

THE INVESTIGATION OF NOVICE TEACHER IN REFLECTIVE TEACHING PRACTICE

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ABSTRACT

Reflective teaching is an essential component of professional development, particularly for novice English teachers who are developing their teaching practices and professional competence. This study aims to explore a novice English teacher's understanding of reflective teaching, the process of implementing reflective teaching practices, and the benefits gained from reflection. Employing a descriptive qualitative research design, this study involved one novice English teacher from an elementary school in Tangerang, Indonesia, as the sole participant. Data were collected through a semi-structured interview and analyzed descriptively to identify the key themes. The findings revealed three main themes: the concept of reflective teaching, the process of reflective teaching, and the benefits of reflective teaching. The participant three main themes: the process of observing, evaluating, and improving teaching practices. Reflection was implemented through observing students' characteristics and learning needs, evaluating classroom activities, preparing and adapting teaching media, joining professional development activities, and discussing teaching practices with colleagues. Reflective teaching helped improve lesson planning, problem-solving, classroom management, creativity, and professional development. However, the study did not directly measure student learning outcomes. The study suggests that reflective teaching can serve as a practical approach to critically examine their classroom experiences and continuously improve their teaching practices.

Keywords: *Novice English Teacher, Reflective Teaching Practices, Teacher Professional Development*

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INTRODUCTION

As English has been appointed as the global and official language in many countries worldwide, English is being taught in schools as a subject (Vadivel, 2018). As some countries do not have English as the first or mother language, the students of English subject often find difficulties in understanding the subject, where students feel lost in the thoughts and learnings of English (Vadivel, 2018).

Meanwhile on the other side, English has become the part of the lifestyle, which means that English subject is an important subject to be learned (Vadivel, 2018). The teaching of English subject includes the curriculum dimensions of English language as an international language as well as literature and cultural expressions created by people in English-speaking countries (Rindal, 2014).

The complexity of English subject then established the teaching strategies to help the teacher teaches the subject better and help the students to learn better. It is believed that the teachers are the most important part in the quality of education (Organization for Economic Co-operation and Develop, 2016). It means that in the study of English subject, teachers have a big role. Thus, high-quality teaching needs to be taken as an action to improve the teaching, especially in the English subject. According to the analysis of teacher's classroom practice that was done by the Organization for Economic Co-operation and Develop, there are three underlying teaching strategies, which are the active learning, cognitive activation, and teacher-directed instruction (Organization for Economic Co-operation and Develop, 2016). Active learning refers to the learning strategy where the students engage in their own learning. The active learning includes the strategy of students' discussion, group work, co-operation, reflection, and other strategies that support the students as the central role (Organization for Economic Co-operation and Develop, 2016). The cognitive activation refers to the use of practices capable of challenging students to motivate and stimulate the students' skills. Meanwhile, teacher-directed instruction refers to the teaching practice focuses on the teacher's ability to deliver the lessons (Organization for Economic Co-operation and Develop, 2016).

In this article, the focus is on active learning, particularly reflection. In teaching practice, reflection is often referred to as reflective teaching. Reflective teaching is brought into the discussion because reflection is considered a beneficial strategy for both teachers and students. In the context of novice teachers, reflection is particularly important because early teaching experiences can influence teachers' professional development and identity construction. Apriliani (2020) found that teaching practicum provided student teachers with opportunities to construct their professional identities and deal with various classroom situations. This finding highlights the importance of reflecting on teaching experiences, particularly for novice teachers who are still developing their professional practices. Through reflection, teachers can evaluate their teaching experiences, identify classroom challenges, and develop greater self-awareness (Kumar, 2019). Moreover, reflection has long been recognized as a valuable tool for developing knowledge and responding to the demands of a changing knowledge society (Gupta et al., 2019).

By that statement, the relevance of reflecting teaching nowadays to be brought into an article. According to an article published in 2016, qualified teacher is needed in order to improve the quality of the education (Organization for Economic Co-operation and Develop, 2016). It is because teacher and/or instructor has an important role in creating the high-quality and sustainable education. To do that, it is needed for the teacher to always do the innovation and improvement, including the improvement and innovation in the teaching strategy (Organization

for Economic Co-operation and Development, 2016). Seeing the current situation and the urgency to create a better quality of education, bringing the discussion of reflective teaching is needed, as it can be the solution to improve and create better innovation in the educational field.

