

## REFERENCES

- Abdullah, A. (2007). Kurikulum pendidikan di Indonesia sepanjang sejarah (Suatu tinjauan kritis filosofis) [Education curriculum in Indonesia throughout history (A critical review of philosophical)]. *Jurnal Pendidikan dan Kebudayaan*, 66, 340-361.
- Abdullah, S., & Majid, F. A. (2013). Reflection on language teaching practice in polytechnic: Identifying sources of teachers' beliefs. *Procedia - Social and Behavioral Sciences*, 90, 813-822.
- Abelson, R. P. (1979). Differences between belief systems and knowledge systems. *Cognitive Science*, 3, 355-366.
- Abong, R. (2015). Konstelasi kurikulum pendidikan di Indonesia [Constellation of the education curriculum in Indonesia]. *At-Turats*, 9(2), 37-47.
- Afrianto. (2017). Pre-service teachers' integration into teachers' community during teaching practicum. *International Journal of Educational Best Practices*, 1(1), 3-18.
- Akbari, R., Behzadpoor, F., & Davdand, B. (2010). Development of English language teaching reflection inventory. *System*, 38, 211-227. doi: 10.1016/j.system.2010.03/003
- Alexander, O. (2012). Exploring teacher beliefs in teaching EAP at low proficiency levels. *Journal of English for Academic Purposes*, 11, 99-111. doi: 10.1016/j.jeap.2011.12.001
- Aliakbari, M., & Heidarzadi, M. (2015). The relationship between EFL teachers' beliefs and actual practices of classroom management. *Cogent Education*, 2, 1-13. doi: 10.1080/2331186X.2015.1039255
- Alsaleh, A., Alabdulhadi, M., & Alrwaished, N. (2017). Impact of peer coaching strategy on pre-service teachers' professional development growth in Kuwait. *International Journal of Educational Research*, 86, 36-49. doi: 10.1016/j.ijer.2017.07.011
- Arvanitis, E. (2018). Preservice teacher education: Towards a transformative and reflexive learning. *Global Studies of Childhood*, 8(2), 114-130. doi: 10.1177/2043610617734980

Diana Oktavia, 2019

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

- Astika, G. (2014). Reflective teaching as alternative assessment in teacher education: A case study of pre-service teachers. *TEFLIN Journal*, 25(1), 16-32.
- Bailey, K. M. (2012). Reflective pedagogy. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 23-29). New York, NY: Cambridge University Press.
- Basturkmen, H. (2012). Review of research into the correspondence between language teachers' stated beliefs and practices. *System*, 40, 282-295. doi: 10.1016/j.system.2012.05.001
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching: Theory and Practice*, 21(6), 624-640. doi: 10.1080/13540602.2015.1044325f
- Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: A model. In D. Boud, R. Keogh, & D. Walker (Eds.), *Reflection: Turning experience into learning* (pp. 18-40). New York, NY: Nichols.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109. doi: 10.1017/S0261444803001903
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.
- Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied Linguistics*, 22(4), 470-501.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Addison Wesley Longman.
- Buehl, M. M., & Beck, J. S. (2015). The relationship between teachers' beliefs and teachers' practices. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 66-84). New York, NY: Routledge.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge, UK: Cambridge University Press.
- Burton, J. (2009). Reflective practice. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 298-307). New York, NY: Cambridge University Press.
- Butani, L., Bannister, S. L., Rubin, A., & Forbes, K. L. (2017). How educators conceptualize and teach reflective practice: A survey of North American
- Diana Oktavia, 2019  
**REFLECTIVE TEACHING IN THE ENGLISH CLASSROOMS: TEACHERS' BELIEFS AND PRACTICES**  
 Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- pediatric medical educators. *Academic Pediatrics*, 17(3), 303-309. doi: 10.1016/j.acap.2016.12.008
- Chan, W. L. (2016). The discrepancy between teachers' beliefs and practices: A study of kindergarten teachers in Hong Kong. *Teacher Development*, 20(3), 417-433. doi: 10.1080/13664530.2016.1161658
- Clark, C. M., & Peterson. P. L. (1984). Teachers' thought processes. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3<sup>rd</sup> ed., pp. 255-296). New York: The Macmillan.
- Clark, C. M., & Yinger, R. J. (1977). Research on teacher thinking. *Curriculum Inquiry*, 7(4), 279-304. doi: 10.1080/03626784.1977.11076224
- Cognition. (n.d.). In *English Oxford living dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/cognition>
- Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Needham Heights, MA: Allyn & Bacon.
- Creswell, J. W. (2014). *Research design*. London, UK: SAGE Publications.
- Debreli, E. (2012). Change in beliefs of pre-service teachers about teaching and learning English as a foreign language throughout an undergraduate pre-service teacher training program. *Procedia - Social and Behavioral Sciences*, 46, 367-373.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Massachusetts, Boston: D.C. Heath and Company.
- Eisenhart, M. A., Shrum, J. L., Harding, J. R., & Cuthbert, A. M. (1988). Teacher beliefs: Definitions, findings, and directions. *Educational Policy*, 2(1), 51-70. doi: 10.1177/0895904888002001004
- Egan, O. (1986). The concept of belief in cognitive theory. In L. P. Mos (Ed.), *Annals of theoretical psychology* (Vol. 4, pp. 315-350). New York, NY: Plenum Press.
- Farrell, T. S. C. (2013). *Reflective practice in ESL teacher development groups: From practices to principles*. New York, NY: Palgrave Macmillan.
- Farrell, T. S. C. (2016). Does writing promote reflective practice? In W. A. Renandya & H. P. Widodo (Eds.), *English language teaching today: Linking theory and practice* (pp.83-94). Switzerland: Springer.

