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paper text:

Students' Reflection in Micro-teaching Class Henny Putri Saking Wijaya hennypsw@petra.ac.id Petra Christian University, Surabaya, Indonesia ABSTRACT Becoming a teacher is not as easy as what people think. It needs continual improvement so that teachers can teach better and develop themselves professionally. One way of improving themselves is by having a reflective teaching. Reflective teaching is important because in the reflection teachers can examine their beliefs and practices. Moreover, reflective teaching is evidence based so that teachers can reflect on the evidence to make informed decisions about their teaching. In Petra Christian University (PCU) students joining English Education Program must take Micro-teaching class where they practice teaching their peers. In this class the students are asked to make reflections related to their teaching practice. Everytime they finish their teaching practice, they must write a reflection. This paper will discuss the students' perceptions related to the reflections that they write and the relation between reflections and students' improvement in their teaching practice. Keywords: teacher education, reflection, micro-teaching INTRODUCTION People often think that becoming a teacher is easy. They think that what teachers do is only teaching based on the textbooks. In fact, it needs continual improvement so that teachers can teach better and develop themselves professionally. One way of improving themselves is by having a reflective teaching. Reflective teaching

is important because it helps

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teacher trainees “make more informed decisions about their teaching – decisions that are based on concrete evidence systematically collected over a period of time” (Farrell, 2013, p.5). Moreover, reflective teaching is evidence based so that teachers can reflect on the evidence to make informed decisions about their teaching (ibid.). In Petra Christian University (PCU) students joining English Education Program must take Micro-teaching class where they practice teaching their peers. This subject is compulsory since 2016. In this class the students are asked to make reflections related to their teaching practice. Everytime they finish their teaching practice, they must write a reflection. The following are the principles of reflective teaching (Farrell, 2013): 1. Reflective practice is evidence based. There are three questions that need to be answered in the evidence-based reflective practice, namely “what do I do?”, “why do I do it?”, and “what is the result?”. Teachers can gather evidence to help them reflect. 2. Reflective practice involves dialogue. When writing reflection, teachers can have dialogue with their peers in teaching group, their seniors and other ‘critical friends’. This dialogue can help teachers to get feedback to improve their teaching skills. 3. Reflective practice links beliefs and practices. Every teacher has his/her own belief when teaching. By reflecting what

teachers do in classroom, they can keep on questioning their own belief. They can also reflect whether they do or practice what they believe as teachers.

4. Reflective practice is a way of life. When having reflective

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practice as a way of life, teachers keep on reflecting what they do in the classroom in order to improve their teaching skills. Scales (2013) simplified the concepts of “reflection in action” and “reflection on action” originally developed by Schon (1983 in Scales, 2013, p.22). “Reflection in action” means “reflecting while you’re doing it” while “reflection on action” means “reflecting after you’ve done it” (Scales, 2013, p.22). The following figure shows the concepts of “reflection in action” and “reflection on action”. Figure 1. The concepts of “reflection in action” and “reflection on action”

THE PARTICIPANTS The participants were eight students of English Department who are in their sixth semester. They took Micro-Teaching course for the first time. In this course, they were doing peer teaching for five times. Every time they finished their teaching practice, they wrote reflections. Peer teaching that they did in this course was not the first time. They had done peer teaching in other previous courses.

FINDINGS From the reflections, there are several findings. First, students could learn how to support their reflections with the evidence from the classroom. It can be seen from the following figures. Figure 2 Figure 3 Second, students could evaluate their decision during class. The following figures show how they evaluated their classroom decisions. Figure 4 Figure 5 Third, students could realize their mistakes and prepare better in the next practice. Figure 6 The last is students could recognize their problems in preparing the practice. Figure 7 Figure 8 The figures show that students can implement the principles of reflective practice by Farrell (2013). The reflections also reveal the relation between reflections and students’ improvement in their teaching practice. Some students did consider what they wrote in their reflections when making the next lesson plan so that they could improve. However, there were few students not using their reflections as the media for improvement; thus, they made the same mistakes on the next practice.

CONCLUSION In summary, students could learn from their reflection even though it is difficult for them to reflect deeply related to their practice and use the reflections to improve their practice. It seems that not many students incorporated their reflections when planning their next teaching.

REFERENCES Farrell, T.S.C. (2013). Reflective teaching. Maryland: TESOL International Association. Scales, P. (2013). Teaching in the lifelong learning sector. New York: McGraw-Hill Education