
Critical Reflections of English Lecturers of STBA LIA

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ABSTRACT

Reflective practice is an important part of teacher/lecturers professionalism. However, not many teachers/lecturers has the sensitivity to make it part of their routine teaching activity as a unity, starting from before coming to the class, while teaching in the class, and after teaching as a retrospective activity. In STBA LIA, the lecturers face a classic problem, i.e. the students' interaction. They are not confident to talk in English. Thus, this research tries to find out their reflective practice and to get in depth understanding of the dimensions reflected. The study applies qualitative method with the instruments of interview, FGD, and classroom observation from 10 lecturers who become the subject of research. The data are analyzed using the theory of Killion and Todnem for the reflective practice and theory of Zeichner and Liston to analyze the dimensions. The conclusion of the research is that the lecturers of STBA LIA have conducted the reflective practice as their professionalism. However, they need to make it systematic and cover all of the dimensions so that the reflection can bear the most effective solution to increase the students' interaction.

Keywords: Critical Reflection, Dimensions of Reflection, Reflections in Higher Education, Reflection of Students' Interaction

1 INTRODUCTION

Learning in higher education in the 21st century has undergone a lot of development. It is no longer limited by space and dominated by long lectures. Information and Communications Technologies (ICTs) have revolutionized in order that teachers can teach and students can learn (Sanderson, 2008). Technology offers various access of innovative, creative, and engaging learning process. However, the development also demand a new way of learning and adjustment from students and the lecturers. According to Granados (2015), one of the challenges faced by universities and other institutions of higher education in 21st century is that teaching and learning must be more active, connected to real life, and designed with students and their unique qualities in mind. Therefore, it takes more than just the ability to carry out routine activities of teaching and learning process.

Teaching is a profession which involves decision-making on various situations that arise inside and outside the classroom, whether it's associated with teaching materials, knowledge transfer, learning strategies, interaction situations, etc. Each lecturer should be able to plan a lesson, manage the class, and evaluating learning outcomes. In order to achieve this, a lecturer must always examine and reflect on his/her teaching activities Sanderson (2008), quoted from Cranton (2001) and Watkins (1998), believed that critical reflection and critical self-reflection can facilitate a transformative process. The process can result in greater self-awareness and self-

acceptance. Reflective practice has emerged in recent decades as an important feature of teaching in higher education (Sanderson, 2008). Ramsden (2003) also stated that reflective practice is a necessary condition for improving teaching. Reflective practice of a lecturer will show what needs to be repaired and guides how things need to be fixed. It shows professionalism of a lecturer.

A lecturer must not be lulled by routine even though he/she often repeats the same materials and teaching strategies for many years. A lecturer who never or rarely does reflective practice will be less skilled and responsive in addressing the problem or situation changing in the classroom. He/she will be inflexible in improving the teaching and learning atmosphere. Therefore, critical reflection needs to be done to make the lessons more valuable. According to Harmer (2007), it is important that a professional teacher/lecturer evaluates the success of an activity associated with student engagement and learning outcomes. In short, conducting reflective activity is a characteristic of a good lecturer who always wants to develop the teaching practices.

The concept of reflection was originally conceived by John Dewey (1933). According to Quinn, Pultorak, Young, and McCarty (2010), Dewey stated that reflection involves “a state of doubt, hesitation, perplexity, or mental difficulty, in which thinking originates.” Dewey defined reflection as “an active, persistent, and careful consideration of any belief or supposed form of knowledge”. The reflection of an experience will lead to learning. Richards and Lockhart (2007) also said that critical reflection refers to an activity or a process in which an experience is remembered, considered, and evaluated. It can be said that the reflection is the response to the experience by drawing back the awareness and re-examine the experience to be the basis of evaluation and decision-making that can be used for planning and next step. Mayuni (2007) stated that reflection is a sensitivity of a teacher to look for the solution. Thus, experience, combined with reflection, will result in professional growth.

