



**STUDENTS' PERCEPTIONS OF REFLECTIVE PRACTICE
IMPLEMENTATION TO LEARN CRITICAL THINKING
SKILLS IN CLASS DISCUSSION**

A case of the twelfth grade students of SMAN 2 Masbagik, East Lombok

THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Magister Pendidikan in English Language Education**

by

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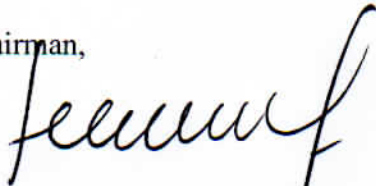
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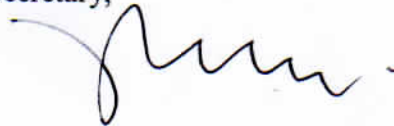


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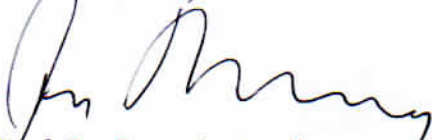
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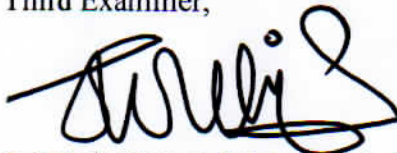
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MOTTO AND DEDICATION

“Reflect is meant not to forget. Criticize is meant to learn. A good learner wants to be better in a wise way”

To:
English lecturers and students of Universitas Negeri Semarang.

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ABSTRACT

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The concept of reflection through reflective practice implementation is used as one alternative techniques to learn critical thinking when joining the class discussion. Implementing the reflective practice tends to cover students' cognitive, psychomotor, and affective dimension to supports their speaking participation and cooperative learning. However, their perceptions of the above classroom activity have to be a fundamental issue for the success of teaching and learning.

The purpose of this study is to describe and explain students' reflective practice implementation to learn critical thinking skills in class discussion, the manifestation of students' critical thinking when implementing the reflective practice in class discussion, and their perceptions of the reflective practice implementation in class discussion.

This study is a descriptive qualitative case study, particularly a classroom case study of the twelfth grade students in an English subject. To collect the data, a field-notes and video recordings were delivered to get information about students' implementation of reflective practice and the manifestation of their critical thinking, while open-ended questionnaire and structured interview were employed to get information about their perceptions.

The results revealed in several findings; first, students attending personal experience that related to the given topic of discussion by considering three stages of reflection process in implementing the reflective practice. It consisted of stating positive behavior, ideas, and feelings (*first stage*), returning to experience, attending to feelings, and reevaluating experiences, events or phenomena (*second stage*), and making a conclusion, or making a commitment (*third stage*). Second, the students' critical thinking skills is manifested through three ways. It consists of verbal reasoning (giving statement, affirming and denying statement), arguments (arguing by assumption), and making a decision and problem-solving activity. Third, students have positive perceptions of the items dealing with the reflective practice implementation to learn critical thinking in class discussions.

In conclusion, students and teachers are the main actors to play role in the success of classroom activities. In this case, they should consider constructing positive perception from the beginning of the activity. Furthermore, the reflective practice implementation in class discussion should be based on clear instructions and theoretical background to meet the teaching and learning goal, especially for students who aim to learn critical thinking.

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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, followed by the reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, definition of terminologies, and organization of the thesis.

1.1 Background of the Study

The present study raises an issue about the twelfth grade students' view on their classroom events, where the reflective practice is being implemented to stimulate critical thinking skills when joining the class discussions. Taken from this issue, I elaborate three points of study, which covers students' implementation of reflective practices in the class discussions, the manifestation of their critical thinking skills when implementing the reflective practice, and their perceptions of the reflective practice implementation to learn critical thinking skills in class discussions. This study is inspired by the fact that an English teacher at SMA N 2 Masbagik of East Lombok Regency introduce the technique of reflective practice to his students. Through this technique, he initiated to stimulate students' participation when joining the class discussion.

The case becomes interesting when students from multiple skills in English language acquisition are requested to adapt to the target activity as good as possible in several meetings of one semester. After evaluating their activity, students seem to have distinctive responses regarding self-improvement. The

distinction may be affected by the experience of how they implement the reflective practice and how they perceive on it. Therefore, this event motivates me to examine how students' perceptions could construct and determine the success or failure of reflective practice implementation as the way to learn critical thinking skills in class discussion. It is reasonable because based on Harris (1997) who stated that the learners' perceptions should determine the effectiveness of teaching and learning that influence their attitude along with motivation.

After interviewing the teacher, I found some information about a case of twelfth graders of SMA N 2 Masbagik in East Lombok Regency. The case is about students who implement a technique called "reflective practice" in joining the class discussion set by their English teacher. It indicates that the students have experiences in using reflective practice. Surely, their aim of doing this technique is to learn critical thinking skills in order to participate in class discussions actively. Most importantly, the concrete reason for implementing the technique is that these students are varying with personal character and skills. Therefore, some active and passive students need to be more cooperative with each other by implementing the reflective practice.

In another side, the English teacher of SMA N 2 Masbagik plays a role in introducing and guiding his students to implement the reflective practice in class discussion. As well as his purpose, he tries to foster students to think critically about given issues or topic of discussion. The students were instructed to use self-reflection as a personal consideration before doing actions. In his teaching, he prepared discussion as a teaching and learning media with the topic about

personal experience and certain issues. Afterward, the teacher guided his students to attend ideas and feelings about personal experience. During its process, students were instructed to evaluate their experience by observing what they would learn or acquire from experience. The outcome was varying such as self-evaluation, make a conclusion, and so forth.

Refer to this case; it concluded that the teacher aims to familiar his students with reflective practice. He trained them to use this technique for several meeting in one semester. The use of class discussion aimed to mediate their activities. Students improvement can be seen from how they able to interpret and critic their experience, which has a relationship with the chosen topic.

The above explanations then open into broad considerable reasons and theory. It draws a connection between doing reflective practice in class discussion to learn critical thinking skills. Boud, Keogh, and Walker (1985) have given many examples about how students learn by reflecting their own experiences as a self-evident of making conclusion in the whole, group, or in pair discussion activities. By doing this, students guided to do critical thinking about what they reflect. The process of critical thinking itself as explained by Vezzosi (2005) that it involves the activity which brings to reflect on the thinking itself, to evaluate personal thinking practice and to learn from the same learning experience. It is the intellectual process of thinking gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Investigating the reflective practice, it is illustrated as the process to get a

lesson by reflecting on personal experience. Meanwhile, Bolton (2010, p. xix) strengthen the picture of reflective practice as the process of paying critical attention to the practical values and theories which inform everyday actions, by examining the practice of reflection. In its application, students engaged with their experiences to raise contradiction about a certain topic. They discuss and reflect the topic of discussion given by the teacher, then connect it with their experiences to evaluate and make a decision about what they will do.

Reflective practice is a learning technique that requires a conscious effort to think about events and able to develop critical thinking. Theoretically, the implementation of reflective practice in the discussion is effective when students or group of them try to make a solution from a particular problem the topic discussed. Each of them will have different views and try to justify their arguments.

However, the reflective practice implementation might be a difficult challenge for the teacher and his students. It is because students try to engage with their feelings and cognition. Boud, Keogh, and Walker (1985, p. 11) explained that personal feelings and cognition closely related to succeed the reflective process. They argue that students have to be smart in interpreting their experience with positive feelings than negative feelings. Positive feelings can enhance the learning process, while negative feelings can distort students' perceptions and leads them into a false interpretation of events.

Concerning the class discussion entailment, it is because the chosen activity is one of the proper media to success the reflective practice implementation. It is

becoming a common activity used by the teacher in teaching English. In the level of senior high school, discussion aimed to develop student in speaking and critical thinking skill. Ramirez (2010, p. 13-14) point out that class discussion allows students to freely engage in interactive communication while they express themselves and exchange ideas and information. The process of discussion will trigger students talking actively and think critically. In this activity, students can assess their learning, share opinions, or discuss concepts about a particular activity. The teacher usually provides some topic discussed such as family, personal experience, autobiography, particular pros-cons issues, demonstrate personal understanding or knowledge and so forth.

Based on the above descriptions, I conduct this study with the goal to describe and explain students' perceptions of reflective practice implementation to learn critical thinking in class discussion. This will be the sources to reflect or evaluate their own performance. Finally, students naturally conduct the activities while the teacher acts as a guide and facilitator.

1.2 Reasons for Choosing the Topic

I chose a topic about students' perceptions of reflective practice implementation to learn critical thinking skills in the class discussion based on several reasons. I explore a case of an event in the classroom that shows students learning process where they use reflective practice to participate actively in class discussion. This activity is believed contribute to foster students to think critically. Furthermore, how they participate in class discussion by expressing their critical thinking,

bring me to this research considering students limitation in speaking and the complexity in implementing the reflective practice. Therefore, I explore their perceptions as the feedback of their experience in doing reflective practice.

This topic also has big deals in reflection to the students, teachers, and readers about creating active class discussions through reflective practice. As a part of activities in reflective practice, a discussion is one of the most uses in classroom learning. Meanwhile, a reflective practice is known as a teaching and learning technique, which emphasis student participates actively in class discussions. The students are guided to frame their thinking related to a particular topic of discussion. Here, experience has a big role to support students' beliefs, motivation, and attitude about their thinking and information.

1.3 Research Questions

The focus of my research relates to students' perceptions and implementation of the reflective practice in class discussion to learn critical thinking. Based on these key points, I formulaic the research question as follows:

- (1) How is the implementation of reflective practice to achieve critical thinking skills in class discussions?
- (2) How are the students' critical thinking skills in the implementation of reflective practice in class discussion?
- (3) How do the students perceive the reflective practice implementation of verbal reasoning skills in class discussions?

- (4) How do the students perceive the reflective practice implementation of arguments skills in class discussions?
- (5) How do the students perceive the reflective practice implementation of decision making and problem solving skills in class discussions?

1.4 Objectives of the Study

Considering the problems above, the general objectives of this study are to analyze students' perceptions of reflective practice in class discussion in order to:

- (1) Explain the implementation of reflective practice in order to learn critical thinking skills in class discussions.
- (2) Explain the students' critical thinking skills in the implementation of reflective practices in class discussion.
- (3) Explain the students' perceptions of reflective practice implementation of verbal reasoning skills in class discussions.
- (4) Explain the students' perceptions of reflective practice implementation of arguments skills in class discussions.
- (5) Explain the students' perceptions of reflective practice implementation of decision making and problem solving skills in class discussions.

1.5 Significance of the Study

After doing the research, I hope that this research would have many advantages for everyone. The advantages that taken from this study are as follows.

The first objective of the research was to analyze the implementation of reflective practice in order to learn critical thinking skills in class discussions, so that theoretically, it may contribute to give additional information about the concept of reflective practice as a reference model in discussion activities. Practically, this study may give the readers an opportunity to learn deeply about a reflective practice in the real context. In addition, through this study can help students to explore their perspectives of reflective practice in discussion activities as the way to learn critical thinking. Besides, pedagogically, by realizing the use of reflection in daily life may be integrated into the educational field especially English Language Education program of any level. Involving reflection into practice may able to improve students or teachers competencies.

The second objective of the research was to analyze the students' critical thinking skills in the implementation of reflective practices in class discussion, so that theoretically, it may contribute to give additional information about the types of critical thinking skills implemented by the students. Practically, it may contribute to improve students' understanding about the aims of reflective practice to stimulate students' critical thinking skills. Practically, it may contribute to be used as reference in measuring students' learning critical thinking skills achievement.

The third objective of the research was to analyze the students' perceptions of reflective practice implementation of verbal reasoning skills in class discussions, so that theoretically, it may contribute to give additional knowledge about verbal

reasoning and its classifications in the characteristic of critical thinking skills. Practically, it may contribute to improve students' knowledge to use verbal reasoning and its classifications when joining the class discussion. Pedagogically, it may contribute to be used as reference in expressing critical thinking and reflective practice discussion activity.

The fourth objective of the research was to analyze the students' perceptions of reflective practice implementation of arguments skills in class discussions, so that theoretically, it may contribute to give additional knowledge about arguments and its classifications in the characteristic of critical thinking skills. Practically, it may contribute to improve students' knowledge to use arguments and its classifications when joining the class discussion. Pedagogically, it may contribute to be used as reference in expressing critical thinking and reflective practice discussion activity.

The fifth objective of the research was to analyze the students' perceptions of reflective practice implementation of make decision and problem solving skills in class discussions, so that theoretically, it may contribute to give additional knowledge about make decision and problem solving together with its classifications in the characteristic of critical thinking skills. Practically, it may contribute to improve students' knowledge to use make decision and problem solving when joining the class discussion. Pedagogically, it may contribute to be used as reference in expressing critical thinking and reflective practice discussion activity.

1.6 Scope of the study

The scope of this research is students' perceptions in implementing the reflective practice, which appears in class discussions to learn critical thinking skills. I believe that reflective practice applied in class discussion to stimulate students' critical thinking. I believe that reflective practice applied in class discussion to stimulate students' critical thinking. Commonly, it is an appropriate technique used in teaching and learning process because there is a huge entailment of students to use their experiences as a reference to think critically. I choose the twelfth year students of science 1 class (XII IPA 1) in SMA N 2 Masbagik of East Lombok Regency in the academic year of 2016/2017 as the object of the study because it has the criteria in relating the topic.

I divided this thesis into five chapters. They are introduction, review of related literature, research methodology, findings and discussion, and conclusions and suggestions.

Chapter I is introduction. It includes the background of the study, the reasons for choosing the topic, the research problems, the objectives of the study, the significance of the study, the definition of terminology and the organization of the study. The background of the study is started with an issue about the twelfth grade students' view who implement a technique called "reflective practice" to stimulate their critical thinking learning when joining the class discussion. It well-known with the process of "reflection", in which characterized as a process of taking advance, considering, and evaluation from past experience. The research problem covers the students from multiple skills in English language

acquisition are requested by their teacher to adapt to the activity for several meetings of one semester. Researching students' perceptions, on this case is needed to reveal whether the activity is acceptable or not for students. Furthermore, how they implement the activity and how they manifest the target learning (critical thinking) is important as a further discussion and evaluation.

Chapter II is the review of the related literature in which dealt with the explanation of previous studies, related literature, and theoretical framework. In part of previous studies, it related to the entailment of reflective practice, discussion, and critical thinking. It covers study from Hyacinth and Mann (2014); Jordi (2011); Casey (2014); Erlandson (2014); Lewis (2013); Wihadi (2011); Wood and Kurzel (2008); Marin and Halpern (2011); Alwadai (2014); Changwong, Sukkamart, & Sisan (2018); Alazzi (2008); Choy & Cheah (2009); Choy & Oo (2012); Goodloe (2015). These previous research are reviewed in this chapter so that I can find the similarities and differences of with my research.

The next subchapter, the reviews of the theoretical studies covers the explanation about perception theory (Robinson, 1994), the reflective practice (Boud, Keogh, & Walker, 1985), critical thinking (Halpern, 2003), Discussion (Rahman, et.al. 2011), and its implementation and correlation (Boud, Keogh, Walker, & Gibbs, 1985). These theories are reviewed in this chapter. The last part was about the theoretical framework. It comprised of the correlation between reflective practice technique and the class discussion implemented by the students as their aims to learn critical thinking skills. These manifested through their experience and perceptions.

