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Exploring Reflective Teaching Practice Of Indonesian Efl Teachers: A Case Study Of Pre-Service Teachers' Reflection In Efl Class

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KATA KUNCI	ABSTRAK
	This research aimed at descriptively investigating pre-service teachers' reflective teaching practices. The contents regarding analysis of the elements of reflection referred to the notion of reflective teaching proposed by Loughran (2006;1996). Four participants of EFL pre-service teachers doing teaching practice in two state secondary schools were involved in this study. Employing a case study design, data were collected through the participants' reflective teaching journals and semi-structured interviews and were analyzed through inductive thematic analysis. The overall findings indicated that all elements of reflection were identified in the pre-service teachers' reflective teaching journals although those elements did not emerge in sequence. Furthermore, the results showed that the issues that arose during teaching practice were related to learning management, knowledge management, classroom management, and language management. It is hoped that this study gives insight into the current debate concerning the rise of reflective teaching practice related to individual reflection during teaching practice and brings betterment in teacher education.

INTRODUCTION

A century ago, the father of reflective practitioners, John Dewey, highlighted the importance of involving educators and learners in reflection (Oo & Habók, 2020). Dewey believed that experiences shape humankind, and when reflection becomes part of learning, meaning and relevancy are generated, which leads to growth and alteration (Third, 2022). Dewey considered that to maximize the potential of experiences, especially in education, the quality of thinking is essential for meaningful learning, both in academic context and in real-life situations (Alam, 2020). According to Dewey as cited in Schmidt & Allsup (2019), there are three types of thinking: idle thought, belief, and reflection. Idle thought deals with engaging in trivial and insignificant mental pictures, unplanned recollections, and half-developed impressions. Belief, as Dewey suggested, means ideas that individuals obtain unconsciously without fully comprehending why or how they hold them. These beliefs are often acquired through cultural traditions, formal instruction, or imitation. On the other hand, reflection is the active, continual, and careful consideration of any belief or supposed form of knowledge. It associates evaluating ideas based on the evidence and reasoning that support them, as well as the potential conclusions they may lead to (Schmidt & Allsup, 2019).

Reflection, also known as the reflective practice has penetrated every aspect of life for many different purposes (Hill, 2021). Since the publication of the work of Donald Schön's The Reflective Practitioner (1983) and Educating the Reflective Practitioner (1987), the notion of reflective practice has become a theoretical foundation underlying teacher education programs in America, Britain, Australia, Asia, and throughout the rest of the world. Dewey as cited in Marshall (2019) initially defined reflection as a dynamic and meticulous examination of any belief or presumed form of knowledge, considering the supporting reasons and the potential implications it may lead to (Nettleton, 2020). This definition suggests that reflection entails a cognitive process of evaluating an idea or personal belief by drawing upon relevant evidence to facilitate thoughtful and analytical discussion. In a similar vein, Knowles et al. (2014) define reflection as a deliberate and intricate process that enables us to scrutinize our experiences by questioning the whole self and our agency within the context of professional practice. In addition, Schön (1983) stated that reflective practices serve an important purpose in education where teachers must consider all facets and view the different angles of instructional content, facilitation, and development. His concept emphasizes the urgency of reflective practice in empowering teachers' knowledge about what and how to teach effectively (Kim, Raza, & Seidman, 2019). It helps teachers think about what happened, why it happened, and what else should be done to reach their goals. Those aspects, according to Schön, are important since it gives impact future considerations in education.

For the teachers to learn from their teaching practices, they have to reflect on the experience (Khoza, 2018). Years of teaching experience, however, do not guarantee their path toward teacher professional development if they do not engage in any reflective practice (Zeichner & Liston, cited in Nurfaidah et al. (2016)). The significance of reflective practice and its relevance to the improvement of education have been investigated and reviewed over the past three decades. According to Burhan (2015), many educators and professionals believe that engaging in reflective practice enhances the retention of information from a learning exercise. Reflection, he further adds, is considered a valuable technique for recording and retaining information when practiced during and after an activity. Furthermore, reflective practice has become a significant aspect of determining mindful teaching and learning practice and it is also a central component of various professional training programs (Nurkamto & Sarosa, 2020).

