



Maman Asrobi<sup>1</sup>  
Tesa Widiya Nurimartina<sup>2</sup>  
Siti Ayu Surayya<sup>3</sup>  
Laila Wati<sup>4</sup>

## AN EXPLORATION ENGLISH TEACHERS PERCEIVED IMPACTS OF REFLECTIVE TEACHING ON CLASSROOMS ACTIVITIES AT SMPN 1 SAKRA TIMUR

### Abstrak

Peran refleksi dalam meningkatkan pengembangan profesional guru dan dampaknya terhadap kualitas pendidikan telah diakui secara luas. Dengan merefleksikan praktik mengajar, guru bisa membuat keputusan yang lebih tepat ketika merencanakan, melaksanakan serta mengevaluasi kegiatan mengajar mereka. Merefleksikan proses pengajaran dan pembelajaran telah dilakukan sebagai cara penting dalam rangka menilai diri sendiri guna bisa meningkatkan kompetensi dan profesionalisme guru. Studi ini bertujuan untuk menganalisis pengajaran reflektif dan strategi yang digunakan oleh para guru bahasa Inggris untuk merefleksikan pengajaran mereka. Riset ini menerapkan metode kuantitatif untuk mengeksplorasi hubungan antara kebiasaan mengajar reflektif dan proses belajar-mengajar. Riset ini dilakukan di SMPN 1 Sakra Timur dengan fokus pada siswa kelas sembilan. Data diperoleh melalui penyebaran kuisioner, memberi pemahaman terkait prevalensi serta dampak praktik pengajaran reflektif. Hasil riset ini menunjukkan bahwa guru yang mempunyai kebiasaan reflektif dalam mengajar cenderung mencapai hasil yang lebih baik pada proses pembelajaran. Riset ini menemukan bahwa refleksi guru membantu siswa agar bisa mengidentifikasi kekuatan dan kelemahan dalam metode pembelajaran sehingga bisa untuk meningkatkan kualitas pembelajaran dan efektivitas pengajaran. Berlandaskan hasil penelitian, ditemukan bahwa kebiasaan guru mempengaruhi proses pembelajaran di kelas. Hal ini terlihat dari tingginya jumlah pengisian kuisioner.

**Kata Kunci:** Strategi Reflektif, Penilaian Diri, Pengembangan Profesionalisme, SMPN 1 Sakra Timur

### Abstract

The role of reflection in enhancing teacher professional development and impact on the quality of education is widely recognized. By reflecting on their teaching practices, teachers can make more informed decisions when planning, implementing and evaluating their teaching activities. Reflecting on the teaching and learning process has been carried out as an important way of assessing oneself to improve teacher competence and professionalism. This study is aimed to analyze the reflective teaching types and the strategies employed by the EFL English teachers in reflecting on their teaching. The method of research is using the quantitative to explore the relationship between reflective teaching habits and teaching and learning process. The research was conducted at SMPN 1 Sakra Timur with focus on ninth-grade student. Data were obtained through the distribution of questionnaires, providing an understanding of the prevalence and impact of reflective teaching practices. The results of this study showed that the teachers who have reflective habits in teaching tend to achieve better results in learning process. This study found that teacher reflection help students to identify strengths and weaknesses in teaching methods so to improve quality of learning and teaching effectiveness. Based on the results, it was found that teacher habits influence learning process in the classroom. This can be seen from the high number of filling in the questionnaire.

**Keywords:** Reflective Strategies, Self Assessment, Professional Development, SMPN 1 Sakra Timur

### INTRODUCTION

Apart from teachers complex roles and essential duties in planning, implementing and evaluating the learning process, they are also demanded to consider their teaching activities as well as question

<sup>1,2,3,4</sup>Program Studi Bahasa Inggris, Universitas Hamzanwadi

email: mmmasrobi@gmail.com, tesawnm@gmail.com, ssuraya@hamzanwadi.ac.id, ladyazzurry@gmail.com

their own practices to support and develop their professionalism as educators (Wahyuni, 2023; Anisah et al., 2019). There are many ways to improve teachers competences in carrying out their roles and duties, one of them is through reflection. It is basically common thing for the teachers, specifically for pre-service teachers, where they need to think about their teaching by looking at the practices and experiences. It is a skill to reflect on the activities that can affect the following learning process by seeing practice, asking for advices from colleagues, reading an educational research journal and doing self-assessment to understand their own strengths and weaknesses (Maharani & Fithriani, 2023). In a classroom context, reflection is considered as an investigation from the previous learning process by the teachers. Thus, they can place themselves for needs of student as well as the basic keys to boost professional teaching. Number of studies have appeared to define reflective teaching practice related to teacher education and professionalism development (Daga, 2021).