The following chapter is Chapter III, research methodology. It deals with the research design, setting, the subject of the study, the object of the study, roles of the researcher, method of collecting data, research instruments, the method of analyzing data, and triangulation. The research design is a descriptive qualitative case study. I conduct this research as a data collector and analyst. Meanwhile, the subject of the research was the twelfth grade students who sat in the science class 1 at SMAN 2 Masbagik of East Lombok, in the year of 2016/2017. This study was about classroom event which including students' perceptions on the reflective practice implementation to learn critical thinking in class discussion. I concerned about students' perceptions, their reflective practice implementation, and characteristic of critical thinking showed by them. In this study, I describe students' perceptions through the data of an open-ended questionnaire and interview. Then, be followed in a chronological narrative of the reflective practice implementation, and the process of students' critical thinking through field notes and video recording observation. Those data then be analyzed through Braun's and Clarke's (2006) phases of qualitative analysis which called "Thematic Analysis". This would be a rich and vivid description as I investigated the research subject thoroughly. I took the data from the teachers and students' point of view, which be verified in a triangulation concept. Furthermore, triangulation took parts to verify the validity of my research data.

Chapter IV is research findings and discussion. In sequence, this chapter is arranged based on the problems of the research to achieve the objectives of the research. The findings provide the process of reflective practice implementation,

the classifications of critical thinking skills manifested by the students (verbal reasoning, arguments, make decision and problem solving), and their perceptions of reflective practice implementation in class discussion covering their view of verbal reasoning, arguments, make decision and problem solving implementation. Meanwhile, the discussion gives deeper explanation of the findings related to the previous studies and the underpinning theories.

The last chapter is Chapter V. It is consisted of conclusions and suggestions. It presented the conclusion and suggestions relating the research problems about the students' perceptions of the reflective practice implementation to learn critical thinking in class discussion. After that, I gave some suggestion about my study. In overall, students and teachers are the main actor to play role in the success of classroom activity. In this case, they should consider constructing positive perception from the beginning of the activity. Furthermore, the reflective practice implementation in class discussion should be based on clear instructions and theoretical background to meet the teaching and learning goal, especially for students who aim to learn critical thinking.

1.7 Definitions of Terminology

(1) Perception

Perception is defined by Fish (2010, p. 1) as the way we understand the world around us by using our five sense organs. It characterized as an internal factors, which concern with the process of giving an impression, meanings, assessment, opinion, sense, and interpretation of the object of the research. Another view by

Robinson (1994, p. 1-2), display the form of perception as a non-physical existence which we are aware and sense. Perception is also connected with private occurrence where only personal subject can experience and sense it.

In formal education environment, perception involving students and teachers as main sources in teaching and learning process. Students and teachers may perceive about certain activity, concept, policy, or things as the object of perception. Their experiences also gives another opinion about what they perceive. As for Demuth (2013, p. 57) who states “perception is largely influenced by education and experience”. They will have opportunity to learn and evaluate about what they perceive. Concerning to this study, I emphasizes to use the word “perceptions” in my thesis title considering a number of perceptions that might be expressed by the students.

In this study, students' perceptions are being studied to find the answer of how they perceive on the reflective practice implementation, as well as the aim to learn critical thinking skills when joining the class discussion. It covers students' understanding of the theory, possible acts, possible behavior, possible effect, experiences, and expectations of the above activity.

(2) Reflection

Moon (2004) define the term of reflection as a process that seems to lie somewhere around the notion of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting. So, reflective learning as a term, simply emphasizes the intention to learn as a result of reflection.

She further explains the common sense view of reflection is developed by examination of how we use the word “reflection” in everyday language. Reflection is like process of thinking. It is often a process of re-organizing knowledge and emotional orientations in order to achieve further insights.

Reflection is an activity that we apply to more complex issues. We think it through or plan it. However, we might reflect on whether or not to complain about something when the complaint may generate difficult consequences. (Moon, 2004, p. 82)

It is confirmed that reflection means “the act of looking back on thinking and/or experiences to gain a better understanding with asking questions of why, how, and what” (Mezirow, 1990; Nosich, 2012; as cited in Goodloe, 2015, p. 7). In this study, the students were asked to state their experience with the given topic of discussion. However, the researcher and teacher realize that not all students have experience that relate to the topic. Therefore, the teacher has chosen the common issue in class discussion to facilitate students in making a reflection.

(3) Reflective practices

Reflective practice is a generic term for those intellectual and affective domain activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation (Lewis, 2013).

In Tarjana (2002), reflective practice is defined by John Dewey as a proactive, ongoing examination of beliefs and practice. Reflective practice is a technique that helps students or learner become active because in a particular case, many of them have been passive in classroom activities. Active learning goes like students engage in conversations with classmates and teachers. They do so as part of a

community. They ask questions and figure out the answers. They contribute to learn and teach each other through class discussions. Ultimately, they engage with themselves. Meanwhile, Boud, Keogh, and Walker (1985, p. 18) point out that reflective practice features the individual experiences, leading to a new conceptual perspective or understanding. They included the element of learning, as well as the involvement of the self, to define reflective practice as a forum of response of the learner to experience. In this study, a reflective practice used to feature reflection activity implemented by the students.

(4) Implementation

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions (<http://nirn.fpg.unc.edu>). In this research, it addressed to the implementation of an innovation called "the reflective practice". The circumstance point of this research is focused on how the object of this research (students) use the reflective practice in joining the class discussion to learn critical thinking skills in a typical practice setting.

(5) Critical thinking

As noted by Goodloe (2015, p. 7), critical thinking was defined as the act of reasoning, analyzing, and evaluating that is steeped in questions to allow a person to become aware of the diversity of values, assumptions, beliefs, and social structures of the world to make sound judgments.

Halpern, (2003, p. 7) stated that critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. Critical thinkers use

these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings. That is, they are predisposed to think critically. When we think critically, we are evaluating the outcomes of our thought processes—how good a decision is or how well a problem is solved.

Turn back to the earliest literature, Kurfiss, (1988, p. 2) explain the term of critical thinking as a rational response to questions that cannot be answered definitively and for which all the relevant information may not be available. It is defined as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can be convincingly justified. In critical thinking, all assumptions are open to question, divergent views are aggressively sought, and the inquiry is not biased in favor of a particular outcome.

(6) Class discussions

Rahman, et al. (2011, p. 3) defined discussion as a process of two or more people express, clarify and pool their knowledge, experiences, opinions, and feelings. This activity will be a simple if the students know the topic and how to speak using the target language. Furthermore, they classified two types of discussion. The first type was group discussion. . As quoted from Lynch (in Sofa, 2014, p. 19) who argue that group discussion simultaneously maximizes each student's opportunity to speak. The second type was pair discussion. Phipps (in Sofa, 2014, p. 23), viewed the pair discussion as a situation which enables two learners to work independently and interactively without teacher involvement.

This kind of activities gives students the opportunity to speak more freely and express themselves. It is helpful to structure a discussion activity by giving students enough information about what they will be talking about and giving them enough time to think about what they want to say. In this research, the class discussion covers the whole discussion, group discussion, and pair discussion. These common forum aims to mediate the students in using reflective practice.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of studies, review of theoretical studies, and theoretical framework of the study. The summary of the previous studies explains some studies that have been conducted by other researchers. Then, theoretical reviews summarize some theories of reflective practice, class discussion, and critical thinking. At the end of this section, the theoretical framework of the study will be presented to give a clearer view and understanding of the theories and concepts that are relevant to the present study.

2.1 Review of Previous Studies

To develop the research systematically, logic, and objective, it is necessary for me to dig and explain briefly some previous studies or scientific journals that have been published. The substance from journals has relevance as the research references as follows:

Reflective practice may be applied to the teachers or students as long as it helps them in problem-solving and decision-making processes and it fosters critical-thinking abilities. It counts various type of research that raises a topic of reflective practice such as Hyacinth and Mann (2014) who displayed an analysis and discussion of the views and experiences of Nigerian English language teachers with regard to their conceptualization of reflective practice and in what ways it is important for them. In this research, the detail data taken from interviews, questionnaires, and focus groups that involving the participant

teachers who were spread into three study phases, in four different towns and cities including an island (Lagos, Abuja, Port Harcourt, and Bonny Island). During the study, the reflective practice appears when some participant teachers use their reflection intuitively in teaching. The findings also displayed how reflective practice challenges the participants' assumptions by looking at their practice through the eyes of their learners.

The writers shared new insight from their study relate to the Nigerian English teachers view about reflective practice in the classroom. In their research, it demonstrated that reflection was a tangible and beneficial aspect of the Nigerian English teachers' professional lives. It showed that reflection was largely intuitive, should be more explicitly and not something learned in a theoretical way and the applied. It also explained some way to support the view that reflective teachers were more self-critical, more self-aware of their development need and more learner-centered. However, the teachers may need to be taught regard to reflection in term of its theoretical perspectives of self-teachers and learners if it is to be more critical.

This research inspires the current study in the matter of reflective practice usage in the classroom. By looking at its flexibility use, the reflective practice strengthens its important role in teaching and learning. It agreed that reflection may be used by teachers or learners intuitively and learned during the class activity. The result of this research also displayed the process of reflection, which affect personal critical thinking. Therefore, the current study tries to raise an issue about the reflective practice in a different context of the topic.

The significant distinction between the current and this study appear in some aspects. This study uses English teachers as the subject. In the meantime, the current study involves students. In another aspect, this study focuses on analyzing the views and experiences of the research subject regard to their conceptualization of reflective practice. Meanwhile, the current study focuses on students' critical thinking as the teaching and learning goal from the reflective practice implementation in class discussion.

Some studies revealed a research relate to the concept of reflective practice and its entailment with reflection such as Jordi (2011), Casey (2014), Erlandson (2014), and Lewis (2013). Each of them has a different conclusion. Jordi and Lewis have a similar definition that reflection means a rational analytical process through involving self-experience. They added, the reflective practice was identified as a technique of reflection that can facilitate a learning dialogue between personal implicit embodied experience and conceptual aspects of their consciousness. Meanwhile, Casey mentions six stages of reflection in implementing the reflective practice. The sequences featuring competence, difference and choice, internal context, external context, societal context, and meta-cognitive. As for Erlandson, stated that perception was the key to being reflective. He added that to be skillful in implementing the reflective practice, we should know the term of perception and reflection.

Wihadi (2011) used reflective practice to enhance students' interactions and utterances in the discussion forum. He expected for a long-term discussion session, display a minority of students who were overtly dominant, while others

were precisely passive. Reflective practice was conducted by assigning his students into a group of discussion to put reflection into practice, referring to the self-selected and discussed topic. He gained the data through non-participant observation. The result of his research showed that reflective practice was useful as one of the ways to proliferate students' benefits in a discussion forum. Here, students would be able to employ the techniques well and use it to interact in class discussion.

The teaching and learning activities in this study described some event of discussion. In the first event, students were indicated to be rigid in making interaction. They were incompetent, not able to develop or stretch one topic discussion interactively. On the second event, after using the reflective practice, students were substantially productive in speaking and able to stretch or develop the topic discussion. They were aware of commenting their friends by practicing the instructed expressions of reflection. Before, the teacher exposed the expressions written on the white-board together with some explanations and demonstration.

In summary, this research gives further understanding of how reflective practice works and its role to enhance students' speaking during the discussion. At a certain time, it is possible to the teacher participate in a discussion. Therefore, he or she can exemplify the students to be more interactive.

This is an important finding for the current research because it relates to reflective practice use in class discussion. This research gives an initial understanding that reflection of a certain topic, issues, lesson studies, and so

forth; are effective to be conducted together with practice. However, the current research is different with this study in the aspect of case of the study, the sources of the data, and the methods in analyzing the data. The current research focuses on students' perceptions of reflective practice implementation to learn critical thinking skills in class discussion.

Another research was conducted by Wood and Kurzel (2008) who aimed to explore the students' engagement with reflective practice through a process of formative peer review and peer assessment in the literature field. It was a case study of undergraduate students who join the courses offered in the Media Arts program at the University of South Australia. The data collection were in form of electronic journals of students evaluation in implementing peer review and peer assessment collected from the year 2005 to 2008. *The Digital Media Techniques (INFT 1014)* used to evaluate and analyze students' peer review process. Meanwhile, *the Interactive Media (INFT 2001)* used to evaluate and analyze students' peer assessment. The findings indicated a positive impact of peer review and peer assessment conducted by students. A process of formative peer review and peer assessment able to increased awareness of the quality of students' work, increased self-reflection on their learning and on their performance as peer evaluators.

Point to be noted from this study is about reflective practice entailment in the process of peer review and peer assessment. In peer review, self-reflection used to reflect on their learning and performance. A student was participated in reviewing other students' work. Students were engaged in online discussion to clarify or

challenge any comments from others. Each of them also was challenged to give personal feedback toward self's or others' work.

This study gives additional support information to the current research that reflective practice can be used personally and/or with a group. As for in the current research, it will concern in discussion activity which relates with grouping process. However, there is a significant distinction between this study and the current study. The current study tends to raise a case in class discussion than peer activities, which engaged with reflective practice. Another aspect such as research subject, data sources, and research methodology is also different.

Review to these previous study, it demonstrates reflective practice entailment which is connected to any activity in the classroom. The previous research reveals that reflective practice expressed and implemented in the discussion as one of the example activity. Critical thinking skills are also showed from the previous research as a positive effect of reflective practice.

Reflective practice is derived from the concept of reflection and thinking called reflective thinking. Both concepts then direct us to the critical thinking entailment. Marin and Halpern (2011) raised the topic of pedagogy for developing critical thinking in an adolescent by gaining explicit instruction procedures conducted a research. They explained the function of explicit instruction as lessons designed that specifically to provide guidance in specific critical thinking skills. The result of this study provides evidence that explicit instruction was an effective method for teaching critical thinking to a high school student. However, as what has been explained in their report, this study has

opened another point of view. This activity involves the existent of reflective thinking instruction to help students learn their critical thinking. In here, students engaged with questioning and discussion process. Then, they instructed to face the challenge in thinking about a particular subject matter through recalling and memorizing.

Other studies about critical thinking featured to this research as one of consideration and relevancy. As a research conducted by Alwadai (2014), Changwong, Sukkamart, and Sisan (2018), Alazzi (2008) emphasized that critical thinking must be developed improved in education settings such as schools, colleges, and universities. They also noted that participant should express positive perception toward the critical thinking learning. Through different way of study, they acknowledge that critical thinking is a skill that needs practice. They suggest a number of strategies to develop critical thinking such as education, practice, and experience.

Previously, Choy and Cheah (2009) conducted a research to raise teachers' perceptions of critical thinking among their students. Their research aimed to investigate how far critical thinking influence students' behavior in the classroom. The findings revealed that teachers perceive they had to teach critical thinking to their students. They also believe that critical thinking could stimulus students' intellectual. It proved from students' ability to explain to ideas and concepts in their own words. However, the ability to think logically in this research means to shows the process the student undertakes to gain an understanding of the material presented. Therefore, this research suggests the teachers understand the

requirements needed to cultivate critical thinking among students.