Additionally, R. Leitch and Day (2000) argue that reflection itself can improve teachers' ability to deliver learning material, foster better teacher-student relationships, and develop classroom management skills. They suggest that teachers should gather data about their teaching, and examine their attitudes, beliefs, assumptions, and teaching practices (Berman, Schultz, & Weber, 2012). This self-analysis forms the basis for critical reflection on the teaching-learning process in the classroom, allowing teachers to identify problems that arise from discomfort or a desire for change. Therefore, it is recommended that reflection be implemented, as proposed by Richard and Lockhart (1994).

Myriads of studies have reported the analysis of teacher's reflection and how teachers acquire a better understanding of their work through reflective practice in the last decade. A study (Rozimela, 2013) showed that self-reflection could improve the students' teaching skills in terms of materials, teaching techniques, media, language use, and classroom management. In terms of reflection having an impact on teacher professional development, (Riyanti, Wahyudi, & Suhartono, 2021) investigates how in-service English as a foreign language (EFL)

teachers reflect on their teaching activities and how their self-reflection impacts their professionalism (Riyanti et al., 2021). The findings indicated that respondents thought that their reflection activities helped them know their weaknesses and strengths in teaching, which encouraged them to become better teachers. Similarly, (Olaya Mesa, 2018) explored as many as 23 national and international reflective teaching research reports. Her study aims to determine the extent to which reflective teaching can become a strategy for language teaching professional development. She concluded reflective teaching is an alternative to foster awareness about English language teaching, and as a mode to encourage teachers to open their minds, enhance their teaching methodologies, and adjust their lessons.

Despite the significant role of reflective teaching practice in the teacher education context, according to (Yanuarti & Treagust, 2016), most Indonesian teachers know little about reflective teaching because of a lack of information dissemination, training, and guidelines from the government see also (Nurkamto & Sarosa, 2020) and do not seem to understand that this is part of the intended policy of implementing Indonesian teacher standards or competence Reflection in teaching practice in Indonesia is part of the teacher standard or competence that is embodied in Standar Kualifikasi Akademik dan Kompetensi Guru or Qualification Standards of Academic and Competence by Ministry of National Education in 2007. The regulations of the Ministry of National Education of Indonesia No. 16/2007 mandate the involvement of teaching reflection stating that teachers at all levels of education should engage in reflective practices to improve the quality of learning.

Although there are abundances of studies that suggest the importance and benefits of reflective teaching practice in in-service teachers and teachers' level as well as the positive influence of keeping reflective teaching journals, there are rarely studies that especially investigate the elements of reflection in the process of reflection and teachers' concern within their reflection. Therefore, this study attempts to investigate teachers' concerns about reflection and elements of reflection during the reflective teaching practice.

RESEARCH METHODS
The Research Design

This research applied a qualitative research design (Stenfors, Kajamaa, & Bennett, 2020). This research is also characterized as a case study since the research is carried out on a limited scale and is not to be generalized (Alwasilah, 2011). In this case, this research only dealt with investigating four pre-service teachers in Bandung. Therefore, the results were not to be generalized as general conditions for all teachers in Indonesia.

Setting and Participants

This research was conducted at an English Education Study Program at a state university in Bandung, Indonesia (Rinekso & Muslim, 2020). This research also involved four of the 8th-semester students in an English education study program who enrolled in the fieldwork course namely field teaching practice during the 2023 – 2024 academic year. The program of field teaching practice started from August to December 2023 in two state Junior High Schools. The study used volunteer sampling based on the participants' willingness to take part in the research, rather than on systematic sampling strategies (Gall et al. 2005).

Data Collection Instruments

This study employed some instruments in collecting the data. Those instruments were reflective journals and interviews (Guo, Saab, Post, & Admiraal, 2020). The data collection is

conducted not only after the study but also in an ongoing way (Wallen & Fraenkel, 2013). The first instrument in gaining data in this research is a reflective journal. This is the main tool of data collection. Before journal writing activities, the participants were given a reflection guideline proposed by (Richards, 1976) appropriate to language classroom use. The respondents however only need to address some issues of their concerns listed in the guideline. After teaching a class, they were asked to write their reflections in English or Indonesian. They can choose the language they wish to make the flow of their thoughts not be blocked by the language difficulty because as Borg (2006) points out, journal writing itself requires a lot of energy and effort, i.e. linguistic, cognitive, and socio-cultural demands. The journals were collected and then used as the data source for this study.