Reflective teaching is viewed as action to reflect what happened in the class, focusing on students' needs and examining one's own teaching to link the needs with their attitudes. This requires active and deliberative cognitive process where the teachers think critically how school routines are examined to find the most effective and efficient ways for better teaching practices (Kholid et al., 2023). This explanation leads to the understanding that reflection is not a simple process. It involves daily process where the teachers have to firstly think, analyze and question themselves about why certain actions appear during the teaching practices, do daily record of the actions, take peer sharing about students learning with colleagues, involve parents to discuss about students' learning progress, read more literatures that support the learning process, and show good desire to put their reflections into further improvement actions (Jemadi et al., 2023).

Education's structure continually evolves to align with the advancements in science and technology. This dynamic transformation is crucial as education is designed to equip students with the skills needed to navigate both present and future life challenges. Among the pivotal contributors to educational development are teachers, who serve at the forefront of nurturing high-quality human resources (Melati et al., 2023). The significant the role of teachers becomes evident as they directly engage with students during the classroom learning process. Teachers occupy a paramount position in the teaching and learning paradigm. As such, they are expected to meet specific prerequisites, including obtaining professional and high-quality education, demonstrating competence in the realm of academia, fostering effective communication skills with students, exhibiting creative and productive spirits, adhering to strong work ethics, and upholding the steadfast commitment to their profession (Zulfa, 2017). Acting as motivators and guides for students, teachers in providing encouragement, inspiration and support, thus enabling students to unlock their full potential. Furthermore, teachers assist students in identifying their interests, talents, and career aspirations while furnishing the guidance necessary to achieve them (Kholis & Madya, 2021).

An observable lack of enthusiasm among teachers to engage in classroom research aimed at enhancing learning experience contributes to this gap. In this context, the practice reflective teaching emerges as a pivotal tool for elevating teaching quality and refining pedagogical skills. Cultivating a habit of reflective teaching among educators can foster a more positive classroom atmosphere, motivating students toward enhanced learning (Zahid & Khanam, 2019). Through retrospective consideration of previous lessons, teachers gain a heightened understanding of the learning process, thereby fostering an environment conducive to improved student engagement and effective decision-making. However, challenges persist in the pursuit of instilling effective reflective teaching practices, include time constraints and limited institutional support (Yıldırım, 2017). By comprehending the significance of reflective teaching habits, educators can cultivate confidence and resilience, ultimately enriching the teaching landscape. This research seeks to inform teachers, educational institutions, and educators about the efficacy of reflective practices and their potential to enhance pedagogical endeavors. Moreover, this study may contribute to the development of comprehensive curricula and teacher training initiatives (Paramartha et al., 2021; Amundrud et al., 2022).

Moreover, the study will probe the broader impact of these habits on overall classroom dynamics. Insights gained from this research could shed light on the extent to which reflective teaching practices influence teaching quality, student motivation and learning efficiency within the classroom setting. The anticipated outcome is a refined approach to pedagogy, fostering enhanced teaching quality and elevating student learning outcomes. By uncovering the role of reflective teaching habits, this research endeavors to contribute to pedagogical improvement and the broader advancement of educational excellence. Serves as a tool for teachers to assess and evaluate classroom activities gathering

information the learning process. This reflective process uncover fresh insights and understanding, offering potential avenues for positive and sustainable actions. Reflective action involves reviewing learning processes post-instruction and drawing mutual conclusions between teachers and students. Such actions may involve individual student discussions or collective classroom conclusions.