A lecturer who is reflective will initiate a process to gather information and evidence, and figuring out the student learning experience. Evidence can be obtained through observations, interviews, reflective journals, portfolios, case study analysis, narration, discussion, etc. Whatever the focus is, a critical reflection can be done by combining several methods and specific contexts that are open to interpretation. Thus, the lecturers will know which activity or situation that goes well and which does not.

Quinn, et al. (2010) explained that Schön (1983) introduced the concept of a “reflective practitioner”. A reflective practitioner is a person who could both reflect-in-action in order to reshape what you are working on while working on it and reflect-on-action in order to consider what has been done in order to evaluate one’s own process. Moreover, Quinn, et al. (2010) also said that extending Schön’s concept, Killian and Todnem (1991) included reflection-for-action, the desired outcomes that guide our future actions. Thus, there are three kinds of reflective practice which a lecturer can focus on: reflection-for action in which, a lecturer prepares the lesson before the class, reflection-in-action in which lecturer uses his/her knowledge about pedagogy, material, or the students in the teaching process, and reflection-on-action which is conducted after the class as retrospective activity. Reagan dan Osborne, (2002) stated that reflective practice is a cycle moving from reflection-for-practice through reflection-in-practice and reflection-on-practice. A lecturer/teacher prepares the

class through a reflection activity. In the class, they conduct the teaching and reflect the activity at the same time. When the teaching is over, he/she conduct reflective practice to become input of the reflection-on-action.

Reflection-on-action is a retrospective action which leads to the possible solutions. Thus, it should be done thoroughly and systematically. Farrel' study (as cited in Ho, 2009) identifies the weak and the stronger version of reflection. In the weak version of reflection, reflection seems to be a thoughtful practice which is carried out informally and does not necessarily lead to improved teaching. On the other hand, with the stronger version, teachers have to reflect systematically on their own teaching and take responsibility for their actions in the classroom. Ho, also quoted Zeichner and Liston (1996), stated that critically reflective teachers examine frames, attempt to solve the problems encountered in classroom practice and question the assumptions and values underlying their teaching. The result of reflective practice conducted lies in the process of reflection-on-action.

A lecturer can reflect many things related to the teaching process. According to Quinn et al., (2010), Zeichner and Liston (1996) presented five dimensions of reflection where teachers can engage. Those are "(1) generic reflection (thinking about work and students), (2) academic reflection (thinking about content and instruction), (3) social efficiency reflection (thinking about improving methods of instruction), (4) developmentalist reflection (thinking about student readiness), and (5) social reconstructionist reflection (thinking about equity and social justice)" (p. 27).

In order to get the portrait of reflective practice in an institution of higher education, the research aims to answer the following statement of problems:

- 1) Which critical reflections are focused by the lecturers of STBA LIA?
- 2) Which dimensions are reflected by the lecturer of English STBA LIA?

2 METHODS

The research objective of this research is to explore the critical reflective practice conducted by lecturers of STBA LIA as one of higher education institution and get in depth study of the dimensions reflected. The data were taken from 10 lecturers of STBA LIA. The data for the larger study were gathered from detailed ethnographic interviews, focus group discussion, and non-participant classroom observation. The FGDs were used to get the information of on the critical reflection related to the situations where the lecturers conducted reflective practice. To get the detail information of conducting reflective practice, the interviews were used. The interviews were audiotaped and transcribed. To get the data about reflection in action, the instrument of classroom observation was used. The data will be analyzed based on the theory of reflective practitioner of Killion and Todnem and dimension of critical reflection by Zeichner and Liston.

3 RESULTS

In the FGD, the lecturers explain that mostly what they noticed as the learning problems that they have to focus are the problems related to students' quality in the

classroom interaction. According to the lecturers, it happens due to the following situations.

