

# **The Design of Unit-Lesson Reflection Model For Senior High School English Teachers**

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## ***Abstract***

*Each of us in our professional lives as a teacher is likely to face different kind of events or incidents during teaching and learning process in the classroom. The situation in the classroom is sometimes unpredictable. The teachers are expected to be proactive and decide wisely to respond any unpredictable situations. They need to reflect on what happened, describe the events and identify the possible causes of the unexpected events. Then, teachers may analyse the findings and think of what to do to improve the unexpected events to be applied in the future actions. This study purposed to help teachers to evaluate such unexpected events occurred in order to plan a new action if it is occurred in the future time. So, the writer designed and provided a simple and efficient model of pedagogical practice reflection for senior high school teachers. Questionnaires and interview were contributed to gain feedback from the English teachers (as the participants in this study) related to the proposed design of unit-lesson reflection model. The library study was also conducted to generate theories in this issue.*

*Keywords: teaching reflection, unit-lesson, reflection model.*

## **A. INTRODUCTION**

There are two components of the improvement of life quality: empirical life-quality improvement and transcendent life quality improvement (Bismoko, 2014). The first component when it is related to the English learning; it includes better English proficiency, and more relaxed teachers. When teachers trying to be more relaxed, they could help students to learn better. The second component includes self evaluation and reflection.

Reflection is officially needed since the new curriculum of 2013 declared by the government. In this curriculum of 2013, a reflection session becomes the integrated part in the lesson plan. A teacher required to end a course/meeting with reflection. It may be in the form of a 3 to 5 minute- reflection. Reflection is not only done by the students but also the teachers. It is a new area of teacher and student's assessment. By conducting

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reflection, teachers and students are able to evaluate their teaching process and/or learning strategy in the classroom.

Reflective teachers observe whether or not their action has solved the common classroom problem. Then they make changes in their classroom practices (Richards and Lockhart, 1996). By doing so, they are able to have better teaching. In line with that, they also contributed to the efficiency of teaching and improving of life quality. When a teacher builds a better evaluation in their teaching, they have improved their own life quality and the life quality of others, in this case, students' life quality.

Reflection can be defined as a continuous process which involves learner thoughtfully considering one's own experience in applying knowledge to practice while being taught by professionals (Schon 1993). Furthermore, Richards and Lockhart (1996) define reflection as as an on-going process and a routine part of teaching which enables teachers to be confident in assessing their teaching. Considering reflection as a continuous and on going process, it is defined into three types of reflection in the classroom: learning teaching, lesson-unit, and annual/semester reflection. The learning teaching reflection done after a lesson session. Teacher and students reflect on the teaching and learning process of each meeting. Thus, lesson-unit reflection is done after teacher taught one unit lesson. One unit-lesson could be in two, three or more meetings. Moreover, the annual/semester reflection done after one semester passed by the students and teacher. They reflect on what happened in one semester. Reflection is needed because teachers sometimes face different kind of events or incidents during teaching and learning process in the classroom. The unexpected events might occurred for example, inappropriate teaching media, unexpected students' behavior, unexpected classroom atmosphere, or unachieved lesson objectives, etc. Teachers might think of an ethical decision about how to handle when it occurs in the future situations. They need to reflect on what happened and try to find out the possible causes of the unexpected events. To be able to handle the problem, teachers may analyse the findings and think of what to do to improve the unexpected events, to apply in the future actions.

Reflection is needed and is expected to be the integrated part in classroom activities. A teacher required to end a course/meeting with reflection. These reflection perceive as a process of self-observation and self-assessment. Richards and Lockhart (1996) believe that, in order to achieve better result of learning, teachers need to reflect on their own teaching process. By doing so, teachers understand and able to identify problems, analyse and assess information, consider and evaluate alternatives, and choose the best available alternative for further evaluation. Thus, reflection has become necessity

for the teacher in order to evaluate their performance as well as improve teachers' personal development.

'Teachers are busy professionals' (Richard and Lockharts, 1996:22). They need a simple and efficient model of reflection which can accommodate their pedagogical practice in the classroom. In line with that, the purpose of this study is to design and to provide teachers with a simple and efficient model of pedagogical practice reflection.

### **1. Research Question**

The question formulated in this study is 'What does the design of unit-lesson reflection model for senior high school English teachers look like?'

### **2. Objective of the Study**

The objective of the study is to find out the simple and efficient model of unit-lesson reflection which can be implemented by the senior high school English teachers.