The second instrument was a semi-structured interview. Creswell (2003) alludes to the fact that researchers use semi-structured interviews to gain a detailed picture of a respondent's particular topic (Alasim, 2020). The interviews contain several questions to follow up on their responses to the reflections. This interview evaluated the overall thoughts of the participants regarding the reflection practice on their teaching with a scientific approach. The length of the interview is about 40 minutes for each interview. To record the interviews, the voice recording application of a mobile device was used. Like in writing ideas on the discussion forum, the participants were given the freedom to choose either English or Indonesian depending on how comfortable they felt in either language. They were also told that they could code-switch at any time they felt the need to clarify some specific points because sometimes there is no similar expression to be expressed that does not exist in English.

Data Analysis Procedures

The data were analyzed qualitatively. The data in the form of pre-service teachers' reflections were collected for 60 days (Nowikowski, 2017). The content of the posts was analyzed by identifying and categorizing the emerging themes in their posts. The written documents data were in the forms of re-service teachers' teaching journals written twice a week during the period. There are several steps to analyze data gained from written documents. The steps are as follows:

1. Reading all written documents.
2. Identifying the relevant text and numbering it into the matrix.
3. Coding the data or identifying the evidence that relates to the research questions.
4. Incorporating selected documents.
5. Analyzing the data based on the theories proposed by Loughran (2006,1996).

RESULTS AND DISCUSSION

Elements of Reflection

In terms of elements of reflection, the findings of this study suggested that the participants' reflections demonstrated the reflective elements as proposed by Loughran (2006). All the elements of reflection were identified in participants' reflective teaching journals. Those elements as suggested by Loughran (2006) which encompassed Suggestion, Problem, Hypothesis, Reasoning, and Testing emerged in all participants' data. Below is the recap of the entries yielded by each pre-service teacher.

Table 1
Recap of the number of entries yielded by each participant during the program

Participants	Number of Yielded Entries
PST 1	5 entries
PST 2	5 entries
PST 3	4 entries
PST 4	8 entries
Total	**22 entries**

The table shows that the data which is in the form of journal teaching entries yielded by the participants during the 40-day program were 22 entries. Each entry was averaged between 200-600 words. Although the flow elements of reflection were not in sequence, the elements in the reflective teaching journals yielded by the participants were identified. The figure below illustrates the overall frequency of the occurrence of elements of reflection in the total entries of the pre-service teachers.
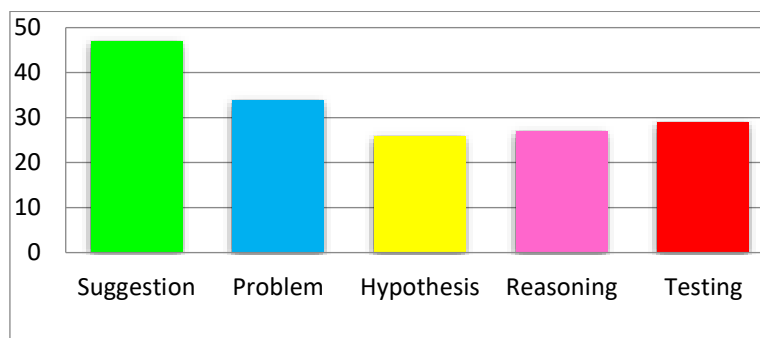

Figure 1
Overall frequency of elements of reflection occurrences in the PSTs' data of reflective teaching journal entries

From the reflective teaching journal entries that have been identified for its elements, it was found that there were 47 suggestion elements, 34 problem elements, 26 hypothesis elements, 27 reasoning elements, and 29 testing elements. It can be seen from Figure 1 that the frequency occurrence of the suggestion element is the most occurring element of all the elements in the phase of PSTs' journal reflections. The further findings of each element were further presented and elaborated as follows.

Problem

The problem in the teaching and learning process is related to a worrisome situation that prevents the teacher from going to further activities in the classroom so that she/he can stop and contemplate the difficulty encountered (Ventä-Olkkonen et al., 2021). It is the teachers' task to transform a situation in which there is an experience of obscurity, doubt, conflict, or disturbance, of some sort into a situation that is clear, coherent, settled, and harmonious. Unlike problem in suggestion, Loughran (1996) argues that this kind of element of reflection does not commonly occur due to its categorization of complexities of problematic situations which is more complex than issues or worries that emerge as suggestions.