**METHOD**

This research involved 20 participants in SMPN 1 Sakra Timur whose are ninth graders. The researcher only took one class to conduct the study in order to ease the researcher collecting the data. The class was held once week for about 90 minutes each meeting. The objective of the study is to analyze teacher talk and student talk in classroom interaction. This study applied mixed methods with the research design exploratory. The participant of this research is an English teacher and twenty students in the ninth grade of Language class in SMPN 1 Sakra Timur for the year 2023/2024. The object of the study is classroom interaction based on Flanders, consisting of teacher talk, student talk, and silence. Method of collecting data gathered from observation, interview, and questionnaire. The exploratory research design was carried out in qualitative research first for data collection (Gaftandzhieva et al., 2023) The qualitative data will gather from classroom observation and interviews. The quantitative data was collected from a questionnaire based on the Likert scale and the theory of classroom interaction based on Flanders. The results of the exploratory mixed-method emphasize qualitative research, while the quantitative will develop exploration for generalization (Amatari, 2015). Procedure of analyzing data use observation analysis based on interview analysis, and questionnaire analysis use Likerts scale.

**RESULTS AND DISCUSSIONS**

Research results data collection was obtained by distributing questionnaires through the Google Forms facility which was formulated based on theory and expert opinion and filled in by respondents who were then processed into information. Respondents who were involved in data collection were 15 people, namely students of SMPN 1 Sakra Timur class VIII A who were taken randomly. Measurements were made on experts using a Likert scale with a score of 5 = always, score 4 = often, score 3 = once, score 2 = seldom, score 1 = never. This research was conducted for one day at SMPN 1 Sakra Timur. The results of the research were analysed by the researcher using a quantitative descriptive technique in the form of a descriptive percentage, which means that the researcher included all the data obtained.

1. Students opportunity given by the teacher to provide an overview

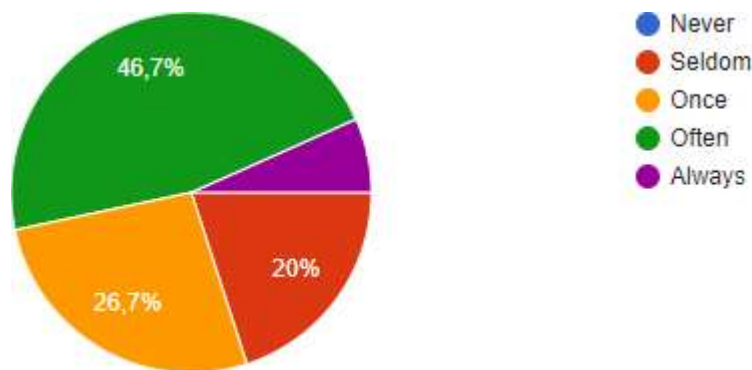


Figure 1. Student Learning Experience

Figure 1 with the statement, “The teacher gave me the opportunity to provide an overview of the learning experience that was carried out”. This statement given the teacher the opportunity for students to express their learning experiences, it made the teacher understand the obstacles faced by the students themselves, so that the teacher can overcome the problems faced by students. Based on the test results of 15 students who filled out the questionnaire, it can be seen that 46,7% answered often, 26,7% answered once, 20% seldom. From this statement the most superior percentage value is 46,7% whose answer was often.

2. Student opportunity given by the teacher to express the challenge

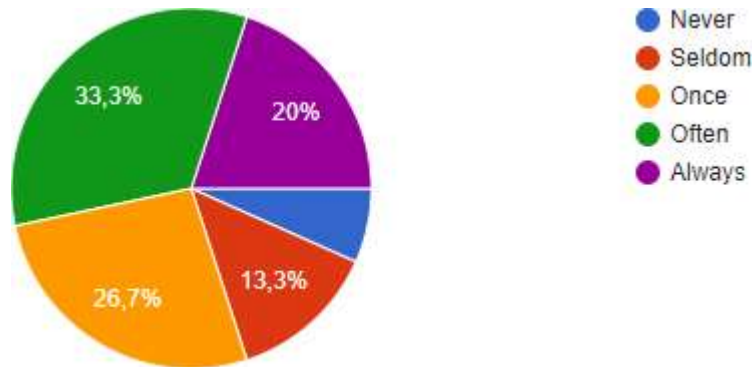


Figure 2. Challenge Faced by Students

Figure 2, with the statement “The teacher gave me the opportunity to express the Challenge I faced during the learning process”. This can show the results of the answers to the respondents' statements in this study. If seen from the results of the respondents, the teacher had a reflective teacher characteristic. Of the 15 respondents 33,3% answered often, 20% answered always, 13,3% answered seldom and 26,7% answered once. From filling out the questionnaire, the teacher was included in the reflective teacher.