- Farrell, T. S. C., & Bennis, K. (2013). Reflecting on ESL teacher beliefs and classroom practices: A case study. *RELC Journal*, 44(2), 163-176. doi: 10.1177/0033688213488463
- Farrell, T. S. C., & Ives, J. (2014). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research*, 1-17. doi: 10.1177/1362168814541722
- Farrell, T. S. C., & Jacobs, G. M. (2010). *Essentials for successful English language teaching*. London: Continuum.
- Ferraro, J. M. (2000). *Reflective practice and professional development*. Retrieved from ERIC database. (ED449120)
- Ford, M. I. (1994). Teachers' beliefs about mathematical problem solving in the elementary school. *School Science and Mathematics*, 94(6), 314-322.
- Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide* (2nd ed.). USA: The University of Michigan Press.
- Ghaye, T. (2011). *Teaching and learning through reflective practice: A practical guide for positive action* (2nd ed.). London: Routledge.
- Giddens, A. (1984). *The constitution of society: Outline of the theory structuration*. Cambridge: Polity Press.
- Griffiths, M., & Tann, S. (1992). Using reflective practice to link personal and public theories. *Journal of Education for Teaching*, 18(1), 69-84.
- Gutmann, A. (1999). *Democratic education: With a new preface and epilogue*. New Jersey: Princeton University Press.
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49. doi: 10.1016/0742-051X(94)00012-U
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18(4), 333-340.
- Indriyanto, B. (2012). Pengembangan kurikulum sebagai intervensi kebijakan peningkatan mutu pendidikan [Curriculum development as policy interventions to improve the quality of education]. *Jurnal Pendidikan dan Kebudayaan*, 18(4), 440-453.

- Insuasty, E. A., & Castillo, L. C. Z. (2010). Exploring reflective teaching through informed journal keeping and blog group discussion in the teaching practicum. *Profile*, 12, 87-105.
- Jalal, F., Samani, M., Chang, M. C., Stevenson, R., Ragatz, A. B., & Negara, S. D. (2009). *Teacher certification in Indonesia: A strategy for teacher quality improvement*. Jakarta: Departemen Pendidikan Nasional.
- Johnson, K. E. (1996). The vision versus the reality: The tensions of the TESOL practicum. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 30-49). Cambridge: Cambridge University Press.
- Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks Principle. *Review of Educational Research*, 60(3), 419-469.
- Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.
- Kemendikbud. (2012). *Bahan uji publik kurikulum 2013 [Public test material of 2013 curriculum]*. Jakarta: Author. Retrieved from <http://www.slideshare.net/r0h4d1/bahan-uji-publik-kurikulum-2013-21020250>.
- Kemendikbud. (2013). *Pembelajaran berbasis kompetensi mata pelajaran Bahasa Inggris dengan pendekatan saintifik [Competency-based learning in English subject with a scientific approach]*. Jakarta: Author.
- Kumaradivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven and London: Yale University Press.
- Kuswandono, P. (2014). Voices of pre-service English teachers: Reflecting motivations during practicum learning. *TEFLIN Journal*, 25(2), 185-202.
- Kuswandono, P., Gandana, I., & Rohani, S. (2015). Towards deimperialization of instructional strategies: Cases of task-based learning and reflective practice implementation in the Indonesian context. In H. Zhang, P. W. K. Chan, & J. Kenway (Eds.), *Asia as method in education studies: A defiant research imagination* (pp. 97-110). London: Routledge.
- Lengkanawati, N. S. (2005). EFL teachers' competence in the context of English Curriculum 2004: Implications for EFL teacher education. *TEFLIN Journal*, XVI, 79-92.
- Lopes, J., & Santos, M. (2013). Teachers' beliefs, teachers' goals and teachers' classroom management: A study with primary teachers. *Revista de Psicodidáctica*, 18(1), 5-24.