The problems revealed from the reflective teaching journals that the PSTs encountered mostly talked about classroom management including managing students' misbehaviors. The

other problems being revealed were related to teaching administration, teaching method and technique, instructional media, students' responses, teaching skills, and relations in the school. Thus, the later section would provide examples of vignettes that showed how problems were intellectualized or rationalized to be overcome (Gabbard, 2017). Regarding the problem of pre-service teachers during teaching practice in the class regarding classroom management, the following vignette suggested how PST#1 encountered a situation where he dealt with students who did not pay attention during the classroom activity was going on. He also dealt with noisy students who kept talking when their friend was introducing him/herself. As a result, he justified that the class that he taught at that time was negative.

"I taught students in class one of the grade 8. I have to say that in this class at the first meeting was extraordinarily active but in a negative way. It was worsened by the students sitting in the back row of the class making noise very loudly and only students sitting in the first and the second row listened a bit attentively. And the rest of the students ignored me. At this first meeting, the agenda was introduction. The students introduced themselves one by one, but as their friend was introduced, the rest of the class did not pay attention. Even there was a female student who took for granted all the instruction." (P#2_PST1_TJE#2)

Based on the vignette above, it indicated that it was the first time PST#1 teaching the class (Yadav, Krist, Good, & Caeli, 2018). He was faced with two kinds of student misbehavior. Those were the noisy students and the ignored students. He realized that the row where the students sat resulted in the way students followed and responded to the classroom activities.

The following vignette indicated that the pre-service teachers mostly encountered a problem regarding teaching administration (Matheis, Keller, Kronborg, Schmitt, & Preckel, 2020). The teaching administration issue here is defined as how pre-service teachers struggled with developing lesson plans. Except the PST#2 who seemed not to have any problem in doing lesson planning, the three service teachers revealed the same problem when developing a lesson plan they said that the format and the contents of the lesson plan in the real teaching setting were different with what they have learned in the university. For instance, PST#4 narrated that the lesson plan that she made the night before was irrelevant to the lesson plan that the school is likely to use. Her lesson plan even got many corrections and feedback from her mentor.

"It turns out that after my mentor checked on the lesson plan that I had made throughout the night, my mentor said that my lesson plan was incorrect and irrelevant to the format that it should be. It has many corrections. Also, there is a problem in the part of instructional activities. My mentor hopes that the teaching and learning should exactly refer to the textbook. When I took the micro-teaching class at the university, my lecturer imposed that the teaching and learning sources should not only be from the textbook." (P#3_PST4_TJE#2)

She further shared the problem that put her into a dilemma situation, the situation where she had to make up her mind whether she had to work on the lesson plan that she had made and whether she wanted or follow the suggestion that the school gave. She was in confusion and thought that what she had learned in college was unusable. The next problem that the pre-service teachers demonstrated had to do with teaching skills. Three pre-service teachers admitted that they felt nervous when they first time came to the class to deliver materials. The main reason for their nervousness was a lack of preparation before the teaching took place. PST#1 confirmed that he was nervous because he was directly asked to substitute an English teacher to come to her class in grade 9 to teach listening skills for she was not able to give materials to the students. Due to the spontaneous request, he affirmed that he had not prepared

anything for the class. He struggled to teach students though he was so anxious. In his reflective teaching journal, he wrote:

"My feeling when the first time I came to the class was so nervous. Almost all the time that day I felt nervous feeling because I hadn't prepared any materials yet. Then I forced myself to keep going as anticipation to my nerve. It was the time for me to observe the class on that day but I was asked to teach grade 9 at the request of one of the English teachers to substitute her temporarily since she was not able to come to the class. Consequently, I did not prepare the materials that would be delivered and I only got the instruction from the teacher to teach listening skills."(P#3_PST1_TJE#2)

The abovementioned vignettes illustrated problems which were encountered by the pre-service teachers that were more complex than issues or worries that emerged as suggestions and needed further investigation and examination.

Hypothesis

Hypothesis formative as Loughran (2006) pointed out, is a tentative interpretation. He contends that the hypothesis is an active investigation directed toward bringing to light further facts to confirm or disconfirm the suggestions as being implausible. This guiding idea (Farrell, 2012) is used as a leading idea or hypothesis where the initial suggestion can be used as a working hypothesis to initiate and guide observation and other operations in the collection of factual material. In other words, in this aspect, a suggestion becomes a more definite assumption that is testable and perhaps measurable (Benson, 2010).