## **B. THEORETICAL REVIEW**

### **1. Reflection**

In this part, reflection will be separated into definition of reflection, reflection in teaching, and the conceptual model of teachers' reflection.

#### **a) Definition of Reflection**

Reflection is a process which involves an inward examination of our thoughts and thought processes, and an outward consideration of the situation in which individual find their own self (Kemmis, 1985). Thus, Rowntree (1988, cited in Cakir, 2010) defines reflection as 'studying one's own study methods as seriously as one studies the subject and thinking about a learning task after you've done it' (cited in Cakir, 2010). In addition, Dewey (1938) states that reflection is 'an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that "... support it and the further conclusion to which it tends"' (Bell & Gillett, 1996:48).

According to Richards & Lockhart (1996), teachers' reflection on teaching can be described as the attempt of teachers to collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices. Richard's states that, reflection refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. So, teacher is likely to response their

own experience in the past as an examination and evaluation for making a decision as their action in the future event. As one of the experts state that “It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action (Richards, J.C. *Towards Reflective Teaching*. Saved from <http://www.tttjournals.co.uk>. Retrieved on September 9, 2014). Hence, reflection-on-action is the reflection done after the event, perhaps out of the workplace situation (Ghaye & Ghaye, 1998). Schon (1987:31) describes his own reflection as a dialogue of thinking and doing professional development. The main purpose is to improve performance. In other words, reflection is thinking about what happened in the classroom lessons, and thinking about alternative means of achieving goals or aims (Rymes, 2008). Reflective practitioners attempt to solve classroom problems and be responsible to their own professional development (Richards & Lockhart, 1996). They think critically about their values and beliefs and routinely examine their own practices for self-improvement and to ensure that all students’ needs are met (Ainscow, 2008). By conducting reflection, teachers are able to evaluate their teaching and learning process. It helps them to know whether their teaching were effective or should be modified. In line with that, reflection is purposed to know whether the teacher has already achieved the goals/expectations of the course or not.

#### **b) Reflection in Teaching**

Reflection in teaching can be described as the attempt of teachers to collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices (Richards & Lockhart 1996). Then, the information and data are used to do critical reflection about teaching. Boud, et. Al (1985) noted that reflection in the context of learning is a generic term for those intellectual and effective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation. It may take place in isolation or in association with others. (David Boud, Rosemary Keogh and David Walker, 1985). Teachers can reflect on any theoretical and practice within their professional development. They can reflect on and evaluate some events to improve their performance such as; an event that frustrated them, an event they wanted to improve knowledge, or an event that made them happy, sad, distressed, or a moral dilemma. Reflection helps teachers make sense of teaching and learning. Improvement cannot take place unless we learn from experience. According to Ghay & Ghay (1998), failure to do reflection is resigning ourselves to being prisoners of our past. They added, reflection in teaching

intends to improve education through a rigorous reflection of the learning that has accrued as a consequence of engaging in the practitioner research process. However, Richards and Lockhart (1996) suggest that teachers should reflect on their own teaching performances by exploring their beliefs about English as well as learning and teaching and also beliefs about their profession as a language teacher. In order to explore teaching, teachers need to understand the assumptions about the nature of teacher development. Below are some techniques exploring teaching proposed by Richards and Lockhart (1996):

1. *An informed teacher has an extensive knowledge base about teaching.*

Teachers need to be aware of the different components and dimensions of teaching in order to be able to make appropriate decisions in teaching.

2. *Much can be learned about teaching through self-inquiry.*

Teachers need to collect information about their teaching individually or through collaborating with a colleague so that they are able to make decisions, initiative, and strategies about their teaching. For teachers, the visitation by the supervisors in teaching and learning process in the classroom brings positive and effective way in gaining feedback.

3. *Much of what happens in teaching is unknown to the teacher.*

Through collecting and examining data on teaching dimensions, teachers are able to be aware of what happens in classrooms and why they happen.

4. *Experience is insufficient as a basis for development.*

Experience is the starting point for teacher development but they need to examine the experience in order to be productive.

5. *Critical reflection can trigger a deeper understanding of teaching.*

Teachers need to do critical reflection as a basis for evaluation and decision making (Bartlett 1990; Wallace 1991 as cited in Richards and Lockhart 1996). Critical reflection involves deeper understanding about how and why something should be, the values system they represent, and the available alternatives.

