Unpacking Reflective Practice in the Praxis of English Language Teaching in Indonesia

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Abstract
This paper portrays the ways Indonesian English Language Teaching (ELT) practitioners review and reflect on their practice, seek to expand new ideas and techniques they can apply in their classrooms. This study aims to enhance our understanding of what it is actually that Indonesian ELT practitioners are doing, understanding, and what they are trying to achieve in their classroom activities. This study investigates explanative answers to a single research question: In what ways are Indonesian ELT practitioners reflective in their classroom practice? This study conducted at secondary schools and universities uses a qualitative approach, utilizing observation, interviews, and documents as data collection methods, and content analysis as a means of data analysis. This research involved four participants selected purposively and voluntarily. Its findings, analysis, and interpretation are presented descriptively. The major finding of this study suggests that Indonesian ELT practitioners are reflective in three ways: being reflective within the process of their teaching, known as "reflection-in-action, being reflective in their post-teaching referred to as "reflection-on-action, " and being reflective in their future improvement planning known as "reflection-for-action." The practitioners' reflexivity aims to improve the quality of their teaching, which can potentially affect the quality of their students' learning. Thus, arguably Indonesian ELT practitioners have performed the praxis in their language teaching through reflective practice.
Keywords: English Language Teaching, Indonesia, praxis, reflective practice

Introduction

Success in the classroom depends mostly on the personal investment of the teacher, how this investment is enacted interpersonally and socially, and how it establishes the classroom as a safe and engaging zone for language learning (Kiely, Davis, Carter, & Nye 2008). This investment is then called RP. By reflecting on what was happening in the classroom, ELT practitioners authorize themselves to do self-appraisal, analyzing the spots they have satisfactorily performed (to be developed and upgraded) and the critical areas where further attention and improvement need to be harbored. A kind of self-empowering through which a pedagogical change in the form of an informed practice can take place. This line of thought is based on the belief that the reflective practitioner is continuously changing, both in terms of their understanding of the factors which shape classroom learning, their planning for lessons and learning activities, and their classroom teaching (Kiely, 2013). Reflective teaching (RT), therefore, can be postulated as an activity that informs practice yet helps teachers develop their theories of practice. Being able to learn from what happen in the classroom allows teachers to reconstruct and redesign their future teaching, which leads to a more informed practice. Based on these evolving and self-developed theories of practice, the practitioners create the praxis of their ELT. Such praxis, we assumed, has been a part of ELT practice in Indonesia, which is worth unpacking via this research.

This research is an activity with a specified aim, purported to bring about a significant contribution to the field of ELT, articulated based on a down-to-earth research problem. This study aims to contribute to the renewed understanding and awareness of the vital role of teaching practitioners' reflexivity in shaping classroom-based practices. This study highlights explicitly how Indonesian teaching practitioners develop their professional teaching practice by performing reflection -in-action, reflection -on-action, and reflection-for-action. Precisely, this study aims to unpack the praxis of reflective practice (RP) of ELT practitioners within the Indonesian context. Farrell (2013) espouses that the interest in reflective teaching is principally intended for the empowerment of teachers. This research is projected to investigate the extent to which Indonesian ELT practitioners have engaged in the empowering idea of RP. In this research, we assume that such RP does exist in ELT practice in Indonesia. We also believed that the RP in Indonesian ELT practice is distinctive in its contexts. This distinctiveness is unpacked through a single explorative question: *In what ways do Indonesian ELT practitioners engage in the idea of RP in their classroom practice?*

Theoretical Framework

The platform of the theoretical framework used in this paper serves as the foundation for building up the conceptualization of RP as a pattern of praxis and an analytical tool for analyzing, discussing, and interpreting the findings of the research. Starting this reflective discourse with the ideas of teaching and learning, RP and praxis within ELT is a coherent trajectory.

Teaching and Learning

Conventionally, teaching cannot be defined apart from learning. Brown considers teaching as 'guiding and facilitating learning, enabling the learner to learn, setting the conditions

for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques" (Brown, 2007, p. 8). This signifies that teachers have a crucial role in the success of students' learning. Following Brown's stance, the very first thing a teacher needs to do to make a meaningful learning is to grasp how the learner learns. For that reason, teachers should be able to elicit students' interest in the classroom since it involves the challenge of sustaining learners' efforts over time until their goals are achieved (Hall 2018). Accordingly, teachers should not be viewed as technicians whose primary duty is to realize a fixed set of teaching procedures (Tudor, 2001, cited in Hall, 2018), but as active participants in the creation of classroom realities, and they act in the light of their own beliefs, attitudes, and perceptions of the relevant teaching situation (Williams & Burden, 1997, in Hall, 2018). In Hall's (2018) view, teachers should contribute to the supporting conditions for useful foreign language learning to take place, which includes such aspects as organizing, motivating, and guiding learners. Undisputably, there is more than one 'right' way to teach, and that language teaching can be considered as a principled problem-solving activity for its local issues (Widdowson, 1990, in Hall, 2018). Hence, teachers need to equip themselves with reflective aptitude. Teachers can adapt Kumaravadivelu's reflective model of teaching in the form of observational-reflective techniques (Kumaravadivelu, 2003), which involves "a cognitive dimension that links thought with activity, centering on the context-embedded, interpretive process of knowing what to do" (Freeman, 1998, p. 99).

