

EXPLORING THE EFL STUDENTS' REFLECTION IN MICRO TEACHING CLASS

Fatima Mutmainna¹, Murni Mahmud^{2*}, Kisman Salija³

^{1, 2, 3} Graduate Program, Universitas Negeri Makassar

E-mail: mutmainnafm@gmail.com, murnimahmud@unm.ac.id, kismansalija@unm.ac.id

*corresponding author

Abstract

This study aimed to examine the students' learning strategies of reflection based on Kolb's (1984) theory and to determine the effects of reflection on students' learning in Micro Teaching Class. The subjects of this study were English students from the State University of Makassar, the Faculty of Language and Literature, the English Education study program, and Micro Teaching Class C for the 2021/2022 academic year. This research used descriptive qualitative research. The instruments of this research are documents and interviews. The results of the study show that (1) students use four learning strategies implemented by Kolb, namely Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation, (2) Four themes were generalized in terms of how reflection effects students learning; Increasing the depth of knowledge, identifying the areas which are missing or deficient, providing comparative references in learning and helping learners build structural connections in knowledge.

Keywords: Reflection, Journal Reflection, and Micro Teaching

INTRODUCTION

In the teaching process, learning is an interactive process involving the teachers, learners, and learning materials. In other words, teaching students how to learn is the process of teaching. Media and knowledge acquisition techniques through the learning process will be essential for optimal outcomes. Additionally, it is vital to inspire students to assess their learning strategies and what they do and get during the learning process. Students engaging in classroom practices that maintain their motivation to study is one of the best methods to enhance learning. When students are able to engage and participate in things while in the classroom, it carries into, and benefits, other areas of student life (Selim, 2014).

A student has to master the ability to become a self-learner in order to succeed. "In a cycle of self-study, students set assignments, keep track of their progress, and then evaluate the outcomes. When students utilize reflection to change and prepare for the next activity, the cycle begins again "(Zimmerman, 2002). Self-study is a process of self-checking learning to ensure the students are on the right road, which is essential to underline in light of what Zimmerman said. Self-regulation, according to (Nilson, 2013), "includes monitoring and controlling one's cognitive processes as well as the awareness and control over one's emotions, motivation, behavior, and the environment associated to learning." Furthermore, (Nilson, 2013) also highlights how the study on self-regulated learning positively corresponds with success, depth of thinking,

A method to hire within the magnificence to assist students who become self-regulated newbies may be pondered. Based totally on the last paragraph on self-regulated, students can self-alter by actively tracking what they are getting to know. (Nilson, 2013) states in her ebook,

"Few instructors inspire students to establish unique goals for his or her educational work or educate express look at techniques. Similarly, students are not often requested to self-compare their paintings or estimate their competence in new duties. Teachers seldom examine students' beliefs about learning, including self-efficacy perceptions or causal attributions, to perceive cognitive or motivational problems earlier than they become intricate". The students could appear self-evaluations on their work in addition to their motivation to research a specific concept or unit. Some perception into the system of evaluation and suggests, "offering possibilities for evaluating beyond and present or distinct features of revel in." In doing so, the student's evaluation is extra thorough, leading to a deeper mind. While constantly comparing current situations to the beyond, it heightens attention to the ability effects of numerous actions. College students benefit from a feeling of satisfaction while their perseverance has been rewarded with fulfillment or development. From this, they could experience the praise of setting goals, seeing results, and reflecting upon that achievement.

Reflection plays an important position within the area of training. Scholars have discussed reflection from particular views for exceptional purposes. For example, (Kolb D. A., *Experiential learning revel in as a supply of getting to know and improve*, 1984) experiential gaining knowledge of version, reflection is critical for learners to convert concrete enjoy into abstract principles. The reflection is broadly used in practice in diverse forms such as journals, portfolios, and reviews (Helyer R., 2015). Typically, students entire their assignments without reflection. Reflection in learning is essential for students to revisit what they have learned for improvement and in-intensity mastering. It allows college students to file their learning adventure and provide references and recommendations for destiny college students. Through reflection, college students will "emerge as achieved at spotting that they are studying and constructing talents constantly" (Helyer R., 2015).