3. Student opportunity given by the teacher to express their feelings

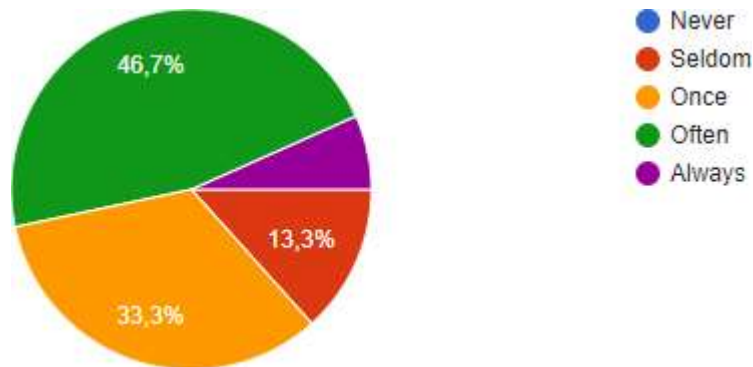


Figure 3. Express Feelings Related to the Learning Process

In figure 3 with the statement “The teacher gave me the opportunity to express my feelings regarding the learning process being carried out”. This statement can be seen from the results of filling out the questionnaire to the respondents, of the 15 students, 46,7% answered always, 33,3% answered once, 13,3% answered seldom. From this filling, it can be seen that the teacher has carried out reflective learning habits.

4. Student opportunity given by the teacher to elaborate on the material

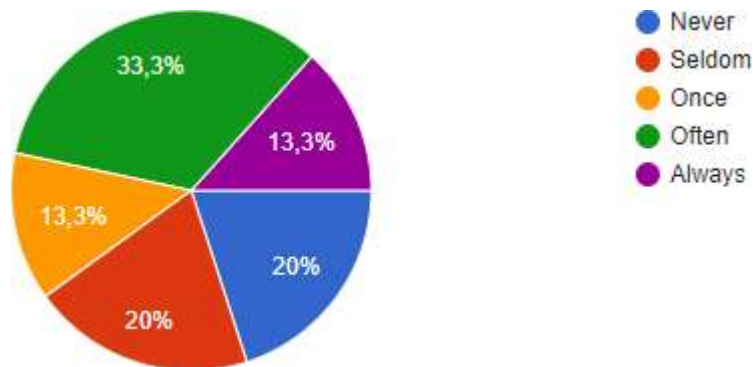


Figure 4. Opportunity to Elaborate on the Material

In Figure 4 with the statement “The teacher gave me the opportunity to elaborate on the material being studied”. It can be seen from the results of completing the questionnaire that it was obtained 20% never, 33,3% often, 13,3% always, 13,3% rarely and 20% answered seldom. From the results of

filling out the items, it can be seen that the teacher's teaching habits are sufficient to become a reflective teacher.

5. Student opportunity given by the teacher to provide input on learning activities

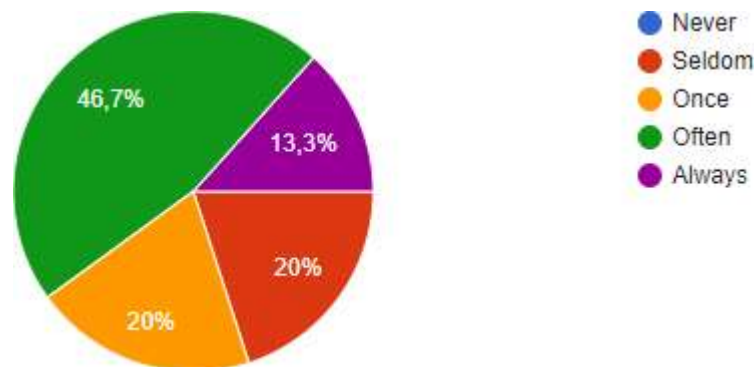


Figure 5. Provide Input on Learning Activities

In figure 5 with the statement “The teacher gave me the opportunity to provide input on the next learning activities”. It can be seen the statement from the results of filling out the questionnaire obtained, 46,7% often, 13,3% always, 20% once and 20% answered seldom. From the results of filling in the questionnaire, the teacher can be said to be a reflective teacher.

