

REFLECTION ON ENGLISH TEACHER TRAINING PROGRAM

Rika Mutiara
Fakultas Keguruan Ilmu Pendidikan Universitas Esa Unggul
Jalan Arjuna Utara No.9, Jakarta
rika.mutiara@esaunggul.ac.id

Abstract

In teacher education, one of the important programs is student internship at a school. This program aims at preparing pre-service teachers with sufficient working experience at a school so they will be able to apply theories and principles of teaching in a classroom. To achieve this goal, pre-service teachers must be able to conduct reflection. Reflection is a key to achieve a successful internship at a school. The purpose of the present community service program is to socialize the roles of reflection in teacher training education. Particularly, the reflection was conducted by the students of the English Language Education Study Program at Esa Unggul University. The students took their internship at junior high schools in Jakarta. The socialization is a collaboration with ASEAN Lecturer Community. It is conducted by doing a webinar. The participants are lecturers, teachers, and university students. At the end of the socialization, the participants are aware of the importance of reflection as a part of teaching in a class because it can develop their professional competence as teachers.

Keywords: *reflection, pre-service English teacher, teacher education*

Abstrak

Dalam pendidikan keguruan, salah satu program penting yang ada adalah Program Pengalaman Lapangan (PPL). Melalui kegiatan tersebut diharapkan calon guru mendapatkan pengalaman lapangan yang memadai sehingga nantinya mereka mampu menerapkan teori dan prinsip pembelajaran di ruang kelas. Untuk mencapai hal itu, calon guru harus memiliki kemampuan untuk berefleksi. Refleksi adalah kunci dari kesuksesan PPL. Kegiatan pengabdian masyarakat ini bertujuan untuk mensosialisasikan peran refleksi yang dilakukan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris di SMP. Sosialisasi tersebut dilaksanakan berdasarkan kerja sama dengan ASEAN Lecturer Community dalam bentuk webinar. Kegiatan ini diikuti oleh dosen, guru, dan mahasiswa. Melalui kegiatan ini, peserta menjadi menyadari akan pentingnya refleksi sebagai bagian dari praktik mengajar guru di ruang kelas. Melalui refleksi, guru mengembangkan kompetensi pedagogik.

Kata kunci : refleksi, calon guru bahasa Inggris, pendidikan guru

Introduction

In this changing world, society's needs may alter very fast. Education must be able to be adaptable so it can prepare students who are ready to face the modern world. Teachers have pivotal roles in this situation. They are required to update their knowledge to maximize their functions optimally. One of the efforts that can be done to give the latest knowledge and skill to the teachers and pre-service teachers is by doing a webinar. Participants from different regions can join this webinar.

ASEAN Lecturer Community (ALC) provides anyone interested in education with educational events where they can learn from each other. They can share their best practices in their classes to inspire others. This opportunity is a moment to share among educators from different nations in South East Asia. Initial discussion with ALC members was conducted to find what is rarely discussed in other

language teaching webinars. It was found that most webinars discuss about teaching methods and approaches applied in the language classes by teachers and what the students do to learn foreign languages. Discussion on how to prepare language teachers is scarce. There has been little attention given to teacher training particularly pre-service English teacher education. However, educating the pre-service English teachers has a great impact on providing a qualified education in the future. Having seen the crucial aspect of teacher education, the ALC committee and I decided to discuss the roles of reflection in teacher education specifically the one conducted by the students of the English Language Education Department of Esa Unggul University.

Five students were participating in an internship at SMPN 69 Jakarta. They were in the seventh semester. Moreover, they completed some courses related to teaching such as TEFL

Methodologies, Curriculum and Syllabus, Materials and Development, Language Assessment, and Microteaching. With the knowledge from those courses, the students were able to plan and conduct the lessons. The internship is an opportunity for them to apply what they learned in the university to a real English class.

SMPN 69 Jakarta is a public school owned by the government. The internship program was held for 40 workdays. The students were accompanied by a lecturer. Two teachers were assigned to work with the students. They guided the students to prepare the lessons and directed the students to do other teaching administration tasks such as checking students' attendance and doing home visits.