The above research inspires further research by Choy and Oo (2012) who aims to show a link reflective thinking and its ability to stimulate critical thinking. There are 60 teachers involved as participants to answer a questionnaire to determine the level at which they reflected on their teaching practices as an indicator of their level of critical thinking. It was found that most of the teachers did not reflect deeply on their teaching practices. They did not seem to practice the four learning processes: assumption analysis, contextual awareness, imaginative speculation, and reflective practice. It would suggest that critical thinking is practiced minimally among teachers. Further research needs to be carried out on how to bring about reflective practices among teachers and how it would enhance the quality of lessons in terms of critical thinking.

Goodloe (2015) strengthens the fact that there is a correlation between reflective practice and critical thinking through his research. He examined the teachings and perceptions of university instructors of 1-capstone course at Midwest University, United States of America. Through this study, he aims to understand the most effective approach to promote critical thinking and reflection among adult students. He believed that his study might contribute to the growing literature of reflection in teaching and learning activity, specifically in the area of critical thinking and reflective practice. It implies to contribute to the development of a training course for university instructors to use to help implement similar reflective activities to promote critical thinking skills.

From the finding, Goodloe argued that critical thinking in the classroom

could be improved by fostering reflective writing habits. He added, the skills of analyzing and reflecting on experiences were important components of critical thinking. He interviewed and observed five instructors or teacher with experience teaching one of the capstone courses as participants. Findings indicated that a common practice to promote students' critical thinking was through probing questions and deep discussions. This result prompted the creation of a professional development workshop to offer training to instructors that included the experience of progressing through reflective activities and deep discussion to better guide their students through the same process in an effort to strengthen critical thinking development.

From those previous studies, I can conclude that each of research displays different ways in raising the same topic about reflective practice, discussion, and critical thinking. Each of writers shows different aspects of research that giving various ways in exploring and analyzing the data. Therefore, there are some similarities and differences between those researches and the current research. Therefore, my research focuses on the implementation of reflective practice in the class discussion conducted by the students to develop their critical thinking.

2.2 Review of Theoretical Studies

2.2.1 Perception

This is a case study which provided detailed descriptions of how students perceive the reflective practice implementation, as well as the aim to learn critical thinking when joining the class discussion. It covers their understanding of its

theory, experience, and expectation. In a case study, the perceptions of the participants are examined to understand a possible relationship between what is perceived and the bounded system under review (Creswell, 2007). The system in this case study was bound by the time and place of the target research activity within a classroom.

In line with this study, perception is becoming an urgent issue regarding its role to enhance students' participation in implementing the reflective practice in class discussion to learn critical thinking. It is one of the students' internal factors, which concern with the process of giving an impression, assessment, opinion, sense, and interpreting on the above issue (Djamarah, 2010, p. 33).

Perception is defined by Fish (2010, p. 1) as the way we understand the world around us by using our five sense organs. It is a process of giving meaning and interpretation about the world or object observed, evaluating or judging familiar events or objects.

The process of perception essentially based on personal experience. According to Robinson (1994, p. 1-2), perception is formed of a non-physical existence which perceiver are aware and sense. Perception is connected with private occurrence where only personal subject can experience and sense it. He added, something called perception if it meets five conditions:

- It is something of which we are aware.
- It is non-physical.
- Its occurrence is logically private to a single subject.
- It actually possesses standard sensible qualities, for example, shape, color, loudness, 'feel' of various sorts.
- It possesses no intrinsic intentionality. Intentionality is the property of states such as thoughts, beliefs, desires, mental state, and sort of which

means state of being *about* things and it is interpreted as being about or signifying something.

In formal education environment, perception involving students and teachers as main sources in teaching and learning process. Students and teachers may perceive certain activity, concept, policy, or things as the object of perception. Their experiences also give another opinion about what they perceive. As for Demuth (2013, p. 57) has stated that perception is largely influenced by education and experience. It means that every person will have opportunity to learn and evaluate what they perceive on the target object.

2.2.2 Reflective Practice

Learning might be happening in different ways and at different points in our life. At school, at university, on the job, on daily activities, from the websites, through interactions with others, learning can take place. Reflective practice, however, suggests ongoing benefits and having a sense of what people might need to learn next. It influenced by individual experience, which relates to recent contexts. The reflective practice itself means the practice of periodically stepping back to ponder the meaning of what has recently transpired to us and to others in our immediate environment. It illuminates what we have experienced, providing a basis for future action.

Reflective practice features the individual experiences, leading to a new conceptual perspective or understanding. They included the element of learning, as well as the involvement of the self, to define reflective practice: "Reflection is a forum of response of the learner to experience" (Boud, et al., 1985, p. 18)

Reflective practice derived from the reflection of experience and learning that we have acquired. Moon (2004) defines the term of reflection as a process that seems to lie somewhere around the notion of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting. Therefore, reflective learning as a term, simply emphasizes the intention to learn as a result of reflection.

She further explains the common sense view of reflection is developed by an examination of how we use the word "reflection" in everyday language. Reflection is like a process of thinking. It is often a process of re-organizing knowledge and emotional orientations in order to achieve further insights.

Reflection is an activity that we apply to more complex issues. We think it through or plan it. However, we might reflect on whether or not to complain about something when the complaint may generate difficult consequences. (Moon, 2004, p. 82)

Another has strengthened the above definition:

Reflection is an in-depth consideration of events or situations outside of oneself: solitarily, or with critical support. The reflector attempts to work out what happened, what they thought or felt about it, why, who was involved and when, and what these others might have experienced and thought and felt about it. It is looking at whole scenarios from as many angles as possible: people, relationships, situation, place, timing, chronology, causality, connections, and so on, to make situations and people more comprehensible. (Bolton, 2010, p. 13)

From the above definition, we understand that reflection is a process of self-consideration on particular events or situation to gain a conclusion of positive or negative value. Especially in the academic field, there were different accounts of the reflection process as proposed by Moon (1999a, in Moon 2004, p. 83-84). From the evidence, she suggests the following outcomes can result from

the reflective process:

- Learning, knowledge, and understanding;
- Some form of action;
- A process of critical review;
- Personal and continuing professional development;
- Reflection on the process of learning or personal functioning (meta-cognition);
- The building of theory from observations in practice situations;
- The making of decisions/resolution of uncertainty, the solving of problems, empowerment and emancipation;
- Unexpected outcomes (e.g., images, ideas that could be solutions to dilemmas or seen as creative activity);
- Emotion;
- Clarification and the recognition that there is a need for further reflection.

Bolton (2010, p. 3) gives a further explanation about the reflective practice that useful to enable students and teacher to learn from experience about themselves, their work, and the way they relate to home and work, significant others and wider society and culture. It gives strategies to bring things out into the open, and frame appropriate and searching questions never asked before. It can provide relatively safe and confidential ways to explore and express experiences otherwise difficult to communicate. It challenges assumptions, ideological illusions, damaging social and cultural biases, inequalities, and questions personal behaviors, which perhaps silence the voices of others or otherwise marginalize them.

Bolton (2010, p. 4) continue, the reflective practice can enable inquiry into:

- What you know but do not know you know.
- What you do not know and want to know.
- What you think, feel, believe, value, understand about your role and boundaries.
- How your actions match up with what you believe.
- How to value and take into account personal feelings.

This form of reflection seems to enable students and teachers to explore and experiment with areas of experience difficult otherwise to approach, such as:

- What you can change in your context; how to work with what you cannot.
- How to value the perspective of others, however different they are to you.
- How others perceive you, and their feelings and thoughts about events.
- Why you become stressed, and its impact on life and practice.
- How to counteract seemingly *given* social, cultural and political structures.

2.2.3 Critical Thinking

In common discussion, it offers a critical process of thinking from the participants. They sometimes ask for something that they do not know or interest. They also sometimes object about what they do not agree with. This process is a critical thinking when participants act a rational response to questions that cannot be answered definitely and for which all the relevant information may not be available.

Marin and Halpern (2011) added that the development of critical thinking skills is often listed as the most important reason for formal education because the ability to think critically is essential for success in the contemporary world where the rate at which new knowledge is created is rapidly accelerating. Although most educators agree that it is important to teach students the skills of critical thinking, there is much less agreement about the way in which learning to think critically is best achieved, especially for students in high school.

Kurfiss (1988, p. 2) defines critical thinking as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can, therefore, be convincingly justified. In critical thinking, all assumptions are

open to question, divergent views are aggressively sought, and the inquiry is not biased in favor of a particular outcome. She added, the outcomes of critical thinking are a conclusion (or hypothesis) and justification. These outcomes are usually appearing in the form of argument. Meanwhile, the argument itself means the interlinked claimed and reasons that between them are established the content and force of the position for which a particular speaker is arguing.

In Kurfiss (1988, p. 4-5), there are three major perspectives on critical thinking that necessary to be examined to measure students' capacity in critical thinking. For the first point, relate to "informal logic" which means critical thinking as skills of analyzing and constructing arguments. The next point is related to "cognitive process" which means critical thinking as a construction of meaning. And the last point is that, relate to "intellectual development" which means critical thinking as the manifestation of a contextual theory of knowledge.

Over the decade, the theory of critical thinking has been developed by many experts. Halpern (2003) develop the previous theory from Kurfiss (1988) which relate to students' critical thinking skills acquisition. She mentions a general list of skills that would be applicable in almost any class. The skills are including of understanding, recognizing and criticizing assumptions, giving reasons to support a conclusion, and using analogies to solve problems. She then classifies these skills into some categories as explained below.

(1) Verbal Reasoning Skills

This is the ability to gather, analyze and understand information in the form of words and languages. It is the process of gathering information,

analyzing, thinking and evaluating it to form ideas, beliefs, and assumptions and develop knowledge on the particular subject. In this skills, student's language is determined by their own thought to express knowledge or information. The general skills which appear in this category are giving statement, affirming statement, denying statement, and make a conclusion.

(2) Argument Analysis Skills

An argument is a set of statements with at least one conclusion and one reason that supports the conclusion. In real life settings, arguments are complex with reasons that run counter to the conclusion, stated and unstated assumptions, irrelevant information, and intermediate steps. The skills from this category including arguing based on experience, arguing by assumption, counterarguments.

(3) Decision Making and Problem Solving Skills

In some sense, all of the critical thinking skills are used to make decisions and solve problems, but the ones that are included here involve the generation and selection of alternatives and judging among them. Some skills that commonly appear in this category are make decision, identifying problem, and giving a solution of problems.

2.2.4 Discussion

As cited from Rahman, et al. (2011, p. 3), discussion defined as a process whereby two or more people express, clarify and pool their knowledge, experiences, opinions, and feelings. This activity will be simple if the students know the topic and how to speak using the target language. Murcia (2001, p. 106)

views that the topic of discussion can be determined by the teacher. To work on this activity, particularly for the teacher, they must take some steps. First of all, they must prepare a planned grouping or pairing of students. After all, they should remind the students that each person has a specific responsibility in the discussions. Finally, they must give instructions to the students clearly.

2.2.4.1 Group Discussion

Group discussion is essentially an interactive oral process and appropriates to build students' conversation. The group members need to listen to each other and use voice and gesture effectively, use clear language and persuasive style. Practically, the activity can be conducted in form of all students' discussions or small group discussions. Murcia (2001, p. 106) adds that students are involved into pairs or groups to discuss particular topic by a reading, a listening passage, or a videotape in order to get a solution or a response in classroom discussions.

The usual reason for conducting discussion is enabling the students to speak during the classroom activity. They may feel free when they speak to their friends, rather than to the teacher. As quoted from Lynch (in Sofa, 2014, p. 19) who argue that group discussion simultaneously maximizes each student's opportunity to speak. Meanwhile, a small group of discussion reduces the psychological burden of performance. Moreover, a group discussion is also important to create a cooperative atmosphere. The feedback of group discussion can be given without upsetting those who receive it.

These statements above, strengthen by Rahman, et al (2011) who conducted a research about the use of discussion, and they concluded that discussion is the

most widely used and valuable method in the teaching and learning process. It represented a type of teamwork, based on the principle that the experience, knowledge, ideas, and feelings of several members have great contribution than those of a single individual.

2.2.4.2 Pair Discussion

Group and pair discussion is a common activity that usually used in the teaching and learning process. McDonough, et al. (2013, p. 229) stated that it happens with all contents such as dialogue practice, sharing opinions, reading aloud, and comparing answers to questions. Concerning the pair work or pair discussion, it is a situation which enables two learners to work independently and interactively without teacher involvement (Phipps, 1999, as cited in Sofa, 2014, p. 23). Paired discussion format is useful to link between the learning of functional aspects of language use and a classroom-based behavior that requires class members to exchange and share information and ideas. For some students, doing activity and exercise in pairs is more interesting than individually. The students are able to share the information with each other.

Pair discussion is not usually effective and interesting for all students. Harmer (2001, p. 116) stated that pair work has some disadvantages. It may be noisy. Some learners may not like it since they prefer to interact with the teacher, and learner may use the L1 or talk about matters that not related to the task. If both students do not know how to solve the problem they will keep silence or change the topic of discussion, which may not related to the topic given by the teacher. In addition, pair work is harder to monitor than group work because there

are going to be many more pairs of students than groups of students. The teacher has to make sure that all students have understood the instruction and material that will be discussed before they are divided into pairs.

2.2.5 Reflective Practice in Discussion Activity to Develop Critical Thinking

Reflective practice is discussing experience with other people. This technique is proper in discussion activity, which can be useful in a communication process. Whether it is in groups or peer discussion, reflective practice facilitates students to foster their spoken performance and critical thinking. It can help students understand a topic discussion critically by questioning and commenting.

Gibbs (in Boud, Keogh, and Walker, 1985, p. 92-93) proposes an example of a framework of the reflective practice exercise in discussion activity as below:

Instructions

- *Working alone (3 min)*: Think back to some past-experience of learning. It could be at school, in sports, in a hobby, anything that was particularly awful — it may have been boring or humiliating or you simply learned nothing at all. Write down a few notes on why it was so bad.
- *Working alone, repeated (3 min)*: Now do the same for a good learning experience where you learned a lot, were successful, enjoyed it and were interested. What was it that made learning so good? Write down a few notes.
- *Working pairs (10 min)*: Relate your experiences to each other, in pairs. Explain why your experiences were good or bad. What are the main similarities between what makes learning good or bad for you both? In what ways do you seem to thrive or suffer in different circumstances? Try and stick to basing your discussion in your own personal experiences rather than generalizing.
- *Working in fours (24 min)*: Form a group of four with another pair. From your pooled experiences of good and bad learning, can you see any themes arising, which for you tend to characterize good and bad learning in general? Each group of four elects a chairperson who notes down what is said under two columns: "Things that lead to unsatisfactory learning" and "Things that tend to support and encourage very satisfactory learning." Note down as many things as you can under these headings.
- *Working in plenary (20 min)*: I would like each group of four, in turn, to

read out one item from its list. I would like everyone else to ask that group to explain itself, to make the meaning of each item clear. Also, for each item, I would like suggestions as to how that might affect the way you are learning here, in this institution, now. Continue until items or time is finished.

Gibbs suggests that this exercise helps students to discover what they already know from their own experience about good learning and about what they themselves can do to bring about improvements in learning. To this extent, he is advocating that reflective techniques allow individual development, individual choice and a matching of learning methods and study techniques to individual needs and perceptions.