Ideas of Reflective Practice

Education is about learning, and learning is a function of reflection. RP offers one powerful way for educators—individually and collectively—to stay challenged, effective, and alive in their work (York-Barr, et al. 2006). The idea of reflective practice (RP) was spearheaded and made famous by John Dewey, who recommended teachers to take reflective action that involves "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (Dewey, 1933: 9). In this view, Dewey sees reflective action as a sort of a teacher-self-initiated activity involving willingness to engage systematically in constant self-appraisal and professional development. Donald Schon introduced a more practical and intuitive RP. Schon's RP seems to be more experience-based practice underlining the importance of framing and reframing practice to make more sense of it (1983, 1987). It is a model much more based on what practitioners perform in the field. In this light, Schon developed the ideas of reflection into two major types: 1) reflection-in-action and 2) Reflection-on-action (see *types of RP*). According to Abednia (2012), Schön's (1983) reflective practitioner model provides teachers with "the ability to theorize about their practices and practice their personal theories" (p. 706). Through constant reflection on learning and experiences, teachers can potentially embrace the capacity for being theorizers of their practice.

Reflection includes reasoning, the creative production of ideas, problem-solving, and the awareness of all these mental activities in metacognition (Watson, 1996). The practitioners engage in order to improve teachers' professional practice (Sellars, 2014). A more operational idea of RP was postulated by Zeichner and Liston (1996), who consider it as deliberate thinking about actions that has already taken place and deliberate examination of classroom

procedures, attitudes, and interactions. Logically, a teacher should question the goals and the values that guide his or her work in the context in which he or she teaches. In the domain of ELT, the stance of RP has been intensively promoted by Farrell (2007, 2008, 2011, 2015). Engaging in RP implicates that teachers are articulating their underlying beliefs about teaching and learning and comparing these to classroom practices to see if there is convergence or divergence (Farrell, 2015). By engaging in RP, teachers can "construct and reconstruct their own beliefs and practices...so that they can provide optimum learning conditions for their students" (Farrell & Mom, 2015, p. 863). This reflective involvement gives a sense that RP provides working space for teachers to understand deeper the learners' needs and abilities. Hence, RP can be one of the leading means of enhancing not only a teacher's professional development but also their educational practices (Ting, 2013). Practically, RP pushes teachers from their knowledge base of distinct skills to modify their skills to suit specific contexts and situations, and eventually invent new strategies (Larrivee, 2000). In this way, RP can facilitate professional development since it helps teachers think about what happened, why it happened, and what else could have been done to reach their goals (Cruickshank & Applegate, 1981). Sensibly, RP can potentially derive a better-informed decision of practice.

Reflexivity is an indispensable aspect of language teaching, without which teachers just practice their routines and habit. Reflective teachers reflect in their teaching practice (i.e., self-observation) and then modify their practice (i.e., self-evaluation) to make sure the outcome will be satisfactory (Nodoushan, 2011). The stance of evaluation within the frame of RP seems to refer much to the formative evaluation, which is enacted "as part of the process of program development in order to find out what is working well, and what is not, and what problems need to be addressed" (Richards, 2001, p. 288). Reflective evaluation is aimed for the development and improvement of the delivery of the program by solving the problems that have been identified during the program (Richards, 2001). Doing reflective teaching (RT) can heighten self-awareness. Farrell notes that teachers who undergo RT become more conscious about their work in the classroom and beyond (Farrell, 2007). In his research of RP in Higher Education in Cyprus, Christodoulou (2013) found that ELT practitioners had a felt sense of change in their practice, by reframing aspects of their practice. The practitioners were inclined to see things from different perspectives and change aspects of practice, which served as a powerful mechanism for enacting and sustaining reflective development.

Types of RP

In this article, the idea of RP is based on the combination of Dewey's (1933) idea of RT, Schon's (1983) intuitive, artistic reflection, and Farrell's proactive reflection (Farrell, 2007). Dewey (1933) recommended teachers to take reflective action that involves "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (p. 9). For Dewey, reflection is a practice that will result in the professionalization of the field and is a means of controling "action that is merely repetitive, blind, and impulsive" (Dewey, 1933, p. 17). Schon's RP is more intuitive and practical. Schon (1983, 1987) divided RP into two types: reflection-in-action and reflection-on-action. Schon referred to reflection-in-action as the process of observing our thinking and action as they are occurring, to make adjustments in the moment, and reflection-on-action as the process of looking back on and learning from experience or action to

affect future action. Ghaye (2011) added an additional meaning for both types. Reflection-in-action can mean a reflection in a particular context or workplace, for example, in a classroom. Reflection-on-action can also mean focusing on something significant.

The expansion of the previous two sorts of reflection into the third kind of reflection, reflection-for-action, was initiated by Farrell (2011). This third reflection, in Farrell's view, can mean two things. First, we do reflection because we want to understand what we have done better, know more about it, change, or improve it. Second, this reflection is about planning to take some positive steps to do something with what we have learned (Farrell, 2011). In this manner, teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class (Farrell, 2007). Hence, RP can be viewed as an action or performance: it is teaching which is shaped and informed by the outcomes of reflection (Kiely, 2013), of which the goal is to derive improvement in the practice of teaching for the students' learning.

