reflection. In these types of reflective teaching, teachers examine and evaluate their pedagogical strategies. They examine how their lived experiences, convictions, and values affect their decisions on instruction. Self-reflection can be carried out by keeping a journal, writing for oneself, or simply taking the time to reflect seriously on one's teaching O'Donnell & McMahon (2018). During peer observation, teachers watch their colleagues' classes and offer helpful criticism. This kind of reflective teaching encourages teamwork and enables instructors to learn from various viewpoints. Teachers can evaluate their own practices and spot possibilities for development by monitoring others in the classroom Agustina (2021). To analyze teaching methods, student engagement, and instructional strategies, classroom lessons are recorded and viewed on video. By watching the recordings, teachers can reflect on their

instructional choices, identify strengths and weaknesses, and make adjustments accordingly. Van Es, E. A. (2019).

## **2.2 Previous studies**

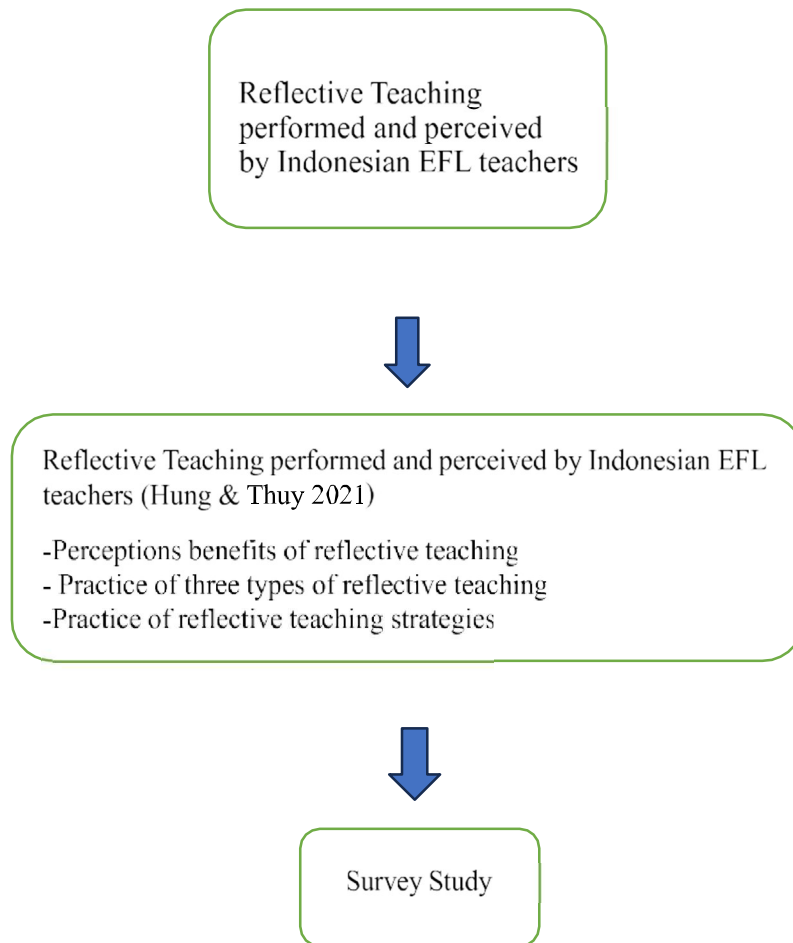
Previous studies on reflective practice in the EFL context. Cirocki (2019) researched reflective practice among Indonesian teacher educators, aiming to motivate teachers, direct their professional development, and inspire reflection on teaching-learning processes. Cadiz (2021) explored the significance of reflective practice in pre-service teachers' planning, design, implementation, and evaluation of teaching techniques. Cholifah (2020) presented at a conference, emphasizing reflective teaching as a method for teachers to evaluate their teaching skills and improve their teaching plans and practices. Another relevant study was conducted by Cadiz (2021). The significance of reflective practice may be seen in how pre-service teachers plan, design, implement, and evaluate their teaching techniques. Learning evaluation provides feedback for teachers in sustaining or enhancing teaching practice.

The importance of reflective teaching for prospective teachers. It suggests that by engaging in reflection exercises, prospective teachers can develop a love and appreciation for teaching. Additionally, the paragraph references Cholifah's research on reflective teaching, which emphasizes its role in evaluating teaching skills and improving teaching practices. The study

found that teachers generally like reflective teaching and use it in different ways, highlighting its potential for enhancing teacher development.