The following vignette depicts how the hypothesis appeared during teaching and learning in the classroom occurred. As for PST#1, his hypothesis occurred to him as he wrote:

"There were a lot of students in my class who often did not do the homework. At the previous meeting, for example, I gave them an assignment. Unfortunately, only 6 out of 35 students did the task. Until now, I don't have any idea about the reason they didn't want to do every homework that I gave to them. I wonder whether they did this also to their real English teacher or only did this to me. I assume that this is probably because I am only a PPL teacher so that they have guts not to do the assignments." (H#7_PST1_TJE#5)

The excerpt above taken from one of the reflective teaching entries of PST#1 talked about the students' misbehavior who did not want to do the homework every time he gave them. Only a few students did the homework and the rest seemed to ignore it. He did not know the motivation that made the students unwilling to do the task. He did a tentative interpretation in which he assumed that such a situation happened because he was solely a pre-service teacher, so he temporarily concluded that his students had the courage not to do the assignment because he was a pre-service teacher. The finding shows that the hypothesis departs from a problem. This also happened to PST#2 when she had no preparation to teach grammar lessons. She used to teach grammar in a fun way and various techniques but at one of the teaching episodes, she did not prepare the lesson yet. As a result, she came to the idea of teaching grammar in the conventional way that was through lecturing. Her hypothesis occurred to her as she felt that teaching grammar lessons to students through lecturing was not interesting. She noted that:

"I explained grammar rules to the students. The explanation of the grammar was delivered through lecturing because the class was all of a sudden and I did not prepare properties for the game so I felt that my grammar explanation was not interesting." (H#3_PST2_TJE#2)

About the student's response, PST#4 shared her story when she taught a class that took place in the afternoon. Unlike the class that took place in the morning, the students were less motivated and enthusiastic in responding to the lesson. She held a tentative judgment when she found the class was not attractive. She said:

"At one o'clock I entered the class although my body was not really in a good condition. But that afternoon, I saw that my students seemed unmotivated to learn and not so enthusiastic. I was wondering whether this situation happened because the lesson time took place in the afternoon. I was assuming that because when they study in the morning, they always seem enthusiastic to follow the lesson." (H#5_PST4_TJE#7)

From the elaboration above, it can be seen that the hypothesis occurred after the pre-service teachers encountered some problems which led them to the tentative interpretation.

Reasoning

This phase, according to Loughran (2006) provides a level of understanding and reasoning from which an individual can take a reasonable action. As involved in the previous phase, reasoning involves a careful analysis of all possible considerations that will explain the problem (Saliha, 2015). The following vignette presents how reasoning appeared in one of the journal entries made by PST#2 when justified in taking a suggestion into her mind and acting it out. PST#2 told an experience when she was doing learning activities and playing games in class. She revealed that the student who could not play the game well or had to answer a question. She believed that it was the other way of making students feel not bored. She noted:

"The one who couldn't play the game well, had to answer one UN standard question presented in the UN preparation book. It was the other way of making students feel not bored." (R#3_PST2_TJE#1)

In the case that reasoning occurred when the pre-service teachers justified the root of the problem, the following vignette portrays reasoning delivered by PST#4. She did not agree with her mentor when her mentor said that the English teacher should teach students from the textbook as if the book were the main source of learning. She reflected in one of her teaching journals:

"For me, I don't agree with my mentor who insisted on teaching English that refers only to textbooks as if the textbook is the main source for learning). We actually can explore the learning such as with various media, games, and other attractive activities. I think to make the students comprehend the material being conveyed, the teacher needs other learning media which is not only from a textbook." (R#3_PST4_TJE#2)

The reasoning element also emerged when the pre-service teachers justified the hypothesis being made. This occurred to PST#1. In the beginning, he faced a problem where his students were likely to ignore the assignments that he gave. Later he assumed that that matter happened due to his position as a pre-service teacher. He thought in such a way because there were distinctions in the student's responses to the assignments given by him and his mentor. He complained that the students obeyed the assignments that were given by his mentor as he observed in the observation session. She narrated:

"There were a lot of students in my class who often did not do the homework. Until now, I don't have any idea about the reason they didn't want to do the homework that I gave to them. I wonder whether they did this also to their real English teacher or only did this to me. I assume that this is probably because I am only a PPL (pre-service) teacher so they have the guts not to do the assignments. I feel that way because when I was doing observation before I had

scheduled to teach in this class, I saw that they abided by the assignment and rules given by my mentor and all students did the assignments. So probably they were afraid of his English teacher but not of me so they did not do the assignment given by me. (R#4_PST1_TJE#5)