The Conception of Praxis
Praxis is not just a practice, but it is a reflective practice (RP). When teachers do RP, they actually perform their praxis. This standpoint is based on Freire's (1972) view considering praxis as reflection and action directed at the structures to be transformed. This gives a sense that praxis is about penetrating thought in action and action in thought. Similarly, van Manen (1991) contends that a theory of practice is conceived when there is a union of action and thought or, more precisely, when there is action in thought and thought in action. In terms of deriving a theory of practice, pedagogical thoughtfulness simultaneously feeds and is fed by reflective capabilities of teachers that enable them to understand and identify problems, analyze and assess information, consider and evaluate alternatives and then choose the best available alternative, which is then subjected to further critical appraisal (Kumaravadivelu, 2001: 541). Kumaravadivelu (2001) further postulates that "theory and practice mutually inform, and together constitute a dialectical praxis, an affirmation that has recently influenced L2 teaching and teacher education as well" (p. 540). Praxis as the second key concept here can be conceptualized as "reflection combined with action in an ongoing process that leads to understanding and transforming social practices" (Burns, 2015, p. 100). Hence, praxis can be understood as what teachers do or realize in their classroom based on what they have critically thought of. It is about thoughts in action.

Previous Studies
There has been a myriad of researches on RP, especially on ELT. Yet, there were not many typers of research oriented to explore the practice of the ideas of RP in its three classical divisions: reflection-in-action, reflection-on-action, and reflection-for-action. There were only two articles identified to specifically addressing these sorts of RP. The first was done by Farrell (2014), who tried to cultivate the disposition of reflection within the lens of Schonian RP, in which he divided it into three kinds mentioned earlier. Farrell sought to analyze these three components of RP in the light of Deweyan RT, characterized by three aspects: open-mindedness, whole-heartedness, and responsibility. Farrell adhered to the idea of Dewey (1933), who mentioned that all three of these attitides are not only crucial in "order that the habit of thinking in a reflective way may be developed…they are traits of personal character

that have to cultivated" (p. 139). Although Farrell tried to spell out the ideas of Deweyan and Schonian RP through his experiences as both a secondary teacher and a workshop facilitator, the concepts of RP were still very theoretical. Despite its clarity and quality of RP analysis, the article remains theory-led, not data-led.

The second study indicating more data-led orientation was conducted by Azizah, Nurkamto, and Indrajati (2018), who are coincidently Indonesian ELT researchers and practitioners. In their research, they found out that (1) in doing their reflection-in-action the pre-service teachers gave a simple question and analyzed the class condition at the teaching time; (2) in their reflection-on-action the pre-service teachers did reflection by remembering what things appeared and discussed it with the teacher and peer; (3) in their reflection-for-action the pre-service teachers used the discussion to predict and prepare the future teaching. These findings are interesting, but not entirely clear what changes were made or done as the results of their RP. Besides, the research subjects were pre-service teachers who were believed to have insufficient knowledge of the conduct of RP. Farrell (2014) underlines that "experienced teachers can use their repertoire of teaching routines to experiment in order to solve the dilemma, but novice teachers may have a problem reflecting-in-action because they have not built-up such an advanced schema of teaching routines" (p. 8). Since there has not been any research particularly addressing how in-service teachers practice their RP (reflection-in-action, reflection-on-action, and reflection-for-action) within the Indonesian context, this research has the potential to address this gap. This research was designed to give more realities than an assumprion on how RP was materialized by ELT practitioners in locally context-specific areas. Fundamentally, this research aims to add our understanding of how Indonesian ELT practitioners perform their RP in their day-to-day teaching activities.

Methodology

This section deals with the type of subjects used as a sample, the basis for its selection, and how it was selected. Besides, it addresses how the data collected, analyzed, and interpreted.

Context and Participants

The participants for this research were four ELT practitioners of Secondary High Schools and Universities in *Purwokerto, Banyumas Regency, Central Java*, Indonesia. Both purposive sampling and the vvoluntary systems were used in selecting the participants. As the name suggests, the purposive sample has been chosen for a specific purpose (Cohen, Manion, & Morrison, 2011). The criteria set for the selection underpinned that the samples had to be ELT practitioners who have been teaching at least for five years and teaching at either universities or secondary high schools in the sub-district area of *Purwokerto, Central Java, Indonesia*. Their participation was fully voluntary-based, and they had the full right to withdraw from the research at any time they consider appropriate to do so.

DataCollection

The data used and analyzed in in this paper were collected in three data collection techniques: observation, interview, and documents.
Observation

An observation is a way for a researcher to document everyday practices of participants and to understand better their experiences (Savin-Baden & Major, 2013). Since this is a classroomobservation, in which we observed 4 ELT teachers twice, we served as an auobtrusive observer who aimed at documenting, describing complex classroom actions and interactions (Marshall & Rossman, 1999), or a complete observer (Cohen et al. 2011) who only observed and was detached from the group, or a passive observer (Springer, 2010) or passive participant (Savin-Baden & Major, 2013). We did not interact with the participants we observed to avoid potentially biasing the observation and just watched teaching-learning activities without engaging in them directly (Larsen-Freeman & Long, 1991).