Regrettably, educators only sometimes ask college students to reflect on their studying. If we need students to get within the habit of reflecting deeply on their paintings and if we want them to apply the behavior of thoughts together with making use of beyond know-how to new conditions, considering questioning (metacognition), and ultimately open to non-stop gaining knowledge of, we have to teach them strategies to derive rich that means from their reports. Therefore, lecturers as educators ought to use many strategies to manually college students' reflections via discussions, interviews, wondering, logs, or journals.

Reflective journals can assist students in increasing the value of the getting-to-know experience by facilitating college students make meaning out of the system they interact. It permits college students to relate the new cloth of mastering to earlier know-how and, consequently, better information about the field. Reflective journals have been diagnosed as one of the main tools to promote reflective wondering in preserving trainer packages (Blanton & Barbara Kroll, 2003). Many researchers have discussed EFL students' reflection and journal writing in EFL students' getting-to-know technique, carried out studies on reflection: a way to decorate studying via reflection. The take look geared toward studying thru reflection is one of the most thrilling reports students may have. It is considered an excellent device for self-assessing and gaining knowledge.

The present look at pursuits to analyze the impact of magazine writing in selling important-questioning talents and its effect on improving studying. The look uses units, a scholarly reflection journal, and an interview. The general look at consequences displays that reflection journals assist college students to grow to be greater independent newbies, reflect on their learning reports and discover the most beneficial mastering techniques. Most significantly, all look at participants maintaining favorable attitudes closer to reflection, and they recall it as a valuable tool that may grow to master.

In (Guisse et al., 2017), this text focuses on the capacity to mirror one's actions to engage in continuous studying. A reflection is a form of intellectual processing we use to fulfill a cause

or gain a few anticipated outcomes. A certified teacher studying and skills reputation call for trainees to continue expert improvement right from the start of their education by preserving an improvement journal. One of the above qualities makes an excellent trainer –the capacity to reflect what, why, and how we do matters and to undertake and increase our exercise within lifelong learning. This paper attempts to set up that reflective exercise is a tool for teachers to improve their capability, think about their questioning, and choose the high-quality in their paintings based totally on proof.

Therefore, college students can make reflective journals as a part of strategies in re-evaluating studying outcomes, problems skilled at some point of the getting-to-know the technique, and what students want inside the subsequent getting to know the procedure so that in the system of writing a scholar's reflective articles, the instructor can understand the know-how that scholars get, the potential of students, the difficulties confronted by using college students and the answers to issues that exist from the teacher and the students themselves, in order that circuitously thru writing reflection journals should recognize the extent of mirrored image and creativity of the students. It makes excellent verbal exchange and bonding among college students as situation inexperienced persons, and instructors as educators. From the announcement above, researchers are interested in undertaking studies under the name "Exploring the EFL Students' Reflection in Micro Micro Teaching Class."

METHODS

The research objective described the implementation of students' reflection in EFL class. The possible research applied in this research is qualitative research by applying descriptive qualitative research. In conducting this research, the researcher used the descriptive qualitative method. This research was conducted at the State University of Makassar on Degree program. This program consisted of students at the State University of Makassar in the English Language Department. The students that were taken as the participant of this research are those in the 6th semester in Micro Teaching Class. The researcher chose them purposively, and the participants were selected based on the purposive sampling technique. The researcher used two instruments to obtain valuable and accurate data: documents and interviews. The data analysis procedure in this research was done when collecting data. After completing the data needed in a certain period, the researcher analyzed the data based on the research instrument. There are three qualitative data analysis methods: data reduction, data model/data display, and qualification or verification conclusions.

RESULTS AND DISCUSSIONS

This part presents the result of data taken using students' journal reflections collected by the SWAY link in Microsoft 365 and BlogSpot and the results of an interview through the Google form. Referring to the research questions mentioned in chapter 1, the findings are divided into two parts: the strategies of reflection employed by the students in Micro Teaching Class and the effects of the reflection on students' learning in Micro Teaching Class.

