

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the study. The conclusions are drawn from the findings and discussion of this study. The aims of the study itself are to: 1) explore the beliefs about reflective teaching held by a novice teacher and an experienced teacher teaching in the same school; and 2) explore the ways these beliefs are reflected in their teaching practices. Then, implication of this study is also presented in the next section. Further, recommendations are also outlined for other researchers or teachers interested in doing similar studies related to the topic under discussion.

5.1 Conclusions

In this section, the conclusions of the study are arranged based on the aims of the study. In response to the first aim of the study, that is, to explore the teachers' beliefs about reflective teaching, the novice teacher's beliefs and the experienced teacher's beliefs were explored through the semi-structured in-depth interviews. It is concluded from the findings and discussion of the study that the two teachers have some beliefs in common. They both perceive that reflective teaching is important to review and develop teachers' knowledge of teaching and also develop their teaching practices. Shella and Rika also share similar beliefs in teaching, learning, and lesson planning, which have constructed their beliefs as a reflective teacher.

Shella and Rika both agree that students need to be able to understand the English lesson. Reflecting from their schooling experiences, one of the major sources of beliefs (Richardson, 1996), they base their teaching principle in a student-centered learning rather than teacher-centered learning. They engage students in the learning activities and, therefore, they reflect on their teaching to pursue this goal. They adapt songs, videos, or games in the learning activities. Furthermore, Rika also uses games as a medium of learning in her teaching practice.

Diana Oktavia, 2019

REFLECTIVE TEACHING IN THE ENGLISH CLASSROOMS: TEACHERS' BELIEFS AND PRACTICES
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Rika adds that she endeavours to be an innovative teacher that combines various media into the learning activities and also develop the learning activities into a more interesting one. She perceives that teachers' roles are to educate, teach, and motivate the students and that teachers need to be open-minded to new methods or media in order to develop their teaching practices. Similarly, Shella, the novice teacher, conveys that her role is to be responsible for the students' achievement. Therefore, she makes herself approachable to that she can understand how the students perceive English lesson. She feels that she needs to facilitate the students a relaxed atmosphere in learning and that she is open to students' questions, willing to learn more of the materials when the students ask, and offers assistance outside classroom to help them understand the lesson. However, there are also differences in Shella's and Rika's beliefs as teachers. While Shella perceives her roles as a responsive teacher who encourages her in being a reflective teacher, Rika perceives her goals to educate and motivate students that boosts her to practice reflective teaching.

Shella and Rika believe that they also need to create the lesson more interesting in order for the students to understand the lesson. Therefore, both Shella and Rika admit that they sometimes adapt games or songs or video as media for warming up or ice breaking activities in the classroom. However, Shella and Rika are aware that their lesson plans may not work as planned in the classroom and so they need to also prepare plan B, an alternative plan, in their teaching practices. Shella and Rika state that they need to be ready to observe the students and modify their lesson plans when unexpected event occurs in the classroom.

Furthermore, Shella's teaching practices seems developing a lot, and so she tends to frequently reflect on her own teaching. It is seen when both teachers are teaching in the classroom. Shella mostly has her lesson plans ended up being modified, either by assigning tasks as homework or by delaying the test due to the limited time for the lesson. It seems that Shella is still struggling with time management that she sometimes extends the lesson although the time is up. On the contrary, Rika's teaching practices tend to be more stable and that she is more concerned about the time and unexpected events that may occur. She often checks

the time and does not see it as a problem to skip few parts of the activities as she evaluates the activities. In the other classroom, Rika also provides the students with more exercises when she realizes that the students are not ready for the next activity. She calmly confirms to me that the students need more exercises to understand the lesson rather than pursuing similarity of progress among all her classes.

In response to the second aim of the study, that is to explore the way the teachers' beliefs about reflective teaching are reflected in the teaching practices, classroom observations and informal interviews were carried out. Based on the findings and discussion of the study, both Shella's and Rika's practices are mostly reflections of their beliefs. They sometimes encounter unexpected events that they modify their lesson plans. Shella adds an activity in between her lesson plans to engage the students more into learning the topic of the lesson. Rika, on the other hand, reflects on her students' progress most of the time as there are differing levels of progress among the different classrooms.