Interview

In this research, we used a semi-structured interview, where the questions were predetermined but the order was modified based on the perception of what seemed most appropriate (Robson 2002). Additional questions were in response to participants' comments and reactions. In this interview, we explore their perspectives on the realization of RP. Although we prepared a lisy of questions, the interviewees were set free to express their ideas related to thegiventopic(Boyce&Neale,2006).Two-timesinterviewwith4participants was aimed at capturing descriptive data about the interviewees' ideas, attitudes, and perceptions about RP in their respective classroom teaching.

Documents

To complement the data collected through observation and interview, the researchers added documents to study. Savin-Baden and Major (2013) define ne documents as any written, printed, visual or electronic matter that provides information or evidence that serves as an official record. For this research, the documents to be investigated and studied comprise of 1) teacher's text-books, manuals, 2) students' records, work, and daily performance appraisal, 3) school and university syllabuses, and students' register.

Data Analysis

In analyzing the observation and interview data, I just employed content analysis (CA) to get a compact data set so that I was able to generate codes, categories and themes, and an overarching theme. Four pivotal abbreviations are used in this analysis. P1 stands for participant one, and the same thing applies to P2, P3, and P4. C1C1U1 means category one, code one, and unit ofanalysisone.The same principle applies to C2C2U2 and so forth.

Content Analysis

In general, the CA we conducted was based on the processes and procedures shown in Table one.

Table 1. *Processes of data analysis in content analysis*

Analysis phases	Descriptions
Preparation	Being immersed in the data and obtaining the sense of whole, selecting the unit of analysis, deciding on the analysis of manifest content or latent content.
Organizing	Open coding and creating categories, grouping codes under higher order headings, formulating a general description of the research topic through generating categories and subcategories as abstracting.
Reporting	Reporting the analyzing process and the results through models, conceptual systems, conceptual map or categories, and a story line.

Note 1. Adapted from Elo and Kygas (2008, p. 110)

Since the defining feature of CA is the process of data summarizing and reporting, this CA focused on summarizing and reporting the contents and messages of the data (Cohen et al., (2011). CA is also known for its strict and systematic set of procedures for the rigorous analysis, examination, and verification of the contents of written data (Flick, 2014; Mayring, 2004). It should result in replicability and transferability of the inferences from texts (data) to the contexts of their use (Krippendorff, 2004), implying that texts cannot be detached from its contexts. Hence, the qualitative meanings of the data should be described and contextualized (Schreier, 2012). The researchers did this by assigning successive parts of the material to the codes, Categories, and themes, which contained all those aspects of RP. The main goal in this CA has been to seek to arrive at an understanding of a particular phenomenon from the perspectives of those (ELT practitioners) experiencing it (Vaismoradi, Turunen, & Bondas, 2013).

Findings and Discussion

All the findings in the research were purported to provide sufficient answers to the explorative question of the following: "In what ways are the Indonesian ELT practitioners reflective in their teaching praxis?" The analysis, interpretation, and discussion of the findings are based on the CA results as indicated in Table two..
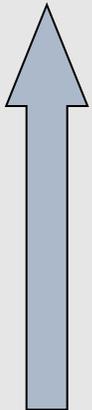
Table 2. *Results of CA of RP*

	Overarching theme	RP as the praxis of ELT in Indonesian context		
	Theme	Reflection-in-action	Reflection-on-action	Reflection-for-action
	Categories	Teaching adjustment	Teaching evaluation	Teaching planning
	Codes	Adjusting lesson plan and changing teaching approach	Evaluating teaching materials Creating Interesting Materials	Planning for improving students' speaking ability
	Units of analysis	Excerpts 1 up to 4	Excerpts 5 up to 6	Excerpt 7

Table two displays the CA results, indicating the components of the praxis of ELT in Indonesia entailing three types of reflection as the themes of the analysis. These are used as the basis for the following data analysis and discussion.

Reflection-in-action

Teaching itself is a reflective activity as it is hard to imagine a teacher who does think when designing, planning, and acting his teaching. Evaluation is usually conducted through self-re ection. This implies a reflective teaching (RT) whereby teachers engage in a successive series of reflection and modification. Reflective teachers, as Nodoushan (2011) suggested, reflect on their teaching practice (i.e., self-observation) and then modify their practice (i.e., self-evaluation) to make sure the outcome will be satisfactory. For reflection-in-action, the analysis is based on three main guiding queries: what was planned, what was done, and why was it considered reflection-in-action?

What was planned?

The activities specified in the lesson plan to be performed by the teacher include four main points: to explain, to do question and answer sessions, to guide games, and to assign tasks to the students. The lesson plan also mentioned the activities that the students are supposed to do, which cover four equivalent activities, namely to listen, to perform question-and-answer, to play the games (role-plays), and to do any given assignment, as shown in Excerpt one.

Excerpt 1:
R: Ooh, actually in the beginning, you wanted an individual work?
P4: Yea..yea..I wanted each student to show his or her ability to make sentences, but I saw their responses were relatively slow. Besides, there were some students who were late, so the information given beforehand was not had by the late students.

