

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
DECLARATION OF AUTHORSHIP	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS	xix
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Scope of the Study	5
1.3 Research Questions	5
1.4 Purposes of the Study	6
1.5 Significance of the Study	6
1.6 Definition of Key Terms	7
1.7 Structure of the Dissertation	9
CHAPTER II: REVIEW OF THE LITERATURE	11
2.1 Reflection and Reflective Practice	11
2.1.1 Dewey’s Influence and Criticism on his Work	13
2.1.2 Schön’s Influence and Criticism on his Work	14
2.1.3 Brookfield’s Influence on Becoming Critically Reflective Teacher	15
2.2 Elements of Reflection	17
2.2.1 Suggestions	17
2.2.2 Problem	18
2.2.3 Hypothesis	19
2.2.4 Reasoning	19
2.2.5 Testing	20
2.3 Levels of Reflection	21
2.3.1 Descriptive Writing (Non-Reflective Writing)	23
2.3.2 Descriptive Reflection	24
2.3.3 Dialogic Reflection	26
2.3.4 Critical Reflection	29
2.4 Reflective Teaching Practice	30
2.4.1 Reflective Teaching Practices in Indonesia	32
2.4.2 Empirical Studies of Reflective Teaching Practices in English Language Teaching Education in Indonesia	35

2.4.3 Reflective Teaching Journal	41
2.4.4 Issues and Concerns in Reflective Teaching Practice	43
2.5 Language Teacher Education	44
2.5.1 Teacher Knowledge in Second/Foreign Language Teacher Education	46
2.6 Empirical Studies on Reflection and Reflective Teaching Practice	48
2.6.1 Relevant Research on the Elements of Reflection	49
2.6.2 Relevant Research on the Levels of Reflection	49
2.6.3 Relevant Research on the Issues/Concerns in Reflection	50
2.7 Concluding Remarks	57
CHAPTER III: METHODOLOGY	60
3.1 Research Design	60
3.2 Settings	61
3.2.1 Teacher Education Setting	61
3.2.2 Teaching Field Setting	61
3.3 Participant Selection	62
3.3.1 PST 1	64
3.3.2 PST 2	65
3.3.3 PST 3	66
3.3.4 PST 4	66
3.4 Research Questions	67
3.5 Data Collection	68
3.5.1 Teaching Journal	68
3.5.2 Observation	70
3.5.3 Stimulated Recall	71
3.5.4 Interview	72
3.6 Data Analysis	73
3.6.1 Data Analysis regarding Elements of Reflection	74
3.6.1.1 Steps in Analyzing Elements of Reflection	75
3.6.2 Data Analysis regarding Levels of Reflection	79
3.6.2.1 Steps in Analyzing Levels of Reflection	79
3.6.3 Data Analysis regarding Issues/Concerns in PSTs' Reflection	87
3.6.3.1 Steps in Analyzing Issues/Concerns in Reflection	87
3.6.4 Interview	88
3.7 Trustworthiness	88
3.8 Concluding Remarks	89
CHAPTER IV: FINDINGS AND DISCUSSION	90
4.1 Findings	90
4.1.1 Elements of Reflection	90

4.1.1.1 Within-case Analysis	91
4.1.1.1.1 PST 1	91
4.1.1.1.1.1 Suggestions	93
4.1.1.1.1.2 Problem	95
4.1.1.1.1.3 Hypothesis	96
4.1.1.1.1.4 Reasoning	98
4.1.1.1.1.5 Testing	100
4.1.1.1.2 PST 2	101
4.1.1.1.2.1 Suggestions	103
4.1.1.1.2.2 Problem	105
4.1.1.1.2.3 Hypothesis	107
4.1.1.1.2.4 Reasoning	108
4.1.1.1.2.5 Testing	110
4.1.1.1.3 PST 3	111
4.1.1.1.3.1 Suggestions	113
4.1.1.1.3.2 Problem	114
4.1.1.1.3.3 Hypothesis	116
4.1.1.1.3.4 Reasoning	118
4.1.1.1.3.5 Testing	119
4.1.1.1.4 PST 4	120
4.1.1.1.4.1 Suggestions	122
4.1.1.1.4.2 Problem	123
4.1.1.1.4.3 Hypothesis	125
4.1.1.1.4.4 Reasoning	126
4.1.1.1.4.5 Testing	127
4.1.1.2 Cross-case Analysis	128
4.1.1.2.1 Suggestions	129
4.1.1.2.2 Problem	130
4.1.1.2.3 Hypothesis	131
4.1.1.2.4 Reasoning	132
4.1.1.2.5 Testing	132
4.1.2 Levels of Reflection	133
4.1.2.1 Within-case Analysis	134
4.1.2.1.1 PST 1	134
4.1.2.1.1.1 Descriptive writing (non-reflection)	136
4.1.2.1.1.2 Descriptive reflection	139
4.1.2.1.1.3 Dialogic reflection	141
4.1.2.1.1.4 Critical reflection	145
4.1.2.1.2 PST 2	145
4.1.2.1.2.1 Descriptive writing (non-reflection)	147
4.1.2.1.2.2 Descriptive reflection	149