However, not many people aware that the reflection is important to support the improvement in the educational field. The teacher sometimes only focuses on the curriculum and materials without realizing that the teaching strategy, especially reflective teaching, is important as well. It is because the challenges of 21st century skills require the teacher to equip the student with essential dispositions and reflective skills as a relevant dimension of education that only can be gotten through reflective teaching (Gupta et al., 2019). Many experts agreed that reflective teaching is a valuable skill that can produce high level learning as well as high-quality education, which makes it important to be applied in the learning process by the teacher (Gupta et al., 2019). An article that was published by an assistant professor of elementary education also stated that reflective teaching becomes a major component that can support the growth and success of the learning process in the class (Shandomo, 2010).

Furthermore, the reflective teaching is considered as the easiest and most credible and relevance since ancient times (Kumar, 2019). Wahyudi in 2012 explained that reflective teaching can be referred as an activity of recalling what has been done during the learning process, as well as evaluating the process of teaching (Wahyudi, 2012). In other words, the reflective teaching is a strategy that allows both the teacher and student to have self-awareness to evaluate the process of learning (Wahyudi, 2012). Further, Tice in 2011 added that reflective teaching means the process of self-observation and self-evaluation (Tice, 2012). Hence, reflection is believed as a key to successful learning for teachers and students, as it underpinning value and process (Rajput, 2021). Therefore, this study seeks to further explore the reflective teaching practices of a novice English teacher.

In this paper, it focuses on the reflective teaching in English subject. To be more specific the discussion is limited to the reflective teaching of novice teacher in English subject. In educational field, novice teacher is a term used to refer to beginner teachers (Dishena & Mokoena, 2016). Novice teacher also can be referred as the first year of teaching teacher, with a little or no prior teaching experience (Dishena & Mokoena, 2016).

Additionally, an article believed that the distinction between novice and experienced teacher is novice teacher are those who have less than three years of experience, meanwhile experience teachers are those with five or more years' experience in teaching (Dishena & Mokoena, 2016). To simplify the definition, novice teacher refers to the teacher who have under five-year-experience in teaching (Freeman, 2009). A conclusion can be made that novice teacher is a term used for beginner teacher with a less than five years' experience in the educational field. The use of novice teacher as the object of the paper is because the consideration of novice teacher, as has been written in an article of 2016. In that article, it is believed that the novice teacher has an idealized view of the teaching role, as is very committed to the career (Curry et al., 2016). It is because the novice

teacher has gone through five phases, which are; 1) anticipation; 2) survival; 3) disillusionment; 4) rejuvenation; 5) reflection (Curry et al., 2016). It means that reflection is one of the phases that must be done and got through by the novice teacher. Another reason of the choosing of novice teacher as the subject of the analysis is considering the fact that novice teacher is a beginner teacher, who has less than 5 years experiences. In other words, with a limited experience of novice teacher, the novice teacher needs to evaluate and reflect all the things they did during the learning process, in order to improve their quality of teaching, which can improve the quality of education as well. The importance of the reflective teaching and the fact that many novice teachers still do not know the importance of the reflective teaching urged to conduct this article. The importance of reflective teaching and the fact that many novice teachers may still lack an understanding of reflective teaching practices encouraged the researcher to conduct this study. Therefore, this study focuses on investigating the reflective teaching practices of a novice English teacher, particularly how the teacher understands, implements, and benefits from reflective teaching in the classroom.

Besides the previous studies, this article also used theoretical framework to support the article. The theories are important and needed as it gives support and insight on conducting the analysis.

Reflective Teaching

This study uses the reflective teaching theory as the first theory of the article. The theory that is used was from Dewey, which was known as the founding father of reflective practice in teaching theory. As cited by Rodgers in an article entitled *Defining Reflection: Another Look at John Dewey and Reflective Thinking*, Dewey believed that reflective teaching or thinking is essential both for the teachers and students during the learning process (Rodgers, 2002). Even, for the past 15 years, local school districts, commissions, boards, foundations, and states, have assigned reflective teaching strategy as a standard that should be strived by the teacher (Rodgers, 2002). Even so the concept just assigned as essential for 15 years, actually the reflective strategy had been introduced nearly 100 years ago by John Dewey (Rodgers, 2002). Dewey established four criteria of reflective strategy, as written below.

1. Reflection should be a meaning-making process, where the students get experiences as well as deeper understanding
2. Reflection should be systematic, rigorous, and discipline
3. Reflection should happen in community with the active interaction
4. Reflection should require attitude that value personal and intellectual growth

Based on the criteria of reflective above, the conclusion can be drawn that reflective teaching refers to the process of observation and self-evaluation of both the teachers and the students. Reflective teaching allows the teachers and students to observe and evaluate what has happened during the learning process in the class. Hence, in reflective teaching, the teacher has the chance to make the student think by themselves, reflect what they have learned, reflect the benefits of the materials, reflect their future plans, and be independent (Rodgers, 2002).