Table 1 Learning Situations Need to Be Reflected

No	Situations	Effects
1	The ability of the students in the class are not evenly distributed.	Only certain students respond to the class discussion and it creates learning gap
2	Early semester students never expect the content subjects such as linguistics, literature, or culture.	They don't have the background knowledge of those subjects
3	The problems of the students are about grammar, vocabulary, and pronunciation	It creates obstacles not only in skills subjects but also in content subjects such as translation, linguistics, or literature. Also, it creates dilemma in assessing the students work: Should they focus on content or grammar?
4	In Indonesian-English translation class, some of the students have not been able to construct sentences correctly	lecturers are forced to spend too much time in teaching or correcting the grammar
5	Students are less motivated to do the work to the fullest.	The students lack of curiosity and the need/desire to read (need to read) for self development
6	The students are not motivated confident to respond in English.	Most of the students are afraid of pronouncing words in English so that they are more reticent. Students should always be lured to use English more.
7	STBA LIA students also have the facility of internet access, either independently or provided campus. They may access the Internet for sources of information / learning.	However, such facilities are not used because students sometimes STBA LIA more likely to use the Internet to socialize or for entertainment, not to use it as a learning tool.
8	The distribution of some subjects are too early for the students.	Students have difficulty to get involve in class discussion due to the lack of background knowledge in content subjects. It makes the classroom atmosphere quiet.
9	The students are also not used to listening to English when watching TV / movies	Some students still rely on subtitles.
10	The students are not accustomed to critical thinking in learning.	They just give short responses and reply the questions posed by the lecturers

All of these problems make the students can't participate well in the classroom discussion. Thus, the lecturers reflect on this problems to find the solution and to create better learning process.

The result of the FGD and interview shows that all of the lecturers conducted all the reflective practice, whether it's reflective for action, reflective in action, and reflective on action. Basically, lecturers provide the videos, quiz, certain methods of teaching in order to provide better students engagement and material presentation. Some preparation done by the lecturers are shown on the table 2.

Table 2 Reflection-For-Action Conducted by The Lecturers

No	Reflection for action
1	Finding alternative syllabus on the internet and apply it if it fits
2	Having dialog with other lecturers who teach the same subject
3	Preparing supplementary material for the students

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| 4 | Providing recorder for students' performance |
| 5 | Finding simplified material the internet and giving examples for difficult materials |
| 6 | Preparing songs and videos related to the material |
| 7 | Prepare discussion of the students' work |
| 8 | Creating quiz to check on students' comprehension |
| 9 | Informing the students' mistake they did on quiz |
| 10 | Giving the students the material before hand so that they can read and prepare the material in the following week |
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The results on table 2 shows that lecturers prepares many things before coming to the class such as, quiz, teaching aids, and reading assignment. Input from syllabuses on the internet and colleagues are other insights that the lecturers use as the alternative of teaching activity or materials. To make sure the students do their own part, the lecturers create reading assignment. The lecturers expect that after reading the materials beforehand, the students can contribute more in the class. Moreover, the lecturer also prepares the topic to be discussed in the class. To make the students engage in the materials, the lecturers prepare songs, videos, and other supplementary materials. For the situation where the students should perform, the lecturers prepare to record the students work so that they are motivated to be involved in the discussion and to perform better.

In the class, while doing the teaching process, the lecturers also did reflection in practice. The data from FGD and classroom observations show that the reflective in action applied in the teaching situations when the lecturers encounter the learning problems identified before. The example is the following situation taken from the classroom observation data.

Situation: Students are asked to create sentences from the pictures given. The students who want to express their opinion, are asked to raise their hands. However, nobody raised the hands. They express the answer together. It is one of the problems which the lecturers notice that the students are not motivated and confident to respond in English.

- D : Now you can make sentence. So let's say this is picture 1. And how about picture 2? You make a description like this and then you conclude what kind of moment is this?
- Mm : Birthday Party
- D : Please raise your hands or you can write on the whiteboard. Dian, please say something or you can write something on whiteboard for picture 2. Look at the picture and then "What happened?" Come on Dian, what happened? There are some people there and then what else?
- Ss : is going...
- L : RAISE YOUR HAND. *JANGAN KEROYOKAN*. Dian?
- S6 : A woman is going to handle a cake and some people are singing together with her.
- L : So what kind of celebration is it?
- S6 : Happy Birthday
- L : That's a great answer. Thank you, Dian.

