The Implementation of Reflective Teaching through Students' Feedback in Teaching English at MTsS YMPI Rappang

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Abstract

This study aimed to find out the implementation of reflective teaching through student's feedback in teaching English at MTsS YMPI Rappang and find out the obstacles that teachers at MTsS YMPI Rappang face in doing reflective teaching through students' feedback. This research includes qualitative research with descriptive qualitative. The subject of the research is an English teacher of MTsS YMPI Rappang that implements reflective teaching through student's feedback. This study uses purposive sampling. The data was collected through interview and observation. The data was collected by means of reduction, data display and draw a conclusion. Based on the finding of research, the researchers found that the teacher implemented reflective teaching through students' feedback in 4 steps, namely data collection, data analysis, reflection, and plan for action. The obstacle that the teacher at MTsS YMPI Rappang faced in doing reflective teaching through students' feedback is time because   he has to provide time to teaching in the school, teaching in his English course, and providing time as teacher guidance and counseling.

Keywords: *Reflective Teaching, Students' Feedback, Teacher Obstacles.*

1. Introduction

Learning and teaching is the purpose why students and teachers are in the classroom, the function of teachers is to coordinate the sharing of knowledge experience, which is usually organized within a discipline, and more generally, it is another person's stimulation of a person's mental and intellectual growth. Teachers are the most influential assets in the system of education. They play an initial role in the dissemination of knowledge, skills, and values (Mathew et al., 2017).

Based on Seldin (1997) Regardless of how perfect a teacher performs in class, there is

always room for improvement. No matter how effective the teaching method and practice are, it can be enhanced. Improving the quality of teachers' classroom practice is the number one way to improve education. In another research Seldin (1995) stated that some teachers failed to identify the need for improvement in their teaching practice. Teachers think their teaching method is perfect, this assumption makes them lose interest in strengthening their performance. This statement is in line with the experience of the researchers when conducting teaching professional placement, the researchers found that the researchers and the English teacher's expectations were not in line with the student's understanding. It shows that

teachers need to constantly provide time to think about their past teaching process. Therefore, the teacher must spend time concentrating or discussing what happened. The researchers think that the answer to this problem is reflective teaching, this opinion is in line with Mesa (2018), she stated that Reflective teaching is another method to improve teaching consciousness. She also stated that the teachers who investigate their teaching skills through reflective teaching can improve their professional practice and there will be an improvement on their students' learning education as well. Reflective is an initial tool in practice-based professional learning environments where someone can learn from their personal experience (Mathew et al., 2017).

Reflective teaching is a process when the teacher analyzes what was taught in the classroom, thinks about is there anything that can be done to improve or change to the better teaching outcomes. Reflective teaching is not only about reviewing past behavior in the class, but also purposely looking at emotions, experiences, behaviors, and reactions, and using the result to their base knowledge and improve their level of understanding (Mathew et al., 2017).

There are 7 reflective teaching strategies, but the researchers focus this study on students' feedback, Seldin (1997) stated that despite the clear value of using many sources of information, in many cases students' feedback is the most important source of information on teaching effectiveness. Students' feedback gives teacher enthusiasm to make effort to change the deficiency into strength to improve teachers' teaching practice (Iqbal et al., 2016).

Three of the previous studies which are; Mathew et al., (2017), Iqbal et al., (2016), and Mesa (2018) shows that; (1) Students'

feedback is an important tool for the teacher to reflect (2) there is a significant improvement when teacher reflects. (3) Teachers can recognize and correct their mistakes through students' feedback.

Despite so much research or source about reflective teaching and students' feedback, but there is no specific research about how teachers implement reflection through student feedback, and all the research mentions are conducted in college and university, there is no specific research on junior high school.

2. Literature Review

2. 1. Definition of Reflective Teaching

Reflective teaching is the process where teachers reflect on their actions while he was teaching in the classroom, to analyze and collect descriptive data that will be used to show the needs for improvement (Nodoushan, 2010). Reflective practice is for the teacher who tends to think about their actions in the classroom, and is willing to make them into action (Zalipour, 2015). According to Iqbal et. al, (2016) reflective teaching gives critical attention towards professional value to figure out the theories working behind their day-to-day actions.