As an additional insight, this study also used the reflective teaching theory in the book entitled *Reflective Teaching 3rd Edition* by Pollard. In that book, Pollard believed that reflective teaching aimed to develop the skills of the teacher, as well as understand and expertise the systematic system of the educational field (Pollard & Collins, 2008). Pollard in the book referred reflective teaching as an action that involves the teacher's willingness to engage in constant self-development and appraisal (Pollard & Collins, 2008). According to Pollard, there are seven characteristics of reflective teaching, which are; 1) implies an active concern towards the aims and consequences of the teaching process (including efficiency); 2) applied in a repeated process, where the teacher do it continuously; 3) requires competence related to the evidence-based classroom to support the development in teaching; 4) requires open-minded and responsible attitudes; 5) based on the teacher judgment; 6) enhanced professional learning; 7) enables the teacher to be creative and innovative (Pollard & Collins, 2008). From the explanation of reflective teaching theory by Pollard, the conclusion can be drawn that the reflective teaching is a self-awareness action of the teacher aimed to improve the learning process through innovation and evaluation.

RESEARCH METHOD

This research employed a descriptive qualitative method to explore a novice teacher's perspective on reflective teaching. A descriptive qualitative approach was considered appropriate because the study aimed to provide a detailed description of the participant's perceptions, understanding, and experiences related to reflective teaching. This approach allows researchers to collect and analyze non-numerical information (Mitchell & Jolley, 2010). Furthermore, descriptive qualitative research is useful for describing a specific phenomenon in detail, which is in line with the aim of the present study. In this research, the approach was used to describe reflective teaching from the perspective of a novice teacher.

The participant was selected through purposive sampling based on criteria relevant to the research objective. In this study, a novice teacher was operationally defined as a teacher who was in the early stage of their teaching career and had limited teaching experience. The participant was a 22-year-old English teacher who had approximately one and a half years of teaching experience at the time of the study. The participant taught English at the elementary and senior high school levels. The participant was selected because their relatively limited teaching experience and active involvement in English language teaching met the criteria established for a novice teacher.

The data were collected through a semi-structured interview. Before conducting the interview, the researcher explained the purpose and procedures of the study to the participant. The participant was informed that participation was voluntary and that [her/his] identity would remain anonymous. The participant was also informed that the information obtained from the interview would be used solely for research purposes. After obtaining the participant's agreement, the interview was conducted.

The interview consisted of five preplanned questions concerning the

participant's understanding, perception, and experience of reflective teaching. The questions were adapted and modified from previous studies by Dheressa (2002) and Gheith and Aljaberi (2018) to suit the context and objectives of the present study. Follow-up questions were also asked when necessary to clarify or obtain more detailed information from the participant. The interview responses were recorded and transcribed for further analysis.

The interview data were analyzed descriptively to identify the participant's perspective on reflective teaching. First, the interview responses were transcribed and read repeatedly to obtain an overall understanding of the participant's responses. Second, relevant statements related to reflective teaching were identified and coded. The codes were then compared and grouped according to similarities in meaning and content. Finally, the related codes were organized into broader categories that represented the main dimensions of the participant's perspective on reflective teaching. These categories were then interpreted in relation to the research objective and supported by relevant literature on reflective teaching.

FINDINGS AND DISCUSSION

Findings

The findings of this study were obtained from an in-depth semi-structured interview with a novice English teacher. The interview explored the participant's understanding, experiences, and perceptions of reflective teaching. Based on the analysis of the interview data, three major themes emerged: (1) the concept of reflective teaching, (2) the process of reflective teaching, and (3) the benefits of reflective teaching. These themes illustrate how the participant understood reflective teaching, applied reflective practices in her teaching, and perceived the contribution of reflection to her professional development and classroom practices.

Concept of Reflective Teaching

Understanding the concept of reflective teaching is important because it enables teachers to recognize the principles and potential benefits of reflective practice. Based on the interview, the participant demonstrated an understanding of reflective teaching as a process of observing, analyzing, and evaluating her own teaching practices. As a novice teacher, she explained that she needed to continuously adapt to different situations and develop her understanding of educational concepts. She stated:

"As a novice, I believe I should adapt more and put more effort to understand some situations and terms in the educational field. It happens with the concept of reflection itself, where I learned that it is important to observe and analyze my own teaching. Joining some seminars and seeking for more insight about the educational field are important to help me examine the concept of reflection teaching and understand that what I have done is called as reflection teaching."