By doing the techniques above, teachers are able to evaluate their professional growth and aspects of teaching they need to improve. Then, Richards and Lockhart (1996) refers reflection as an ongoing process and a routine part of teaching which enables teachers to be confident in assessing their teaching. There are many methods for using reflection in order to improve a teacher's practices such as:

1. *Teaching journals*. Teaching journals are written or recorded accounts of teaching experiences. Teachers write their teaching process and describing the situations or any events occurred in the classroom during the lesson.
2. *Lesson reports*. Lesson reports are written accounts of lessons which describe the main features of the lessons.
3. *Surveys and questionnaires*. Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
4. *Audio and video recordings*. Recordings a lesson or any part of the lesson. Teachers can evaluate their teaching competence by reviewing their action from the audio and video recordings.
5. *Observation*. Teacher visiting and observing his colleague's class and complete the peer observation task.
6. *Action research*. Teachers do an action plan in order to bring a change in some aspect of their class. The implementation of the action plan designed to bring an innovation of their class (Richards and Lockhart, 1996).

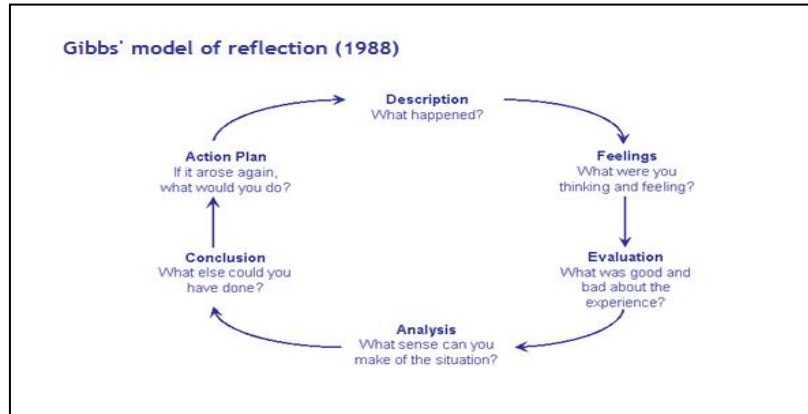
Other ways of reflection can be through using non-verbal techniques such as drawing exercises, role play simulation and drama, poetry, and drawing (Korthagan, 1993).

### c) **The Concept of Reflection Model**

Model is a concept used often synonym for "theory" or to indicate an analogy; in other cases, the model defines an example to follow, or to refuse (Balboni, 2010:13). In all this cases, propose a model is the intention to offer a formal structure as a reference point. Although, according to Balboni (2010), it is an intuitively clear idea, it is certainly far from rigorous.

#### 1) **Gibbs' model of reflection (1988)**

Considering this, there are many models of reflection offered by the experts, however, the conceptual model which is adopted in the present proposed model are Gibbs (1998) and Kolb's (1984) models. Gibb's Reflective Cycle (1988) is viewed as straightforward and provides a cyclical framework to help guide reflective practice. The cycle model provided by Gibb can be seen as follow:



*Figure 1. Gibbs' model of reflection (Gibbs, 1988)*

Jasper (2003) then clarifies further of Gibbs' cycle into simple stages as follow:

1. Stage one: Description of the event

Teachers describe in detail the event that they want to reflect on. Describe in detail for example where you were; who else was there ; why were you there ; what were you doing; what were other people doing; what was the context of the event; what happened; what was your part in this; what part/s did other people play; what was the result?

2. Stage two: Feelings

At this stage try to recall and explore the things that were going on inside your head, i.e. why does this event stick in your mind? Include e.g. how you were feeling when the event started; what you were thinking about at the time; how did it make you feel; how did other people make you feel; how did you feel about the outcome of the event; what do you think about it now?

3. Stage three: Evaluation

In this stage teacher tries to make a judgement or evaluate of the event which was just happened in the class. Identify the positive or good experience and the bad one. What was the bad experience and why did not go so well.

4. Stage four: Analysis

Identify the event and break the components into parts. Explored separately about what run well, what good things you did, what good things the students did, what did not run well, in what way did others contribute in this event.

