ARIN INAYAH
English Teaching Instruction for Non-English Learners

MUHAMMAD FARHAN RAFI
Teaching Speking with Reader's Theatre

NOVI RAHMANIA AQUARIZA & SYAFIUL ANAM
*Strengthening EFL Pre-Service Teacher's Pedagogic Competence
Through Extensive Reading*

NANIK SRI RAHAYU
*The Representative Activities of Multiple Intelligences in English Textbook
'When English Rings a Bell' for 8th Graders*

RINA SARI & NOVERITA WAHYUNINGSIH
*Utilizing Business Game for Improving Students'
Speaking Proficiency in Economics Faculty*

LULU LAELA AMALIA
*Reflective Practice and Self-Identity as Parts of Professional Development: A
Survey in a Tertiary Level*

RIRYN FATMAWATY & PUTRI AYU ANGGRAINI
*An Analysis of English Word Formation Processes
in Beats Apart Novel by Alanda Kariza
and KevinAditya*

REFLECTIVE PRACTICE AND SELF-IDENTITY AS PARTS OF PROFESSIONAL DEVELOPMENT: A SURVEY IN A TERTIARY LEVEL

Lulu Laela Amalia
lulu.laela.amalia@gmail.com
Doctorate Program in English Language Teaching Universitas Negeri Malang

ABSTRACT

This study aims at revealing the knowledge of the teachers on the concept of reflective practice and self-identity as parts of professional development in an EFL higher education context. Reflective practice is closely related to the idea of learning from experience (Thomson & Pascal, 2012) and ithas been an important activity since 1980s in western education. Unfortunately, it has not been treated as one in Asian context, let alone in Indonesia. Despite the debate on the constant definition of reflective practice, investigating the understanding of the concept is yet thought-provoking. Thus, this study involves some teachers in tertiary level from both state and private universities in Indonesia. The data in this study are gained through distributing a Likert scale questionnaire on the knowledge of Reflective Practice and self-identity and an interview as a follow up data collection method in order to have thorough information. The result of the study shows that almost all teachers are aware of both concepts and their benefits for their professional development.

Key words*: Reflective practice, Professional development, Self-identity*

INTRODUCTION

Reflective practice (henceforth RP) has been treated as an important activity since 1980 in Western education and it is a well-established concept in the education of professionals Boud (2010). Further, Thompson & Pascal (2012) suggest that RP is closely related to the idea of learning from experience. Unfortunately, RP has not yet been treated as an important activity in EFL Asian context, let alone in Indonesia.

Previous studies on RP in a higher education context cover the following results. Pekkarinen & Hirsto (2017)investigated university lecturers' experiences of and reflections on the development of their pedagogical competency during a 9-month university pedagogical course. The result of their study was that the participant experienced significant development in their pedagogical competency. Another study was conducted by Kuswandono (2014) who investigated the experience of six university mentors in Indonesia in guiding PSTs' reflective practice which is integrated in microteaching practice.Very

few of the past research covers RP and self-identity.

Self-identity, according to Horowizt (2012) exists in past, present, and future time frames. This idea goes hand in hand with the time frame of RP, i.e., past, present and future. In the 16th century word "identity" ("sameness", "oneness") originally referred to a set of definitive characteristics that made a person a "natural self".

This "natural self" has acted and reacted, is acting and reacting, and is likely to continue acting and reacting until death at least) in a typical way to certain experiences. In other words, the stableness of this innate or "natural self" creates a birth to death "sameness" pattern of experiences or ways of dealing with life (Bailey, 2003). In addition, Gidden (1991) states that 'constructing a "narrative of self" – a coherent life story, so that we can convince ourselves that we have a stable identity through time. Constructing a self-identity takes a lot of time and effort. Thus, investigating how knowledge of RP and self-identity for professional

development is thought-provoking, especially in Indonesian context.

Teacher professional development means teachers' learning, how they learn and how they apply their knowledge in practice to support pupil learning (Avalos, 2011). Some studies on teacher professional development are as follows. Sun, Penuel, Frank, Gallagher, &Youngs (2013) conducted a study on examining how high-quality professional development can promote the diffusion of effective teaching strategies among teachers through collaboration. The study which involved teachers from 39 schools in US resulted in showing that teachers' participation in professional development is associated with providing more help to colleagues on instructional matter.Another study by Kurnia Irmawati, Widiati, & Yudi Cahyono (2017)investigate what kinds of Professional Development (PD) activities done by Indonesian professional English teachers in developing their pedagogical competence dealing with teaching implementation as well as to identify how those activities contribute to their competence development. Thus, this study aims to answer the following problems 1)What is the teacher's knowledge on the concepts of Reflective Practice and Self-Identity? And 2)How do they see the concepts in relation to their Professional Development?