Additionally, the finding show a contrast percentage at figure 4, it is presented 20% of “never” choice is quite bigger if it is compared to the other figure at obtion number 1,2,4 and 5 that the “never” choice has under 1%. This means that the student do not get enough material from the teacher. It also shows that the student does not get sufficient material from the teacher.

The results in the discussion section are a summary of the interpretation and analysis of the data that has been obtained during the research. This section outlines the answers to the research questions, the relationship with relevant literature, as well as the implications of the findings drawn from the research results, which can be explained in the discussion section.

In this study, the researcher gave a questionnaire to students of SMPN 1 Sakra Timur with the aim of obtaining data. After that, the researcher gave laptops to students, in turn, to fill out a 5-minute questionnaire for each student. From the activity of filling out the questionnaire, the researcher obtained the result that students and teachers had a positive relationship. This means that there is a very significant relationship between teachers' reflective teaching habits and student learning processes, but it cannot be denied that there are also teachers who do not apply reflective learning, but only a few. Like the previous research conducted by Wahyuni (2023), where the research also examined teacher-reflective teaching, this research was limited in terms of data collection, so the research produced results that were less relevant.

From the finding, some action by the teachers at SMPN 1 Sakra Timur, sauce the figure of reflective teacher. The statement above is proven from the results of student interviews at school. Students chose the answer "often" in the options on the questionnaire due to several factors, including because the teacher gives awards when students contribute in class, gives each student the opportunity to express his views, and involves the students in making decisions related to class activities. In interviews with teachers at SMPN 1 Sakra Timur, there are a number of things that need to be learned in order to become a reflective teacher, the teacher must think they have be able to control himself in conveying what is conveyed to students because,the student result above is inline with how the teachers had done in the class.

Nonetheless not all of the teacher shows that they refer to the reflective teacher in the teaching and learning process. Based on the interview interview from two teachers, there were also teachers who only came to deliver materials without interaction, like asking about the challenge experienced by students. In such a learning process, this can make students feel awkward interacting with the teacher. These teachers does not bring a positive learning atmosphere and situation into the class. They do not have any efforts to improve the teaching ability for their class, give a various method for the class, and does not make student feel exhausting in learning process

However based on the explanation above, the researcher concluded that there was a positive relationship between the application of reflective learning and students. It is proven by the questionnaire score that the level of students' understanding of the learning process is higher than that

the teachers who do not apply reflective habits. The teacher as a leader to the students would make the study process comfortable. One indicator of the success of this research is that the application of reflective teachers to students has a good impact on student learning outcomes because reflective teachers are able to identify the most effective teaching strategies. These strategies can make students feel comfortable being involved so as to achieve optimal learning outcomes. This activity reflects a direct link between teacher reflection and improving student academic results.

In addition to improving the quality of learning, reflective teachers are able to identify strengths and weaknesses in their teaching methods. Through reflection, teachers can improve learning approaches and strategies that align with students' needs and characteristics and are more in line with the needs and characteristics of students. The results of this study can prove that teachers who are reflective have the advantage of improving the quality of their teaching among of students could had a comfortable zone in class. Students can explain their experience to the teachers, meanwhile the teachers and students can build a good habit for class condition thus the teachers and students can have a positive class. They can also help guiding the professional development of teachers and the improvement of the education system as a whole and provide valuable insights into how reflection can improve teaching practice.