Regarding the relevancy between reflective practice and reflection, students need to incorporate both of the elements when joining the class discussion. In this study, the process of reflection should be linked when students implement reflective practice. Without this process, it was hard to run the technique. In this case, the process of reflection can be in form of experiences, journals, events, and many relevance sources with the topic of discussion. Boud, Keogh, and Walker (1985, p. 26-38) promoted how to run the process of reflection as the follows figure.

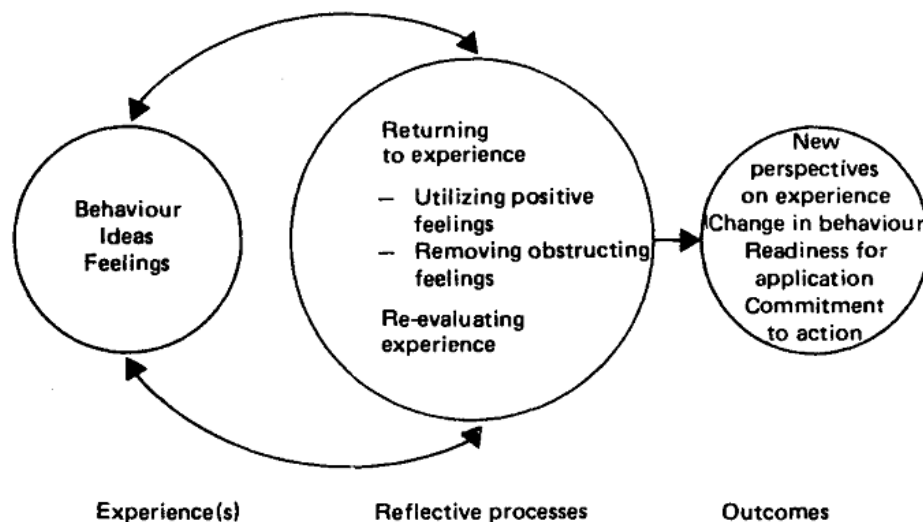


Figure 1. The steps in implementing reflection as part of reflective practice activity (Boud, Keogh, and Walker, 1985, p. 36)

According to the above figure, there are three steps of reflection to be concerned. The first step, students are instructed to make a reflection through responding their own or others experiences. As the start of the process, students need to consider three points to measure the propriety of selected experience with the topic of discussion. It includes the behavior in which they have engaged, the ideas of which learners are aware, and the feelings which they have experienced.

The second step is the reflective process. In this step, students should follow three stages. In stage 1, students should return to experience. It means that they have to recollect and replaying the experience in their mind's eye. It aimed to observe any related information and notice the value between personal experience and the topic of discussion. Students are suggested record the idea into notes or describe and share it with others. While stage 2, refer with attending personal feelings. It means that students should aware of the presence of feelings during

the initial experience. What students do with this situation are utilizing positive feelings and removing obstructing feelings. After that, students can proceed to the stage 3 re-evaluating experience. In this stage, students will make assumption and evaluation before deciding conclusion.

The third step is the last part of the reflection process that points students to go to outcomes and actions. In this step, students will finally be deciding conclusion on between experiences and the topic of discussion, makes new perspectives on experience, try to change the negativity into positivity, ready to act.

In further concerned, students are required to be active, involved, consulting and arguing with each other, and responsible for their own learning when joining the class discussion. Consider to this, Halpern (2003) displays some category of skills to explore students' capacity in critical thinking:

Table 2.1
Skills in Critical Thinking according to Halpern (2003)

Category	Skills
Verbal reasoning	giving statement, affirming statement, denying statement, make a conclusion
Argument	arguing based on experience, arguing by assumption, counterarguments
Decision making and problem solving	make decision, identifying problem, giving a solution of problems

2.3 Theoretical Framework

The theoretical framework aims to strengthen the previous explanation of theories. The framework is about connections between reflective practice, discussion, and critical thinking. In rational concern, the discussion is one of the teacher's references to lead teaching and learning activities. By discussing experience and certain event, he guides the students to do reflective practice. Furthermore, reflective practice in discussion activities directs students to think critically.

From the description above, the theoretical framework illustrated as below:

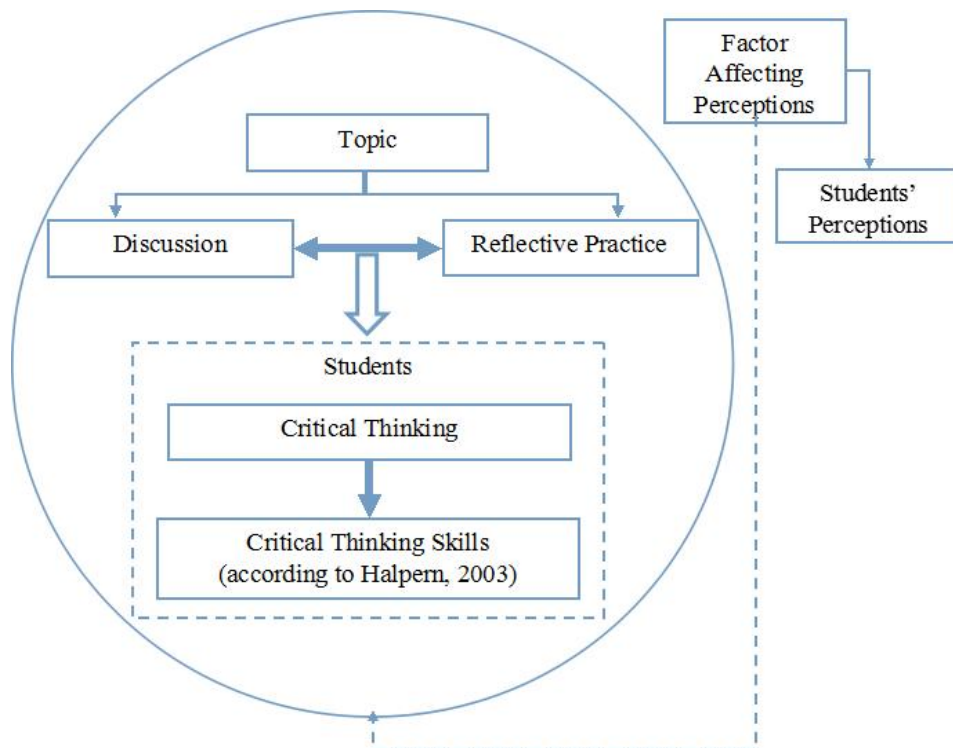


Figure 2. Theoretical Framework of the Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestions for future research which is related to the topic. The conclusions of the study are based on the interpretations of findings in the previous chapter.

5.1 Conclusion

This study aims at describing and explaining the case of students' classroom activity. It based on the research questions about the reflective practice to learn critical thinking in class discussion, which includes their perceptions and implementation. Given the findings of the data analysis from the previous chapter, it can be summarized as follows:

Firstly, teaching students to learn to criticize is one of the main goals from the reflective practice implementation in class discussion. In this research, the twelve years class students of SMA N 2 Masbagik perspectives have played a role in the success of the activity. Referring the findings, the students have positive responses the reflective practice implementation to learn critical thinking in the class discussion based on their understanding theory, possible acts, possible behavior, possible effect, experiences, and expectations. Most of them believe that this technique can support them to learn to criticize bravely, confidently, and precisely when joining the class discussion. In addition, the main point taken from each themes in this findings have strengthened the above statements that most students

contend the reflective practice as a technique of reflection, while class discussion as teaching and learning media. They also express that these combinations can support them to think widely and deeply about their past-experience or about particular events as part to learn critical thinking. From those perceptions, it concluded that students expect a positive value that would affect their English skills improvement.

Secondly, the reflective practice technique aimed to support students when joining the teaching and learning process, which set into class discussion activity. The discussed topics are talking about personal experiences, common events, or phenomena rose from daily life. Here, students play the main role to start the activity by concerning personal activity including self-reflection and evaluation. Afterward, the activity followed by some pair and group discussion, in which also play roles as media to express personal activity. The most important in each process of the above activity is that students have to state the process of reflection. It shortens into three steps, which covers connecting experience to the topic of discussion (step 1), do a reflective practice process (step 2), and find a new perspective as its outcomes (Boud, Keogh, and Walker, 1985, p. 36).

Simplifying the steps, students showed its procedures when trying to implement the reflective practice. For the beginning (step 1), students try to state positive behavior, ideas, and feelings while exploring their experiences, common events, or phenomena. They aimed to meet the learning goal taken from personal experiences concerning the related topic of classroom activity. The following (step 2) are returning to experience, attending to feelings, and reevaluating experiences, events or phenomena. This process occurs when students have passed the beginning

stage. For the last step (step 3), it commonly expressed in form of making a conclusion, or making a commitment. In this part, students seemed to give their point of view on the discussed topic into new perspectives that may change their future behavior or action.

Lastly, the reflective practice implementation in class discussion leads some of the students to express their critical thinking. From this research, it counted that verbal reasoning, arguments, making a decision and problem-solving activity seems taking part in students' performance. These dimensions characterize critical thinking and used to examine students how far their progress in this skill. Some students seem actively practice to give a statement, affirming friends' statement, argue, and learn to make a conclusion on the topic of discussion.

5.2 Suggestion

As has been discussed in this research, implementing the reflective practice is one of the alternative techniques to succeed in the class discussion activity. Hopefully, the combination between reflective practice and class discussion activity can help the teacher to deliver the material and support his/her goal to teach critical thinking. It also convinced to help students improve their critical thinking skill that could affect them to be more active in joining the classroom activity. Therefore, I would like to offer some implications for students, English teacher, and other researchers who are interested in a similar study.

Firstly, perception is a fundamental process to begin teaching and learning activity. The teacher should be more active to enhance students' positive perception

of the reflective practice implementation. It can be realized through giving intense guidance, facilitate them with proper media, and convince that this technique can support them to enhance their critical thinking skill in joining the class discussion. Meanwhile, for students, their positive perception will be very important for the success of the activity. It can be shown through stating positive behavior, action, and expectation to the activity.

Secondly, the reflective practice is conceptually a group activity. Despite this technique concern to the individual learning process that tends about personal issues, it needs collaborative performance. Here, a student as individual needs partners or group as media of discussion to express idea, feelings, and expectation about learning material or topic of discussion. As a group of student who joins the class discussions, they have to be more active to speak in English and open to others about personal experience.

Thirdly, the teacher should involve and prepare a better lesson plan to make the classroom activity being well regulated. The teacher also has to be a pioneer to encourage students to use English language both inside and outside the class. So that it helps students used to speak in English, especially when joining the classroom activity that requires speaking skill.

The last, the result of this research hopefully be useful for the reader or other researchers in the way that they will have more information about the implementation of reflective practice in class discussion to learn critical thinking.

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Appendix 1

Questionnaire Sheet

Identitas Responden (Siswa)

Nama (boleh diganti inisial) :

Kelas :

Tanggal :

Pelajaran :

Sekolah :

Mohon dibaca dan dipahami pertanyaan di bawah ini dengan seksama.

Lembar pertanyaan ini telah disusun berdasarkan studi permasalahan yang bertujuan untuk mencari tahu *persepsi siswa terhadap penerapan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis*.

Jawablah pertanyaan-pertanyaan berikut secara ringkas, jujur dan serius, sesuai pendapat, pemikiran, pengetahuan dan pengalaman Anda.

Perlu diingat, semua jawaban Anda adalah benar dan bermanfaat, asal sesuai dengan prosedur-prosedur diatas. Apabila sudah selesai, mohon periksa kembali jawaban Anda, jangan sampai ada pertanyaan yang terlewatkan.

Terima kasih atas kesediaan Anda.

1. **Apa yang Anda ketahui** tentang penggunaan teknik reflective practice?

2. **Bagaimana sikap Anda** jika menggunakan teknik reflective practice?

3. **Bagaimana tindakan Anda** jika menggunakan teknik reflective practice?

4. **Apa pengaruhnya terhadap kemampuan bahasa Inggris Anda** jika menggunakan teknik reflective practice?

5. **Apa yang Anda harapkan** dari penggunaan teknik reflective practice?

6. **Apa yang Anda ketahui** tentang aktivitas diskusi di dalam kelas?

7. **Bagaimana sikap Anda** jika melakukan aktivitas diskusi di dalam kelas?

8. **Bagaimana tindakan Anda** jika melakukan aktivitas diskusi di dalam kelas?

9. **Apa pengaruhnya terhadap kemampuan bahasa Inggris Anda** jika melakukan aktivitas diskusi di dalam kelas?

10. **Apa yang Anda harapkan** dari pelaksanaan aktivitas diskusi di dalam kelas?

11. **Apa yang Anda ketahui** tentang belajar berpikir kritis?

12. **Bagaimana sikap Anda** jika belajar berpikir kritis?

13. **Bagaimana tindakan Anda** jika belajar berpikir kritis?

-
-
14. **Apa pengaruhnya terhadap kemampuan bahasa Inggris Anda jika belajar berpikir kritis?**

15. **Apa yang Anda harapkan** dari upaya belajar berpikir kritis?

16. **Bagaimana pendapat Anda** tentang proses belajar mengajar menggunakan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

17. **Bagaimana sikap Anda** ketika melakukan proses belajar mengajar menggunakan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

18. **Bagaimana tindakan Anda** ketika melakukan proses belajar mengajar menggunakan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

19. **Apa pengaruhnya terhadap kemampuan bahasa Inggris Anda** ketika melakukan proses belajar mengajar menggunakan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

20. Berdasarkan pengalaman anda, **bagaimanakah cara Anda menggunakan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?**

21. **Apa yang paling Anda sukai** dari aktivitas diskusi menggunakan teknik reflective practice untuk belajar berpikir kritis?

22. **Apa yang paling Anda tidak sukai** dari aktivitas diskusi kelas menggunakan teknik reflective practice untuk belajar berpikir kritis?

23. **Bagian mana yang paling mudah** dalam menerapkan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

24. **Bagian mana yang paling sulit** dalam menerapkan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

25. **Kemampuan berpikir kritis seperti apakah yang Anda inginkan** ketika menerapkan teknik reflective practice di dalam diskusi kelas?

26. **Apa yang Anda harapkan** dari penerapan teknik reflective practice di dalam diskusi kelas untuk belajar berpikir kritis?