Pandemic makes instruction was conducted with online and offline modes. As a result, the pre-service teacher has an opportunity to conduct the lessons in online and offline modes. The pre-service teachers are not only responsible for conducting the lessons but also for doing other teachers' jobs. They were assigned to monitor students' attendance, do an assessment, and participate in any school activities. In teaching with online mode, monitoring students' attendance and assignment submission is not easy. It takes more time and energy. With all these responsibilities, it is easy to be trapped in a routine. The pre-service teachers focus only on teaching, assessing students' work, and doing any other administration job such as completing a report. Those tasks are useful to give the pre-service teachers working experiences. However, the key point of the internship is to conduct a reflection is not achieved. The reflection skill must be cultivated (Washburn & Mulcahy, 2014). Teaching practicum will be optimized if it allows the students to do reflection (Ismail, 2011).

The pre-service teachers who do a reflection have higher abilities to develop their professional competence. The development of the teacher profession is a long-life process and it should begin when they are still in the university. By applying this thing, a university builds good future teachers because they are equipped with reflection and practical skills in the classrooms. Having recognized the important role of reflection on pre-service

teacher education, the webinar that discusses this topic was conducted. It is expected that the participants of the webinars namely teachers, educators, and students in the faculty of education would be interested in the practice of reflection in the classes.

Methodology

There are two stages in doing this community service program. In the first stage, the ALC committee and community service team discussed the purpose of the activity and the topic for the webinar. The team concluded that many webinars focused on applying teaching techniques and methods, developing a curriculum, doing the assessment, and developing learning materials. The development of technology also draws educators' interests. As the result, some webinars present the issue of ICT in English language teaching. The topic of teacher education is still understudied. Thus, this community service program aims to discuss the role of reflection in English pre-service teachers. Next, the webinar material was prepared. It was gathered by interviewing the pre-service English teachers at SMPN 69 Jakarta. Moreover, a literature study was conducted to enrich the material. To get the prospective participants, the ALC team and I socialize the webinars through online modes.

The next stage is conducting the webinar via zoom. The webinar was held for 2 hours. In the beginning, the ALC committee gave a speech and told the purpose of the webinar. Then, the materials were presented. After that, a question and answer session was done. Then, a conclusion was given before the webinar was closed by the ALC team.

Results and Discussion

The webinar was held on November, 9th 2021 from 2 PM-4 PM via Zoom. There are 33 participants. They are educators and university students from Malaysia and Indonesia. At the beginning of the event, the ALC committee greeted the participants. It was done to make the participants comfortable so they did not hesitate to share their thoughts in the discussion session.

The presentation begins with the discussion of the literature review on pre-service teacher education especially the use of reflection. The reflection was conducted during

the teaching practicum at a school. It was the real English class where the pre-service teachers face the students in the class whether it is in a classroom or a virtual class. The students have the opportunity to apply language learning theories in the classroom. Then, they do reflections based on what they experience when they teach. The reflection includes three issues: what they plan, what they do, and what would they do differently if they have another opportunity to teach (Ismail, 2011). After doing this reflection, the students will be able to build their own concept that is suitable to the situations of their class (Warner, 2016).

Next, the presentation focuses on the reflection conducted by the pre-service English teachers. It starts by asking the participants whether they have ever been taught by pre-service teachers at schools. The question was given to draw participants' interest. With this interest, the participants are expected to be involved actively in the webinar by sharing their knowledge and experiences in the next session.

Next, the detailed duties of the pre-service students were described. They were asked to write a reflection every week based on the activities done at the school. At the time the data was gathered, the students were in the third week of internship at the school. In the first week, they observed the school environment. They observed the way the teacher taught in the class. They did not make a reflection based on their teaching in this week. Their reflection was about how the teachers dealt with students' behavior such as handling the students who were not interested in joining the online class. The teachers involved the pre-service teachers by asking them to do a simple administration duties such as checking students' attendance and assignment submission.

