

# Students' Reflection in Micro-teaching Class

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## 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 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 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".

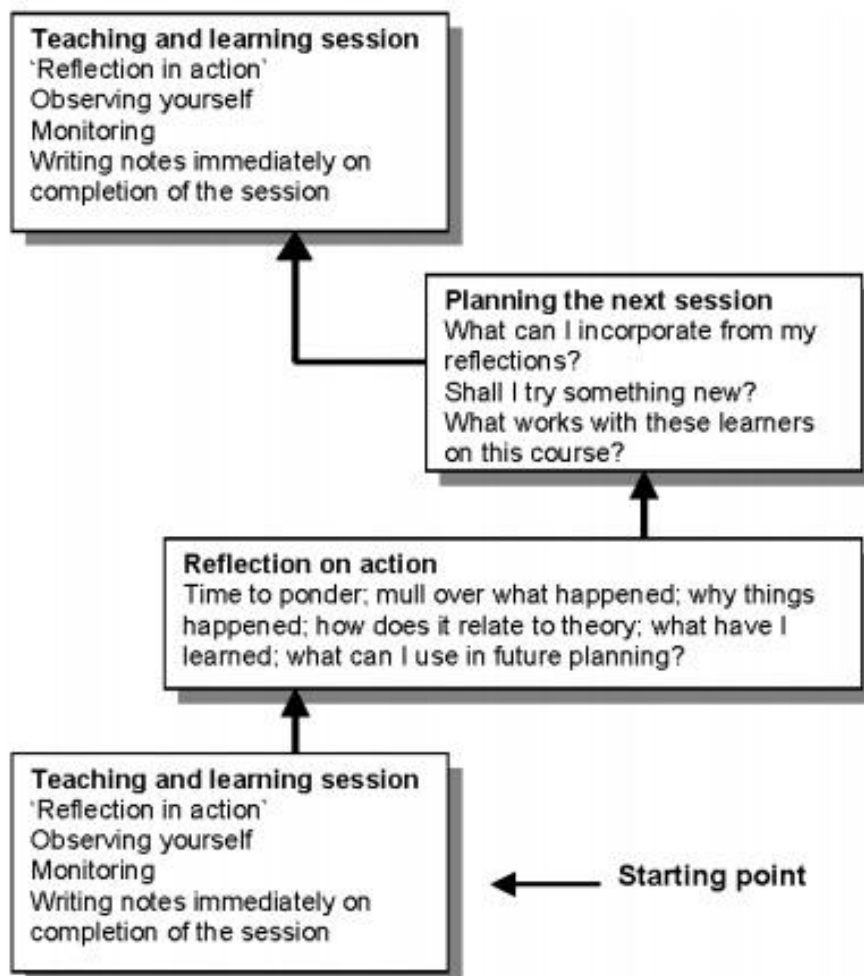


Figure 1. The concepts of "reflection in action" and "reflection on action"

## 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.

Students' responses were pretty positive. They could actually perform the activities pretty well as well as answer the questions that I gave. However, there were some responses that I did not anticipate. The first one is they were confused as to how to answer some questions due to their knowledge about population not sufficing. The second one is that they had very little time to do the last quiz; thus, feeling a bit unsatisfied. Regardless, most of them reacted very positively towards the lesson.

Figure 2

much relaxed when I prepare my teaching practice. However, it all went wrong. I finished my class earlier than the plan and there were many comments regarding my quiz and my teaching, mostly because grammatical mistake in my quiz and why I did not do a review after my quiz

Figure 3

Second, students could evaluate their decision during class. The following figures show how they evaluated their classroom decisions.

slides. The second mistakes is, I prepare a video that has people voice but it I decided to not use the voice. I think I made mistake because many of the students say it is better to have the sound when playing the video. The third mistake that I made is, the chapter is emphasizing on

Figure 4

things that happened in the class that made the teaching ran not as what I have expected. One of the examples is when the students are being not serious (i.e. Yulianto, Febe, and Carmel are joking to each other at the dialogue practice). I think that it is because I just let them be unserious in the class. I did not really anticipate the problem because I did nothing in responding the jokes that the three students made. The problems that I experienced during the teaching were still the