Questionnaire Analysis Result

Note:

- Total of students who answers the questionnaire = 25 students
- 1-25 = Initial number for students' data collected from 25 students
For example: (1) for student number 1, (15) for student number 15, (25) for student number 25
- Similar Answer = total of students' answers that have similar meaning in one item
For example: In item 1, there are 14 students have answers similar meaning for the first theme

$$\frac{\text{Similar Answers}}{\text{Total Students}} \times 100 = (\text{percentage})\%$$

Item 1

Table 4.1 Questionnaire item 1

What do you know about the Reflective Practice technique implementation?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 2, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 24.	The way to learn, express statement, and/or discuss the learning topic by referring personal and/or other person's experiences relate to particular events, which were used as a reference and a means of consideration in decision making, consciousness, utterance and/or action.	14 (56%)	Positive
3, 19	The way to solve problems by reflex/fast.	2 (8%)	Positive

5, 6, 21, 22, 23	The way of thinking by criticize particular object/topic of learning.	5 (20%)	Positive
7.	The way to encourage students speak English.	1 (4%)	Positive
8.	The way of how to learn personality.	1 (4%)	Positive
10.	Do not know.	1 (4%)	Negative
25.	A technique that cannot help people to speak English.	1 (4%)	Negative
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 22 (92%) Negative = 2 (8%)

Item 2

Table 4.2 Questionnaire item 2

How do you behave in implementing the Reflective Practice technique?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 4, 9, 11, 23.	Keep in sharing knowledge, respect, listening to others, showing empathetic feelings toward others' point of view, opinion, or explanation when joining the activity.	5 (20%)	Positive
2, 5, 10.	Be good.	3 (12%)	Positive
3, 7, 13, 16, 19, 20, 24, 25.	Enjoying the teaching and learning process in relax, serious, positive thinking, enthusiast, and following teacher/expert's instruction.	8 (32%)	Positive
6, 14, 18.	Changing personal attitude, then tell to others about the effect of this changing.	3 (12%)	Positive
8, 12, 15, 17, 21, 22.	Commenting the topic of learning quickly and accurate through the reflection process before making a conclusion or decision.	6 (24%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 3

Table 4.3 Questionnaire Item 3

How do you act in implementing the Reflective Practice technique?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 24, 25.	Participate in class activity such as express opinion/statement, criticize/giving suggestion, telling the story of self-experience, reflect on personal experience, and learn any topic given by teacher during discussion activity.	21 (84%)	Positive
2, 12, 17, 23.	It change person's attitude and action following their learning of experience and events.	4 (16%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 4

Table 4.4 Questionnaire Item 4

What are the effects on your English skills when implementing the Reflective Practice technique?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 4.	There is no effect.	2 (8%)	Negative
2, 5, 6, 7, 8, 10, 13, 16, 19, 20, 21, 22.	It improves my English skills and trigger me to dare to speak English in front of class. I also able to add my English vocabulary by this activity.	12 (48%)	Positive
9, 11, 25.	I feel confident and being motivated to learn English.	3 (12%)	Positive

3.	I am afraid to speak English because I am afraid to make any mistakes when speaking.	1 (4%)	Negative
12, 14, 15, 17, 18, 23, 24.	Students want to share a particular personal experience to other people. Together with partner, they try to reflect, learn, and think the positive and negative value from these events/experiences.	7 (28%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 22 (88%) Negative = 3 (12%)

Item 5

Table 4.5 Questionnaire Item 5

What is your expectation from the reflective practice implementation?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 5, 6, 7, 11, 16, 19, 20, 24, 25.	Hope to be able to implement this technique better, easier, more practical, and implemented in all kinds of subjects.	10 (40%)	Positive
2, 9.	Hope for being a better person.	2 (8%)	Positive
3, 4, 8, 10, 13, 21, 22, 23.	Hopefully, this technique can improve my critical thinking skill and courage me to express ideas / opinions on the results of critical thinking by speaking in English.	8 (32%)	Positive
12, 14, 15, 17, 18.	Hopefully, by implementing the reflective practice technique, it can be used as a reference to learn and observe a particular events, which is involving someone's experiences. Someone can learn from their own mistakes and recognize their own learning skills. Therefore, each person become aware of what they have done previously, then they can act actively for a better future planning.	5 (20%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 6**Table 4.6** Questionnaire Item 6

What do you know about a class discussion?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.	An activity that discuss a particular topic/materials, which is done in pairs/groups together to find solutions/answers of the problems faced. In this activity, students read/understand a topic of discussion, ask each other questions/share information between groups, expressing an opinion/ideas, and make conclusions.	25 (100%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 7**Table 4.7** Questionnaire Item 7

How do you behave in class discussion?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 2, 3, 9, 10, 11, 13, 17, 21, 22, 24.	Be enthusiast, polite, empathetic, respect to others, serious and enjoying the activity.	11 (44%)	Positive
4, 7, 12, 14, 15, 16, 18, 19, 20, 25.	Sharing ideas or opinions to each other. Also completing and reviewing any notes that have been wrote by adding any required idea.	11 (44%)	Positive
6, 8, 23.	Observe and consider/think critically about what we have to say/make/write before presenting it to others group.	3 (12%)	Positive

Total Average (%) of Students who have Similar Answers and Positive/Negative Perception	25 (100%)	<i>Positive = 25(100%) Negative = 0 (0%)</i>
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Item 8

Table 4.8 Questionnaire Item 8

How do you act in class discussion?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 8, 20.	Discussing the learning material through thinking the topic, find out and asking for the important information.	4 (16%)	Positive
2, 10, 23.	Change my attitude and behavior through being serious in joining the activity.	3 (12%)	Positive
4, 5 7, 21, 22, 24, 25.	Active in discussion activity by trying to speak English as much as possible and trying to help the group members to solve some problems relate to the topic.	7 (28%)	Positive
6, 14, 17.	Give an illustration of the situation of events or encountered events that faced or discussed. Then, think/act positively after knowing or seeing an event by purpose to plan further action.	3 (12%)	Positive
9, 11, 12, 13, 15, 16, 18, 19.	Share ideas and opinions/feedback and criticize the topics /issues that were examined base on personal experience, researching/searching information from books/internet.	8 (32%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	<i>Positive = 25(100%) Negative = 0 (0%)</i>

Item 9**Table 4.9** Questionnaire Item 9

What are the effect on your English skills when joining the class discussion?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 2, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.	As a reference/means to improve English proficiency step by step, want to translate difficult words, improving insight and knowledge, and also learn to respect the others.	22 (88%)	Positive
3, 11.	This is not appropriate activity because this activity makes students afraid to speak English.	2 (8%)	Negative
4.	There is no effect.	1 (4%)	Negative
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 22(88%) Negative = 3 (12%)

Item10**Table 4.10** Questionnaire Item 10

What is your expectation from joining the class discussion?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 8, 9, 20, 24.	It can improve personal's English speaking skill.	5 (20%)	Positive
2.	It hope to be implemented continuously.	1 (4%)	Positive
3.	Can share experiences.	1 (4%)	Positive
4.	Serious in joining the activity and want to express opinion in English.	1 (4%)	Positive
5.	I hope this activity can be improved.	1 (4%)	Positive

6.	It hope to be more students who think critically through discussion.	1 (4%)	Positive
7.	There is a time break to prevent boring during joining the activity.	1 (4%)	Positive
10.	Able to learn the learning/topic material deeper.	1 (4%)	Positive
11.	It hope able to solve problem quickly.	1 (4%)	Positive
12, 15, 22.	It hope that the discussion activity work well and students can share any information to each other.	3 (12%)	Positive
13, 25.	There is no afraid to express opinion which is based on personal experience.	2 (8%)	Positive
14.	Can learn English deeper.	1 (4%)	Positive
16, 19.	Can learn easier and able to cooperate with group member in joining class discussion.	2 (8%)	Positive
17, 18.	It hope to get responses from others when discussing some topic.	2 (8%)	Positive
21.	Can add personal insight of some events.	1 (4%)	Positive
23.	Able to review the learning material.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 11

Table 4.11 Questionnaire Item 11

What do you know about critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 6, 11, 13, 18, 22,	Learning process through criticize the current topic of discussion in detail to understand it's situation by observing and considering the effect arise before we take some conclusion/decision.	6 (24%)	Positive

2, 3, 4, 7, 8, 9, 10, 12, 14, 15, 17, 20, 21, 23, 24.	Learn the current topic of discussion in detail to understand it's situation by observing and considering the effect arise before we take some conclusion/decision.	15 (60%)	Positive
5.	Learn to solve problems by doing discussion.	1 (4%)	Positive
16, 19.	Thinking of some topic quickly.	2 (8%)	Positive
25.	Learn based on personal awareness.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 12

Table 4.12 Questionnaire Item 12

How do you behave when learning critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3.	Respect to each other.	2 (8%)	Positive
2, 5, 10, 12.	Be good.	4 (16%)	Positive
4.	Being confused by the activity, which make me silent.	1 (4%)	Negative
6, 21.	Changing personal behavior to be better.	2 (8%)	Positive
7, 11.	Listen to other member/groups' experience and statement.	2 (8%)	Positive
8, 9, 15, 20, 24.	Try to be active to think critically and confident in joining the activity.	5 (20%)	Positive
13.	Being more confident.	1 (4%)	Positive
14, 18.	Observing the chosen event of activity which is involving personal experience. And also being more confident.	2 (8%)	Positive
16, 19.	Express our statement/opinion.	2 (8%)	Positive
17.	Learn more seriously.	1 (4%)	Positive

22.	Try to be better and try to solve the problem of the topic discussed.	1 (4%)	Positive
23.	Re-comprehend the previous material/topic with friend.	1 (4%)	Positive
25.	Student being inconsistent in making statement/decision because of a number of choice of consideration.	1 (4%)	Negative
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 23 (92%) Negative = 2 (8%)

Item 13

Table 4.13 Questionnaire Item 13

How do you act when learning critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 6, 7, 14, 25.	Following how other friends being active in joining class activity.	5 (20%)	Positive
2.	Arguing a friend/other group.	1 (4%)	Positive
3.	Listening, arguing, and criticize others' opinions.	1 (4%)	Positive
4, 15.	Ask to a group member about what we have to know from the topic given by the teacher.	2 (8%)	Positive
5.	Solve the problems of the topic given by the teacher as quick as possible.	1 (4%)	Positive
8, 24.	Try to reflect on the topic discussed, then ask to self or criticize it to find out the answer and make a conclusion.	2 (8%)	Positive
9.	Continuing the learning activity.	1 (4%)	Positive
10.	Being serious in learning critical thinking.	1 (4%)	Positive
11.	Being respect when other people make a statement.	1 (4%)	Positive
12.	I change my behavior/action to be better in thinking critically.	1 (4%)	Positive
13.	I can give my ow statement about some topic based on my own experience.	1 (4%)	Positive
16, 19.	Comment to others' statement.	2 (8%)	Positive

17.	Re-consider any idea proposed relate to solve the problem with more critical consideration.	1 (4%)	Positive
18.	Understand own's point of view relate to the topic discussed.	1 (4%)	Positive
20.	Get up and work harder to learn.	1 (4%)	Positive
21, 22.	Think first before take an action/make a decision.	2 (8%)	Positive
23.	Try to prove the existent of the event.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 14

Table 4.14 Questionnaire Item 14

What are the effect on your English skills when you learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 15, 4, 11, 20, 25.	There is no positive effect in learning critical thinking because of the difficulty to do this activity that makes student afraid to express their idea/opinion/statement/conclusion.	6 (24%)	Negative
2, 6, 3, 5, 7, 8, 9, 10, 12, 17, 14, 16, 19, 18, 21, 22, 23, 24.	This activity positively influence students mental condition that can make them being more active such as being empathetic, respect to others' point of view towards some event/case, courage to speak English, and want to introspect their weakness in learning English. Furthermore, this activity improve students' English proficiency such as solve the problems of the topic critically and accurate. It adds students' vocabulary and make them to aware or watch on their own statement.	19 (76%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 19 (76%) Negative = 6 (24%)

Item 15

Table 4.15 Questionnaire Item 15

What is your expectation from learning critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 8.	It hope to be able to investigate some problems and solve it.	2 (8%)	Positive
2.	Hope for not being implemented repeatedly.	1 (4%)	Negative
3.	I hope to be able to share my own experience to others.	1 (4%)	Positive
4, 10.	Hope to be more understand the learning material/topic given by the teacher.	2 (8%)	Positive
5, 9, 17.	Can learn by this activity more better.	3 (12%)	Positive
6, 18, 20, 21, 22, 24, 25.	By doing critical thinking, it hope that students able to express their own ideas/statements logically. Otherwise, they can implement how to think critically in a better way when they are discussing some topic given by the teacher. They may try to find out other's point of view or try to find out the related references such as book, internet, and so forth.	7 (28%)	Positive
7.	I hope there is any evaluation for students.	1 (4%)	Positive
11.	Hopefully, I can remember and learn from my past experience.	1 (4%)	Positive
12, 13, 14.	Being better in speaking English and triggered to learn further about English.	3 (12%)	Positive
15.	I hope there is no afraid to express any ideas/opinions.	1 (4%)	Positive
16, 19.	Hopefully, this activity guide students able to learn easier and faster.	2 (8%)	Positive
23.	I hope to have ability to remember some events.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 24 (96%) Negative = 1 (4%)

Item 16

Table 4.16 Questionnaire Item 16

What do you think about the learning process using the reflective practice in class discussions to learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 4, 6, 11.	This activity challenge students to express their opinion/idea/statement about the topic of discussion based on their critical thinking process by involving their own experiences that relate to the topic. This process aimed to make a conclusion or make a decision with full of consideration.	5 (20%)	Positive
2, 21, 22.	Through this activity, students learn to think first before act or speak.	1 (4%)	Positive
5.	There is a good interaction between students and teacher.	1 (4%)	Positive
7, 8, 9, 10, 12, 13, 20.	This is an interesting and good activity.	7 (28%)	Positive
14.	Student gets many responses from others about the discussed topic.	1 (4%)	Positive
15.	This activity stimulus student's sense about environment around them, which is obviously they can learn from it.	1 (4%)	Positive
16, 19.	Learning to solve the problem quickly and learn to give response.	2 (8%)	Positive
17.	Students can ask others' point of view relate to the discussed issue.	1 (4%)	Positive
18.	Students are able to search the relevant references of discussion.	1 (4%)	Positive
23, 24.	Through this activity, students can stimulus their memories about the past events. Then, this events can be their own references when doing discussion. Usually, this refences help them to find/make a conclusion.	2 (8%)	Positive
25.	This technique is not enough effective because there are several students that still afraid to express their opinion/statement.	1 (4%)	Negative
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 24(96%) Negative = 1 (4%)

Item 17**Table 4.17** Questionnaire Item 17

How do you behave when learning by using the reflective practice in class discussions to learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1.	Enthusiast.	1 (4%)	Positive
2.	Feels doubt when telling experience to other student.	1 (4%)	Negative
3, 9, 17, 21.	Respect to each other.	3 (12%)	Positive
4.	Little bit confuse with this activity. So, I just passively wait another student express their opinion.	1 (4%)	Negative
5, 10.	Be good.	2 (8%)	Positive
6.	I change my behavior after reflect to my past experience.	1 (4%)	Positive
7, 11.	Be good and following the process of this activity.	2 (8%)	Positive
8.	Trying hard to do the best in this activity.	1 (4%)	Positive
9.	Respect to other group in order this activity work well.	1 (4%)	Positive
12.	I am trigger to think critically because there are a lot of lesson acquired from some events.experience.	1 (4%)	Positive
13.	Be brave in joining class discussion.	1 (4%)	Positive
14.	Make notes briefly relate to the group member's/teacher's explanation.	1 (4%)	Positive
15.	I just keep silent and watch how is the activity working.	1 (4%)	Positive
16, 19.	Expressing idea/statement to argue with others' group.	1 (4%)	Positive
18.	Trying to select any information acquire from friends' ideas or statements that relate to the topic/event.	1 (4%)	Positive
20.	Be diligent.	1 (4%)	Positive
22.	Will be better and many students will participate to speak in front of the class.	1 (4%)	Positive