2. 2. Characteristic of Reflective Teaching

Pollard (2005) stated that reflective practice has seven major characteristics of reflective teaching practice:
a. Reflective teaching implies an active concern with consequences and aims, as well as means and technical efficiency.
b. Reflective teaching process is in a cyclical, that means teachers constantly evaluate, monitor and revise their teaching practice.
c. Reflective teaching requires competence in evidence-based research methods to support

the continued development of higher teaching standards.

d. The characteristic of reflective teacher are wholeheartedness, open-mindedness and responsibility.

e. Reflective teaching is teacher perception, based on evidence- based investigation and insights from other study.

f. Dialogue with peers can enhance professional learning, personal fulfillment, reflective teaching.

g. Reflective teaching helps the teacher to adjust the developed framework for learning and teaching reflective creatively

2. 3. Strategies of Reflective Teaching

According to Mathew et al., (2017), there are seven strategies of doing reflective teaching, namely reflective journal/diary, collaborative learning, recording lesson, teacher educators' feedback, peer observation, students' feedback, and action research.

2. 4. Process of Reflective Teaching

Experts has different process of reflective teaching. There are some of the process of reflective teaching according to experts. The process of reflective teaching according to Liu and Zhang (2014):

a. Identification of the problem
   Questioning and problematizing beliefs upon their teaching, analyzing, examining their teaching routine, their assumption about their teaching approaches, their learners, their teaching context, the value, the philosophies, and motivate them to analyze the value of questionable situations or topics worthy of investigation in the classroom

b. Observation and analysis
   The first step of analysis is the teacher have to collect the data, the second step is for

teachers to reflect critically, including their philosophy, practice, beliefs, attitude, affection, and values. Finally, the teacher has to analyze what causes of the problem and learn from others' experiences.

c. Re-generalization
   Re-generalization means the teacher has to reviews their teaching activities and gives more attention to two aspects, the first is the teaching activities and the second is students.

d. Actual verification
   In this step, teachers have to state their assumption and plan a workout in the previous step into teaching practice and verify their reasonable based on the teaching effect. In this process, teachers can increase their self-development and improve their teaching practice.

The process of reflective teaching according Richards (1995):

a. The event itself
   Teaching is the starting point; it can be a lesson or other instructional event. Teacher teaching practice is the main focus of critical reflection.

b. Recollection of the event
   The next stage of this process is recollection the event, the teacher recollection about what happen in the class. In this stage, the teacher returns to the event and reviews the events.

c. Review and response to the event
   In this stage, the teacher returns to the event and reviews the events. The event will be processed at a deeper level and questions are asked about experience.

The process of reflective teaching according to Nodoushan (2010):

a. Collection of descriptive data

The first step ini this process is collecting descriptive data in what is happening in the classroom.

b. Data Analysis

When descriptive data have been collected, the data have to analyzed to reveal attitudes, assumptions, beliefs, power relation, consequences, and goals hidden in a teaching and learning process.

c. Reflection

In this phase, the teacher can consider how the situation can be different, consider the alternative decisions, and evaluate believes and ideologies behind those decisions.

d. Plan for Action

In this step, the teacher has to create a plan that can facilitate him to incorporate the new insight.

2. 5. Obstacle of Reflective Teaching

According to Tajik & Ranjbar (2018) there are 3 obstacles that teacher might face in doing reflecting teaching:

a. Institutional problem
b. Self-directional problem.
c. Problem with reflective teaching principle.

Tabassi et al., (2020) find 4 other obstacles that teacher might find in doing reflective teaching:

a. which is low payment
b. lack of motivation
c. supervisor neglect
d. load of work

2. 6. Students' Feedback

Students' feedback in this case is one of the reflective teaching strategies to gather information about what goes on in the classroom. Students' asked about what they are thinking about what goes on in the classroom. Iqbal et al., (2016) in their research conclude that students' feedback gives a multitude of gauges to teachers to measure their teaching effectiveness, their study also describes students' feedback as an initial tool of reflection for teachers. Students' feedback can be done with a simple questionnaire.