1. The Strategies of Reflection Employed by The Students in Micro Teaching Class

In the subject of education, reflection is highly significant for English learners itself. Scholars from many perspectives and for various reasons have discussed the terms of reflection. In Kolb's (1984) experiential learning model, for example, the learners must reflect on translating concrete experiences into abstract notions. As indicated in Kolb's (1984) Experiential Learning Cycle, reflection is a vital piece of experiential learning. There are four steps of experiential learning, and they are described as follows:

A. Concrete Experience (Feeling)

The students learn from their activities as part of their assignments and educational experiences. Students acquire new things from various sources, including the teaching and learning process and attitudes. The students gain new experiences that may have an effect on how lessons are taught and how students are taught in the classroom. The students can learn new things there that they can use as practice for doing anything. Students learn through feelings (feeling) by emphasizing aspects of concrete experience, more concerned with relationships with others, and sensitivity to the feelings of others. Encouraging students to delve beyond daily activities and events and think critically about overarching themes is essential. The students' journal reflections written by the students can see in the extract below:

Extract 1

Because I did not attend the class until the end, I asked my friend what Miss Novi said earlier? Furthermore, she told me that our lecturer told us the essential things that we would do this semester, including the tasks we must do, such as attending webinars about teaching and education issues at least two times. The e-certificates would be collected as evidence that we have participated in the webinars, besides that we will have the task of creating a blog that contains a reflective journal at each meeting and also our lecturer explain to us about the basic things of micro-teaching.

Based on the above students' journal reflection, extract one above, it is noticeable that the students' written journal reflection started with the first meeting of the Micro Teaching class, and the lecturer gave the students an assignment to write a journal on their respective blogs. The students tried to write their journal reflections based on the instruction from the lecturer. The students asked for some information from their friends to finish the task from the lecturer. The students need to confirm the task's qualification from the lecturer. The lecturer instructed their students to join the seminar conference to qualify for their task.

B. Reflective Observation (Watching)

The second phase, in this case, was categorized as reflective observation. In this phase of the learning cycle, individuals comprehend concepts and circumstances from many perspectives. Moreover, reflective observation (watching) is looking at something in the environment from multiple angles to gain insight before making a choice. The reflective observation used by the students can be seen in the extract below:

Extract 2

At the end of the fourth meeting Micro Teaching Class, Miss Novi gave us two assignments again, the first is making a reflective journal about the sixth meeting of Micro Teaching Class and the second is making monologue video of teaching practice.

Based on the extract above, before the lecturer ended the class meeting, she asked the students to submit their journal reflections. The lecturer wanted their students to fulfill their task by making journal reflections and monologue videos based on the teaching practice.

C. Abstract Conceptualization (Think)

The next phase was called Abstract Conceptualization (AC). Abstract conceptualization (thinking) involves logically analyzing concepts and responding to what is understood in a given scenario. It categorizes the logistical examination of concepts, systematic planning, and intellectual comprehension of the current scenario or case are more important things for students as they learn by thinking. The students use methodical planning to develop concepts that incorporate their findings into reliable theories.

Extract 3

I think I have to study and understand well how to make the right lesson plans as my provision for PPL in the following semester. My group and I will revise the RPP, upload it

back to Syam OK, and maybe send it on WhatsApp Group so that other friends can see and give feedback.

According to the extract above, the lecturer gave the students the task to revise the lesson plan. It will be a provision in the following semester. Then she added that her group was raised to revise the lesson plan. After it is fixed or revised, it will be uploaded back. She added that another way to upload it was using WhatsApp Group. Then, the other students will give comments, suggestions, or feedback to make the task more comprehensible.

D. Active Experimentation (Doing)

Based on Kolb (1984) about experimental learning, Active Experimentation is the last phase. Active experimentation (doing) is the capacity to interact with others and act in response to circumstances, including taking risks. The active experimentation stage allows training participants to apply their knowledge of the content learned during emotional management skills training to actual scenarios. Here is an example of the following extract of active experimentation:

Extract 4

Miss Novi hopes that some of us will participate in the competition she told her about beforehand. She hopes that we can get out of our comfort zone. Even if we win, thank God, if we fail, at least we have the experience, said Miss Novi. To be honest, I was somewhat interested in the competition. I invited Yunarsih and Khofifah to join, and I hope they will. After our finals, we will also be asked to be respondents from Postgraduate Program students. I have finished making RPP and LKPD. Tonight I plan to take my final video project. Hopefully, I can finish it well. Wish me luck!