23.	I will remember any related events in the past.	1 (4%)	Positive
24.	I got a difficulties in part of criticizing the topic/past event.	1 (4%)	Negative
25.	Listening to opinion, story, and suggestion from others about the discussed topic.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 22 (88%) Negative = 3 (12%)

Item 18

Table 4.18 Questionnaire Item 18

How do you act when learning by using the reflective practice in class discussions to learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1.	Respect to friends.	1 (4%)	Positive
2.	I encourage myself to express my opinion by using English.	1 (4%)	Positive
3.	Criticizing, give some suggestion to another students.	1 (4%)	Positive
4.	Ask and watch other students' activity.	1 (4%)	Positive
5.	Try to solve the problem briefly.	1 (4%)	Positive
6.	I think/act toward my past experience.	1 (4%)	Positive
7.	Join the activity.	1 (4%)	Positive
8.	I think, discuss, make notes, and present the topic.	1 (4%)	Positive
9.	Try to be more active in speaking. It is because I already adapt to speak with classmate.	1 (4%)	Positive
10.	Serious in joining the activity.	1 (4%)	Positive
11.	Respect to the people who do the presentation.	1 (4%)	Positive
12.	I change my action to be better.	1 (4%)	Positive
13.	Keep practice and try to understand the learning topic which will be discussed.	1 (4%)	Positive
14.	Do/make a decision/conclusion relate to some chosen event in the past.	1 (4%)	Positive
15.	Investigate any problems which is appear in discussion. Then, try to find out any solution for	1 (4%)	Positive

	the problems.		
16.	Using English as much as possible. At least, I want to speak English.	1 (4%)	Positive
17.	I ask some assignment that relate to the discussed topic.	1 (4%)	Positive
18.	Try to compare other's group result of discussion with my own group.	1 (4%)	Positive
19, 21, 22.	I refuse and give comment to other group. And also give them my suggestion relate to the discussed topic.	3 (12%)	Positive
20.	Learn to find out some important information take from friends.	1 (4%)	Positive
23.	I watch/analyze some problem arise from the chosen topic discussed.	1 (4%)	Positive
24.	Criticize the problems arise, listen to other's statement to the problems.	1 (4%)	Positive
25.	Try to speak in English as a way to remember my vocabulary. If I forget, I can check to the dictionary or ask friend.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Item 19

Table 4.19 Questionnaire Item 19

What are the effects on your English skills when you implement the Reflective Practice in class discussion to learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 4.	It's not so good.	3 (12%)	Negative
2, 7.	It adds students' English vocabulary.	2 (8%)	Positive
5.	There's more improvement to students' English skills.	1 (4%)	Positive
6, 17, 19, 21, 22, 23.	This activity will advance and make easier students to learn English especially in speaking. Through partner's/group's help/cooperation, a student being encouraged to speak and find out to translate any difficult words/expression.	6 (28%)	Positive

8.	There is a positive improvement in my speaking and I can find some new things during the activity.	1 (4%)	Positive
9.	It teach students to watch his/her words.	1 (4%)	Positive
10.	Positively influence.	1 (4%)	Positive
11.	It adds my discussion quality.	1 (4%)	Positive
12.	I am being more confident and brave to express any opinion/statement because I'm sure with my own statement.	1 (4%)	Positive
13.	It improve students' quality in expressing opinions.	1 (4%)	Positive
14.	It makes me aware the important of speaking English.	1 (4%)	Positive
15.	It make me easier to learn speaking English and remembering some vocabulary.	1 (4%)	Positive
16.	Learn to understand some topic of discussion.	1 (4%)	Positive
18.	I know my own ideas and sure with my own ideas.	1 (4%)	Positive
20.	A student do discussion and share his/her own experiences to friends. So, from this activity they can learn together.	1 (4%)	Positive
24.	I become understand that my experience can useful as a refences to make decision/conclusion in this activity.	1 (4%)	Positive
25.	The contents of the discussion is clearly presented because I already prepare for what I say to another group through a lot of consideration and strong reasons.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 22 (88%) Negative = 3 (12%)

Item 20

Table 4.20 Questionnaire Item 20

Based on your experience, how the way you implement the reflective practice to learn critical thinking in class discussion?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 4, 9, 10 11, 12, 14, 19, 25.	When doing the discussion, students discuss the topic chosen by the teacher. Then, students find out what is happening in the topic. When there are some problems, students ask each other and try to find out the problem together. students are also guided by the teacher to involve our own experience if it is related to the chosen topic as their reference to solve the problems. They are also can find another sources to make a conclusion/solve the problems such as searching information from book, internet, newspaper, and so forth.	10 (40%)	Positive
2, 15.	Never have any experience related to the chosen topic of discussion.	1 (4%)	Negative
5, 16, 18, 20, 21, 22.	Students implement the activity by conducting a discussion or share any ideas, giving feedback to each other to get any important information relate to the discussed topic.	6 (24%)	Positive
6, 8.	By criticizing the current issue/event/ the chosen topic of discussion and the students pretend to imagine if the situation will happen to them. Then they give comment of it.	2 (8%)	Positive
7.	By asking to another group if there are some difficulties relate to the topic discussed.	1 (4%)	Positive
13, 24.	By understanding the topic of discussion, then the students try to find out the related references such as internet, book, personal experiences, and so forth.	2 (8%)	Positive
17.	Student write the review conversation from what he/she get in joining discussion.	1 (4%)	Positive
23.	By remembering the previous discussion/learning material.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 24 (96%) Negative = 1 (4%)

Item 21

Table 4.21 Questionnaire Item 21

What do you like most in joining class discussion by using the reflective practice technique to learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 11, 16, 21, 22, 25.	When students express their idea/opinion freely by using English or Indonesian language, it feels like the know what they discuss about.	7 (28%)	Positive
2.	When student watch a video documenter. They analyze it, learn from it, and give a comment.	1 (4%)	Positive
4, 17, 23.	The most interesting for me is when I share a particular problem in the topic of the discussion with friends/partner/group. Then, it triggers us to solve the problem together.	3 (12%)	Positive
5, 8, 18, 24.	When students do discussion and presentation. It is because they believe that the result of their group discussion can be a solution/important for the topic of discussion. So, it is better to present their idea while practicing speaking English.	4 (16%)	Positive
6, 10, 13, 14.	When there is debate session between student-teacher or student-student. In this session sometimes they learn critical thinking spontaneously related to the topic of discussion. Sometimes, they involve the related experience as a reference.	4 (16%)	Positive
7.	When the students to think about what they have learn from the topic of discussion. Then, they think it freely. So they can give my own statement based on what they understand.	1 (4%)	Positive
9.	Students can go outside to find out some references they need. They can observe/learn from what is around them.	1 (4%)	Positive
12, 19.	A student like the sharing session. They can share their own experience that relate to the chosen topic of discussion to partner/group member.	2 (8%)	Positive
15.	Nothing is preferred.	1 (4%)	Negative
20.	When I read what the group have discuss in form of English.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 24 (96%) Negative = 1 (4%)

Item 22

Table 4.22 Questionnaire Item 22

What do you dislike most in joining class discussion by using the reflective practice technique to learn critical thinking?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1,3,6,11.	When students have to discuss and do presentation in English. They have difficulties in speaking English.	4 (16%)	Negative
2,8,21,22.	When students have to deny other's statement or being denied.	4 (16%)	Positive
4, 15.	When the topic of discussion come to further, sometimes it make students being confused or what they discuss will run from the .chosen topic.	2 (8%)	Negative
5.	The student have no idea.	1 (4%)	Negative
7, 14.	Students don't like being forced by the teacher or other students to do ask and question session.	2 (8%)	Negative
9,16,19,23.	Nothing.	4 (16%)	Positive
10.	When a student saw the others make any noise.	1 (4%)	Positive
12.	When I give my opinion/suggestion/idea to the group. Unfortunately, they cannot accept it.	1 (4%)	Negative
13, 17.	When I have to translate the result of discussion into English before we present it to the class.	2 (8%)	Negative
18.	When the others playing/ not serious in joining the activity.	1 (4%)	Positive
20.	When I am forced to write the point of discussion.	1 (4%)	Negative
24.	I don't like when I don get any idea after reflect to my own experience .	1 (4%)	Positive
25.	When the activity comes to debate situation between each groups. Sometime students lose their control.	1 (4%)	Negative
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 11 (44%) Negative = 14(56%)

Item 23**Table 4.23** Questionnaire Item 23

Which parts of the easiest things in implementing the reflective practice to learn critical thinking in class discussions?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3.	In part of speaking both English and Indonesian (mixed).	2 (8%)	Positive
2, 15.	There is nothing easy.	2 (8%)	Negative
4, 13.	In part of reviewing and observing the topic of discussion.	2 (8%)	Positive
5, 7.	When I express my idea to other.	2 (8%)	Positive
6, 14.	A student can understand what their friend say when they talk in English.	2 (8%)	Positive
8.	When we just imagine what we want to think in relate to the topic of discussion.	1 (4%)	Positive
9.	When we translate what we wan to say into English.	1 (4%)	Positive
10.	When we learn spell some words in English.	1 (4%)	Positive
11, 16, 19, 20, 21, 22.	When students freely express their opinion/statement/ critic about the video documenter/ topic of discussion.	6 (24%)	Positive
12, 18, 24.	When discussing about what we talked while telling the events that we have experienced relate to the topic of discussion with group.	3 (12%)	Positive
17.	50% is easy to remember what we have done.	1 (4%)	Positive
23.	I don't know.	1 (4%)	Negative
25.	The easiest thing is when I speak spontaneously to express my opinion by using English in front of the class. It feels like I can sharpen my critical thinking by learning how to make some reason to defend my statement.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 23 (92%) Negative = 2 (8%)

Item 24

Table 4.24 Questionnaire Item 24

Which parts of the hardest things in implementing the reflective practice to learn critical thinking in class discussions?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 3, 16, 19, 22.	When the students have to make a conclusion, they got a difficulty. It is because they don't have the related experience that concern to the topic of discussion and sometimes they make conclusion individually.	5 (20%)	Positive
2,6,8,9,11, 12,17,23.	When the students have to express their idea, statements, opinion in English. So, it is become their obstacles and sometimes makes them not confident.	8 (32%)	Negative
4.	When to topic of discussion come into the sophisticate situation to be discuss.	1 (4%)	Positive
5.	In the question and answer session, some of students ask for difficult question to me/my group.	1 (4%)	Positive
7.	When I have to respond others' statements in reflex.	1 (4%)	Positive
10, 13, 14.	When the student have to translate what they have state to or from other group in English.	3 (12%)	Negative
15.	When I have to think critically	1 (4%)	Negative
18.	When a student do this activity alone/there is no support from the other member of group.	1 (4%)	Negative
20.	When there is a debate situation with other group.	1 (4%)	Positive
21.	The student have a difficulty when there is a friend who don't want to listen to his/her opinion/experience.	1 (4%)	Negative
24.	When a student try to learn from his/her experience, it makes him/her to think hardly and critically. So, it is hard for him/her to understand.	1 (4%)	Negative
25.	A student have a difficulty to invite the other students to respond my opinion. However, there are several of them can respond	1 (4%)	Negative
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 10 (44%) Negative = 15(56%)

Item 25**Table 4.25** Questionnaire Item 25

What kinds of critical thinking skills do you expect when implementing reflective practice in class discussions?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 11.	Students can think and criticize about the topic of discussion broadly and deeply.	2 (8%)	Positive
2, 5, 21, 22.	Students have an ability to think fast and critical in order to make decision or conclusion that relate to the discussed topic.	4 (16%)	Positive
3, 4, 6, 20.	Students are able to dig, learn, share their experiences, look for wisdom from their experiences that related to the topic of discussion. They also can use their experience as a reference/consideration before making decision.	4 (16%)	Positive
7, 9.	Students able to find a solution of the problems individually or collectively. Then, they can make a decision after thinking the good or bad effect from the result of the discussion.	2 (8%)	Positive
8, 24, 25.	Students able to express opinion, have an ability to argue, and give a solution with strong evidence and reason in form of experience or another sources such as book, mews, internet, memo, recording, and so forth.	3 (12%)	Positive
10.	When we learn spell some words in English.	1 (4%)	Positive
12, 17, 19.	The students have courage to explain their statement/opinion and deny others in English fluency. And there is a respond each other.	3 (12%)	Positive
13.	The students able to build their courage and confident in joining the activity.	1 (4%)	Positive
14, 15.	The students can think critically about the discussed topic.	2 (8%)	Positive
16, 23.	The student can understand and respect to others relate to their problems in joining the activity.	2 (8%)	Positive
18.	The student can enjoy the way he/she think critically and being not to hurry in taking any decision/conclusion.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive =25(100%)

Item 26

Table 4.26 Questionnaire Item 26

What do you expect from the implementation of reflective practice to learn critical thinking in class discussions?

Student	Themes	Similar Answers (%)	Positive/Negative Perception
1, 4, 6, 9, 18.	Students hope to be able to implement this activity in a better way.	5 (20%)	Positive
2, 3, 22.	Hopefully, students are able to speak in front of the class when joining the discussion and able to take an action after think critically while discussing.	3 (12%)	Positive
5.	A student hope to be able to develop this technique (reflective practice) in his/her daily life.	1 (4%)	Positive
7, 15, 24.	I hope, this activity can be implement in all of learning material especially in discussion activity.	3 (12%)	Positive
8, 12, 13, 14.	It hope that students have more courage and improvement in speaking English. They also hope to be able to be more critical toward the current situation/topic/issue/event.	4 (16%)	Positive
10.	Hopefully I can more deeply understand the situation/topic of discussion by using reflective technique practice.	1 (4%)	Positive
11.	Hopefully it can add my experience from the story/discussion with another friend.	1 (4%)	Positive
16, 19.	Hopefully, a students can cooperate with partners/group member in discussing some events/issues given by the teacher. And also, he/she can share my own idea to the group.	2 (8%)	Positive
17.	A student hope for being more active in learning process.	1 (4%)	Positive
20.	It hope that a student know the further possibility in order to take the better decision.	1 (4%)	Positive
21,23.	It hope that a student can be a better person who able to think critically.	2 (8%)	Positive
25.	It is expected that a student can improve his/her English speaking skill in term of convey the idea/opinion in more substantial.	1 (4%)	Positive
Total Average (%) of Students who have Similar Answers and Positive/Negative Perception		25 (100%)	Positive = 25(100%) Negative = 0 (0%)

Appendix 2

Observation Sheet

(This format is addressed to the students and teacher)

Date : _____ Activity : _____
 Teacher : _____ Topic : _____
 Group/Pair : _____ Class : _____

* How is the implementation of reflective practice to learn critical thinking in class discussions?

The Reflective Practice Implementation in Class Discussion	

Observation Sheet

(This format is addressed to the students and teacher)

Date : 12, November 2016 Activity : Discussion
 Teacher : Mr. Bahar Topic : Garbage
 Group/Pair : _____ Class : XII IPA 1

* How is the implementation of reflective practice to learn critical thinking in class discussions?