- Lortie, D. C. (1975). *Schoolteacher; A sociological study*. Chicago: University of Chicago Press.
- Mak, S. H. (2011). Tensions between conflicting beliefs of an EFL teacher in teaching practice. *RELC Journal*, 42(1), 53-67. doi: 10.1177/0033688210390266
- Malthouse, R., Roffey-Barentsen, J., & Watts, M. (2014). Reflectivity, reflexivity and situated reflective practice. *Professional Development in Education*, 40, 597–609. doi: 10.1080/19415257.2014.907195
- Mansour, N. (2013). Consistencies and inconsistencies between science teachers' beliefs and practices. *International Journal of Science Education*, 35(7), 1230-1275. doi: 10.1080/09500693.2012.743196
- Martina, F. (2013). *Reflective teaching to improve novice teacher's performance: Classroom action research in a private Islamic vocational boarding school in Cianjur* (Master thesis, Universitas Pendidikan Indonesia, Indonesia). Retrieved from <http://repository.upi.edu>
- Menter, I., Elliot, D., Hall, J., Hall, S., Hulme, M., Lewin, J., & Lowden, K. (2011). *A guide to practitioner research in education*. London: SAGE.
- Menteri Pendidikan Nasional. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 16 tahun 2007 tentang standar kualifikasi akademik dan kompetensi guru [Regulation of the Minister of National Education of the Republic of Indonesia number 16 of 2007 concerning standards for academic qualifications and teacher competence]*. Retrieved from <http://vervalsp.data.kemdikbud.go.id/prosespembelajaran/file/Permendiknas%20No%2016%20Tahun%202007.pdf>
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.
- Moodie, I. (2016). The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices. *System*, 60, 29-41. doi: 10.1016/j.system.2016.05.011
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19(4), 317-328. doi: 10.1080/0022027870190403
- Nguyen, H. T. M., & Ngo, N. T. H. (2018). Learning to reflect through peer mentoring in a TESOL practicum. *ELT Journal*, 72(2), 187-198. doi:10.1093/elt/ccx053
- Diana Oktavia, 2019  
**REFLECTIVE TEACHING IN THE ENGLISH CLASSROOMS: TEACHERS' BELIEFS AND PRACTICES**  
 Universitas Pendidikan Indonesia | [repository.upi.edu](http://repository.upi.edu) | [perpustakaan.upi.edu](http://perpustakaan.upi.edu)