3. Research Methodology

This research is a descriptive qualitative research. Qualitative research is the process of collecting, analyzing, and interpreting non-numeric data to obtain insight or knowledge of the phenomenon under the study. According to Cresswell (2012), the main purpose of qualitative research is to investigate the social phenomenon in detail so it can provide detailed information. This research was carried out at MTs YMPI Rappang in the academic year 2022/2023. The research participant was an English teacher of MTsS YMPI Rappang. The researchers used purposive sampling to pick the subject of the research because the subject must be the English teacher which implemented reflective teaching through student feedback. The key instrument was the researchers which was supported by other instruments, which were interviews and Observation. The observation was conducted to find out how the teacher implemented reflective teaching through students' feedback. The interview was conducted 2, the first was conducted to find out the teacher who implemented reflective teaching, and the second interview was conducted to know how teacher implemented reflective teaching, this step showed the specific way of how teachers reflect themselves using the data that have been collected through students' feedback. This research used the Miles and Huberman technique analysis to analyze the data.

4. Findings

4. 1. The Implementation of Reflective teaching through Students' Feedback by the teacher

The researchers will discuss several things related to the implementation of reflective teaching through students' feedback, which will describe in:

a. The Implementation of Reflective Teaching through Students' Feedback by the teacher

The teacher who implemented reflective teaching through students' feedback has to fulfill the criteria that the researchers inserted into the questions of the first interview. There is only one teacher who fulfills criteria, here are the criteria:

1) The teacher provide time to do reflective teaching

   The teacher constantly does reflective teaching a 2 to 3 times a month, depending on the situation, he makes sure that he does it a minimum 2 times a month.

   "iya, saya meluangkan waktu untuk reflective teaching"

   "Saya berusaha meluangkan atau mencari-cari waktu untuk memikirkan kembali proses pembelajaran yang telah berlangsung atau reflective teaching minimal 2 kali sebulan tergantung situasi, untuk melakukan hal itu tidaklah mudah karna kesibukan mengajar disekolah dan mengajar ditempat kursus membuat saya harus pintar-pintar memanfaatkan waktu yang ada."

2) The teacher does not believe when students said they understand the material

   The teacher does not believe the student when they said that they understand the material.

   "Saya tidak percaya, bahkan saya tidak bertanya lagi apakah mereka mengerti atau tidak, saya mengetes pemahaman dengan aktivitas, jadi bukan pertanyaan karna ketika kita bertanya mengerti (?), the will spontanly say understand, jadi itu menjadi

kebiasaan buruk yang kita hindari, jadi kita tidak langsung bertanya apakah mengerti, dan jawabannya tentu mereka mengatakan mengerti, jadi saya tidak percaya kalo mereka mengatakan understand."

3) The teacher used the students' feedback as reflective teaching strategies

   The teacher uses students' feedback as reflective teaching strategies.

   "Iya, saya menjadikan umpan balik siswa sebagai bahan refleksi karna menurut saya pemahaman mereka adalah bentuk konkrit dari berhasilnya saya mengajar dalam kelas, pada mereka berfokus kegiatan mengajar dalam kelas, jadi sangat penting untuk melihat umpan balik dari mereka."

4) The teacher does not think that his teaching practice is perfect

   That teacher does not think that their teaching practice is perfect.

   "Tidak, karna ya setiap masa dan setiap kelas mempunyai perbedaan dari latar belakang yang otomatis itu harus butuh inovasi dan butuh waktu untuk mempelajari, jadi untuk kesempurnaan tidak ada".

b. Process of Implementing Reflective Teaching through Students' feedback

Based on the second interview and observation findings, there are some processes of reflective teaching through students' feedback applied by the teacher:

1) Data collection

   The teacher observed through 2 reflective teaching strategies, students' feedback, and recording lessons. In this step, the teacher collected students' feedback in 2 different ways, anonymous notes, and an end-of-semester survey.

   "Anonymous notes sangat efektif sepengalaman saya, karna sebenarnya faktor terbesar mengapa merek tidak menyampaikan aspirasi, pendapat atau

kritik mereka, karna mereka malu, takut ataupun segan untuk berbicara langsung kepada saya apalagi kalo harus berbicara hal tersebut didepan teman-temannya. Cara kedua yaitu survey diakhir semester, survey ini bertujuan untuk menemukan hal-hal yang mungkin masih bisa dilakukan untuk meningkatkan hal-hal yang perlu ditingkatkan untuk agar kelas semester selanjutkan proses belajar mengajar lebih efektif dan kondusif."

2) Data analysis

The teacher analyzed the data that has been collected to find out the students' problem and what is behind the students' problem

".... selanjutnya saya menganalisis data untuk melihat faktor apa yang menyebabkan kendala-kendala yang terjadi di dalam kelas."