## 2.3 The Flow of the Theory

**Figure 2.1** Conceptual Framework



To achieve data about reflective teaching performed and perceived by Indonesian EFL teachers, the researcher used the construct of reflective teaching by Hung & Thuy (2021). The construct is perceptions benefit of

reflective teaching, practice of three types of reflective teaching and practice of reflective teaching strategies. The first, perceptions benefit of reflective teaching are that professional development is necessary for EFL teachers, and teaching reflection increases teachers' awareness of their teaching practices. The second, practice of three types of reflection-in-action, on-action and for-action. This includes responding quickly to teaching issues that arise in the classroom, modifying instructions or activities in response to student attitudes, and seeking to understand my own teaching goals, intentions, and feelings. And the last practice of reflective teaching strategies such as documenting my teaching experiences in reflective notebooks, investigating reoccurring teaching challenges, reflecting on my teaching practice, while gathering and reflecting on student feedback.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The current study is a quantitative study using the survey as a research design. According to Creswell (2012) a survey study is defined as a procedure conducted in quantitative research that aims to obtain an overview of the behaviors, attitudes, opinions, or characteristics of the sample of participants involved. Then, as stated by Ebrahim (2005) surveys are a method that can make it easier to collect information from samples of interest. The purpose is to investigate how RT was practiced and perceived by a local group of in-service EFL teachers.

#### **3.2 Population and Sample**

The population is senior high school English teachers in Yogyakarta. This sample is 50 teachers who have responded to the questionnaire. This study uses a convenience sampling technique to make obtaining information on the population used as a research sample easier. Convenience sampling is a form of non-probability sampling commonly used for populations that have various forms of bias and allows for statistical assessment of sampling error or statistical validity. Sampling is beneficial for generating potential hypotheses or research objectives. Stratton (2021) Using the convenience sampling method, researchers obtained

primary data collected directly from related sources. This primary data is specific and adapts to research needs.

### **3.3 Data Collection Techniques**

#### **3.3.1 Instrument**

In this research, data was collected using a questionnaire as a research tool. Questionnaires were used to obtain quantitative data, which was used to answer research questions related to teacher perspectives and the implementation of Response to Intervention (RT). It is worth noting that carefully constructed questionnaires have the potential to offer valuable insights into the thought processes and perspectives of research participants, as emphasized by Bernard (2000)

The questionnaire designed by Hung and Thuy (2021) consists of 32 items that fall into the categories of teacher perception, teacher practice of three types, and teachers' practice of RT strategies. The initial section comprised demographic items to gather information about the participants' gender, age, address, and teaching experience.

The second section consisted of 13 items presented on a 5-point scale, ranging from "Strongly agree" to "Strongly disagree," and aimed to capture the participants' perspectives regarding the advantages of Response to Intervention (RT).

The third section, comprising 9 items, and the fourth section,

consisting of 10 items, utilized a 5-degree-frequency format ranging from "Always" to "Almost never." These sections were designed to assess the participants' frequency of RT implementation concerning various types and strategies.

**Table 3.0.1** Distribution of Questionnaire Items

Categories	Item Number	Number of Items
Teacher's perceptions of Reflective Teaching benefits	1,2,3,4,5,6,7,8,9,10,11,12,13	13
Teacher's practice of three types of Reflective Teaching	14,15,16,17,18,19,20,21,22	9
Teacher's practice of Reflective Teaching strategies	23,24,25,26,27,28,29,30,31,32	10

### 3.3.2 Validity and Reliability

In quantitative research, validity refers to the degree to which the interpretation of test results can be justified, depending on the intended purpose of the test Kimberlin (2008). In research, validity is fundamental to consider when choosing the right instrument. This section explains that reflective teaching and the perception instrument used are the purposes of the study. The researcher used reflective teaching in this study and evaluated the content validity of the perception questionnaire from Hung & Thuy (2021). In this study, the researcher

used a consultation procedure and adapted the questionnaire from the original version, which was led by the thesis supervisor. The exam can assess tasks or questions as a measure of achievement through content validation Sireci (1998). Hung and Thuy (2021) did not include the reliability value, which will undergo an assessment after data collection. After data collection, the researcher calculated the instrument's dependability score, which is presented in Table 3.1.

**Table 3.0.2** Reliability Result of the Present Study

Item	Cronbach's Alpha	Number of Items
Teacher's perceptions of Reflective Teaching benefits	.909	13
Teacher's practice of three types of Reflective Teaching	.885	9
Teacher's practice of Reflective Teaching strategies	.937	10

According to Taber (2018) a Cronbach Alpha value of 0.71 or higher indicates that the questionnaire is reliable and measures the same concept consistently.