In this situation, the lecturer remind the students to speak individually by saying "Please raise your hands" However nobody responds. Thus, the lecturer nominate

certain students to answer. However, the students still try to pose the answer together. Thus, the lecturer remind the students once again, in Indonesian language “*jangan keroyokan*”. It’s part of the reflection in action of the lecturer. The lecturer realize that he/she needs to change the students bad habits in order to improve the students’ quality. When nobody responds the teachers’ order, the lecturer change the language into Indonesian because the message which uses the native Indonesian language will directly understood by the students.

Another is example is the reflection in action where the lecturer direct the students for the vocabulary.

Situation : The lecturer ask one of the students to answer exercise number five.

L : Picture 5. Benny

S17 : A girl and man

L : A girl and man. This is the couple. What do you called the girl? in marriage couple?

S17 : Bride

L : Bride and the other is...? Groom. So the couple is the bride and the groom. So there are so many people here love and feel very happy. So it is a..?

S17 : It is a wedding

L : It is a wedding.

In this datum, the student has given the correct answer. However, the teacher realize that she needs to improve the students vocabulary. Thus, she make use of the situation by asking questions to elicit students’ vocabulary. She did not just checking on the answer but also prolong the interaction to drill the students vocabulary of the words related to wedding such as bride and groom.

The other reflection in action captured in the research are:

- a. Having drill activity, when necessary to improve students’ pronunciation
- b. Creating group work when necessary to improve the students confidence.
- c. Giving analogy while explaining to make the students have more comprehension.
- d. Simplifying the concept and give examples from daily situation.
- e. Explaining the benefit of the subjects in real world.
- f. Informing the students’ weaknesses so that they know what to improve.
- g. Asking the students reflection on their learning strength and weakness

The other reflection applied is reflection on action. According to the data in the FGD and individual interview, only two lecurers have otobiography of teaching. However, in the FGD, the lecturer also mentioned some activities conducted in order to consider what has been done in order to evaluate their own teaching process

- a. Taking notes on things
- b. Asking the students their learning problems.
- c. Calling the students with problems and give them special homework
- d. Evaluate the learning process so that it can be improved next semester
- e. For certain subjects, the feedback is given to the students personally.

The next data is the illustration of reflection on action conducted by the lecturer. After the learning process, the lecturer ask students the difficulty in the learning. The questions can be addressed to the whole class or to certain students. If necessary, the lecturer will give encouragement so that the students can do better. The input from the students will be the information to be used in the evaluation process.

- a. L : ok. Is there any questions? Is drawing conclusion difficult?
 Ss : difficult
 L : what makes it difficult?
 Ss : the sentence/vocab [...]
- b. L : Ya, how is it guys? Vega, how about you
 S3 : not bad
 L : Ardi, How do you deal with that?
 S1 : Simple sentences. Confused
 L : so? You have to improve ya, more exercises. [...]

The information the lecturers get from the students as reflective-on action-activity becomes the input for reflection-for-practice. However, the lecturers do not apply the reflective practice in as a research activity. They said that they do not have time to relate the reflective activity with the theory needed in a formal research. Thus, they apply just what they think necessary to improve the teaching problem.

Related to the dimension reflected, all of the teachers reflected on all of the dimensions. However, some focuses on certain dimension while others focuses on all dimensions. All of the lecturers reflect the generic and academic reflection. They focus on work and students. Based on the data in FGD, the lecturers indicate this dimension through the talk about students. They talk about the situations of students in the class, students' capability, and the problems which the students face in the class (as shown on table 1).

However, the lecturer rarely specifically mention about himself/herself and their work as lecturer. They mention this reflection when talking about students. For example,

- a. It creates obstacles not only in skills subjects but also in content subjects such as translation, linguistics, or literature. It means that the teacher implied that their teaching in skills and content subjects hindered by the students English problem.
- b. It creates dilemma for the lecturers in assessing the students work: Should they focus on content or grammar. It reflects that the lecturers are facing a confusing situation when assessing students' work.
- c. In Indonesian-English translation class, lecturers are busy teaching or correcting the grammar since some of them have not been able to construct sentences correctly. It reflects that the lecturers are facing a situation which makes their focus in teaching diverged due to the students' quality.