In the second and third reflections, the pre-service teachers wrote based on their teaching practicum. They were guided to observe whether their teaching was in line with the plan. Then, they evaluate what they would do if they had another opportunity to teach the same topic. Next, two meetings were arranged to discuss the reflections. The pre-service teachers and I attended the meetings. They shared their reflections. They also learned from others' experiences. They got the input for their next teaching activities based on the positive

values that the others shared. It enriched the teaching practicum. The noticeable points from their reflection are as follows:

- a. Teaching is an art. There are no fixed rules. All things depend on the condition in the class and students' characteristics.
- b. Teaching needs creativity. Creativity leads the teachers to make the right decisions. Teachers do not need to worry about their decisions. They have authority in the class.



Picture 1

The meeting with pre-service teachers

Next, it is time for sharing. Then, it is continued with a question and answer session. In the sharing session, the participants got an opportunity to discuss their experiences during teaching practicum. However, nobody raised an issue here. Then, the question and answer session was conducted. A participant asked about the best method to learn English. Some participants shared their thought about this issue. The conclusion of all responses is there is no best method. All methods have positive and negative sides. Nowadays, English language teaching is in the post-method era where no particular method gets the main place in the class. There is no method that is suitable for all situations. The teachers have to develop instruction based on the principles in the methods suitable to the conditions of the class by considering students' characteristics, school facilities, and geographical conditions. It was emphasized that in the teaching practicum, the pre-service teachers build their own theories. This is the starting point to be a professional teacher.

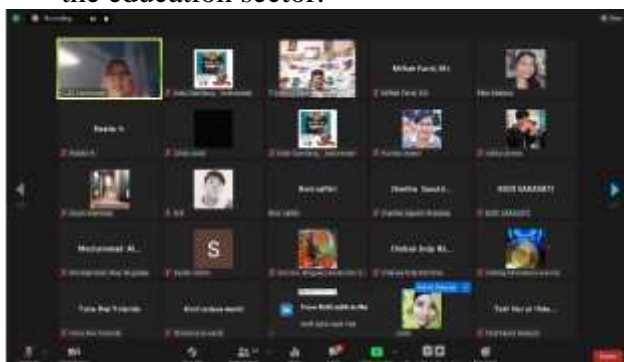
To know the results of the program, observation was done. The observation focuses on the following things:

- a. Participant's attitudes

The participants paid attention to the discussion. Furthermore, they were willing to give opinions and thoughts. The webinar gets more interactive when the participants were encouraged to ask questions.

b. Responses from the ALC team

ALC team gives a positive response to the webinar topic. They mentioned that the webinar adds participants' knowledge. Because the topic is rarely discussed in Indonesia and Malaysia, ALC teams agree that it is useful for the participants. This topic gives insights to those who work in the education sector.



Picture 2
The webinar

Having seen the roles of reflection in teachers' professional development, it is necessary for teachers and pre-service teachers to have a regular reflection. First, reflection can be introduced in the early carrier of pre-service teachers when they are still doing teaching practicum. Therefore, they will get familiar with reflection and in the future, they will apply it in their teaching practices. Curriculum developers in the faculty of teacher training should cover the issue of reflection seriously. Therefore, they integrate the concept of reflection in the early path of teaching practicum namely the Microteaching course. Then, reflection is applied in teaching practicum at schools. Second, reflection can be recommended to professional teachers. To do so, the teacher association can socialize this concept to the teachers at all levels.

Conclusion

This community service program introduces a concept that tends to be forgotten by educators namely reflection. It gives insight to the educators to consistently do a reflection

on their teaching practices. Doing reflection also helps pre-service teachers and teachers sharpen their teaching skills. Thus, they will be able to develop better lessons in the future. They learn from their teaching experiences. In addition, the webinar participants get insights that reflection is not only for pre-service teachers but also for professional teachers. Reflection leads pre-service teachers and teachers to develop contextualized instruction.

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