### 3.3.3 Data Collection Procedure

In this study, researchers collected data using several steps as follows:

1. Create a questionnaire

The researcher first prepared the questionnaire to be used by printing it on paper. After that, the researcher sought information related to MGMP from lecturers and teachers who were members of MGMP.

## 2. Ask for permission

Then the researcher asked permission from the teacher who managed the subject-teacher meeting (MGMP) and also prepared a research permit letter from the campus which was the beginning to start the research. The research permit letter given by the campus was printed and also sent in a PDF file to the managing teacher or coordinator of the subjectteacher meeting and also sent the researcher's questionnaire file to the managing teacher or coordinator.

## 3. Distribution of respondents

The prepared questionnaire was distributed to the teachers who were members of MGMP during the meeting. To avoid technical constraints, the researcher met the respondents directly during the monthly MGMP meeting and distributed the questionnaire manually. Seeing that the number of teachers was less than 50 participants and did not meet the researcher's population, the researcher asked for help from the supervising teacher during PLP by asking 'Is there a subject teacher meeting in this school?'. It turned out that there was, after that the researcher asked permission from the supervising teacher and the supervising teacher was willing to allow it. Then the researcher's questionnaire file was sent to the supervising teacher to be viewed, the second data collection was carried out again to meet maximum results and also to distribute the questionnaire manually.

#### 4. Monitoring the filling out the questionnaire

The researcher monitors the responses, fills them in, and the researcher reminds again to ensure the required number of participants has been obtained.

### **3.4 Data Analysis Technique**

The researcher used SPSS Statistics 25 as a computational tool to analyze the data, extracting information such as frequency, mean, standard deviation, and percentage of various variables. Further, he used a combination of tables and graphical representations to effectively convey findings and provide concise interpretations of complex quantitative data. Through descriptive statistical analysis carried out with SPSS, this research aims to identify the most common and least frequently used applications or uses.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

These findings are the result of distributing questionnaires filled out by English teachers throughout Yogyakarta. The following is an explanation regarding findings from three domains including Teachers perception of Reflective Teaching (RT) benefits, Teachers practice of three types of Reflective Teaching (RT), and Teachers practice of Reflective Teaching (RT) strategies. Data collected from the questionnaire was subjected to the SPSS software for data analysis.

#### **4.1. Findings**

##### **4.1.1. Teachers perceptions of Reflective Teaching benefits**

The first part of the questionnaire is about Teachers' perceptions of Reflective Teaching benefits that consists of 13 items. There were 50 participants who responded to all questions completely. As presented in table 4.1. The data in the first part is explained in the following table. In this section, the majority of participants agree that Professional development is necessary for EFL teachers who get the highest mean score, namely 4.48 and with a std value. Deviation 0.54. Furthermore, the item which gets the lowest score is teachers' perception that RT enhances their autonomy and intrinsic motivation. The mean score for this item is 4.26 with a std value—deviation 0.66 which is still quite high. Thus, even though

this item gains the lowest mean, it does not mean that teachers think RT is completely not beneficial to enhancing autonomy and intrinsic motivation.

**Table 4.0.1** Teachers perceptions of Reflective Teaching benefits

No	Items	Mean	Std. Deviation
1	Professional development is necessary for EFL teachers.	4.48	0.54
4	RT raises teachers' awareness of their teaching practice.	4.44	0.61
2	Professional development is a lifelong activity.	4.42	0.58
6	RT helps teachers gain more teaching experience.	4.42	0.61
3	RT is a useful tool for EFL teacher to develop their professional development.	4.34	0.59
13	RT fosters new and improved teaching practices.	4.34	0.59
7	RT helps teachers deal with the present teaching situation based on experience.	4.32	0.62
5	RT helps teachers be well-prepared to deal with unexpected teaching situations.	4.3	0.65
9	RT helps teachers feel more confident in their teaching practice.	4.3	0.65
12	RT brings teachers a better understanding of their context-specific pedagogy	4.3	0.58
8	RT helps teachers choose the best way to deliver a lesson.	4.26	0.63
10	RT provides teachers with emotional and professional support from colleagues.	4.26	0.66
11	RT enhances teachers' autonomy and intrinsic motivation	4.26	0.66
Average=4.34		4.26	0.66

#### 4.1.2. Teachers practice of three types of Reflective Teaching

With an average of 4.15 as seen in Table 4.2, the results show all three RT types (in-, on-, and for-action) are more or less practiced by the surveyed teachers. Most of the questions received a score above 4.00, indicating that practice was carried out regularly. The top ones are item number 2 (M=4.38, Std.