The statement indicates that the participant understood reflective teaching as an effort to examine her own teaching practices and identify areas for improvement. Her awareness of the need to observe and analyze her teaching is

consistent with Dewey's perspective on reflection as discussed by Rodgers (2002). Reflection involves active inquiry into experience and encourages teachers to develop through continuous examination of their practices. The participant's efforts to attend seminars and seek additional information also indicate her awareness of the importance of continuous professional development. The participant also recognized that reflection should be conducted after teaching to evaluate the effectiveness of classroom activities. She explained:

"The reflection of teaching should be done right after the teacher taught in the class. It should be done directly after the learning process, because the teacher needs to know whether or not the activity that has been done worked for the students."

This statement shows that the participant viewed reflection as an immediate evaluation of the effectiveness of teaching activities. This understanding is consistent with Richards' (2001) concept of reflective knowledge, which refers to teachers' capacity to reflect on and assess their own teaching practices. The participant's response suggests that reflection was considered an integral part of her teaching process because it helped her determine whether an instructional activity was effective and whether adjustments were necessary for future lessons.

The Process of Reflective Teaching

The participant's reflective teaching process involved observing students, identifying their learning needs, evaluating classroom activities, and making adjustments for subsequent lessons. After teaching, particularly during the first meeting with a class, the participant observed students' participation and behavior to identify their different characteristics and learning needs. She described students as having different levels of participation, including active and less active students. These observations helped her determine appropriate teaching strategies and prepare instructional materials for subsequent lessons.

The participant explained that understanding students' characteristics was important because she taught students at different educational levels, including elementary and senior high school. Her observations of students' responses and participation influenced the way she prepared lesson plans, selected learning media, and designed classroom activities. This process reflects the view of Gupta et al. (2019), who explain that reflection enables individuals to learn from experiences and use those experiences to inform future practice. In this study, the participant transformed her classroom observations into considerations for planning subsequent teaching activities.

Another aspect of the reflective process was the participant's effort to develop herself as a teacher. She explained that she conducted brainstorming before teaching to generate ideas for more creative English lessons. She also participated in seminars and discussed teaching-related issues with other English teachers. These activities provided opportunities for her to gain new perspectives and improve her teaching practices. This finding is consistent with Brookfield (2017), who highlights professional conversations, seminars and workshops, peer review, and collaborative teaching experiences as activities that can contribute to teacher motivation, collegiality, and improved teaching and learning outcomes.

The participant also engaged with students through various classroom activities, including tests, group projects, individual tasks, and other learning activities. These interactions allowed her to understand students' characteristics and behaviors more closely. The information gained from these observations became a basis for designing activities that could encourage students to participate and develop their potential. This finding suggests that the participant's reflective practice was not limited to evaluating her own performance but also involved examining students' responses as an important source of information for improving instruction. As Brookfield (2017) explains, student feedback, assessment results, and other forms of classroom evidence can help teachers identify aspects of their teaching that may require adjustment.

Benefits of Reflective Teaching

The participant perceived reflective teaching as beneficial for improving her teaching practices and professional development. Through reflection, she was able to evaluate classroom activities, identify problems, and consider alternative strategies for future lessons. Reflection also helped her improve lesson planning and develop activities that were more appropriate for her students. In this sense, reflective teaching functioned as a means of collecting information from classroom experiences and using that information to improve subsequent teaching practices.

The participant also associated reflective teaching with the development of problem-solving skills. As a novice teacher, she initially experienced difficulties in determining what to do in the classroom and how to respond to students' needs. Through continuous reflection, she gradually developed more ideas for classroom activities and became more capable of managing the learning process. Reflection therefore helped her identify solutions to classroom problems and make adjustments to her teaching strategies.

Furthermore, reflective teaching contributed to the participant's professional growth. She described a difference between her experiences during her first year of teaching and her later teaching experiences. Initially, she had limited ideas about classroom activities and experienced uncertainty about how to manage the class. Through experience and reflection, she became more capable of designing engaging activities, responding to students' needs, and managing classroom interactions. This development indicates that reflective teaching supported her transition from a novice teacher with limited experience toward a more confident and capable teacher.