Interview with P4: C1C1U1

From the excerpt, we learn that P4 had a pre-planned activity for the students, namely, the students were required to do an individual activity to make sentences using compound verbs and later compound subjects. This activity, however, was not explicitly stated in the lesson plan. Very likely, this pre- planned activity belonged to the fourth list of student activity in the lesson plan, i.e., to do any assignment given by the lecturer in the classroom. Due to a particular reason, this pre-planned activity was not performed well by students; therefore, P4 decided to change that activity with a group-activity as explained in the next section.

What was done?

What P4 has done in her teaching activity indicates that she has a sense of practicality, having the ability to evaluate what seems to work effectively and what does not. This resonates with the idea of RP that can be a powerful way for teachers to stay challenged, effective, and alive in their work, as RP can lead teaching practitioners to grow and expand their repertoire of effective instructional practices individually and collectively (York-Barr, et al. 2006). At the outset of her teaching, she tried to implement what she has already put into her lesson plan, positing a general statement "asking students to do tasks." However, in her real practice, P4 asked her students to make sentences using the compound verbs (and compound subjects) and helping verbs where necessary based on the pictures she provided, as shown in Excerpt two
.

Excerpt 2:
P4: Maybe it's a...new story for you. Okay, I want you to make sentences from the image that I am showing to you. Okay, what do you see here? Maybe you can think about sentences to describe the picture here. Okay ya...What does he do? Pull ya... Pull out... pardon? Pulling out something.. eerr..So, can you say something by using compound verbs? Describing what is a... the grandfather here doing. Come on anybody....Okay, please make sentences by using compound verbs describing the picture here. Can you think of something from the image? Ya, please.

<div align="right">Observation with P4: C1C1U2</div>

Excerpt two shows that P4 tried to engage her students in the activity of sentence elicitation. It also indicates that P4 tried to construct and reconstruct her own beliefs and practices to provide optimum learning conditions for her students (Farrell & Mom, 2015). P4 also showed other pictures based on which the students had to make different sentences. At this stage, the students made some trials but again still failed to create correct sentences. P4 seemed to realize that probably working individually seemed not to work effectively. This, therefore, was not a good option for this activity since the students remained confused and unable to produce the expected sentences. P4 therefore did reflection-in-action by weighing her thinking and observing her action as they are occurring to make adjustments in the moment of her teaching process (Schon 1983, 1987). Then, P4 made a quick reflection on what strategy to use to ease the students' understanding of the compound verbs to make correct sentences. P4's advocacy of RP has stimulated her from her knowledge base of specific skills to modify her skills to suit specific contexts and situations, and eventually invent new strategies (Larrivee, 2000). Based on her swift reflection on the individual activity efficacy in making sentences, she decided to change it into a group work activity, as seen in Excerpt three.

Excerpt 3:
P4: Now, think about making sentences by using compound verbs and compound subjects according to this slide. Ok, please think about it. Now you'll work in a group, how many students are there? One two three four five six seven eight nine ten. Okay, we can make it into ve groups, so that you can work in four, so you... two students come here, and please work together with them. So, it's a group that consists of four students and for each group, please make as many sentences as possible. Please, discuss it. You will make sentences using compound subjects and compound verbs. Errrr... You can write down as many sentences as possible. I will give you ten minutes to create sentences as many sentences as possible.

<div align="right">Observation with P4: C1C1U3</div>

As shown in Excerpt 3, P4, therefore, had the initiative to change that individual approach into a group work approach, dividing students into five groups with four members in each group. At this stage, the students looked more enthusiastic because they could share their "burden" with their friends and answers together. So as a teacher, she appeared to be more assertive in asking the students to compete to make as many sentences as possible and to prove which group could make the most and correct sentences. P4's evaluative reflection has enabled her to translate feedback intp modification, adjustment, directional changes, and redefinitions as necessary (Richards, 2001).

Why is the difference a reflection-in-action?

The foregrounded situation P4's classroom activity, its moment of thought (though not explicitly seen and identified as it was in the mind of the teacher, P4), its immediate action is taken to deal with the situation, and its intention, which was for the improvement of the practice were all identified. Such modification of practice culminates in a theory of practice.

Conceptually, such pedagogical thoughtfulness, in Kumaravadivelu's (2001) stance, "simultaneously feeds and is fed by reflective capabilities of teachers that enable them to understand and identify problems, analyze and assess information, consider and evaluate alternatives and then choose the best available option, which is then subjected to further critical appraisal" (p. 541). All these reflective features were valid as they were justified by P4, as indicated in the following excerpt.

Excerpt 4:
R: Do you think in one session you can change your teaching technique?
P4: Yes. Yes. For example, like what I had just now. At rst, it was an individual task; I asked each student to make sentences. But seemingly, it was relatively slow and made me impatient since it was not like my expectation. I have been waiting as I really wanted to see each student have a quick thought bla...bla…bla...but their response was quite slow. So, I asked them to work in a group instead.
R: Ooh, actually in the beginning, you wanted an individual work?
P4: Yes..yes..I wanted each student to show their ability to make sentences, but I saw their response was quite slow. So, I directly changed the mode of learning and asked them to do group work. In group work, they feel that if making mistakes, they will not be recognized. If there is something wrong, they will take ownership or responsibility altogether. So, they usually become more con dent when working in a group.