4.1.2.1.2.3 Dialogic reflection	151
4.1.2.1.2.4 Critical reflection	156
4.1.2.1.3 PST 3	156
4.1.2.1.3.1 Descriptive writing (non-reflection)	158
4.1.2.1.3.2 Descriptive reflection	159
4.1.2.1.3.3 Dialogic reflection	161
4.1.2.1.3.4 Critical reflection	165
4.1.2.1.4 PST 4	165
4.1.2.1.4.1 Descriptive writing (non-reflective writing)	167
4.1.2.1.4.2 Descriptive reflection	168
4.1.2.1.4.3 Dialogic reflection	170
4.1.2.1.4.4 Critical reflection	174
4.1.2.2 Cross-case Analysis	175
4.1.2.2.1 Descriptive writing (non-reflective writing)	178
4.1.2.2.2 Descriptive reflection	179
4.1.2.2.3 Dialogic reflection	180
4.1.2.2.4 Critical reflection	181
4.1.3 Issues/Concerns in Reflection	181
4.1.3.1 Within-case Analysis	183
4.1.3.1.1 PST 1	183
4.1.3.1.1.1 Knowledge Management	185
4.1.3.1.1.2 Learning Management	189
4.1.3.1.1.3 Classroom Management	191
4.1.3.1.1.4 Language Management	193
4.1.3.1.2 PST 2	194
4.1.3.1.2.1 Learning Management	196
4.1.3.1.2.2 Knowledge Management	199
4.1.3.1.2.3 Classroom Management	201
4.1.3.1.2.4 Language Management	203
4.1.3.1.3 PST 3	203
4.1.3.1.3.1 Learning Management	205
4.1.3.1.3.2 Knowledge Management	208
4.1.3.1.3.3 Classroom Management	210
4.1.3.1.3.4 Language Management	212
4.1.3.1.4 PST 4	212
4.1.3.1.4.1 Learning Management	214
4.1.3.1.4.2 Classroom Management	217
4.1.3.1.4.3 Knowledge Management	218
4.1.3.1.4.4 Language Management	220
4.1.3.2 Cross-case Analysis	221
4.1.3.2.1 Learning Management	222

4.1.3.2.2 Knowledge Management	224
4.1.3.2.3 Classroom Management	226
4.1.3.2.4 Language Management	227
4.2 Discussion	228
4.2.1 The Elements of Reflection in the EFL PSTs' Reflective Practice	228
4.2.2 The Levels of Reflection in the EFL PSTs' Reflective Practice	231
4.2.3 The Issues/Concerns of Reflection in the EFL PSTs' Reflections	233
4.2.4 Reflective System: Intertwining Issues in Reflection, Elements of Reflection, and Levels of Reflection	234
4.3 Implications for Teaching Education Program	238
4.4 Concluding Remarks	242
CHAPTER V: CONCLUSIONS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER STUDIES.....	243
5.1 Conclusions	243
5.2 Limitations of the Study	246
5.3 Recommendations for Further Studies	246
REFERENCES	248
APPENDICES	266
Appendix 1: Development of Levels of Reflection/Reflective Teaching	266
Appendix 2: Criteria for the Recognition of Evidence for Different Types of Reflective Writing/Level of Reflection (cited from Hatton &Smith, 1995, p. 19)	268
Appendix 3: Pisova's (2005) Stages of Reflection (as cited in Syslova, 2015)	269
Appendix 4: This Study's Modified Version of Level of Reflection as Adapted from Hatton & Smith's (1995) and Pisova's (2005, as cited in Syslova, 2015) Frameworks	270
Appendix 5: Summary of Empirical Studies on Reflective Teaching Practice in English Language Teaching Education in Indonesian Classroom Contexts	273
Appendix 6: Summary of Comparison of Empirical Studies on Reflective Teaching Practice Conducted during Practicum at School with ELT PSTs as Participants	274
Appendix 7: Reflective Teaching Journal Guideline and Examples of Reflective Teaching Journal	276
Appendix 8: Word Format of Reflective Teaching Journal	281
Appendix 9: Stimulated Recall Guideline	282
Appendix 10: Interview Guideline	283
Appendix 11: Sample of PSTs' Reflective Teaching Journals	285

Appendix 12: Transcripts of PSTs' Stimulated Recall	289
Appendix 13: Transcripts of PSTs' Interview	300
Appendix 14: Guideline for Identifying Elements of Reflection	308
Appendix 15: Sample of Coding Elements of Reflection from PST 1's Reflective Teaching Journals	307
Appendix 16: Guideline for Identifying Levels of Reflection	315
Appendix 17: Sample of Coding of Levels of Reflection from PST 1's Reflective Teaching Journals	319
Appendix 18: Guideline for Identifying Issues/Concerns in PSTs' Reflection	320
Appendix 19: Sample of Coding Issues/Concerns in Reflection from PST 4's Reflective Teaching Journals	324
Appendix 20: Findings of Elements of Reflection from PSTs' Reflective Teaching Journals	325
Appendix 21: Findings of Elements of Reflection from PSTs' Transcripts of Stimulated Recall	351
Appendix 22: Findings of Levels of Reflection from PSTs' Reflective Teaching Journals	362
Appendix 23: Findings of Levels of Reflection from PSTs' Transcripts of Stimulated Recall	376
Appendix 24: Findings of Issues in Reflection from PSTs' Reflective Teaching Journals and Stimulated Recall.....	382