	The Reflective Practice Implementation in Class Discussion
	<p>A teaching and learning started at 07.30 to 09.45. Mr. Bahar opens the class. He tells the students to pay attention to the activity. He informs that the activity will use the reflective practice technique as well as the previous meeting.</p> <p>The teaching and learning process is begins. Mr. Bahar prepare the material including short video about “Garbage”, pictures, news online about “Garbage”, and practice book (LKS/Lembar Kerja Siswa). He started to play the video around 15 minutes. He instructs students to watch the video carefully. He also reminds students to take notes if there is some important information. After showing the video, Mr. Bahar shows some picture of the related topic and some of online news. He asks students to think carefully and learn from what they have seen.</p> <p>Meanwhile during watching a video, see several pictures and read some online news, students individually pay attention and enthusiast to get more information. Then after watching, seeing, and reading, they try to reflect on the activity for about 5 minutes individually. Some of them take notes, while</p>

another wants to discuss with his/her friends.

Hafiz is one of the students, looks active in writing. Sometimes, I look at him staring at ceiling then writing, staring again, and writing again. So, there some possibility to point what he's done. First, maybe he wants to remember something he forgets related to the topic. Second, he maybe thinks what he wants to write. Implicitly he has shown the reflective practice process. In the meantime, another student did the same process.

After sufficient time of reflect on the topic, Mr. Bahar then instruct students to share in pairs about what they have reflect on. Some of student share each other relate to what they write/notes, understand, and remember. The sharing activity takes about 10 minutes.

After pairing discussion, the teacher instructs students to gather with their own groups. Each group consists of six students. In this class, there are 5 groups from the total thirty students. They are asked to discuss with their own group about what they have gathered from the beginning of the activity (self-reflection and pair discussion). The teacher asks them to prepare in class discussion session. They are reminded to express what they learn from the chosen topic, then try to raise the problems, solve the problems, and make conclusion. This activity takes about 25 minutes.

In the group discussion session, student looks express their behavior, and feelings in discussing a topic about "Garbage". They show various expressions. For example in group 1, which contains of Hafiz, Hendrawan, Rani, Ardiansah, Hendi, and Marwan. Hafiz looks serious to react the bad effect of garbage

showed in the video. He expresses it by responding the video, write the important notes, and share his opinion to the group member. Different with Hendrawan, he looks wants to express his ideas and give suggestion by using English language. Rani just keeps listening and always pays attention to group member when speaking. Ardiansah, Hendi, and Marwan support the grup passively with paying attention to the group and try to learn from other group's member opinion.

In whole class discussion session, each group expresses what they have planned to inform to another group. After reflecting individually, then doing pairs discussion and continued to grouping, they express their opinion, feeling, suggestions, and solution. In one occasion, they debate about some point of opinion.

The conclusion of whole activity, at least students pays attention while joining the teaching and learning activity. They try to implement the reflective practice to participate actively in class discussion. Some of students seem able to raise the critical thinking skill by giving opinion and debating. In some occasion, several students seems initiate to guide or lead the group member to be more participate actively.

Observation Sheet

(This format is addressed to the students)

Date : _____
 Activity : _____ Topic : _____
 Group/Pair : _____ Class : _____

- * How do the students show the critical thinking in the implementation of reflective practice in class discussion?

Dimension	<p>Students Critical Thinking viewed from “The Dimension of Critical Thinking” adopted from Diane Halpern (2003)</p> <p><i>(Verbal Reasoning, Arguments, Decision Making and Problem Solving)</i></p>

Observation Sheet

(This format is addressed to the students)

Date : 12, November 2016 (Meeting IV)
 Activity : Discussion Topic : GARBAGE
 Group/Pair : _____ Class : XII IPA 1

* How do the students show the critical thinking in the implementation of reflective practice in class discussion?

Dimension	<p>Students Critical Thinking viewed from “The Dimension of Critical Thinking” adopted from Diane Halpern (2003) <i>(Verbal Reasoning, Arguments, Decision Making and Problem Solving)</i></p>
	<p>Verbal Reasoning:</p> <ul style="list-style-type: none"> ■ Group 1: <ul style="list-style-type: none"> ✓ Giving Statement: Yes (Hafiz: video kamera PIC 0016 AVI) In individual comment session, Hafiz states “I think aa it’s dangerous. You can see around us that trash are spread in our environment. And makes our environment become so dirty. In our daily activity where you visit some place, the tourism spot or whatever, you found it everywhere. In another statement from Hendrawan who says ”In my opinion, I think what we have seen is about the effect of garbage”. Hendi also give his statements about what he have seen by saying “I think that the video shows the dirty of the sea”. Hafiz add his statement “I think that has happen because the lack of awareness from society for garbage”. ✓ Affirming Statement: Yes (Hendrawan: video kamera PIC 0018 AVI) After partnering session, Mr. Bahar guide the students by giving some questions as a feedback of the partnering session. He refers the question about “Garbage in Masbagik” based on the slide displayed. Then Hafiz respond/affirm with his statement relate to the situation in Masbagik town. He says “I think in Masbagik it’s situation is same with the other place because the society of Masbagik always throw rubbish anywhere”. ✓ Denying Statement: Yes ✓ Make a Conclusion: Yes ■ Group 2: <ul style="list-style-type: none"> ✓ Giving Statement: Yes After Hendrawan state his opinion, the come another statement from Heni who says “In my understanding of the video is about garbage in the beach and it spread in everywhere.” After Sakawali express his opinion, another opinion expressed by Ardian “City is full of garbage”. ✓ Affirming Statement:

Yes

✓ Denying Statement:

No

✓ Make a Conclusion:

Yes

■ Group 3:

✓ Giving Statement:

Yes

Eva says “In my opinion, garbage can broke the nature”

✓ Affirming Statement:

Yes

✓ Denying Statement:

No

✓ Make a Conclusion:

Yes

■ Group 4:

✓ Giving Statement:

Yes

After Eva give her opinion, Sakawali express his opinion “In my opinion, I think that garbage can make animal dead”.

✓ Affirming Statement:

No

✓ Denying Statement:

No

✓ Make a Conclusion:

Yes

■ Group 5:

✓ Giving Statement:

Yes

✓ Affirming Statement:

No

✓ Denying Statement:

No

✓ Make a Conclusion:

Yes

Argument:

■ Group 1:

- ✓ Arguing based on experience
- ✓ Arguing by assumption

Hafiz “Pemerintah harusnya lebih giat mensosialisasikan budaya peduli sampah kepada masyarakat”.

- ✓ Counter argument

■ Group 2:

- ✓ Arguing based on experience
- ✓ Arguing by assumption

Andi from group 2 answer the question from group 1 about the solution in solving problem of garbage. He says ”we can do some social service, where by this activity we can explain that garbage can bring many decease”.

- ✓ Counter argument

■ Group 3:

- ✓ Arguing based on experience
- ✓ Arguing by assumption

Heri from group 3 want to add the statement from group 2 relate to the group 1’s question. He says “we can give a solution relate to the problem by giving notice to the society to start separate between organic and anorganic garbage. Organic garbage can be create as compos, while anorganic by recycling.

- ✓ Counter argument

■ Group 4:

- ✓ Arguing based on experience
- ✓ Arguing by assumption
- ✓ Counter argument

■ Group 5:

- ✓ Arguing based on experience
- ✓ Arguing by assumption
- ✓ Counter argument

Decision Making and Problem Solving:

- Group 1:
 - ✓ Make decision
 - ✓ Identifying problems
 - ✓ Giving a solution of problems
- Group 2:
 - ✓ Make decision

Andi from group 2 answer the question from group 1 about the solution in solving problem of garbage. He says "we can do some social service, where by this activity we can explain that garbage can bring many decease".

 - ✓ Identifying problems
 - ✓ Giving a solution of problems
- Group 3:
 - ✓ Make decision
 - ✓ Identifying problems
 - ✓ Giving a solution of problems
- Group 4:
 - ✓ Make decision
 - ✓ Identifying problems
 - ✓ Giving a solution of problems
- Group 5:
 - ✓ Make decision
 - ✓ Identifying problems
 - ✓ Giving a solution of problems

Interview Guide for Teacher & Students

Name :

Gender :

Teaching class :

Date :

Assalamualaikum, W.r., W.b., my name is Rezza Fatwassani. I am working on my research study as a requirement for master's degree from Semarang State University. My topic is regarding the implementation of reflective practice to develop students' critical thinking in class discussion.

Thank you for your willingness to participate and share your responses. Please know that your responses are confidential. The audiotape will only be available to me and the transcriber. If there is anything you do not want me to record, just let me know and I will turn off the audio device.

Excerpts of this interview may be made part of the final research project, but under no circumstances will your name or identifying characteristics be included in the report. The audiotape will be destroyed at the completion of the study.

Are you ready to begin?

Interview Guide for Student

- 1) I would like to ask, what do you know about reflective practice in teaching and learning?
- 2) What do you think of classroom discussion by using reflective practice?
- 3) How do you respond about your activity in joining classroom discussion by using reflective practice?
- 4) What did you get after conducting classroom discussion by using reflective practice?

This concludes the interview. Thank you for your time

Interview Guide for Student

- 1) I would first like to know, what do you know about reflective practice in teaching and learning?
- 2) As one of your choice in teaching activity, what do you think about the concept of reflective practice in classroom discussion?
- 3) What do you do in conducting discussion activities by using reflective practice?
- 4) Based on your experiences during or after teaching, how do your response toward your students' activity in joining class discussion by using reflective practice?
- 5) Do you think the concept of Reflective Practice in class discussion are able to develop students' critical thinking skills? Why?
- 6) Lastly, how do you know if the concept of Reflective Practice in classroom discussion are able to develop students' critical thinking skills?

This concludes the interview. Thank you for your time.

Transcript of Teacher Interview

Date : 16 November 2016

Place : SMA N 2 Masbagik

Interview : Myself (R)

Interviewee : An English Teacher (T)

R: I would first like to know, what do you know about reflective practice in teaching and learning?

T: Yang saya ketahui itu tentang teknik ini yaitu bertujuan untuk menambah skill dalam berpikir yang fresh secara kreatif dan ilmiah. Soalnya apa yang mereka (siswa) lihat, apa yang mereka ketahui dengan menggunakan bahasa inggris mereka yang begitu.. dengan sederhana secara langsung, secara reflective sehingga mereka itu menggunakan pengalaman dan skill mereka dalam berbahasa inggris itu, baik dia itu yang bersifat bahasa inggris secara sederhana atau yang secara penguasaan yang lebih mapan ya, seperti itu. Jadi tujuannya itu, mereka supaya terlatih dalam berpikir secara kreatif, sehingga mereka itu dengan menggunakan bahasa inggris yang apa adanya, sehingga mereka merasa pede dan mereka itu semakin berani dalam mempraktekkan aa apa namanya bahasa inggris mereka dengan kemampuan bahasa inggris yang mereka gunakan. Lama kelamaan, dengan berpikir secara kritis, Inshaa Allah mereka itu akan terus terbiasa menggunakan cara ini (teknik reflective practice) sehingga mereka itu saling sharing dalam memberikan pendapat dan ide-ide dalam berdiskusi itu. Penggunaan teknik reflective practice itu sangat bagus memang, tidak saya menggunakan metode yang ceramah, saya tidak level dengan yang seperti itu. Jadi yang seperti ini siswa dibuat lebih proactive didalam mengeluarkan ide dan

gagasan seolah-olah seperti itu. Jadi apa yang mereka ketahui, apa yang mereka lihat itu, mereka langsung mengatakannya, ee karena yang namanya pembelajaran bahasa Inggris ini yang asing buat kita di negeri ini, lebih baik yang seperti itu (siswa proactive menggunakan teknik Reflective Practice). Mereka melihat sesuatu itu, mereka katakan, lalu kita sebagai fasilitator, guru itu akan mengarahkan dan lebih mendukung pada aktivitas mereka itu.

R: As one of your choice in teaching activity, what do you think about the concept of reflective practice in classroom discussion?

T: Yaa, misalkan kita itu menyediakan media-media atau bahan pelajaran itu, seumpama kita itu menayangkan sebuah video tentang yang berkaitan dengan materi yang ada di GBPT dengan topik itu misalnya pada teks narrative atau teks descriptive atau apapun itu bisa kita tayangkan sebuah video atau sebuah informasi berita dan sebagainya. Lalu mereka itu berikan komentar, satu atau dua orang. Kemudian nanti yang berpasangan (pair discussion) juga memberikan komentar. Nah, pada terakhirnya kita memberikan atau membentuk sebuah kelompok lalu mereka diskusi seolah-olah membuat kesimpulan, jadi apa yang mereka lakukan kegiatan-kegiatan itu. Jadi, stepnya itu yang pertama kita beritahukan materinya, kemudian media yang kita tayangkan berupa berita atau gambar atau apapun itu lalu mereka komentari. Setelah itu dengan berpasangan atau berdiskusi, mereka itu mendiskusikan tentang apa yang mereka lihat pada tayangan-tayangan berikutnya. Jadi tetap kita itu akan mengacu pada GBPT atau pada kurikulum. Jadi kita itu sebagai fasilitator atau guru mempersiapkan materinya itu yaa sebanyak mungkin. Sehingga anak itu atau siswa/peserta didik itu bisa mencermati dan mencerna apa yang disajikan oleh fasilitator atau guru. Intinya mereka itu melakukan segala kegiatan itu yang pertama, dengan memperhatikan dan melihat. Lalu mereka merefleksikannya. Sebagai contoh: ooh, itu gambar ikan lumba-lumba sedang jumping saya pernah melihatnya. Lalu mereka diskusikan sesuai dengan bahan atau topik bahasan yang ada pada kurikulum itu.

- R: What do you do in conducting discussion activities by using reflective practice?
- T: Itu pertanyaan yang bagus sekali. Jadi, sebagai seorang fasilitator, sekarang ini guru itu bukan dia itu penceramah, bukan. Tapi dia itu fasilitator. Jadi anda itu akan ditayangkan sebuah video. Anak itu ditayangkan sebuah media pembelajaran. Entah itu misalnya plantation “tanaman”. Nah, bisa saja kita menyediakan media itu berupa yaa tanaman hias atau apapun itu, lalu mereka itu merespon dengan pendapat atau pernyataan. Lalu kita fasilitasi dia dengan ungkapan-ungkapan. Misalnya: what do you think about.... , what is your opinion about...., dan sebagainya. Nah, nanti mereka mengatakan “oh, saya rasa itu tanaman (I think that is a plant)” misalnya seperti itu. Nah kita sebagai fasilitator itu mengamati, mengontrol para siswa yang bekerja itu. Nah disitulah fungsinya sebagai fasilitator, bukan menjelaskan. Jadi kita mengontrol kegiatan mereka. Nanti kita akan membantu mereka apabila mereka mentok dalam menggunakan bahasa inggrisnya. Misal, mereka membuka kamus, tapi kesulitan, nah disitulah kita berperan. Selama mereka masih bisa, tidak usah diceramahin. Jadi itu dia fasilitator. Kita mempersiapkan sarana bahasa inggris yang ada. Umpamanya sekarang kita mempersiapkan atau membahas sebuah bacaan berbentuk deskriptive. Nanti mana yang mereka tidak bisa sama sekali diselesaikan, baru kita bantu dengan sekemampuan kita. Jadi mereka itu berusaha bekerja dulu. Umpamanya buka kamus tapi dibuka di kamus nggak ada, baru kita turun tangan. Dan apabila siswa itu bertanya karena berkesulitan dalam membentuk dan menyusun sebuah kalimat yang mau dikatakan misalnya, baru kita bantu. Selama mereka itu bisa, biarkan saja berkembang. Saya rasa itu. Jadi sekarang ini guru bukan penceramah tapi fasilitator. Menyediakan segala fasilitas berupa keterampilan berbahasa inggris.

