

CHAPTER 5

CONCLUSION, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

The final chapter of the research study provides a comprehensive conclusion of the study's findings. It also discusses the implications of the study's findings for theory and practice, acknowledges the limitations of the current research, and then closes with recommendations for further research.

5.1 Conclusion

The research aimed to understand how an experienced EFL teacher uses reflection to enhance her understanding of affective and meta-cognitive reflection in her teaching practice and student's perspective on affective reflection. An EFL teacher (Melati) understands reflective practice as a continuous, critical process of evaluating and adjusting teaching methods to improve effectiveness. This involves assessing what works and what does not, understanding the reasons behind these outcomes, and making necessary changes to enhance student engagement and learning. Reflective practice includes meta-cognition and emotional aspects, focusing on Melati's strategies and the student's responses and well-being.

Through reflective practice, Melati regularly evaluates her teaching methods to improve her effectiveness. She considers students' emotional and meta-cognitive responses to adjust her strategies accordingly. Reflective practice involves continuous self-assessment and necessary adjustments to enhance student engagement and learning outcomes.

Melati's reflective practice aligns with Schön's concepts of reflection-in-action and reflection-on-action. She evaluates her teaching during and after her lessons. Her reflections are driven by practical challenges, such as dealing with students with little foundation in English, which push her to find innovative and engaging teaching methods. Her approach also aligns with Dewey's emphasis on active and persistent reflective thinking, aiming to improve teaching methods based on past experiences.

Professional growth is crucial for Melati, as she regularly attends workshops and seminars to stay updated on the latest teaching methodologies and educational technologies. Her dedication to continuous professional development reflects her commitment to improving her teaching practices and addressing her students' needs. Melati also values collaborative improvement, sharing new knowledge and techniques with colleagues to foster a culture of continuous improvement within her teaching community.

Melati places significant emphasis on understanding and managing her students' emotional states, recognizing their impact on learning and engagement. By creating a supportive classroom environment, she ensures that students feel comfortable and are more likely to participate actively. Her teaching philosophy makes English learning enjoyable, particularly for students with little prior language knowledge. This approach helps build a positive foundation and long-term interest in learning English.

The research also aimed to discover students' responses to their teacher's reflective practice on affective reflection. Based on questionnaires filled out by

students, the findings indicate that most students feel their teacher frequently interacts with them to understand their learning styles and preferences. However, communication about family backgrounds appears less emphasized, suggesting room for improvement.

Melati shows considerable attention to students' hobbies and interests, which helps create more potent and supportive teacher-student relationships. This focus on students' interests aligns with engagement theories that emphasize the importance of emotional connections in enhancing motivation and academic achievement. When students face emotional problems, many feel their teacher provides additional support, reflecting her concern for their emotional well-being.

Melati's reflective practice on affective reflection involves understanding and responding to students' emotional states. She adjusts her teaching methods based on students' emotional responses to maintain engagement and motivation. This adaptive approach aligns with affective theories, highlighting the importance of managing emotions in learning.

5.2 Implications

The findings of this study highlight the importance of integrating reflective practice into existing educational theories. Reflective practice, as emphasized by educational theorists like Dewey and Schön, should be recognized as a critical component of effective teaching. This theoretical framework can be expanded to incorporate regular self-assessment and adaptation based on student feedback and classroom experiences. Furthermore, the study underscores the significance of

affective and meta-cognitive reflection, aligning with the theories that Maslow, Krashen, and Flavell proposed. These reflections should be more prominent in educational theory, emphasizing their essential role in enhancing student engagement, motivation, and overall learning outcomes. Additionally, the research supports the theory of continuous professional development for teachers, as seen in Melati's commitment to attending workshops and seminars. This aligns with theories advocating for lifelong learning and professional growth among educators, highlighting the importance of ongoing training and development to keep teachers updated with the latest teaching methodologies and technologies.

Practically, schools and educational institutions should actively encourage teachers to engage in regular reflective practice. This can be facilitated through structured reflection sessions, performance evaluations, and effective feedback mechanisms. By implementing reflective practice, teachers can continuously improve their teaching methods and better address the diverse needs of their students. Moreover, educators should integrate strategies that address students' emotional and cognitive development, creating a supportive classroom environment that considers student emotions and adjusts teaching methods accordingly. Practical applications include interactive activities, games, and technology to engage students and foster a positive learning experience. Furthermore, educational institutions should provide regular professional development opportunities for teachers, focusing on the latest educational methodologies and technologies advancements. Workshops, seminars, and collaborative learning sessions can promote continuous professional growth. Lastly,

teachers should adopt personalized and adaptive teaching strategies to cater to their students' diverse learning styles and preferences. This involves observing student behaviour, gathering feedback, and making necessary adjustments to lesson plans, such as setting individual learning goals, monitoring progress, and using traditional and interactive teaching methods to maintain student engagement and motivation.

5.3 Limitations of the Study

One significant limitation of this research is the constraint related to time. The interviews and data collection were conducted within a limited timeframe, which may not fully capture the depth and breadth of the teacher's reflective practices. The single interview session might not be sufficient to explore all reflections comprehensively. Additionally, the reliance on a single participant limits the generalizability of the findings. Future studies could benefit from a longer data collection period and a larger sample size to provide a more comprehensive understanding of reflective practices in EFL teaching.

5.4 Recommendations

Future research should consider conducting longitudinal studies to observe the long-term impact of reflective practice on teaching effectiveness and student outcomes. This can provide a deeper understanding of how continuous self-assessment and adaptation over extended periods contribute to professional growth and improved educational practices.

Investigating reflective practices across different educational levels (elementary, middle, high school, and higher education) can offer insights into how these practices vary and their specific impacts at each level. Such comparative studies can help tailor reflective practices to the unique needs and challenges of different age groups and educational contexts.

Research focusing on the direct correlation between teachers' reflective practices and student academic achievement can provide quantitative data to support the qualitative findings. This can help understand how changes in teaching strategies influenced by reflective practice translate into measurable improvements in student performance.

By pursuing these recommendations, further research can expand the understanding of reflective practice in education, providing valuable insights and practical strategies for enhancing teaching effectiveness and student learning outcomes.