The data show that the lecturers need to have more focus on themselves and their belief about being a lecturer so that they can have a more through reflection of the teaching situation.

About the content and instruction or academic dimension, the data show that the lecturers indicate the problems in subject distribution in the curriculum.

- a. Students have difficulty to discuss the literary work because they lack in the background knowledge and the vocabulary mastery. It makes the classroom atmosphere quiet.
- b. The lecturers feel that some subjects are given too early for the students.

The reflection of the content and instruction make the lecturers provide more simplified and interesting material for the reflection for action. They used video, simplified sources, supplementary exercise and variations of syllabus or lesson plan to

prepare the class. Thus, the problems of content and instruction can be handled. These activity show the social efficiency reflection of the lecturers. They think about improving methods of instruction.

Also, to improve the method and instruction, the lecturers also talk to other lecturers who teach the same subject. They also created notes. For speaking class, they record the students performance so that the students can reflect on their performance and learn about what and how to improve their English. In the translation class, they discuss the students problem in transferring the message. The lecturers also have discussion with the students about the difficulty they face in the learning process. In presenting the material, the lecturers try to simplify the concept, provide examples, and relate it with experience or examples in daily life.

The lecturers also reflect on developmentalist dimension. However, they do not do it specifically. For example, when talking about the curriculum, they say that the students of the second semesters are not ready for literary subjects. Also, the last dimesion of critical reflection which is social reconstructionist reflection is rarely done by the lecturers. Only two lecturers say that they thinking about equity and social justice in the class. The application can be in turn taking of the students or grouping in the class. The lecturers rarely think about the sosial practice in the class. It happens because most of the lecturers think that the focus of the reflective activity is the students and how to make the learning successful.

Another finding is that the lecturers think that parents should be involved in the students learning process. They need to be informed about the subjects that the students are doing so that they can support their children learning. For the situation in higher education where the students are treated as adults, the lecturers think that the students need to learn more outside campus in a condusive situation. Thus, support from parents are necessary to encourage the students.

4 DISCUSSIONS

The major findings of the research shows that all the lecturers of STBA LIA conducted reflective practice, starting from reflection-for practice, reflection-in practice, and reflection-on-practice. In general, they have already got the sense of professionalism. It confirms the theory of Killion and Todnem that the lecturers have the desired outcomes that guide our future actions. However, the emphasis is still on preparation as the part of providing alternatives in creating better learning. The reflection-on practice/action is not conducted as a formal research activity. Only two out of ten lecturers who routinely record every lesson and set aside time specifically for critical reflection. This is because the reflection-on practice takes time, effort, and discipline to be realized. It seems that the lecturer took time to perform critical reflection because of the workload has created time constraints for the reflective practice. Related to Farrel's version of reflection, it cannot be said that the reflection of the lecturers is weak because they made effort to understand the relationship between their thoughts and actions. They also take responsibility in their teaching. However, the reflection is not done systematically and formally. Thus, the reflection provides ideas for reflection for practice but has not eliminated the problems yet.

Thus, the result is not yet a perfect solution to overcome the problems of the students who are reluctant to participate in the interaction.

About the dimension, the lecturers mostly focus on the dimension of academic and social efficiency because they think about the best way of transferring the knowledge to the students. However, without thinking about the students readiness (developmentalist reflection), the ideas to improve method and content for the students cannot be applied well because there is a chance that the students are not ready for the material. Moreover, the social reconstructionist reflection is rarely done by the lecturers. Thus, the lecturers do not consider equity and social justice in the class. The findings show that all aspects in the theory is unity of reflective practice and all aspects should be conducted to get the whole picture of the situation in the class.

5 CONCLUSION

The lecturers of English Department of STBA LIA have shown the professionalism in reflective practice. They show their responsibility and sensitivity to overcome the problems. However, the reflection is not thoroughly done and the focus is more on students and teaching method. It makes them need to refocus on the dimensions in the reflection-on-action activity so that the problems of students' interaction can be solved.

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