- R: Based on your experiences during or after teaching, how do your response toward your students' activity in joining class discussion by using reflective practice?
- T: Sebenarnya yang dinamakan teknik Reflective Practice ini sudah saya gunakan sejak lama. Malah cara-cara yang seperti ini memang pernah saya lakukan, tapi tidak tahu itu teknik apa dan sebagainya, kita tidak memperhitungkan itu yang penting dengan cara ini sering saya lakukan itu. Kemudian sering dilakukan sejak dulunya, teknik ini ya, cara-cara seperti ini ya, sebelum ada yang namanya KBK, K-13, atau yang lainnya. Walaupun itu ada yang namanya K-13 dan lainnya. Memang sering kita gunakan. Kalo dulu ada yang namanya EGRA (Experience, Generation, Reinforcement, dan Application) jenis-jenis itu sama dia. Jadi, yang sekarang ini, yang teknik yang seperti ini eee baru kita itu lebih bagus cara kita itu yaitu kita serahkan kepada anak, segala aktivitas itu. Kitanya menggantikannya itu dengan istilah bahwa kita itu sebagai fasilitator. Nah, jadi saya dalam menyajikan materi itu setelah selesai melakukan aktivitas PBM, selalu saya sampaikan bahwa ini adalah Reflective Practice yang tujuannya adalah memberikan keterampilan kepada siswa, melatih kepada karakter siswa, sehingga mereka itu berpikir terlatih, berpikir secara kritis, berpikir secara positif, dan kalo boleh dikatakan bahwa dengan menggunakan teknik ini siswa betul-betul mandiri dalam menggunakan teknik dan keterampilan dalam bahasa inggris mereka. Itu yang saya sampaikan sebagai sebuah gambaran memotivasi kepada anak pada setelah melakukan KBM. Jadi saya merespon penggunaan teknik Reflective Practice ini pada siswa sebagai hal yang positif untuk digunakan. Karena kenapa? Saya sudah hampir 26 tahun menjadi PNS guru bahasa inggris, saya pergunakan untuk mengajar bahasa inggris seperti itu. Dan alhamdulillah banyak sekali yang saya lihat itu yang tidak saya sangka menyenangkan bahasa inggris, tahu-tahu jadi guru bahasa inggris juga. Dengan menggunakan teknik ini, anak itu lebih mandiri, dia akan lebih berani mengungkapkan bahasa inggrisnya dan tidak canggung.

Mereka tidak malu, begitu. Karena dengan difasilitasi, kita fasilitasi mereka dengan berbicara, fasilitasi mereka dengan ide, fasilitasi mereka dengan mengeluarkan seluruh pendapatnya dan tidak ada sejarahnya kita itu “ooo bahasa inggris kamu salah”, tidak! Fasilitasi mereka. Walaupun itu dalam bahasa saya. Nah, itu dengan teknik yang seperti itu, siswa semakin berani dan semakin kritis dalam berpikir. Itu sebabnya saya mengatakan bahwa saya merespon teknik ini adalah hal yang positif kita gunakan. Sehingga kita itu tidak menjadi guru yang killer. Jadi mereka itu bebas dalam berbicara. Saya senang menggunakan teknik ini.

R: Do you think the concept of Reflective Practice in class discussion are able to develop students' critical thinking skills? Why?

T: Lebih dari itu malah. Bukan hanya kemampuan dan skillnya saja. Mereka itu betul-betul otaknya terasah. Dia itu akan mencetuskan ide-ide terus. Daripada kita terlalu berpatokan dengan yang namanya kurikulum itu yang begini dan begitu, itu sudah semakin kaku anak. Tapi kalo dengan yang begini (teknik Reflective Practice) “coba apa yang anda ketahui tentang pisang goreng” mereka itu akan berbicara tentang pisang goreng, semuanya mereka ungkapkan apa yang mereka mau katakan. Nah, kalau dikaitkan dengan ujian nasional, disitukan sudah ada pada topik bahasan itu sudah jelas pada KI-KD nya dan lain sebagainya itu kita sudah arahkan kesitu. Intinya sekarang ini, how the students speak English, how the students are able to speak English well, bagaimana siswa itu berani, mampu dan bisa berbicara bahasa inggris. Sehingga mereka itu dengan ide, mereka itu membuka kamus, mereka itu akan berdiskusi dengan sesamanya, sehingga mereka itu paling tidak dalam tempo 20 atau 15 menit, mereka itu sudah jauh perbandingannya dibanding mereka itu secara orally, karena berdiskusi itu mendapat kosakatanya dan sebagainya. Karena yang namanya bahasa inggris itu adalah sebuah momok yang paling menakutkan bagi anak untuk belajar ngomong/berbicara. Mental itulah yang kita bentuk. Jadi bukan hanya mereka itu ide dan keterampilan dalam berdiskusi, akan tetapi

mentalnya, keberanian mere itu yang kita bentuk. Jadi kalo keberanian mereka sudah penuh, nanti akan timbul lagi karena keterbiasaan mereka mengeluarkan ide, kebiasaan mereka mengeluarkan suatu gagasan, kemudian mereka itu berlatih untuk tampil gaya dalam berbicara, itu saja. Gayanya mengeluarkan ide itu. “Ooo in my opinion, I think dan lain sebagainya, contoh..” Kan biasanya kalo dalam peringkat ini mereka menggunakan bahasa inggris dengan menggunakan culture dan serta gaya penampulannya itu seperti di sukunya. Sekarang ini misalnya seperti gaya berbicara orang barat dan sebagainya, arahnya seperti itu. Banyak efeknya. Daripada kita itu berceramah, anak diam.

R: Lastly, how do you know if the concept of Reflective Practice in classroom discussion are able to develop students' critical thinking skills?

T: Misalnya dalam berdiskusi, mereka membuat konsep-konsep. Kemudian, yaa mereka itu mengeluarkan ide mereka, mereka itu merangkum dan lain sebagainya. Jadi yang jelas itu, yang pertama dari hasil yang kita liat itu. Jadi dalam aktivitas itu kita terus perhatikan, misalnya si A hari ini kemampuan bahasa inggrisnya 6. Karena lama kelamaan kita menggunakan teknik ini, jadi si A ini semakin berani, ketularanlah si B untuk berani ngomong, ketularan lah si C. Saya rasa untuk bukti fisik itu hasilnya itu yang saya lihat.

R: Saya ingat anak yang pendiam yang duduk di bangku pojok depan. Akhirnya mau ngomong dengan temannya meskipun masih belum bisa ngomong dama ruang lingkup kelas. Ketika grouping dia itu mau sharing-sharing tentan apa yang mau dikatakan ke temannya seperti febriono.

T: Si sakawali itu anaknya pendiam dan lemah. Tapi dengan cara ini, dia itu berani dan berpartisipasi. Nah, awalnya saya pergunakan yang seperti ini kalau misalnya pada perubahan kelas misalnya, dari guru lain saya terima. Begitu tahap perkenalan, nah saya perkenalkan ke siswa bahwa saya menggunakan metode reflective practice. Apa itu? Bahwa itu adalah suatu

skill bagaimana mereka bisa ngomong. Awalnya, mereka itu perwakilan ngomongnya, karena saya yang saya pake kelompoknya itu kelompok yang paten. Satu group itu dalam satu semester baru bisa dirombak. Jadi perwakilan satu yang ngomong. Lama kelamaan bertambah yang mewakili untuk berbicara. Kadang nanti kalo mentok dia itu si pembicara atau presentator itu mentok dalam berbicara, tiba-tiba dibantu sama anggota kelompoknya yang lain. Nah, lama-lama ketularan. Sehingga mereka itu bisa menghasilkan suatu perdebatan dalam diskusi itu. Yang utama setiap kelompok itu masing-masing anggota kelompok itu mendukung dan membantu. Lama-lama akhirnya pada semua anggota kelompok itu akan muncul dalam mengeluarkan ide. Sehingga mereka ramai dalam berdiskusi. Sehingga anak yang paling diam pun akhirnya paling tidak mengatakan yes I agree. Sudah karuan kalo yang bahasa inggrisnya ya lancar sekali. Itu yang kita harapkan. Jadi anak yang terendah dikelas itu yang paling rendah mutunya berani mengeluarkan ide, mengeliarkan skill mereka yang apa adanya. Itu bukti fisik yang saya lihat. Bahwa mereka itu saling dukung mendukung, lalu sharing dalam berdiskusi.

Transcript of Students Interview

Date : 12 November 2016

Place : SMA N 2 Masbagik

Interview : Myself (R)

Interviewee : A Student (S1)

R: I would like to ask, what do you know about reflective practice in teaching and learning?

S1: Reflective Practice is we learn English but when we learning English we must our experiences and must to present about whatever we know.

I think Reflective is some like a new style when we learning English, because it's a different and not like before. In my opinion it's a different style in learning English. It's so fun.

R: When did you use your experience in learning English?

S1: When I use my experience in learning English, when I want to give an opinion about something like "trash" or another.

R: How did you connect your experience with the topic?

S1: I connect my experience with the topic like this. Before we study English, the teacher always talking about the material. And if the teacher showing the material, I always thinking with my experience, "what was I do before?" And if I remember about something with the material I always

respond/connect, and I always talking about experience and to connect the material.

R: What did you expect from doing the Reflective Practice technique?

S1: I hope I can sharpen my English skill with my experience. And I want to find something new to learn English and I want to always find this experience. And I want to use my experience with learning English and always want to sharpen my English skill.

R: I have seen you in classroom activity for a couple of meetings. Your activity were classroom discussion and sometime is going to be debate situation. So, where did you place your experience in discussion activity?

S1: I place my experience when I explain my material about this. I want to show my experience when I want to my other friends. I want to use my experience to explain about the material to other friends.

R: What is your benefit by doing class discussion by using the Reflective Practice?

S1: The benefit is I can to sharpen my English skill. And I know how to do something and how to decide what can I do and what can I explain to others. I can decide about something and many others to show what I want to tell.

R: What do you think about critical thinking in classroom discussion?

S1: I think critical thinking is we must to do something and how to face something problems and we can use our experience to criticize and solve the problem.

R: What do you think of classroom discussion by using reflective practice?

S1: **I think when we conduct the discussion with the reflective practice, it's so fun. When we learn in the classroom we always know how to learn about the**

reflective practice. Here we always discuss the material and present it, and then check by our teacher

R: How do you respond about your activity in joining classroom discussion by using reflective practice?

S1: I think when we learn by using the reflective practice, especially in my opinion, I think it's so useful and we can find something new when we doing the reflective practice. And we can find something like new word, new style, and many others. And we can develop our experience when we learn English by using the Reflective Practice.

R: What did you get after conducting classroom discussion by using reflective practice?

S1: As I told you before, I got something new different when I learn by using reflective practice in the classroom like new word, new experience, and as I told you before it's different when we learn English. And it's so useful and I hope this technique can be used by other students in another school.

Date : 12 November 2016

Place : SMA N 2 Masbagik

Interview : Myself (R)

Interviewee : 2 Students (S2, S3)

R: I would like to ask, what do you know about reflective practice in teaching and learning?

S2: I think that the Reflective Practice is a technique to inform our experience to others.

S3: I think the Reflective Practice teach us to express our opinion based on our experiences. Then, by this technique we can explore our experience more deeply and widely as a resources to express our opinion.

R: When did you use your experience in learning English?

S2: It is a good activity and fun. We can learn better.

S3:

R: Did you found some obstacles?

S2: Yes, we can express our language into English.

S3:

R: How do you respond about your activity in joining classroom discussion by using reflective practice?

S2: My response is little bit difficult especially when I have to speak in English.

S3: My response is my friends still not sure with their own opinion and some of them are not serious in learning process. Maybe they are not confident to express their opinion because they cannot speak English well.

R: What did you get after conducting classroom discussion by using reflective practice?

S2: I get more information and knowledge from other friends. Especially new vocabulary.

S3: I can get more lesson from this activity. I get more information from other friends' experience and the way they speak English.

Date : 15 November 2016

Place : SMA N 2 Masbagik

Interview : Myself (R)

Interviewee : 3 Students (S4, S5, and S6)

R: I would like to ask, what do you know about reflective practice in teaching and learning?

S4: Menurut saya reflective practice itu, , sebelumnya sih belum pernah dengar atau belum pernah pake teknik seperti itu tapi setelah dapat pembelajaran kemaren, saya tahu kalo reflective practice itu kaya' diskusi-diskusi gitulah. Juga saling tukar pendapat.

S5: Kalo menurut saya reflectice practice itu semacam kita gunakan dalam diskusi ini. Dan teknik ini dulu pas baru kenal kita diarahkan untuk berpikir berdasarkan pengalaman kita sendiri untuk mengembangkan ide.

S6: Menurut saya reflective practice ini, sebelumnya sih saya belum pernah menggunakan teknik ini dalam proses pembelajaran. Tapi setelah pak Bahar yang mengajarkan untuk menggunakan teknik ini, disana didalam aktivitas ini kita dapat menyanggah dan menanggapi pendapat orang dan bis menyalurkan pendapat sendiri.

R: How do you respond about your activity in joining classroom discussion by using reflective practice?

S4: Kalo yang saya lihat dari caranya itu kalo untuk diskusi ya..bagus untuk seukuran anak SMA seperti kita-kita. Kalo kita diskusilah atau debatlah apalagi kalo sampai debat kan terus kita tukar-tukar pendapat kita menyempurnakan pendapat yang lain yang bisa mengetuk kesimpulan dari suatu masalah yang kita bahas.

- S5: Tanggapan saya untuk teknik ini senang. Kenapa senang? Jadi pas diskusi kita bisa mengembangkan my idea untuk memecahkan masalah yang satu dengan yang lain.
- S6: Menurut saya, tanggapan saya, saya sangat menyukai teknik ini, terutama sebelum ada teknik ini saya sering mengantuk, tapi setelah ada teknik ini dari pak Bahar saya bersemangat dan sering belajar, fokus sama diskusinya.
- R: What did you get after conducting classroom discussion by using reflective practice to learn critical thinking?
- S4: Dengan aktivitas ini artinya mengukur sampai mana kemampuan saya tapi itu secara tidak sadar. Terus kita menerima pendapat atau saran dari orang lain untuk kita. Jadi dapat pengalaman juga.
- S5: Yang saya dapatkan dari aktivitas ini yang saya tahu adalah belajar dari kesalahan, belajar dari kesalahan saya bagaimana caranya untuk mengevaluasi diri dan tahu sejauh mana keahlian saya dan kemampuan yang saya miliki dalam berbicara dengan topik yang agak sulit, dengan topik yang diberikan guru. Tapi setelah teknik ini diterapkan kemampuan saya itu rasanya meningkat. Jadi saya tahu keahlian saya dalam berbicara masih kurang tapi pas teknik ini diterapkan saya senang.
- S6: Yang saya dapatkan dari aktivitas itu saya cepat menangkap dan otak saya dapat mencerna dan bisa menanggapi secepatnya.