METHOD

In this study, the researcher implemented a simple descriptive statistics survey analysis research (Brown & Rodgers, 2002). A survey was conducted by distributing questionnaire and it was followed up by conducting an continuous interview through texting. The questionnaire consists of 15 likert scale questions related to both self-identity and reflective practice. Likert scales are generally useful for getting at respondents' views, judgments, or opinions about

almost any aspect of language teaching (ibid).

Further, this questionnaire is distributed to 20 lecturers as respondents. These lecturers are from both state and private universities in Indonesia. All of them teach English as a foreign language to their students. Their teaching experiences are ranging from 6 months to 17 years. When the respondents completed the questionnaire, the interview was conducted. There were only 19 questionnaires were completed and returned, and out of 19 respondents there were only 12 of them who were available to be interviewed.

The interview consists of 9 questions regarding the manner in which professionals perceive themselves as professionals, and the various influences on this perception, is referred to as professional identity (Beijaard, Verlopp, &Vermunt, 2000).

DISCUSSION

The teacher's knowledge on the concepts of Reflective Practice and Self-Identity

The data from the questionnaire and interviewshows that most respondents are familiar with both concepts well. (mean>4). When they responded to questions related to RP, all respondents gave almost similar answers. They said that RP was needed to delevop their teaching professionally in a continous way and that RP is about improving what they do as teachers. These in line with what Thomson and Pascal (2012) stated that RP is closely related with the learning from experience. As teachers, these respondents are required to continuously learning to be a better and effective teachers.

Furthermore, when they answered questions about self-identity regarding their work as teachers, most of them said that they decided to be teachers a long time ago as personal motivation in addition to having positive influence from

their family members who chose careers as teachers, too. This shows that their past and present experience were involved in their decision to be teachers. Thus, their identity as teachers, too were influenced by their experiences.

The Teacher's Perception on the Concepts of RP and Self-identity in Relation to Their Professional Development

When they were asked about the relation of RP and self-identity in both questionnaire and interview, most of the respondents see both concepts as positive ideas that supports their professional development. As Horowitz (2012) states that identity refers to continuity in a sense of self within a person, and the word also refers to how that person is socially regarded. As in their role as teachers' professional identity, teachers need to conduct a professional development continuously with RP as one tool in doing so.

Reflecting to their past experience in order to improve their current practices and to plan a better teaching performance is an activity that is closely related to professional development. This in line with disposition by Dewey (1930), as stated inValli(1997), which states that RP covers wholeheartedness, responsibility, and openmindedness.

CONCLUSION

By reflecting to both their failures and success in their teaching and their past experience as students, most respondents would prefer to continue their professional development by many ways, among others are by joining seminars and workshops, being involved in research with teachers in order to make a betterment in education system in Indonesia.

The result of the study shows that almost all teachers are aware of both concepts and their benefits for their professional development.

REFERENCES

Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, *27*(1), 10–20. https://doi.org/10.1016/j.tate.2010.08.007

Bailey, K.M. (2003). Speaking, New YorkPractical English Language Teaching. Available at: http://works.bepress.com/kathleen_bailey/16/

Beijaard, D., Verloop, N. & J. Vermunt. (2000). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education* 16(2), 750.

Boud,D 2010, Relocating reflection in the context of practice. In Bradbury,H, Frost,N, Kilminster,S and Zukas,M (ed), Beyond reflective practice : new approaches to professional lifelong learning, Routledge, Abingdon, Eng., pp.25-36.

Brown, J.D., & Rogers, T.S.(2002). Doing second language research. Oxford. Oxford University Press.

Horowitz, M. J. (2012). Self-identity theory and research methods. Journal of Research Practice, 8(2), Article M14. Retrieved from http://jrp.icaap.org/index.php/jrp/article/view/296/261

Kurnia Irmawati, D., Widiati, U., & Yudi Cahyono, B. (2017). How do Indonesian professional English teachers develop their pedagogical competence in teaching implementation? *Arab World English Journal*, *88*(2), 293–307. https://doi.org/10.24093/awej/vol8no2.21

Kuswandono, P. (2014). University mentors' views on reflective practice in microteaching: building trust and genuine feedback. *Reflective Practice*, *15*(6), 701–717. https://doi.org/10.1080/14623943.201

4.944127

Pekkarinen, V., & Hirsto, L. (2017). University Lecturers' Experiences of and Reflections on the Development of Their Pedagogical Competency. *Scandinavian Journal of Educational Research*, *61*(6), 735–753. https://doi.org/10.1080/00313831.2016.1188148

Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice : International and Multidisciplinary Perspectives*, *13*(2), 37–41. https://doi.org/10.1080/14623943.2012.657795

Valli, Linda. (1997). Listening to other voice: A description of teacher in the United States. Peabody Journal od Education. 72 (1) pp 67-68