

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This study has objectives to investigate novice English teacher understanding and practice regarding teachers' teaching reflection and figure out the themes of novice English teachers teaching reflection. This chapter presents the conclusions and recommendations about this present study. It summarizes the finding and the discussion from the previous chapter and also reveals some recommendations for future researchers.

#### 5.1 Conclusions

There are two major conclusions in this present result, first it is about teachers' understanding and practice on teachers teaching reflection and second is the themes that are found in their reflection. First, considering NTs characteristics, it does not seem that the teachers will have a good reflective teaching. Surprisingly, all forms of teachers' teaching reflection appear in their reflection, especially in habituation and introspection form in their practices where NTs' reflect on their own condition and students. However, the problem is actually in NTs' understanding on teachers' teaching reflection itself. Overall, NTs confirm reflection as evaluation only in the classroom situation. It is only in the part of reflection-on-action. In this context, the teachers' teaching reflection is higher than NTs' understanding. Teachers' teaching reflection is not only about evaluation to review and remind students in classroom condition, but also teachers' teaching reflection means a process when the teacher recall, consider, evaluate their practice and use them as the basis to evaluate, making a decision, and as sources for planning and action. It can be seen that their practice is wider than their understanding. It indicated that they lack knowledge and theory regarding teachers' teaching reflection.

Second, all themes of reflection appear on NTs' reflective journal, classroom situation, questionnaire, and interview data. In the reflection as an evaluative process, NTs in this study reflect on knowledge about teaching, their planning, and the standard document. In the reflection as an adaptive process, NTs

reflect to the data to make the adjustment on their teaching, NTs reflect to teaching to improve in thoughtful consideration, and NTs reflect on students need and make an adjustment on the process of teaching and learning. In the reflection as a collaborative process, NTs are having a discussion with colleges to improve their teaching, actively learning in teaching community, and following some events to improve their professional knowledge and practice. The last, in reflection as a transformational process, NTs reflect on social, moral and their own attitude. Actually, all themes appear on NTs' teaching reflection, the major point is in reflection as an evaluative and an adaptive process. It can be said that NTs can reflect well in their teaching especially in their classroom situation and students condition. However, even collaborative and transformative process in their reflection also appear, it is difficult to find this themes in their daily practice, they mentioned reflection as a collaborative and transformative process much in the interview and questionnaire data, it means that it is difficult for NTs to do so in their daily teaching activity. It also indicates that NTs rare to reflect by using perspectives outside of their condition in the classroom situation.

## **5.2 Recommendations**

The present study has unfolded some findings regarding to teachers understanding and practice related to themes of teachers' teaching reflection by using teachers' reflective journal and classroom situation. This study would suggest that future researchers consider the tools of teachers' teaching reflection in the form of not only written but also oral reflection. It will give wider data to see novice English teachers' teaching reflection. Moreover, the future research can conduct it by surveying many novice English teachers to see their practice on teachers' teaching reflection to make the wider context rather than this present study. Another idea can be the researcher comparing among three level of teachers, started from student-teachers, novice teachers, and professional to see how far their understanding and practice on teachers' teaching reflection.

In accordance with being reflective teachers, this study suggested some crucial points. First, it is true that NTs lack of knowledge on teachers' teaching reflection, there is a need for NTs to have knowledge about teachers' teaching

reflection regarding of their understanding and practice that contradict each other. There is a need for novice English teacher to read a lot about the way to be professional teachers. It can actually help them to face some problem in teaching and learning issues. Also, it can be seen NT focus on reflection about themselves and students' condition as can be seen in the forms (habituation and introspection) and themes (evaluative and adaptive). NTs need more attention to reflect their practice outside of themselves, such as the collaboration with other and transform their practice based on attitude, social, moral, and political issue. Finally, school and government support will help novice teachers to be reflective teachers. It can be in the form of seminar or learning community. That kind of support is needed to encourage the novice English teacher to be professional teachers.