The next nature of reasoning is justification for the testing that was implemented or would be implemented. Below is an example of how reasoning justified the testing that would be implemented. It occurred to PST#2 when she was teaching grammar lessons in grade 8. She claimed that if the lesson was delivered through only lecturing, the students might feel bored. She illustrated:

"For the next teaching, I plan to give a review about the use of tenses through games, because if the lesson is delivered through lecturing the teacher, it can make students feel bored. It is what happened to my class but thank God for today; the students were so cooperative and had no problem in the class." *(R#5_PST2_TJE#2)*

From the elaboration above, it indicates that all pre-service teachers showed the tendency to justify their teaching practice directing them to take a reasonable action which would lead to testing what they justify in future action.

Testing

Testing is the phase when the hypothesis is being tested overtly to give verification (Loughran, 1996). Loughran further elaborates that testing either brings to light a new problem or helps to define and clarify the problems in which he has been engaged. In other words, hypothesis testing takes place when the refined idea is reached, and the testing of this refined hypothesis takes place which can be overt action or in thought (imaginative action) (Farrell, 2012).

Testing, as the latest element of reflection, is often preceded by the occurrence of a hypothesis or problem. This phase of reflection was also never absent in the reflective cycle of pre-service teachers' reflective teaching journals. The following vignette portrays how PST#3 was dealing with problems and hypotheses in a situation. She generally felt that the teaching on the day was successful because it was in line with the lesson plan that she made. She then encountered a situation in which the students were shy when answering questions. However, she did not take the problem into account as she made a tentative judgment towards her students. She regarded her students as academically good learners. She then proved her supposition illustrated in the vignette below:

"I think the class for today was successful enough and has been compatible with the lesson plan sequences, but when in class, the students were likely to be shy to answer the questions proposed by me. Some students said that they were afraid of making mistakes. But, if it is viewed from the academic achievement, I suppose that they have a good academic background. Why do I think like that? Because when I explained the materials, they understood what was being discussed. I proved my supposition. Then I asked them in English and it turns out that they could answer my questions and their answers were correct or close though sometimes they answered the questions in Indonesian." (T#3_PST3_TJE#2)

Unlike PST#3 which underwent the three reflective phases leading to the testing, it is found in one of the journal entries yielded by PST#1 revealing that testing occurred after a problem arose. It can be seen from the encrypted below that PST#1 underwent some problems related to his teaching skills and classroom management. Due to these problems, he tried to apply different treatments for the next teaching for the betterment of the teaching and learning process. He wrote:

"The shortcoming of my teaching today: I could not manage the class, was unconfident, and my voice was not too loud even overlapped with students' voices. It made me frustrated. For the next teaching, I am going try to apply learning contracts and do some games with the hope of making students more active and more disciplined." (T#3_PST1_TJE#2)

The efforts to enhance students' comprehension of the materials being delivered especially for the materials that need a deep understanding such as grammar lessons were done by PST#2. She first told me about her problem in the class in which she had no preparation for delivering the materials. Then she came to the tentative judgment that her teaching was not interesting for the students because it did not involve property and games during the learning process. Fortunately, she did not judge the class anymore for she found her students comprehending the materials well. She did further check on the student's comprehension by giving them some questions to be answered and drilling techniques to improve students' knowledge about grammar patterns in one of the tenses.

I explained grammar rules to the students. The explanation of the grammar was delivered through lecturing because the class was all of a sudden and I did not prepare properties for the game so I felt that my grammar explanation was not interesting. But thank God after I rechecked the students' comprehension; they had a better grammar comprehension than before. To check to what extent their comprehension of the materials, I gave several questions and did drilling techniques to my students about grammar patterns from questions especially focusing on simple present tense. (T#3_PST2_TJE#2)

From the data which have been presented above, it can be concluded that the reflective teaching journals made by the pre-service teachers have the five elements of reflection. Each element was embodied and identified in the reflective teaching journal documents. Although the elements found in the data were hardly in the sequence, despite being realized or not, each pre-service revealed the five elements of reflection in their reflective teaching journals during the period. The complete elements of reflection which are set in sequence will lead to the problem-solving of the teacher towards the problem they face and figure out the plan of action to take for the future and better teaching.