5. Stage five: Conclusion

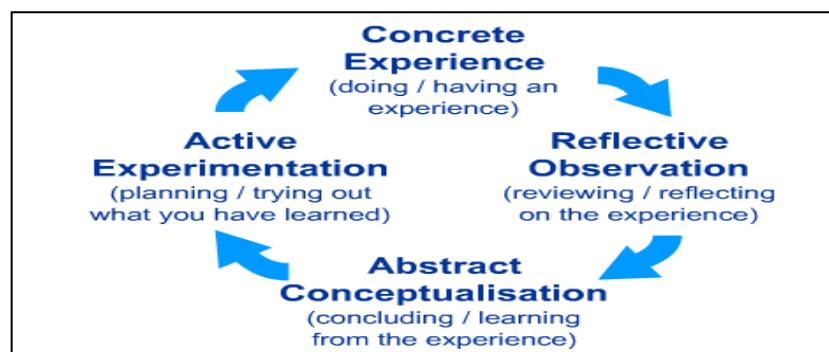
You now have a lot of information on which to base your judgment. It is here that you are likely to develop insight into your own and other people's behavior in terms of how they contributed to the outcome of the event. Remember the purpose of reflection is to learn from an experience. During this stage you should ask yourself what you could have done differently.

6. Stage six: Action plan

Plan what you would do if you encountered the event again. Would you act differently or would you be likely to do the same? How will this incident affect your future practice? What additional knowledge and skills do you need to develop?

## 2) Kolb's (1984) Model of Experiential Learning

The other models of reflection cycle are proposed by Kolb (1984). This model is based directly on Kolb's experiential learning cycle where active experimentation leads to a transfer of learning from current cycle to a new cycle. There are four main components to the cycle they are; Concrete Experience, Reflective Observation, Abstract Conceptualisation, and Active Experimentation. The model of Experiential Learning provided by Kolb can be seen in figure 2 below:



*Figure 2: Kolb's Experiential Learning Model (Kolb's, 1984)*

The description of key component in Kolb's Model of Experiential Learning can be seen as follows:

1. Concrete Experience

This relates to the incident or event prompting the reflection and involves the physical act of being involved in, or having hands-on experience. Although in



theory you can enter the model at any stage this tends to be the main point of entry.

2. Reflective Observation

After the event comes the initial reflection. This entails stepping back and viewing the event or incident from an objective perspective. This should provide some insight into what you did and why you did it.

3. Abstract Conceptualization

These initial reflections are then explored in greater detail. Conceptualization involves interpreting events and actions, looking for connections between these, and the process of applying some theoretical premise to make understand events.

4. Active Experimentation

Once this deeper understanding has been established the individual translates it into predictions about what is likely to happen next or what actions should be taken to refine the way similar events may be handled in the future.

### **C. RESEARCH DESIGN**

This study purposed to design a model of lesson-unit reflection, especially for senior high school English teachers. The need analysis was conducted by giving questionnaires and conducting interview with English teachers. The discussion result from the colloquium held by the English Language Studies of Master Degree of Sanata Dharma University on 31 October, 2014 was also elaborated in order to gain feedback related to the proposed model. Moreover, the library study was conducted to generate and to analyse theories of reflection.

### **D. DISCUSSION**

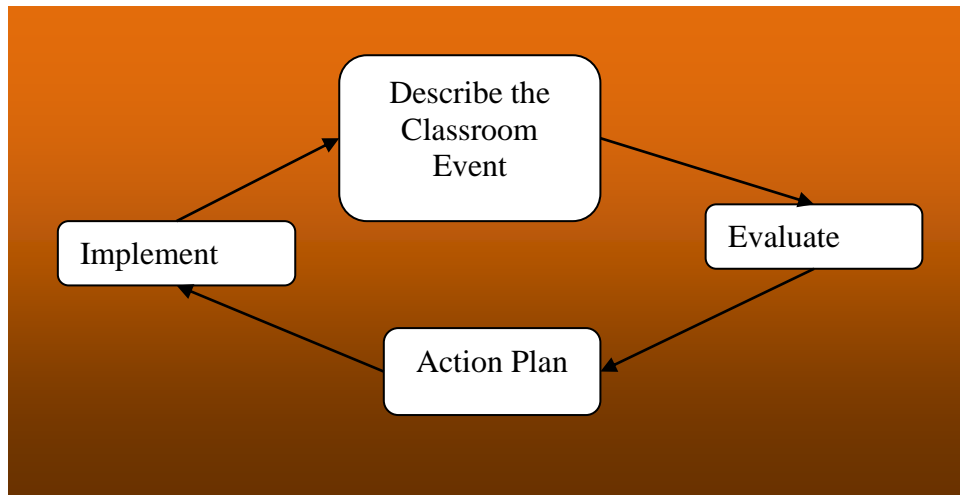
The conceptual models from Gibbs and Kolb are believed to benefit the teachers' competencies improvement. The competencies meant the teacher's pedagogic competence, personality competence, social competence, and professional competence.