Interview with P4: C1C1U4

Excerpt four shows another reason for the change, namely students' slow response. The word *slow here refers to students' inability to grasp the idea of compound verbs and compound subjects* and to create sentences based on the pictures provided. P4 also mentioned the positive sides of working in groups: the students can feel safe when making mistakes as they will not be boldly recognized by other students. Besides, If they are making wrong sentences, they will take shared responsibility altogether. It is not an individual mistake. Therefore, P4 added, when working in a group, the students usually become more con dent. Based on these considerations, P4 initiated such a change in her teaching approach or technique. This initiative relates to "a cognitive dimension that links thought with activity, centering on the context-embedded, interpretive process of knowing what to do" (Freeman, 1998, p. 99). On brief, P4 has all the critical situations and requirements to take that thought in action by assessing what seemed to work well and what did not. When there is a union of action and thought or when there is action in thought and thought in action, according to van Manen (1991), there is a huge possibility for a practitioner to create and develop his or her theory of practice, resulted from pedagogical thoughtfulness, strongly suggesting the subsistence of the praxis of ELT in the Indonesian context.

Reflection-on-action

Reflection-on-action tends to be undertaken explicitly after the event, problem, or situation that initiates the process (Sellars, 2014). This concept is widely accepted among teaching practitioners. Slightly different from the stance of reflection-in-action, this reflection-on-action means looking back at the teaching-learning process to identify aspects of teaching and learning that need improvement in the next instruction. It is a kind of "a deliberate, conscious, and public activity principally designed to improve future action" (Ghaye, 2011, p. 25). The examples of this looking back action are taken from the second part of the CA results, as depicted in Table two.

Evaluating Teaching Material

Improving teaching certainly needs a critical evaluation, especially by the teachers who directly experience the teaching process and understand it better. It suggests that the stand of "improving teaching and teacher development begins from a reflection on what we do, on our own teaching and experience" (Ghaye, 2011, p. 24). Such reflection-on-action voiced by P2 serves to make what was implicit explicit and enhance the level of awareness and consciousness of how teachers frame teaching situations (Zwozdiak-Myers, 2011). The message is that when teachers are evaluating their lesson, they are also reflecting on it, that is, carefully considering their personal beliefs, theories, and experiences that affect their action.

The idea of evaluation within reflection-on-action can be categorized as the formative evaluation, which is carried out as an indispensable part of the process of program enhancement, aimed to spot what works well, and what does not, and how to deal with the emerging problems (Richards, 2001). This evaluation potentially enables teachers to translate feedback into modification, adjustment, directional changes, and redefinitions as necessary. This systematic and continual reframing of teaching activities potentially enhances the quality of pedagogical practice. This reshaping was also done by P2, as shown in Excerpt five below.

Excerpt 5:
R: When your students find it hard to understand your teaching material, what would you do?
P2: Ooh, I would just do an evaluation to find out what was difficult to understand in that material. For example, there was a problematic theme, then if I wanted to use that. For that I needed to explain it, but if I didn't want to, I just could skip it or simply changed it with an easier one, sometimes like that. Maybe the theme was not relevant. Why bothering? Simply eliminate it and change it. Of course, I need to evaluate the way I presented the material as well.

Interview with P2: C2C1U1

Two main points were identified in Excerpt ve. First, if the material was not well grasped by her students, P2 checked her lesson materials and matched them with her lesson plan. She then reviewed what was not working well. If the material was not relevant, then she could just eliminate it and change it with a more relevant one. Second, P2 understood that the problems might not stem from the material but likely from the method used in teaching the material. Therefore, P2 aimed to do an evaluation and, when deemed necessary, could make a change in the teaching technique. Such an evaluative activity can pave the way for ELT practitioners to adwquately theorize their practice and practice their personal theories (Schön, 1983; Abednia, 2012). This reflective mode of practice where theory and practice mutually inform can construct "a dialectical praxis" (Kumaravadivelu, 2001, p. 540). To make a change in her teaching technique through reflection-on-action, P2 undertook the process of reviewing and learning from her experience or action in order to affect her future action (Schon, 1983; 1987).

Creating Interesting Materials

A teacher is bound to evaluate his or her practice if he or she wishes to keep his or her teaching or lesson more interesting. Such a teaching perspective was also upheld by P1. He paid a particular concern for teaching materials. He always wanted to provide an exciting teaching material for his students Therefore, he ever tried to update it regularly, at least every semester. In his view, an exciting material means the one that is appropriate for students' level of language proficiency, matches students' needs, and able to arouse students' enthusiasm to learn the

material. P1 seemed to realize that all these features can be actualized through critical self-evaluation based on self-observation leading to a modification of practice (Nodoushan, 2011; Zwozdiak-Myers, 2011), although he did this not regularly, as depicted in Excerpt six that follows.