3) Reflection

After knowing the reason of the problem, the teacher reflects on himself and evaluates himself.

"Setelah mengetahui penyebab permasalahan dalam kelas, saya akan melakukan refleksi dengan mengingat kembali apa yang terjadi didalam kelas lalu mengevaluasi diri sendiri bahwa mungkin saja permasalahan tersebut tidak terjadi jika saya melakukan hal yang berbeda, misalnya teknik mengajar yang berbeda, ataupun keputusan yang berbeda."

4) Plan for action

In this step, the teacher creates a plan in order to overcome the problem.

"Setelah tahap refleksi saya menyusun rencana yang semoga saja bisa mengatasi permasalahan yang ada. Sebenarnya tahap ini salah satu yang paling penting."

4. 2. The obstacle that teacher faced in doing reflective teaching through students' feedback

The only obstacle that teacher face is time, it is because the teacher has limited time to reflect on their performance. The teacher as much as possible provide time to do reflective teaching in his free time, but due to his busy schedule, he cannot set the exact time to do reflective teaching, but he regularly does it 2 to 3 times a month.

"Dalam melakukan reflektif ini hal yang paling berat adalah menemukan waktu untuk melakukan refleksi, saya juga mempunyai kesibukan lain selain mengajar di sekolah yakni mengajar ditempat kursus saya Bola Sumange' dan juga amanah lain saya disekolah yakni sebagai guru BK."

5. Discussions

5. 1. The implementation of reflective teaching through students' feedback by the teacher

a. The teacher who implemented reflective teaching through students' feedback

Based on the interview that has been conducted with 3 teachers, there is one teacher that fulfilled the criteria inserted by the researchers into the interview questions, the criteria are:

1) The teacher who provides time to do reflective teaching

Despite the busy schedule of the teacher, he always provides a minimum 2 times a month to do reflective teaching. It is because a reflective teacher has to provide a certain time to do reflective teaching, this statement is in line with Richard (1995), who stated that the teacher needs to constantly provide time to think about their past teaching process. Pollard (2005) in his research mention that there are seven major characteristics of a reflective teacher, one of that is reflective teaching implemented in a spiral or cyclical process, in which teachers evaluate, monitor and revise their own

practice continuously. Pacheco (2005) stated that reflective teaching has been designed as a process, which means taking steps at a time, approaching knowledge with an open, wholehearted attitude, and committed responsibility. So, reflective teaching is about continuously providing time to reflects on teachers' teaching performance.

2) The teacher does not believe when students said they understand the material

The teachers who directly believe that the students understand the material is not a characteristic of a reflective teacher, because the reflective teacher must look the emotion and gestures when learning in the class, this statement is in line with (Mathew et al., 2017), he stated that reflective teaching is not only about reviewing past behavior in the class, but also purposely looking at emotions, experiences, behaviors, and reactions, and using the result to their base knowledge and improve their level of understanding.

3) The teacher uses students' feedback as reflective teaching strategies

The subject of the research must be the teacher that uses students' feedback strategies, because students' feedback is the most important reflective teaching strategy, Seldin (1997) stated that despite the clear value of using many sources of information, in many cases students' feedback is the most important source of information on teaching effectiveness.

4) The teacher does not think that his teaching practice is perfect.

The teacher that doesn't think their teaching is perfect is a characteristic of a reflective teacher, Blackburn in his study mention that in almost 300 college teachers that filled the survey, 90% teachers think that their teaching process is above average, so the solution to this problem is reflective

teaching because reflective teachers have to reflect and evaluate themselves to find out is there anything that can be done to improve their teaching practice. Based on Seldin (1997) Regardless of how perfect a teacher performs in class, there is always room for improvement. The teachers who think their teaching practice is perfect or nearly perfect actually need to do reflective teaching.

b. Process of implementing reflective teaching through students' feedback

The implementation of reflective teaching through students' feedback can be seen through interviews and observation. So, we can conclude that the teacher implemented reflective teaching in 4 steps:

1) Collecting data

Based on the result of the research, the first step of reflective teaching is collecting data, collecting data is the teacher collects the data to use it as a material to reflect. The teacher collected data through students' feedback strategies, he collected students' feedback in 2 different ways, anonymous notes, and an end-of-semester survey. Nodoushan (2010) has the same first step as the teacher, namely the collection of descriptive data. In his research, he used the Friesian fish bowl, reflective essay, learning contracts & log. Frierian fish bowl is the same students' feedback strategy that the teacher implemented which is anonymous notes. Frierian fish bowl is students asked to write a note without mentioning their name, then placed in a hat in the middle of the class. Whereas, Anonymous notes is the teacher tells the student that they can write their opinion, feelings, or whatever they want the teacher to know on piece anonymously and put them on the desk in the middle of the class. But Nodoushan does not use the end-

of-semester survey. The first step of Liu and Zhang (2014) is the identification problem, it means raising the consciousness of finding out the problems in their classroom practice. Whereas Richards (1995) first step of reflective teaching is even itself, it means looking for the problem. This research is not in line with the research findings.

2) Data Analysis

Data analysis is the teacher analyzes the data that has been collected to see what is behind the student's problem. Nodoushan (2010) have the same second step of reflective teaching, it is data analysis, according to Nodoushan data analysis is analyze the collected data to reveal attitudes, assumptions, beliefs, power relation, consequences, and goals hidden in a teaching and learning process. Liu and Zhang (2014) have a different second steps, namely observation and analysis, whereas Richards (1995) called it recollection of the event.

3) Reflection

Reflection is the teacher reflects and evaluates themself. Liu & Zhang (2014) stated that English teacher have a wide range to reflects on, there are students, teaching beliefs, teaching practice, and method and process of making decisions. Nodoushan (2010) has the same third step of reflective teaching, it is also called reflection, reflection is evaluated the beliefs and ideologies behind those alternative decisions in a critical light. Richards (1995) and Liu & Zhang (2014) have different steps, namely review and response to the event and re-generalization.

4) Plan for Action

Plan for action is the teacher creating a plan to overcome the problem. Nodoushan (2010) again has the similarity on this step, also called plan for action. According to Richard (2010) plan for action is to create a plan that can facilitate him to incorporate the new

insight. Whereas Liu & Zhang (2014) have a different step called actual verification, and Richards (1995) just have 3 steps of reflective teaching. Come to the end, we can infer that the steps the teacher implemented are the same steps that Noudushan (2010) implemented, Nodoushan reflective teaching steps are collection of descriptive data, data analysis, reflection, and plan for action. However, Liu and Zhang (2014) have different steps, the steps are Identification problem, observation and analysis, re-generalization, and actual verification. The process of implementing reflective teaching according to the teacher is also not in line with Richards (1995), Richards has three steps which are, the event itself, recollection of the event, and review & response to the event. All the researchers don't mention the specific strategies to collect the data, the teacher collects data with 2 strategies, namely anonymous notes and an end-of-semester survey.

5. 2. The obstacle that teacher faced in doing reflective teaching through students' feedback

Based on the finding of the research, the teacher only finds time as an obstacle because he has to provide time to teaching in his own English course and also has to provide time as teacher guidance and counseling. According to Tajik & Ranjbar (2018), there are 3 obstacles that teacher might face in doing reflective teaching through students' feedback, namely institutional problem, self-directional problem, problem with reflective teaching principle. Institutional problem. Tabassi et al., (2020) find 4 obstacles in their research, which are low payment, lack of motivation, supervisor neglect, and load of work. They also mention that low payment is the most frequent factor, the lack of motivation takes the second place,

the third place is supervisor negligence, and the last factor goes for load of work. It does not in line with the result of this research, where the only biggest obstacle that teacher face is time. A load of work and time is the same factor because if there is so much work to do, it also requires a lot of time.

6. Conclusions

Based on the findings and discussion of the previous part, the researchers concluded that:

a. English teacher at MTsS YMPI Rappang implemented reflective teaching through students' feedback in 4 steps, the first is data collection, data collection is the teacher collecting data that will be reflective teaching material, the teacher collecting data through students' feedback strategies by using anonymous notes and End of semester survey. The second step is data analysis, after collecting the data, the teacher will analyze the data to find out the problem and the cause of the problem. The third step is Reflection, after knowing the cause of the problem the teacher evaluates and reflects on himself. The last step is plan for action, in this step, the teacher creates the plan to overcome the problem.

b. The obstacle that teacher face in doing reflective teaching through student feedback is time because he has to provide time to teaching in the school, teaching in his English course, and providing time as teacher guidance and counseling.

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