

## TEACHERS' UNDERSTANDING AND PRACTICE OF REFLECTIVE TEACHING

(A Case Study of Four English Teachers of High Schools in Bandung)

### Abstract

Reflective teaching (RT) practice has become a central theme in teacher professional growth. By engaging in reflective teaching, teachers will develop their skills of reasoning about why they employ certain instructional strategies and how they can improve their teaching to have positive effects on students (Lee, 2005). This study aimed at investigating the English teachers' understanding and practice of reflective teaching, the teachers' level of reflectivity, and the impediments that prevent teachers from being reflective. Four teachers of English at four different high schools in Bandung involved in this study. This qualitative study used case study design in figuring out the phenomenon of each teacher related to reflective teaching practice. The data were collected using open-ended questionnaire, semi-structured interview, teaching journal, and observation. The results of the study indicate that the teacher respondents acknowledge the notion of reflective practice in their teaching. Their understandings of RT are related to how they define reflective teaching and recognize the characteristics, and the importance of being reflective teachers. The teachers practiced reflective teaching by using several reflective teaching tools as suggested by Richard and Lockhart (1996). Action research, peer observation, teaching journal, students' feedback, and video recording were some of the tools that they used in their practice reflective in-action, on-action, and for-action as suggested by Schon, 1983; Killion and Todnem, 1981. Related to their levels of reflectivity captured in their teaching journal, using Moon (2004)'s level of reflectivity, the result indicates that two teachers were at the descriptive reflection, one teacher was at the level of dialogic reflection, and the other one was at the level of critical reflection. Although they have practiced RT, they still face several difficulties that impede their practice. They claimed that their pre-service education at the university did not prepare them with the knowledge of being reflective teachers. Lack of time and heavy workloads were the other factors that impede their practice of RT. Moreover, in doing group-reflection, they still face difficulties in encouraging their colleagues who lacked of readiness and focus of being reflective.

Keywords: *Reflective Teaching, Reflective Tools, Levels of Reflectivity, Impediments*

## Abstrak

Pengajaran reflektif (*reflective teaching*) telah menjadi isu utama dalam pengembangan guru profesional. Lee (2005) menjelaskan bahwa dengan melaksanakan pengajaran yang reflektif, guru-guru diharapkan akan mampu meningkatkan strategi-strategi pengajaran mereka dengan kesadaran penuh terhadap peningkatan kualitas belajar siswa. Penelitian ini bertujuan untuk menginvestigasi pemahan guru-guru bahasa Inggris berkaitan dengan pengajaran yang bersifat reflektif. Hal-hal lain yang dipelajari dalam penelitian ini adalah tingkat atau level kereflektifan, dan hal-hal yang menghambat para guru dalam melaksanakan proses refleksi. Subjek penelitian ini adalah empat orang guru bahasa Inggris yang mengajar di sekolah-sekolah menengah di Bandung. Penelitian yang bersifat kualitatif ini menerapkan metode studi kasus untuk mempelajari fenomena masing-masing guru dalam melaksanakan pengajaran yang bersifat reflektif. Data penelitian dikumpulkan melalui kuesioner, wawancara, observasi, dan jurnal mengajar. Hasil penelitian ini menunjukkan bahwa guru-guru yang diteliti telah cukup memahami istilah reflektif dalam mengajar. Hal ini terlihat dari bagaimana guru-guru tersebut menjelaskan definisi *reflective teaching*, mengenali karakter dari guru-guru reflektif dan memahami manfaat dari pengajaran yang bersifat reflektif itu. Adapun instrumen reflektivitas yang mereka gunakan telah sesuai dengan instrumen-instrumen yang disarankan oleh Richard dan Lockhart (1996). Penelitian tindakan kelas (PTK), observasi, survey siswa, dan rekaman video adalah beberapa instrumen yang mereka gunakan. Berkaitan dengan level kereflektifan yang bisa dicapai oleh ke empat guru ini pun beragam. Dua orang guru mencapai level '*descriptive reflection*', satu orang lainnya mencapai level '*dialogic reflection*', dan seorang guru lainnya mencapai level tertinggi yaitu '*critical reflection*'. Walaupun para guru telah memahami dan melaksanakan pengajaran yang bersifat reflektif, mereka masih menghadapi kendala dalam melaksanakan pengajaran reflektif yang berkelanjutan. Kurangnya waktu, keterbatasan pelatihan dan seminar, dan kemampuan mereka dalam mengajak guru-guru lain yang belum memahami dan melaksanakan pengajaran yang reflektif adalah beberapa faktor yang menghambat mereka dalam melaksanakan pengajaran yang reflektif.