> Excerpt 6:
> R: When you finished teaching, do you do self-evaluation or some kind of reflection on what you have taught?
> P1: What I was thinking when I was thinking was how to make the teaching rather more appealing, just like that. So, what often happened was that why the teaching didn't make the students enthusiastic about learning. Not quite interesting for them. For example, just now I was teaching....eeerrr occupational conversation or occupational speaking yea...
> R: He'emm.
> P1: I recognized that the students likely seemed to be interested but not that much. Maybe the material that I gave was not entirely appropriate for them. Therefore, every semester like what I did in the past and this semester, I certainly had to change the material because it didn't fit them well.
>
> Interview with P1: C2C1U2

From Excerpt six, it is evident that P1 is a reflective teacher as he always observed his own teaching and students' learning. Based on his observation, he often found that his students were not quite intrigued by his by his teaching and assumed that it was probably due to non-captivating material. This state led him to think how to make his material enchanting to lure his students' interest to learn. Diagnosing and evaluating is the trademark of his teaching practice. Therefore, the solution should be searched. This reflection-on-action provides an essential process in learning about the professional activity of teaching (Zwozdiak-Myers, 2011). Thus, for P1, when he identified his students' psychological state was not stable, he would do an instant evaluation. In this case, he found a weak aspect of his teaching material. P1's aptitude for reading such circumstances is a lucid mark of his reflective sensitivity. His action to change his teaching material legitimizes his RP. Excerpt six also shows how P1's thought and action were merged, which resulted in improved practice. That suggests that RP becomes one of the leading means of enhancing teachers' educational practices (Ting, 2013). In the long run, this becomes catalyzed professional development in ELT. The reflective action P1 has done feasibly facilitates his professional development since it helps him think of what happened, why it happened, and what else could be done to reach his goals (Cruickshank & Applegate, 1981).

Reflection-for-action

Reflection-for-action, which is the desired outcome of both reflection-in- action and re ection-on-action, enables teachers to prepare for the future by using knowledge from what happened during class and what they reflected on after class (Farrell, 2007). The impact of reflection-for-action for Indonesian ELT practitioners is that they become more informed on their way and can have a better plan for future action.

Improving Students' Speaking Ability

The reflection-for-action in this discussion entails three phases: observing, Planning, and acting. It is a critical framing and reframing of ideas with the intent of developing an action. As ELT practitioner, P1 seemed to have distilled the gist of reflection-for-action, not only because he is aware of the significant impact the action brings about, but

also because the subject he teaches (speaking class) naturally requires more practice than theory. In this course, P1 develops his own theory of teaching based on his practice of teaching. The success of his teaching can be measured on the surface by the frequency of the practice of the lesson demonstrated by his students. Therefore, his students' activeness in speaking practice becomes his primary trajectory. As a result, the approach he takes in his lesson is changing a speaking partner as frequently as possible, allowing the students to have more language exposure. It is the most practical way he believes in improving the speaking ability of the students. These points are indicated in Excerpt seven.

> Excerpt 7:
> R: When you did a self-evaluation or reflection on your teaching practice, what plan did you have in your mind for the next teaching practice?
> P3: Usually, I thought about the kind of action I should take. For instance, in the Speaking class, I found one or two students who could not speak English fluently. I just thought about how to make them happy to talk. Therefore, in speaking I told the students to keep in mind that next week they have to speak, and they cannot just sit with the same partner.
> R: I see.
> P3: Hence, in the next classes, I checked the students' previous speaking partner as I didn't memorize who was partnering with whom. I asked them, "Did you sit with her last week? I had to know that they have changed their partner.
>
> Interview with P3: C3C3U1

Based on Excerpt seven, P3 is very concerned with the active participation of all students in conversational practices. From our class observation, when P3 was handling his speaking class, we noted that he was also very active in going around the class to ensure that every individual was involved in intensified dialogues. Sometimes he interrupted his students' talk and got involved in the Conversation, or some other times, his students asked him about vocab, and he was ready to partake in the hectic discussion. He strongly insisted on asking his students to speak up, to question, to respond, to argue, and to keep changing their partners so that the class was lived up and dynamic. This teaching practice mode conforms to the actualization of what was thought of, what was evaluated, and what was planned by P3. This sort of teaching practice connects with Farrell's Stance, where we do reflection because we want to understand what we have done better, know more about it, plan it and change or improve it (Farrell, 2007, 2011).

Interpretation

The aforementioned data analysis highlighted three themes: 1) Reflection-in-action (adjusting lesson plan and changing teaching approach), 2) Reflection-on-action (evaluating teaching materials), and 3) Reflection-for-action (planning for improving students' speaking ability). The rst theme (reflection-in-action), which is being reflective within teachers' teaching, was done by Indonesian ELT practitioners by adapting their lesson plan and switching their teaching approach. Such reflection emphasizes the process of observing our thinking and action as they are occurring, to make adjustments at the moment (Schon, 1987). Based on the realization of the reflection-in-action (Excerpts 1 to 4), it suggests that Indonesian ELT practitioners' actions were not "merely repetitive, blind, and impulsive" (Dewey, 1933, p. 17), but a thoughtful and analytic reflection. The Indonesian ELT practitioners' reflection-in-action seems to have the elements of open-mindedness, whole-heartedness, and responsibility (Dewey, 1933). Their RP involves active, persistent, and careful consideration (Dewey, 1933)

in their principled pragmatism (Kumaravadively, 2001) as they put thought in their action. This Indonesian RP is a self-initiated activity involving a willingness to engage in constant self-appraisal and professional development. Such engagement in self-appraisal is directed to improve teachers' professional practice (sellars, 2014).