Both Shella and Rika reflect on their teaching practices by doing self-reflection and discussing with each other and other teachers about their teaching practices. A few times, I saw both Shella and Rika discussing about their lesson plans, students' characteristics, and also about assessing students' mid-term test. In being reflective teachers, Shella and Rika prefer to discuss about their barriers in teaching. Beside Shella's personality that enjoys sharing or discussing with others, she realizes that she is a novice teacher who does not have much experience in teaching compared to other teachers. She assumes that other teachers may have also encountered the challenges she encounters that she can learn from their experiences and also get their advices or suggestions to teach. Likewise, Rika affirms that other teachers may have good suggestions to help her overcome the challenges. Although Rika is an experienced teacher with eighteen years of teaching experience, she is still open-minded that she considers her teaching practice still needs to be developed and always needs to be developed. Regarding the time when they discuss, it depends on the unexpected events that take place in the teaching practices. Both Shella and Rika admit that discussion takes place situationally, meanwhile self-reflection occurs naturally and that they often review their teaching practices.

5.2 Implication of the Study

Based on the findings, discussion, and conclusions of the study, some implications can be drawn. This study highlights the beliefs about reflective teaching and its practices of one novice teacher and one experienced teacher. This study is thus expected to give contribution to enrich the literature on teachers' beliefs about reflective teaching in Indonesia to provide better understanding of the ways teachers think and make decisions in teaching practices. The results of the study are also expected to raise teachers' awareness so that they consider reflective teaching as an important way to develop their teaching practices. Furthermore, the study also attempts to raise teachers' awareness of the importance of having beliefs about reflective teaching as a way to enhance their professional development as teachers in order to meet the requirements of being highly qualified teachers, which is in line with the requirements outlined by the government in Indonesia (see Permendiknas No. 16 Tahun 2007). Besides, practical strategies to do reflective teaching or how to overcome challenges may be outlined in the study which can provide teachers with beneficial information of how to develop their teaching practices, presumably as well as to encounter the teachers' barriers in teaching. For instance, Shella's decision to be strict about the schedule for students' speaking test by announcing the decreasing scores if they postpone the test, or Rika's consideration to differentiate the progress among her classes to prioritize their understanding of the lesson.

5.3 Recommendations

In line with the topic discussed in the study, some recommendations are outlined in this section. As discussed in the conclusions section, teachers sometimes encounter challenges in their teaching practices; thus, teachers need to be willing, open-minded, and responsible to develop their teaching practices as an attempt to meet the highly qualified teachers required by the government. I hope the study

Diana Oktavia, 2019

REFLECTIVE TEACHING IN THE ENGLISH CLASSROOMS: TEACHERS' BELIEFS AND PRACTICES
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

enlighten both novice teachers and experienced teachers to be open-minded to each others' suggestions to improve their practices and professionalism. Discussing ways of overcoming challenges encountered in one's class can also be an effective problem-solving strategy, as other teachers may also have once encountered similar challenges in their classrooms and can therefore share their views as to how to solve the issues. It is also recommended for teachers to continuously reflect on their teaching practices to pursue teacher professional development and also be parts of teachers who fulfill the requirements demanded by the government to carry out reflective teaching.

As also discussed in the discussion section, teachers in the private school rarely do peer-teaching and groupwork, it may also occur in other private schools. Therefore, it is recommended for schools and/or English teachers association (MGMP) to hold some kind of activities of reflective practice, such as teaching journal and observation, so that the teachers can be more aware of their teaching practices, ways to reflect on their own teaching practices, and help the teachers enlighten to collaboratively reflect in the teaching practices. Moreover, for schools, English teachers association (MGMP), and/or government, it is recommended to provide direct guidance and/or trainings for teachers, primarily in private schools in which the students tend to be more varied in backgrounds and behaviors, to motivate and enlighten the teachers' teaching practices.

As the participants of the present study are one novice teacher and one experienced teacher whose genders are female, it is recommended for further studies to explore and identify similar cases by highlighting the different gender of the teachers or by comparing the beliefs and practices of teachers with different genders. For future researchers who have interest in conducting studies related to reflective practice and teacher beliefs, it is also recommended to involve more teachers as participants to explore more of the teachers' beliefs as a reflective teacher and the teachers' reflective practices in other schools, or private schools, in Indonesia. Additionally, as the study takes place in a few weeks within a semester, it is also recommended for future studies to be conducted in a longer period of time at schools.

Diana Oktavia, 2019

REFLECTIVE TEACHING IN THE ENGLISH CLASSROOMS: TEACHERS' BELIEFS AND PRACTICES
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