Deviation=0.67) ‘I notice students' attitudes during the teaching process’, and item number 4 ‘I try to understand my purposes, intentions, and feelings in any teaching activities’. They mostly practice reflection-in-action (Items 2, 4), while reflectionon-action (6, 7) and reflection-for-action (5, 8).

**Table 4.0.2** Teachers practice of three types of Reflective Teaching

No	Items	Mean	Std. Deviation
2	I notice students’ attitudes during the teaching process. (IN)	4.38	0.67
4	I try to understand my purposes, intentions, and feeling in any teaching activities. (IN)	4.28	0.73
5	Before class, I plan the lesson and anticipate what may happen and try to find a solution for that. (FOR)	4.18	0.8
8	I analyze my teaching activities based on the objectives of my lessons to make some changes in the future. (FOR)	4.18	0.72
3	I adjust my instruction or activities based on students’ attitudes in class. (IN)	4.16	0.74
1	I can quickly react to teaching problems happening in class. (IN)	4.14	0.78
6	After class, I look back on what happened in class. (ON)	4.06	0.91
9	I can figure out teaching problems happening in class. (IN)	4.04	0.78
7	After class, I try to find out the reasons for teaching problems in the previous lesson. (ON)	3.94	0.89

Average = 4. 15

#### 4.1.3. Teachers practice of Reflective Teaching strategies

What stands out in table 4.3 below is that teachers used to collect students' feedback and reflect upon them (Item 10, M=3.98, Std. Deviation=0.98). Teachers’ strategies followed this result in joining a study-group with other teachers where they discussed their lesson plan, had an observation and reflected on their teaching (Item 7, M=3.92, Std. Deviation=1.05 ). In contrast, other forms

of individual reflection are rarely found and applied. Teachers rarely researched repeated teaching issues to reflect their teaching practice (Item 4, M=3.60, Std. Deviation =1.01), or record videos or audios of their teaching practice and reflect upon them (Item 2, M=3.30, Std. Deviation=1.04).

**Table 4.3** Teachers practice of Reflective Teaching strategies

No	Items	Mean	Std. Deviation
10	I collect students' feedback and reflect upon them.	3.98	0.98
7	I join a study-group with other teachers where we discuss on our lesson plan, have an observation and reflect on our teaching.	3.92	1.05
9	I attend teaching workshops and reflect on my teaching practice based on them.	3.86	0.88
6	I and my colleagues work together to have an observation and reflect on each other teaching.	3.7	1.07
3	I collect a teaching portfolio to reflect on my teaching.	3.68	1.02
5	I use peer observation to reflect on my teaching practice.	3.62	1.07
8	The supervisor in my school visit classrooms to observe and give feedback. I reflect on my teaching based on their feedback.	3.62	1.16
1	I document my teaching experience using a reflective journal.	3.6	1.09
4	I research repeated teaching issues to reflect my teaching practice.	3.6	1.01
2	I record videos or audios of my teaching practice and reflect upon them.	3.3	1.04

Average = 3. 69

## 4.2. DISCUSSION

A recent study shows that Indonesian EFL teachers, similar to those in Vietnam (Hung, 2021), usually have a good view of reflective teaching (RT) and see it as important for their professional growth. According to data RT can

help teachers to learn English, boost career growth, and build teaching confidence. Teachers gave the highest average score (mean = 4.48 and standard deviation = 0.54) to the benefits of RT for professional growth, which backs up this claim. This finding aligns with research highlighting how important RT is for teacher growth and, as a result, better educational quality (Ioana Stăncescu, 2019) Indonesian EFL teachers, similar to the research conducted by Pokhrel (2022), seem to see RT as a tool for continuous learning and improvement. They probably perceive it as an opportunity to evaluate their teaching methods, the resources employed, and the effectiveness of these in facilitating student learning (Pokhrel, 2022). Still, one part needs a closer look. The lowest score noted by Indonesian EFL teachers (mean = 4.26) with a standard deviation of 0.66 connects to their belief that RT boosts their independence and inner motivation. This shows that teachers need to get a better grasp of the perks of RT in this area it seems that RT is widely used among EFL teachers in Indonesia. If we have adequate support and training that shows how RT is linked to professional growth and gives teachers more freedom, RT has the potential to be a more powerful tool to improve the quality of English education in Indonesia. This part explains how EFL teachers in Indonesia use reflective teaching (RT), focussing on how they practice this approach in real life. Teachers pay attention to how students feel during lessons and try to understand the goals, intentions, and emotions behind each teaching activity. The teacher highlighted the importance of planning, where they think

through learning and anticipate possible results to come up with solutions (Item 5, Mean = 4.18, Standard Deviation = 0.80). Also, teachers take some time after class to think about what happened during the lesson (Item 6, Mean=4.06, Std. Deviation=0.91).