The participant's experience is consistent with Brookfield (2017), who emphasizes that teachers can examine their previous experiences as learners and teachers to become more aware of the assumptions and reasons underlying their teaching practices. In the present study, reflection enabled the participant to learn from her classroom experiences and use those experiences to develop her teaching practices.

Discussion

This study aimed to explore a novice English teacher's understanding of reflective teaching, the process through which reflective teaching was implemented, and the benefits gained from reflective teaching practices. The findings indicate that the participant understood reflective teaching as a process of observing, analyzing, and evaluating teaching practices in order to improve subsequent instruction. The findings also show that her reflective practice involved observing students, identifying their learning needs, evaluating classroom activities, developing lesson plans, engaging in professional development activities, and discussing teaching experiences with colleagues. Furthermore, reflective teaching was perceived as beneficial for improving lesson planning, problem-solving skills, classroom management, teaching strategies, and professional development. These findings support the view that reflective teaching can help novice teachers transform classroom experiences into opportunities for continuous professional learning.

The first finding concerns the participant's understanding of reflective teaching. The participant viewed reflection as a process of examining her own teaching practices and determining whether classroom activities were effective. This understanding is consistent with Dewey's perspective on reflection as discussed by Rodgers (2002), which emphasizes reflection as an active and deliberate process of examining experience. Reflection is therefore different from simply remembering or thinking about what happened in the classroom. It involves examining teaching experiences and using the understanding gained from those experiences to inform future actions. In the present study, the participant demonstrated this understanding through her efforts to observe and analyze her teaching and to determine whether particular classroom activities worked for her students.

The participant's understanding also indicates that reflective teaching was closely connected to continuous professional growth. Her efforts to attend seminars and seek additional information about teaching demonstrate that she did not view reflection as an isolated activity. Instead, she attempted to expand her professional knowledge through additional learning opportunities. This finding is consistent with Rodgers' (2002) interpretation of Dewey's reflective thinking, in which reflection involves active inquiry and supports continuous personal and intellectual development. For a novice teacher with relatively limited teaching experience, such continuous inquiry can be important because classroom experience alone may not provide sufficient knowledge to address every teaching situation.

Another important finding concerns the participant's practice of reflecting after teaching. She explained that reflection should be conducted directly after the learning process so that she could determine whether the activities had worked for the students. This practice is consistent with Richards' (2001) concept of reflective knowledge, which emphasizes teachers' ability to reflect on and assess their own teaching practices. The participant's response suggests that reflection was connected to instructional decision-making. Rather than considering reflection as an activity separate from teaching, she used reflection to evaluate classroom activities and consider possible improvements for subsequent lessons. Thus,

reflective teaching functioned as a link between classroom experience and future instructional decisions.

The second finding concerns the process of reflective teaching. The participant's reflection involved observing students, identifying their characteristics and learning needs, evaluating teaching activities, and making adjustments to subsequent lessons. This finding is consistent with Gupta et al. (2019), who describe reflection as a process through which individuals learn from experiences and use those experiences to inform future practice. In the present study, the participant did not simply observe what happened in the classroom; she used her observations as a basis for making decisions about lesson plans, learning media, and classroom activities. This indicates that reflection contributed directly to the planning and improvement of subsequent teaching practices.

An important aspect of the participant's reflective process was her attention to students' characteristics and responses. She observed students' participation and behavior and attempted to identify differences among students, including their levels of participation and engagement. These observations helped her consider how classroom activities could be adapted to students' needs. This finding suggests that the participant's reflective teaching was not limited to self-evaluation but also involved examining the effects of teaching practices on students. In this sense, students became an important source of information for the teacher's reflection. Brookfield (2017) emphasizes that student feedback, assessment results, and other forms of classroom evidence can help teachers identify aspects of their teaching that may require adjustment. The participant's attention to students' responses demonstrates how classroom evidence can be used to inform reflective practice.

The participant's focus on students is particularly relevant to her development as a novice teacher. With approximately one and a half years of teaching experience, she was still developing her understanding of classroom management, instructional strategies, and students' learning needs. Her observations of students provided practical information that could not be obtained solely from theoretical knowledge. By examining how students responded to particular activities, she could identify which strategies were more appropriate for subsequent lessons. Therefore, reflective teaching provided the participant with an opportunity to learn from actual classroom situations and gradually develop her professional judgment.