The criteria of these teaching competencies are; first, pedagogy competence which covered scientific approach and the use of authentic materials in order to improve students' potentials in learning. Second, personality competence demanding teacher to obey teacher's code of ethics and be responsible with their job descriptions in their profession. Third, social competence requires teachers to build emphatic communication with their co-workers, students, and the students' parents. Fourth,

professional competence demands a teacher to master the materials and the concept of competence standard. Beside that, teachers should be able to be creative in teaching and encouraging students to improve their critical thinking. Teachers also need to be creative in applying the collaborative learning, strategy or method in the classroom.

Based on the criteria above, the two basic considerations in this article are pedagogy competence and personality competence. Whereas, pedagogic competence has a strong emphasize on the approach applied in the classroom and how far and deep a material mastered by the teacher. It relates to how a teacher engages students to actualize their potentials during teaching and learning process. Thus, personality competence emphasize on teacher's competence in their professional lives, obey the ethics code and responsible of their job descriptions. The result is emphasize on how far teachers become a good model in the classroom and in social life in society.

The English teachers who attended the colloquium on 31 October 2014, expressed their opinion that, they have overload teaching time and many administration requirements. So that they have no time to write a teaching journal or a lesson report as their teaching reflection. They just did a brief reflection orally by sharing some events in the classroom with their co-workers after teaching time. In this case, they do wish to be able to do teaching reflection, but they need such a model which can be done in a simple form. For example, by giving a mark or a thick for something they should reflect on. Thus, a model is provided here is purposed to facilitate and to accommodate teachers' reflection on teaching to improve their teaching competence. The model proposed in the format of giving a thick and write a short general reflection as the summary. Therefore, the writer tried proposing a new model which uses the four models as the main references so that all the plus points will be maximalized. The new model has 5 steps which are (1) describe the classroom event, (2) evaluate, (3) action plan, and (4) implement. The figure can be seen as follow:



*Figure 3. The proposed model of Senior High School English teacher's reflection*

### **Step 1: Describe the Classroom Event**

In this step, teachers write their experience during teaching a lesson. The classroom event described in detail. Include for example; the lesson-unit topic; total meetings for each unit; the mastering of unit-lesson materials' concept; strategy or method used; students response; the classroom atmosphere, and what was the result.

### **Step 2: Evaluate**

After describe the event in detail, teacher try to evaluate what just happened. What was the classroom problem that they should cope with? Consider what was good about the event and what was bad about the event or didn't go so well. They are to record the problem they faced in the teaching process so that later on, in the next step, teachers can come up with the solution. Teachers question themselves, "Why my teaching strategy didn't work well?"

### **Step 3: Action Plan**

In this step, teacher have made a plan of their responses toward the event. They have decided whether they would do the act differently or will be likely the same. The result of evaluation affect the future action by planning the responses. Teacher reflects if any additional strategy, knowledge, and skills to be developed. After they come up with the problems solution and plan, they are ready to perform their planning. Teachers may say, "I plan to use .... strategy for my next teaching."

#### Step 4: Implement

When the action have been planned, the next step is how to implement the action plan. Teacher applied the lesson procedures or lesson plan that has been reconstructed by the relevan theories from some experts and based on the results of the evaluation.

This model can be said reliable in terms of content; economical (non-time consuming); and capable of generating behaviors. The discovery-oriented lesson-unit reflection form and the example of the implementation can be seen in figure 4 and 5 from the iconic model porposed.

#### The lesson-unit reflection form

Class : .....  
Date/time : .....  
Topic/Lesson : .....  
Objectives/goals : .....  
.....

Reflection items	1	2	3	4	Description and evaluation
<b>I. Teaching Material</b>					..... .....
a. Lesson accomplishment					.....
b. Students' achievement					..... .....
<b>II. Classroom Interaction</b>					..... .....
a. Clear explanation					.....
b. Students' response					..... .....
<b>III. The use of teaching media</b>					..... .....
a. Representative					.....

b. Effectiveness					..... ..... .....
<b>IV. Method/Strategy</b>					..... ..... .....
a. Appropriateness					..... ..... .....
b. Effectiveness					..... ..... .....
V. Objective of the lesson: Achieved <input type="checkbox"/>  Not achieved <input type="checkbox"/>					..... ..... .....
Action plan and the implementation for the future unit-lesson: ..... ..... ..... ..... ..... ..... .....					