Wijaya (2023) in his journal found that incorporating reflective teaching practices is essential for the professional development of Indonesian EFL educators, as these practices encourage self-awareness, flexibility, and continuous improvement of teaching methods. Through critical evaluation of their practices, educators can see strengths and weaknesses, allowing them to modify their methodologies to accommodate the varying requirements of their students. This adaptability improves the quality of education, encourages creative pedagogical approaches, and fosters resilience among instructors. Ultimately, these reflective activities improve educational outcomes for students, fostering effective teaching cycles and successful learning experiences.

Hence, Hung & Thuy (2021) checks out how this study stacks up against what Vietnamese teachers found in an earlier study. Both studies show that teachers in each country use all three types of RT (in-action, on-action, and for-action), but there are some clear differences in how they apply them. Hung's (2021) study takes a deep dive into how Vietnamese teachers reflect in various ways. While reflecting on the moment, Vietnamese teachers keep a close eye on their teaching, how they connect with students, and the vibe in

the classroom, making on-the-spot adjustments using things like self-assessment and think-aloud techniques. Nevertheless, Indonesian teachers prioritize monitoring student attitudes and contemplating their objectives during courses, as indicated by their data. This section looks at various activities to identify some interesting areas to examine further in the Indonesian landscape. Researchers might look into how Indonesian EFL teachers conduct on-action and for-action reflection in the future. They will most likely discuss the tactics they use and what makes it difficult or easy to reflect extensively in certain situations. This should assist Indonesian EFL teachers gain a better understanding of RT practices while also paving the road for future changes. According to the findings of this study, Indonesian teachers prefer to collaborate using RT methods.

Meanwhile, they often join study groups and chat with colleagues to reflect, and they make it a point to get student feedback to improve their teaching (item 7 with a mean of 3.92 and a standard deviation of 1.05, item 10 with a mean of 3.98 and a standard deviation of 0.98). Most of the teachers taking part in this research are actively involved in the MGMP association. Usually, MGMP meetings get together to chat and share thoughts. This focus on teamwork lines up with Hung's (2021) findings, where Vietnamese teachers worked together to share ideas and boost their teaching skills. Still, it looks like using individual RT techniques in Indonesia does not happen very often. While Vietnamese teachers have started using reflective journaling to some

extent, it seems like this practice is not as popular among Indonesian EFL teachers. This highlights a potential area for improvement. This study shows that working together and giving feedback makes people appreciate sharing ideas. But, throwing in more kinds of individual RT strategies could help Indonesian teachers boost their careers even further. According to Hung (2021), Vietnamese educators use action planning as part of their practice. This, along with some introspective journaling, could be super helpful for Indonesian teachers. Journaling helps you think about yourself, keeps track of your teaching moments, and shows where you can improve. Making a plan based on these thoughts helps set clear goals and get ready for future lessons, which boosts how effective teaching can be (Hung, 2021). Using things like reflective journaling and action planning could help, especially based on what Liu (2009) looked into with RT methods. Journaling helps you think about yourself, keeps track of your teaching moments, and shows where you can improve. Making a plan based on these ideas helps set clear goals and get ready for future classes, which makes teaching more effective.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

In conclusion, this study explored the perceptions and practices of Reflective Teaching (RT) among EFL teachers in Yogyakarta, Indonesia. The findings reveal a positive outlook on RT, with teachers recognizing its value for professional growth and improved teaching. They primarily utilize in-action reflection, focusing on student behavior and their own teaching objectives. Collaborative strategies, like discussions with colleagues and student feedback, are also preferred. While these findings suggest RT is a well-received approach, there's room for improvement.

And then, The teachers surveyed generally practiced all three types of reflection (reflection-in-action, reflection-on-action, and reflection-for-action) with an average score of 4.15. Reflection-in-action, specifically observing students' attitudes and understanding goals and feelings in learning activities, is the type of reflection most frequently carried out by teachers. In essence, teachers reflect quite often, but the reflection-in-action type is more dominant compared to the other two types of reflection. Meanwhile, in the teaching strategy section, teachers tend to collect and reflect on student feedback more often, and discuss learning plans in study groups. In contrast, forms of individual reflection such as examining recurring learning problems or recording video/audio of learning for

reflection are rarely carried out, in essence, teachers reflect more collaboratively than individually.