## CONCLUSION

There were several main points related to the findings which include the reflective habits of the teacher in the eighth grade students of SMPN 1 Sakra Timur. There was a positive relationship to the impact of being a reflective teacher. This shows that teachers who have reflective habits in teaching tend to achieve better results in the learning process. This study found that teacher reflection helps students to identify strengths and weaknesses in teaching methods, so as to improve the quality of learning and teaching effectiveness. Based on the results of the research that has been done, it was found that teacher habits influence the learning process in the classroom. This can be seen from the high number of filling in the questionnaire.

## REFERENCES

- Amatari, V. O. (2015). The Instructional Process: A Review Of Flanders' Interaction Analysis In A Classroom Setting. *International Journal Of Secondary Education*, 3(5), 43–49. <https://doi.org/10.11648/J.Ijsedu.20150305.11>
- Amundrud, A., Rasmussen, I., & Warwick, P. (2022). Teaching Talk For Learning During Co-Located Microblogging Activities. *Learning, Culture And Social Interaction*, 34(4), 100618.
- Anisah, N., Fitriati, S. W., & Rukmini, D. (2019). Teachers'questioning Strategies To Scaffold Students' Learning In Reading. *English Education Journal*, 9(1), 128–143
- Daga, A. T. (2021). Implementation Of Character Education During The Covid-19 Pandemic In Elementary School. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(4), 836. <https://doi.org/10.33578/Jpkip.V10i4.8448>
- Gaftandzhieva, S., Doneva, R., Zhekova, M., & Pashev, G. (2023). Towards Automated Evaluation Of The Quality Of Educational Services In Heis. *Ijacs: International Journal Of Advanced Computer Science And Applications*, 14(8), 150–165.
- Indriyani, C. E., & Trioktawiani, F. R. (2019). Teacher Talks : An Analysis Of Direct And Indirect Influences For Young Learners In Efl Class. *Jele (Journal Of English Language And Education)*, 5(2), 99–106.
- Jemadi, F., Par, L., Ekalia, Y. J., & Nabung, A. (2023). Inhibitory Factors Of Reflective Teaching Practices: English Teachers' Perspectives. *Veles: Oices Of English Language Education Society*, 7(1), 96–104.
- Kholid, N., Sastrawan, D., & Buntoro, F. (2023). Problematika Interaksi Siswa Dalam Penggunaan Bahasa Arab Dan Inggris Di Pondok Pesantren. *Jrpp: Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 8–13.
- Kholis, Z., & Madya, S. (2021). Reflective Teaching Practice Among Efl Teachers In Special Region Of Yogyakarta. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 5(2), 508–524.
- Maharani, F., & Fithriani, R. (2023). Exploring Challenges Efl Pre-Service Teachers Experience In Teaching Practicum: A Transformative Learning Perspective. *Scope: Journal Of English Language Teaching*, 07(02), 173–180.
- Melati, E., Kurniawan, M., Santosa, S., Zahra, R., & Purnama, Y. (2023). Pengaruh Metode

- Pengajaran Berbasis Teknologi Terhadap Kemampuan Berbicara Dalam Pembelajaran Bahasa Inggris Di Sekolah Menengah. *Jrpp: Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 14–20.
- Paramartha, I. W. S. O., Myartawan, I. P. N. W., & Pratiwi, N. P. A. (2021). English Teachers' Reflective Thinking Practice During The Online Learning At Sman 2 Singaraja. *Acitya : Journal Of Teaching & Education*, 3(2), 245–256.
- Wahyuni, L. G. E. (2023). The Employment Of Efl English Teachers ' Reflective Teaching: Types And Tools For Assessing Oneself. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(1), 67–78.
- Yıldırım, T. (2017). An Examination Of Geography Teachers' Reflective Thinking Tendencies. *International Journal Of Higher Education*, 6(6), 78–90.
- Zahid, M., & Khanam, A. (2019). Effect Of Reflective Teaching Practices On The Performance Of Prospective Teachers. *Tojet: The Turkish Online Journal Of Educational Technology*, 18(1), 32–43.
- Zulfa, L. A. (2017). Problematika Dalam Melakukan Tindakan Reflektif Untuk Peningkatan Kualitas Pembelajaran Bahasa Indonesia. *Eduscope: Jurnal Pendidikan, Pembelajaran Dan Teknologi*, 02(02), 120–130.