The second theme, reflection-on-action, deals with teaching evaluation, evaluating teaching materials, and creating interesting materials (Excerpts five & six). The outcomes of the reflective evaluation are the creation of exciting teaching materials and stimulation for students' eagerness to learn. When looking at the reflection-on-action done by Indonesian ELT practitioners (see Excerpts seven & eight), we can exert that, following the idea of Dewey (1933) and Farrell (2014), they have already had or developed the habit of thinking in a reflective way and characterized their personality of teaching, which need to be further nurtured and developed. When one of the Indonesian practitioners encountered the fact that many of his students lacked motivation to learn English, he reflected on the situation (after the class was over) and came out with a solution, inviting a native speaker. The self-subjectification the Indonesian practitioners have done (see Excerpts five & six) by engaging in their own teaching practice (self-observing) and modifying their practice (self-evaluating) to ensure more satisfactory learning outcomes (Nodoushan, 2011) holds an essential dimension of RT. The post- teaching reflective evaluation Indonesian ELT practitioners did (see Excerpt seven) is a sort of "a deliberate, conscious and public activity principally designed to improve future action" (Ghaye, 2011, p. 25), class learning improvement. The circumstances faced by their students in the classroom stimulated Indonesian teachers to question their own teaching materials, teaching approach, and philosophy of teaching (see Excerpt eight), aimed at, in Schon's stance, affecting their future action (Schon, 1983, 1987). This retrospective evaluation, as suggested by Zwozdiak-Myers (2011), becomes an essential process in learning about the professional activity of teaching. Such self-evaluation and self-development based on the appraisal of their own teaching process can strengthen Indonesian teachers' possibility to theorize their practice and practice their theory through the cycle of framing and reframing, which mutually forms "a dialectical praxis" (Kumaravadivelu, 2001, p. 540).

The last theme, reflection-for-action, spots the planning of teaching improvement, planning for improving students' speaking ability (see Table two). This reflection-for-action was manifested via the combination of the previous two kinds of reflection (see Excerpt seven), reflecting on what was occurring and how students expressed their English in the class and reflecting retrospectively after the course. This kind of reflection confirms the point of Farrell (2007) mentioning that reflection-for-action is the desired outcome of both reflection-in-action and reflection-on-action, enabling teachers to prepare for the future by using knowledge from what happened during class and what they reflected on after class. The practitioner realized this reflection-for-action by asking students to keep changing their speaking partner to have varied speaking experiences (see Excerpt 9). What Indonesian ELT practitioners have done in their teaching-learning activities seems to have had reasoning, creative production of ideas, and problem-solving (Watson, 1996). Intuitively, they wanted to understand what we have done better, know more about it, change or improve it, and plan to take some positive steps to improve their students' learning (Farrell, 2011).

The findings of the current research correlate with Christodoulou's (2013) doctorate research findings, which suggest that ELT practitioners in Cyprus tended to 'reframe practice'. This tendency refers to decisions and the willingness of ELT practitioners to reframe their way of thinking, their beliefs, and their teaching as a result of engaging in RP and incorporating these changes in their everyday practices. The thread of these findings with the current research is on the realization of the practical idea of RP for sustainable and continuing professional development from within through making a necessary change in their teaching practice and shaping and reshaping ways of thinking and ways of acting in everyday classroom practices.

Conclusion

Indonesian ELT practitioners indicate that they did perform RP. The RP is in the form of the adjustment and modification of their teaching materials, their teaching approach, and the search for ways to stimulate their students to practice their English frequently. All these aspects are critical to improve and develop classroom teaching and learning quality. When classroom actions or activities are packed with reflection, the practice turns out to be a praxis, conceived as reflection and action directed at the structures (pedagogical aspects) to be transformed (Freire, 1972). Notably, Indonesian ELT practitioners have orchestrated the ideas of RP manifested in three forms of reflection: Reflection-in-action, Reflection-on-action, and Reflection-for-action. Obviously, they have made an adjustment in their lesson, changed their teaching approach, evaluated their teaching materials, sought ways to motivate their students and improve their students' speaking skills.

Functionally, the Indonesian ELT practitioners have been active participants in creating empowering classroom realities and, following the notion of Williams & Burden, acting in the light of their own beliefs, attitudes, and perceptions of the relevant teaching situation (Williams & Burden, 1997, in Hall, 2018). Conclusively, Indonesian ELT practitioners' understanding of how their learners learn has determined their teaching philosophy, teaching style, approach, methods, and techniques. Their RT resonates with Brown's stance of teaching as "guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." (Brown 2007, p. 8). Indonesian ELT practitioners' teaching is intuitively RP-based. They combined their reflection (thought) with action that leads to understanding and transforming social (classroom) practices (Burns, 2015). Indonesian teachers of English, as suggested by Kiely (2013), are also continually changing professionally, both in terms of their understanding of the factors which shape classroom learning, their planning for lessons and learning activities, and their classroom teaching. Thus, their RP functionally resonates with the praxis of ELT.

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