Overall, the results of this research demonstrate the need to pay greater attention to reflection as an integral part of professional teacher development and improving the quality of learning.

## **5.2. Suggestions**

From 50 participants with teacher participants in Yogyakarta, I was able to collect data from my research even though there were many shortcomings. I would also like to suggest that future efforts could focus on deepening understanding of the benefits of RT, particularly for teacher autonomy and motivation. Additionally, encouraging personalized reflective practices such as journaling and action planning can improve self-reflection and goal setting. Finally, cultivating a deeper culture of action and action reflection through training or dedicated time may be beneficial. This research lays the foundation for further exploration of specific reflection techniques, challenges, and facilitators of deep reflection, as well as the impact of implementing specific RT strategies on teacher development and student learning outcomes. By continuing to investigate and support RT practices, we can empower EFL teachers in Indonesia to become lifelong learners and ultimately create more effective and engaging learning environments for their students.

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## APPENDICES

### Appendix A

#### Part 1 : Teacher's perceptions of RT benefits

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Professional development is necessary for EFL teachers.	1	2	3	4	5
2. Professional development is a lifelong activity.	1	2	3	4	5
3. Reflective teaching is a useful tool for EFL teacher to develop their professional development.	1	2	3	4	5
4. Reflective teaching raises teachers' awareness of their teaching practice.	1	2	3	4	5
5. Reflective teaching helps teachers be well-prepared to deal with unexpected teaching situations.	1	2	3	4	5
6. Reflective teaching helps teachers gain more teaching experience.	1	2	3	4	5
7. Reflective teaching helps teachers deal	1	2	3	4	5

with the present  
teaching situation  
based on experience.

8. Reflective teaching helps teachers choose the best way to deliver a lesson.	1	2	3	4	5
9. Reflective teaching helps teachers feel more confident in their teaching practice	1	2	3	4	5
10. Reflective teaching provides teachers with emotional in their practice.	1	2	3	4	5
11. Reflective teaching enhances teachers.	1	2	3	4	5
12. Reflective teaching brings teachers a better understanding of their context-specific.	1	2	3	4	5
13. Reflective fosters new and improved teaching practices.	1	2	3	4	5

## Appendix B

### Part 2 : Teacher's practice of three types of RT

Items	Always	Usually	Sometimes	Rarely	Almost never
14. I can quickly react to teaching problems happening in class.	5	4	3	2	1
15. I notice students' attitudes during the teaching process.	5	4	3	2	1
16. I Adjust my instruction or activities based on students' attitudes in class.	5	4	3	2	1
17. I try to understand my purposes, intentions, and feeling in any teaching activities.	5	4	3	2	1
18. Before class, I plan the lesson and anticipate what may happen and try to find a solution for that.	5	4	3	2	1
19. After class, I look back on what happened in class.	5	4	3	2	1
20. After class, I try to find out the reasons for teaching problems in the previous lesson.	5	4	3	2	1

21. I analyze my teaching activities based on the objectives of my lessons to make some changes in the future.	5	4	3	2	1
22. I can figure out teaching problems happening in class	5	4	3	2	1

## Appendix C

### Part 3: Teachers practice of RT strategies

Items	Always	Usually	Sometimes	Rarely	Almost never
23. I document my teaching experience using a reflective journal.	5	4	3	2	1
24. I record videos or audios of my teaching practice and reflect upon them.	5	4	3	2	1
25. I collect a teaching portfolio to reflect on my teaching.	5	4	3	2	1
26. I research repeated teaching issues to reflect teaching practice.	5	4	3	2	1
27. I use peer observation to reflect on my teaching practice.	5	4	3	2	1
28. I and my colleagues work together to have an observation and reflect on each other teaching.	5	4	3	2	1
29. I join study-group with other teachers where we discuss on our lesson plan, have an observation and reflect on our teaching.	5	4	3	2	1
30. The supervisor in my school visit classrooms to observe and give feedback. I reflect on my teaching	5	4	3	2	1

based on their feedback.					
31. I attend teaching workshops and reflect on my teaching practice based on them.	5	4	3	2	1
32. I collect students' feedback and reflect upon them.	5	4	3	2	1