According to the extract above, the student explores their journal reflection. In this case, she explained that her lecturer asked her to join the competition. The lecturer hopes that they can give the contribution to the competition. The students added that they had no problem if they failed. However, if they can win the competition or become the first position or winner, it will be awesome. The students asked their friends to participate in that competition, and she hoped they could join. She explores that after she finished her final assignment, she has already participated in another program.

2. The Effects of Reflection on Students' Learning in Micro Teaching Class

The researcher analyzed the results of the data collected for this research. In this case, the researcher analyzed the effect of reflection on learning in the Micro Teaching classroom. Based on the findings above in the previous explanation, the researcher gained the data analysis from the interview guideline. The answer to the interview guideline comes from the students' interview answers. The second objective of this research was to determine the effects of reflection on students' learning in Micro Teaching Class. To meet the objective, the researcher collected the related data by interviewing the subjects of this research; in this case, the subject is the students. The resulting interview will describe based on their perception of the aspects that might effects reflection in students' learning. The data is presented as follows:

A. Increasing the depth of knowledge

Reflection is required on giving up on every assignment. College students reflected on each mission's method and the task's cost. The students reviewed and repeated what they found out. Some students felt their new know-how was reinforced and deepened. One student said:

Extract 5

Student 1: The reflection at the quilt of the evaluation venture became helpful because it became like getting a spotlight on what had just been completed. You may write something down and only pay a little interest to it later. However, putting the reflection segment at

the cease almost forced you to examine what you probably did and digest what turned into just accomplished.

This became confirmed by other students, who argued that reflection allowed students to think extra profoundly approximately the mission after reviewing and reading what they had finished

B. identifying the areas which are missing or deficient

Reflection helped students enhance their paintings. Contributors felt that reflection helped them self-investigate/check their received understanding and become aware of unclear regions of gaining knowledge.

Extract 6

Student 2: Looking back on what I had learned and how I had progressed to that point in the project, my competence was made incredibly easy by the reflections. Reflecting on our efforts allowed me to come up with ideas for strengthening the institution's bond and the overall development of our paintings.

The student stated that he liked the reflection element at the end of the assignment since it made students reflect on their efforts and notice how they might improve their future studies.

C. Personalizing and contextualizing knowledge

College students had to reflect on what they had discovered from their projects throughout the mission and what they had discovered from different organizations within the last reflection journal – their reflections on how they completed the path and "survived" the semester. One student said:

Extract 7

Student 3: The reflection, a part of each task, changed into my favorite component since it allowed us to write down their learning system and what they gained from it. Via describing our learning journey of their reflections, college students could customize or contextualize their expertise and transform their implicit expertise into express expertise.

Some students defined how they completed their assignments with private reports and emotions, how they understood the theories and how they transformed the theories into concrete, realistic programs. A few participants said that by searching others' reflections, blogs, and projects, they might see the theories and how they might be utilized in exercise.

D. Social connections among learners

Through reflection, students discover social connections with each other and construct a dating with others. One student stated that

Extract 8

student four: "analyzing the reflections from the alternative group participants made us feel like we were not alone. The reflections were very similar."

One student stated that by sharing reflections with everyone, college students obtained terrific comments from their classmates.

CONCLUSIONS

Reflection consists of four steps that the students performed, namely: concrete experience, reflective observation, abstract conceptualization, and active experimentation. All of the stages can students apply in their learning process. Data analysis revealed that the students agreed that reflection could give a significant result for their learning outcomes based on the interview result. The practice of reflection on the future teacher is an exciting thing to study because it is related to the teacher's professional development. Reflection activities can make the students describe their experiences and feelings in journal reflection.

This study contributes to online learning by pointing out how reflection effects learning and helps learners to learn by increasing the depth of knowledge, identifying the areas that need improvement, providing comparative references in learning, and helping learners see the structural connections in knowledge. This study provides foundational ideas for designing reflective activities to promote students learning in an online learning environment. This study also provides practical suggestions about how to embed reflections in learning activities to support students' gaining different levels of knowledge.

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