The findings also reveal that professional development activities formed part of the participant's reflective process. The participant described brainstorming before teaching, attending seminars, and discussing teaching-related issues with other English teachers as activities that helped her develop ideas for classroom instruction. These activities suggest that reflection was both an individual and social process. Individual reflection allowed the participant to examine her own teaching experiences, while interaction with colleagues and participation in professional activities provided alternative perspectives that could influence her instructional decisions. This finding is consistent with Brookfield (2017), who highlights professional conversations, seminars and workshops, peer review, and collaborative teaching experiences as activities that can contribute to teacher motivation, collegiality, and improved teaching and learning outcomes.

The third finding concerns the benefits of reflective teaching. The participant perceived reflection as beneficial for improving lesson planning, developing classroom activities, solving teaching problems, and managing the classroom. This finding suggests that reflective teaching provided the participant with a systematic way of learning from classroom experiences. Instead of repeating the same teaching practices, she could identify activities that were less effective and consider alternative approaches for future lessons. Reflection therefore supported more purposeful instructional planning and helped the participant make decisions based on her previous classroom experiences.

One of the important benefits identified in the study was the development of problem-solving skills. The participant described experiencing uncertainty during her early period of teaching, particularly regarding what to do in the classroom and how to respond to students. As she gained experience and engaged in reflection, she developed more ideas for classroom activities and became more capable of handling classroom situations. This finding suggests that reflective practice can be particularly valuable for novice teachers because it provides a way to transform difficulties into learning opportunities. Rather than viewing classroom problems simply as obstacles, reflection allows teachers to examine the causes of those problems and consider possible solutions.

Reflective teaching also appeared to contribute to the participant's professional development and confidence. The participant described a difference between her initial experience as a novice teacher and her later teaching experience. During her first year, she experienced uncertainty and had fewer ideas for classroom activities. Through teaching experience and reflection, she became more capable of designing activities, engaging students, and managing the learning process. This development is consistent with Brookfield's (2017) view that teachers can examine their experiences as learners and teachers to become more aware of the assumptions and reasons underlying their teaching practices. In the present study, reflection enabled the participant to learn from her own teaching experiences and gradually develop greater awareness of her professional role.

The findings therefore suggest that reflective teaching played an important role in the participant's transition from a beginning teacher with limited experience toward a more confident and capable teacher. Her development did not occur solely through the accumulation of teaching experience but also through her efforts to examine and learn from those experiences. This distinction is important because experience by itself does not necessarily guarantee professional development. Reflective engagement with experience can help teachers identify what works, what does not work, and what can be improved in future practice. For novice teachers, this process can support the gradual development of professional knowledge and teaching competence.

Overall, the findings demonstrate that reflective teaching functioned as a continuous process connecting classroom experience, student observation, professional learning, and instructional improvement. The participant's reflective practice involved both examining her own teaching and paying attention to students' responses and needs. Her participation in seminars and discussions with colleagues further indicates that reflective teaching can extend beyond individual

classroom reflection. These findings reinforce the view that reflective teaching is not merely an evaluative activity conducted after teaching but a continuous learning process through which teachers develop their professional knowledge and improve their instructional practices. For novice teachers in particular, reflective teaching can provide a meaningful way to learn from classroom experiences, respond to students' needs, and develop greater confidence and competence as educators.

CONCLUSION AND SUGGESTION

This study explored a novice English teacher's understanding, process, and perceived benefits of reflective teaching. The findings revealed three major aspects of reflective teaching. First, the participant understood reflective teaching as a process of observing, analyzing, and evaluating her own teaching practices. Second, reflective teaching was implemented through classroom observation, consideration of students' needs, evaluation of teaching activities, lesson planning, professional development activities, and discussions with other teachers. Third, the participant perceived reflective teaching as beneficial for improving lesson planning, problem-solving skills, classroom management, teaching strategies, and professional development.

The findings also indicate that reflective teaching supported the participant's development as a novice teacher. Through continuous reflection, she was able to learn from classroom experiences, identify students' needs, and make adjustments to subsequent teaching practices. Reflection therefore served as a bridge between teaching experience and professional learning. For novice teachers, reflective practice can provide an opportunity to develop greater awareness of their teaching decisions and gradually build confidence and competence.

Based on these findings, teachers are encouraged to engage in continuous reflective practices by observing classroom activities, considering students' responses, evaluating the effectiveness of teaching strategies, and seeking feedback from colleagues. Professional discussions, seminars, and collaboration with more experienced teachers may also provide additional perspectives for improving teaching practices.

For future researchers, further studies could involve a larger number of participants and employ additional data collection techniques, such as classroom observations, teaching journals, or document analysis. Such data could provide a more comprehensive understanding of how novice teachers engage in reflective teaching across different educational contexts.

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