

CHAPTER FIVE

CONCLUSION, LIMITATION & RECOMMENDATION

This chapter presents the conclusion, the limitations and the recommendation for future studies related to reflective practice in teaching. It summarizes the findings and arguments in the discussion of the previous chapter. It also depicts the pedagogic implication and the ideas for future research and recommendations.

1.1 Conclusion

There are four major conclusions that can be generated from related research questions acknowledged in the preceding chapters: the teachers' understanding of reflective teaching; the teachers' practice of reflective teaching; the teachers' levels of reflectivity from their journal writing, and the factors that impede teachers from being reflective in their practices.

First, the questions about the teachers' understanding of reflective teaching has been answered in the findings that the teachers define the reflective teaching term from different perspectives. The four teachers involved in this study also had four perspectives in defining reflective teaching. The perspectives are from technical, contextual, deliberative, and social perspectives. In addition, the teachers also revealed their understanding about the characteristics of reflective teacher. They seemed to elaborate the characteristics of reflective teachers defined by John Dewey (1933) that are openmindedness, responsibility, and wholeheartedness. Each teacher gave at least four characteristics of reflective teachers. Then about the importance of being reflective practitioners, the teachers listed several advantages that a teacher could maintain if they practice reflective teaching. The teachers mostly talked about the teacher development that is improved by being reflective. Each teacher came up with three or four benefits that a teacher can get by being reflective.

Related to the second research questions about the teachers' practice of reflective teaching, the teachers had several activities related to reflective teaching, most of them engaged in doing action research. Other activities that they did were

developing teaching journal, peer observation, video recording the lessons, getting students' feedback, and joining training and workshop. In the observation, it was found that the teacher reflected individually, in a small group, and the whole school reflection. they practiced reflection-on, -in-, and -for action.

Next, the third questions investigated the teachers's levels of reflectivity. The levels of reflectivity in this study are seen from their journal entries. There are two teachers that wrote in the second level of reflectivity given by Moon (2006) that is descriptive reflection. One teacher wrote in the level of dialogic reflection and the one other teacher wrote in the highest level of reflectivity that is the critical reflection.

The last research question investigated the impediments that prevent teachers from being reflective. This study reveals that there are seral impediment related to the lack time, lack support from colleagues and school, lack of training, and teachers' readiness to implement the small group reflective activities.

1.2 Limitations

Apart from conclusion above, this study has some limitations. They are related to the object of investigation, the instruments, participants, and the result of the study.

First, concerning the object of investigation, this study is limited only to see the teachers' general understanding of reflective teaching and how they practice the notion of reflective teaching in general. There is only small little evident that was evoked in the findings of the study. Actually, this study should go into more detail understanding of all aspect of reflective teaching that the teachers have. This study only came with how the teachers' define reflective teaching, their understanding of the reflective teachers' characteristics and the importance of being reflective teaching in general.

Second, with regards to the instrumentation of the study, this study only used open-ended questionnaire, one by one face to face interview, and observation as the instruments to answer the research questions. In fact, this study should provide the respondent teachers with focus-group interview that will allow the

researcher in exploring a specific topic about reflective teaching and see how the teachers react to the topic in order to know their understanding, and each teacher could also learn from each other.

Third, related to the participants, this study only evoke the four teachers' internal knowledge about reflective teaching. In fact, this study should also deal with the reality of the school where the study took place whether the school administrative or principal of the school also encouraged the implementation of reflective teaching in their school. This data will enrich the findings of the study.

Finally, it is related to the results of the study. This study only presented the general understanding of the teachers related to reflective teaching. The understanding only covers the definitions, characteristics of reflective teachers, and the importance of being reflective. Actually, it could cover larger area of the understanding of reflective teaching. Next, about the teachers' level of reflectivity, the levels were only analyzed based on the teaching journals that the teachers submitted. In fact, the levels of reflectivity in a longitudinal study could investigate the levels of reflectivity from all instruments, such as interview and observation.

1.3 Recommendations

The researcher suggests that the future researcher that is interested in studying about reflective teaching will make use the limitation of the study in improving the future study qualities. Related to reflective teaching, there are many recent issues that the future researcher can deal with, for example in the latest curriculum 2013. The researcher may take the principle of reflective teaching with the implementation of the curriculum. Furthermore, the study about reflective teaching quantitatively is another suggestion for the next study. In order to know the percentages of teachers in Indonesian context that applies reflective teaching in their practice.

In accordance with the importance of being reflective teachers, the teacher educators at the university are highly expected to provide the pre-service teachers or student teachers with the model of reflective teaching. Providing them with the

adequate knowledge and competences, and skills of being reflective practitioners will be able to develop themselves to be better teachers. In Indonesian context, the reflective teachers will be able to reach the four competences as stated in UU. No. 14. Pedagogical, personal, social, and professional competence of teachers can only be gained, if the teachers place themselves as learners of their experiences in teaching.

Moreover, for all teachers who are now in the pre-service education programs as well as the teachers who have already been in their career, it is much suggested to explore and expand their knowledge about reflective teaching in order that they could face dilemmas, complexities, and surprising events in their career as teachers. Solving the problems in teaching by looking back at their practice, and learn from their own and their colleagues' experience are the best way to maintain career as professional teachers.

Finally, schools are also expected to provide the opportunity for teachers to reflect their teaching practice. Support from the school members is highly needed to encourage teachers to learn, reflect, and improve their teaching quality. Teachers can be grouped based on the subjects they teach to reflect together. Learning from each other is also pretty much emphasized in doing reflection in teaching. Teacher communities are also hoped to organize events to enhance teachers' understanding and practice of reflective teaching so that the quality of education in Indonesia can be improved.