- Nurfaidah, S., Lengkanawati, N. S., & Sukyadi, D. (2017). Level of reflection in EFL pre-service teachers' teaching journal. *Indonesian Journal of Applied Linguistics*, 7(1), 80-92.
- Osisoma, I. U., & Moscovici, H. (2008). Profiling the beliefs of the forgotten teachers: An analysis of intern teachers' frameworks for urban science teaching. *Journal of Science Teacher Education*, 19(3), 285–311.
- Ornstein, A. C., Levine, D. U., Gutek, G. L., & Vocke, D. E. (2011). *Foundations of education* (11<sup>th</sup> ed.). Wadsworth, Canada: Cengage Learning.
- Othman, J., & Kiely, R. (2016). Preservice teachers' beliefs and practices in teaching English to young learners. *Indonesian Journal of Applied Linguistics*, 6(1), 50-59. doi: 10.17509/ijal.v6i1.2661
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332. doi: 10.3102/00346543062003307
- Renandya, W. A., & Widodo, H. P. (2016). English language teaching today: An introduction. In W. A. Renandya & H. P. Widodo (Eds.), *English language teaching today: Linking theory and practice* (pp. 3-11). Switzerland: Springer.
- Richards, J. C. (1991). Towards reflective teaching. *The Teacher Trainer*, 5(3), 4-8. Retrieved from <http://www.tttjournal.co.uk>
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. New York, NY: Cambridge University Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan.
- Richardson, V. (2003). Preservice teachers' beliefs. In J. Raths & A. C. McAninch (Eds.), *Advances in teacher education* (Vol. 6, pp. 1-22). Greenwich, CT: Information Age Publishing.
- Rushton, I., & Suter, M. (2012). *Reflective practice for teaching in lifelong learning*. New York, NY: McGraw Hill.
- Saylag, R. (2012). Self reflection on the teaching practice of English as a second language: Becoming the critically reflective teacher. *Procedia - Social and Behavioral Sciences* 46, 3847 – 3851. doi: 10.1016/j.sbspro.2012.06.158

- Schon, D. (1983). *The reflective practitioner: How professionals think in action*. London: Temple Smith.
- Seidlhofer, B. (2005). Key concepts in ELT: English as a lingua franca. *ELT Journal*, 59(4), 339-341. doi: 10.1093/elt/cci064
- Silvia, R. (2014). *Teachers' understanding and practice of reflective teaching: A case study of four English teachers of high schools in Bandung* (Unpublished master thesis). Universitas Pendidikan Indonesia, Indonesia.
- Soisangwarn, A., & Wongwanich, S. (2014). Promoting the reflective teacher through peer coaching to improve teaching skills. *Procedia - Social and Behavioral Sciences*, 116, 2504-2511. doi: 10.1016/j.sbspro.2014.01.601
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York: The Guilford Press.
- Suherdi, D. (2017). *English teacher education for the 21<sup>st</sup> century Indonesia: Synergizing character and academic achievement*. Bandung: UPI Press.
- Susanti. (2015). *Teachers' pedagogical beliefs, knowledge, and classroom teaching practices: A case study of teaching English as a foreign language at university level* (Unpublished master thesis). Universitas Pendidikan Indonesia, Indonesia.
- Susoy, Z. (2015). Watch your teaching: A reflection strategy for EFL pre-service teachers through video recordings. *Social and Behavioral Sciences*, 199, 163-171.
- Syahrudin, Ernawati, A., Ede, M. N., Rahman, M. A. B. A., Sihes, A. J. B., & Daud, K. (2013). Teachers' pedagogical competence in school-based management: A case study in a public secondary school at Pare-Pare, Indonesia. *Journal of Education and Learning (EduLearn)*, 7(4), 213-218.
- Tanang, H., Djajadi, M., Abu, B., & Mokhtar, M. (2014). Challenges of teaching professionalism development: A case study in Makassar, Indonesia. *Journal of Education and Learning*, 8(2), pp. 132-143.
- Tilson, J., Sandretto, S., & Pratt, K. (2017). Connecting theory to practice: Using preservice teachers' beliefs, theories and video-recorded teaching to prompt a cycle of praxis. *Teaching and Teacher Education*, 67, 454-463.
- Widiati, U., Suryati, N., & Hayati, N. (2018). Unraveling the challenges of Indonesian novice teachers of English. *Indonesian Journal of Applied Linguistics*, 7(3), 621-629. doi: 10.17509/ijal.v7i3.9824



- Wijirahayu, S. (2015). *Teachers' beliefs about EFL learning strategies and classroom practices* (Unpublished doctoral thesis). Universitas Pendidikan Indonesia, Indonesia.
- Yin, R. K. (2003). *Case study research: Design and methods* (3<sup>rd</sup> ed.). California: Sage Publications.
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1), 1-16. doi: 10.17509/ijal.v3i1.186
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. New Jersey: Lawrence Erlbaum Associates Inc.
- Zheng, H. (2015). *Teacher beliefs as a complex system: English language teachers in China*. Cham: Springer.
- Zulfikar, T., & Mujiburrahman. (2017). Understanding own teaching: Becoming reflective teachers through reflective journals. *Reflective Practice*, 19(1), 1-13. doi: 10.1080/14623943.2017.1295933