Discussion

Overall, the result of data analysis about elements of reflection based on Loughran's (2006) framework which emerged in the EFL PSTs' process of reflection was as expected. All elements of reflection i.e. suggestions, problems, hypothesis, reasoning, and testing were identified in all participants' data.

The portrayal of elements of reflection found in the participants' data is summed up in Figure 1. It illustrates a phenomenon in which not every entry yielded and submitted by participants contains all the elements of reflection (Benson, 2010). The elements of hypothesis and reasoning are often absent in the reflections and it is proven by the least total numbers of both elements compared to other elements. It indicates that the pre-service teachers did not always apply all elements of reflection in every situation. This is in line with Loughran's (1996) finding which contended that such a variety in reflective phases may suggest the development of an individual's reflective process. The variation in the relationship of one element with another seems to be influenced by several factors. Those factors according to Loughran (1996) are related to the context of the situation, the experience of the individual, or the complexity of the problem. Similarly, the variation of findings occurred to the elements of reflection happened

to the research carried out by Nurfaidah (2016) which led to the conclusion that pre-service teachers' knowledge and teaching beliefs may play important roles in such a variation.

The data in the findings also demonstrate the small number of entries that reach the phase of hypothesis, reasoning, and testing (Anderson, 2008). The participants' experience and knowledge in the teaching world which remain limited may contribute to this reason. They have suggestion in mind and face problem to be solved and reach the stage of hypothesis, but they probably could not envisage what to do in the future for the plan to take action for the future involve testing element. This supports Goh and Matthew's (2011) statement who said that the student teachers could not have much say in their reflections due to their limited exposure to the real teaching experience. In line with the theory, as the program went by, the pre-service teachers were more exposed to the real teaching experience, yet it remained the same in terms of what to say in reflective teaching journals except the last journal yielded by the PST 1. He wrote the last reflective teaching journal which contained the elements of reflection (Dheressa, 2022). He wrote the future action he would take in dealing with students' behavior in the last paragraph of his journal which indicated a testing element. When asked in the interview whether or not he did what he had planned, he said that he did it and the result, he added, showed the effectiveness of making the class conducive and his students became more obedient to the tasks. Regarding this, Dewey (1933) in Saliha (2015) stated that reflective teaching practice which met the requirement of all elements would lead to problem-solving skills.

This last section also elaborates on the implication of this study on EFL teaching education programs. The findings of the study show that the good cycle of the elements of reflection which involves five elements of reflection i.e. suggestion, problem, hypothesis, reasoning, and testing, leads to good reflective teachers who can do something as a change in the next teachings or the future actions. Regarding this, Richards & Lockhart (1996:4) state "Teachers who are better informed as to the nature of their teaching can evaluate their stage of professional growth and what aspects of their teaching they need to change". Furthermore, their statement seems to agree with Moradkhani, et. al (2013) who noted that elements of reflection in the PSTs' reflective teaching practice are needed to be realized by the teacher educators so that once they are accustomed to the elements of reflection, they will easily spot their student teachers' development of reflective practice. Those elements can be taught within a single course of reflective teaching. Therefore, the abovementioned statement, implies that reflective teaching practice needs to be fostered and promoted in teacher education programs and it is needed to become a course in the education program.

CONCLUSION

This study was about investigating pre-service teachers' reflective practice in an EFL classroom instructional context focusing on the elements of reflection and issues that urge pre-service teachers to reflect on their teaching during field teaching practice. After analyzing the data, the findings of the research indicate that all elements of reflection which were suggestions, problems, hypotheses, reasoning, and testing were identified in all participants' data. The portrayal of elements of reflection found in the participants' data illustrates a phenomenon in which not every entry yielded and submitted by participants contains all the elements of reflection (Brooks, McCluskey, Turley, & King, 2015). The element first two elements namely suggestion and problem mostly emerged in the reflective teaching practice. Meanwhile, the elements of hypothesis and reasoning are often absent in the reflections and it is proven by the

least total numbers of both elements compared to other elements. The participants' experience and knowledge in the teaching world which remain limited may contribute to this reason. They have suggestion in mind and face problem to be solved and reach the stage of hypothesis, but they probably could not envisage what to do in the future for the plan to take action for the future involve testing element. The variation in reflective phases may suggest the development of an individual's reflective process and it is influenced by several factors. Those related to the context of the situation, the experience of the individual, or the complexity of the problem.

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