Figure 5

Third, students could realize their mistakes and prepare better in the next practice.

realized my lack of explanation. Also, I realized that even I did not give clear instruction about quiz. When I planned to lesson, I wanted to practice Korean alphabet together and give a quiz. After that, I wanted to explain why the answer was like that. However, I forget to explain the answer and finished the lesson. From feedback, I notice that I missed a lot of

Figure 6

The last is students could recognize their problems in preparing the practice.

continually. When I prepared the lesson, I had difficulty to make activities about topic. I wanted to assess students through activities; however it was not easy to make activities using will. Eventually, I made an activity about asking their future plan. I expected to check if they

Figure 7

The difficulty that I have during preparation was dividing the time. I thought 20 minutes were so long. I had difficulty to find out the activities which were suitable with topics. I forgot to put any pictures on my slides.

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



# Conference Timetable



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Friday, 13 July 2018, 11.00 – 12.00, 3 <sup>rd</sup> Parallel Sessions: Lectures		
L70	<i>Melania Wiannastiti</i> Narrative Discourse Analysis on Students Joining an English Professional Course at BINUS Online Learning	Jade Hall 2 (2 <sup>nd</sup> floor)
L71	<i>Syarifuddin Achmad</i> Preparing Prospective and Sustainable EFL Professional Teachers Development Based on 'Lesson Study' and 'Clinical Supervision'	
L72	<i>Reza Fauzan Rahman</i> Engagement System in the Introduction Sections of International Journal Articles	
Friday, 13 July 2018, 11.00 – 12.00, 3 <sup>rd</sup> Parallel Sessions: Lectures		
L73	<i>Sri Wuli Fitriati</i> Function and Use of Lexical Bundles in Research-Based Articles	Jade Hall 3 (3 <sup>rd</sup> floor)
L74	<i>Nury Supriyanti</i> Challenges in Training Teachers for Their Professional Pursuit	
L75	<i>Henny Putri Saking Wijaya</i> Students' Reflection in Micro-Teaching Class	
Friday, 13 July 2018, 11.00 – 12.00, 3 <sup>rd</sup> Parallel Sessions: Roundtables		
R85	<i>Muliaty Ibrahim</i> Constraints Encountered by the EFL Teachers in Teaching Speaking at STKIP Mega Rezky Makassar	Sandeq C (1 <sup>st</sup> floor)
R86	<i>Delita Sartika, Hidayati</i> Teaching Translation from Entrepreneurial Perspective: Some Theoretical Considerations	
R87	<i>Yuna Puteri Kadarisman</i> Implementing the 21st-Century Learning Framework through a Project-Based Learning Approach	
R88	<i>Luli Sari Yustina, Mukhaiyar, M. Zaim, Azwar Ananda</i> Instructional Material Using Concept Mapping Model in Teaching Speaking III at University	Table 1
R89	<i>Hellien J. Loppies</i> Developing Pre-Service English Teachers' Metacognitive Reading Strategies through Seminar Reading Group: Lesson From TEFL Course in English Department Pattimura University	
R90	<i>Ramli, Ida Nuraida</i> Lexical Distortion: A Study on Indonesian-English Translation	
		Table 2

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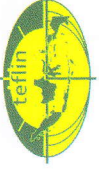
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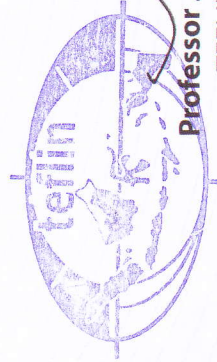
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at the 65<sup>th</sup> TEFLIN International Conference 2018 hosted by Universitas Negeri Makassar  
in Makassar, South Sulawesi, Indonesia on 12-14 July 2018.

**Presentation title:**

STUDENTS' REFLECTION IN MICRO-TEACHING CLASS



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TEFLIN President

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Conference Chair



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### paper text:

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1

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



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**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.

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