\*) Notes: 1 = 0% - 25%, 2 = 25% - 50%, 3 = 50% - 75%, 4 = 75% - 100%

### The example or the lesson-unit reflection

Class : X-A

Date/time : September 12, 2018

Topic/Lesson : 'Expressing Intention'

Total Meetings : 2 meetings

Objectives/goals : students are able to identify and make statements or questions using intention expressions.

Reflection Items	1	2	3	4	Description and Evaluation
<b>I. Teaching Material</b>					The lesson completely accomplished in two meetings as it planned. Students did all

<b>a. Lesson accomplishment</b>  <b>b. Students' comprehension</b>					<p>the tasks in the unit lesson. But, I should asked them to finish the speech at home not in the classroom, since they need more time to think and concentrate to write their own speech.</p>
					<p>Students were able to make statements and questions using the expressions of intention. However, I should find a way to help Tuti who was still had difficulty in diffirenciating the use of 'would rather' and 'I would like to'.</p>
<b>II. Classroom Interaction</b>  <b>a. Clear explanation</b>  <b>b. Students' response</b>					<p>I explained well about the concept of the material and I used some other sources or references which is familiar to students to support their understanding. However, I need to speak louder so my voice could reach all my students particularly who sit at the back side.</p>
					<p>There was good classroom atmosphere. Students were eager to ask questions. They made and acted out the dialogue/conversation in groups. They were anthusiastic to take turn to perform their group role play in front of the class. However, not all</p>

					students involved in the classroom activities. There were about 5 silent students who looked reluctant to join the role play. I plan to have personal approachment to them.
<b>III. The use of media</b>  a. Representative  b. Effectiveness					Pictures, flashcards, and newspaper were appropriate media to represent the topic. But then, it was not easy to find the newspaper in English version.
				v	Yes, the media used were effective because it can facilitate students to learn.
<b>IV. Method/Strategy</b>  a. Appropriateness  b. Effectiveness					Role play, pair work, and group discussion were appropriate methods for this lesson unit. The role play suitable used for this level of students. The difficulties level of the content were simplified and matched into role play. Yet, I need to give more practice on students' pronunciation so they will be able to pronounce each dialogue correctly.
					The methods used were effective. Students could identify the 'Expression Intention' from their students' dialogue in the role play. To avoid monotoneous, I should find another alternative strategy/method to use in the

					next lesson-unit.
<b>V. Objective of the lesson:</b> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <b>Achieved</b>   <b>Not achieved</b> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <input checked="checked" type="checkbox"/>   <input type="checkbox"/> </div> </div>					Students could identify and produce "I would like to, I will, I am going to, and would rather..." orally and writtenly.
<b>Action plan and the implementation for the future unit-lesson:</b> Overall, I feel happy because the objective of this study were achieved. I feel that, the teaching and learning process in these two meetings were success. For the improvement, I need to : <ol style="list-style-type: none"> <li>1. Find another alternative strategy/method beside role play to facilitate students' learning.</li> <li>2. Develop personal approachment to my students, particularly for those silent students who still felt reluctant in joining role play.</li> <li>3. Increase pronunciation practice for students.</li> </ol>					

\*) Notes: 1 = 0% - 25%, 2 = 25% - 50%, 3 = 50% - 75%, 4 = 75% - 100%

## E. CONCLUSION

In order to achieve better result of learning, teachers need to reflect on their own teaching process. By doing so, teachers can understand and identify problems during the lesson-unit activities, and know how to handle it when it occurs in the future situation. Reflection can help teachers to evaluate their performance as well as improve personal development. Based on the results of need analysis, the proposed model found to be favorable for teachers in senior high school level.

The result of the findings hopefully can help the reflective practitioners to be aware of their teaching process in the classroom. The writer hopes that this proposed model can improve teachers' pedagogic competence and personality competence. The proposed model is far from perfect, since this unit-lesson reflective model still has difficulties in finding shared references models. Therefore, it was suggested to the readers and other researchers to keep enrich their references in understanding the issue.



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