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University of Southampton

Faculty of Arts and Humanities

School of Modern Languages and Linguistics

**Reflective Practice and Teaching Creativity within the Framework of Postmethod
Pedagogy: Perspectives and Practices of Indonesian ELT Practitioners**

by

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Abstract

Faculty of Arts and Humanities

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Doctor of Philosophy

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by

Muhamad Ahsanu

Postmethod condition (PMC) serving as the epistemological base for theorizing the pedagogical shift from method-based to postmethod-oriented pedagogy is the mainstay of this research. PMC is a sort of pedagogical awareness that methods are no longer practical and valid means for conducting ELT. Postmethod pedagogy (PMP) functioning as the ontological base for the new direction in the domain of ELT is a practical device of PMC. PMP as a theory of practice is characterized by three parameters of pedagogy: the parameters of particularity, practicality and possibility (PPP). PMP is arguably the way forward in the field. However, as a theory of practice, PMP is considered quite theoretical and sensibly not very practical in the complex world of practicing teachers. Upon this state, I was tinkering of other more practical means to realize such “liberating” pedagogy.

Two other relevant and related pedagogical constructs that in many ways can potentially serve as practical mechanisms of PMP are included in this study. They are vastly known as reflective practice (RP) and teaching creativity (TC). RP as widely perceived is a kind of judgemental thinking while teaching and critical evaluation after teaching in order to reframe a more informed practice of teaching. TC which is often in tandem with RP is a sort of making endless “surprise” to learners as we are enabled to find novel and relevant ways to engage students in active, interactive and dynamic learning circumstances. To a certain extent, these two share the pedagogical features of PMP such as teacher-learner empowerment and independence. Despite the fact they (PMP with RP and TC) are not interchangeable, in this study I proposed RP and TC as the practical mechanisms of PMP. Hence, this study investigates the extent to which Indonesian ELT practitioners are engaged in the postmethod paradigm in terms of its pedagogy of particularity, practicality and possibility through the enactment of RP and TC as its proposed mechanisms. The purpose of this study is to provide insights and understanding of what it is actually that Indonesian ELT practitioners are thinking, understanding, doing and what they are trying to achieve in their classroom activities. This study potentially adds to our understanding of how local teachers that enact their “localized” PMP in local contexts through the mechanisms of RP and TC can strengthen the paradigm shift from method-based into postmethod-based pedagogy. This study upholds the belief that RP and TC play a vital role in situating PMP in practice.

This descriptive study integrates quantitative and qualitative approaches known as mixed-method approach (MMA) with an emphasis on qualitative aspects. The investigation commences from quantitative to qualitative part employing online questionnaire, classroom observations, semi-structured interviews and documents. This study involves 100 respondents for the questionnaire, 4 senior high schools English teachers and 4 university lecturers for observations and

interviews. The analysis is focused on how Indonesian ELT practitioners view and implement their RP and TC in their teaching practices within the framework of “localized” PMP. The study aims to provide answers for four research questions: 1) what are the perspectives of Indonesian ELT practitioners on reflective practice and teaching creativity? 2) In what ways are Indonesian ELT practitioners reflective in their classroom practice? 3) In what ways are Indonesian EFL teachers creative in their classroom practice? 4) To what extent do the findings of RP and TC suggest the realization of localized PMP in Indonesian contexts? The data were analysed using factor analysis (FA) for the quantitative data and content analysis (CA) for the qualitative data.

The findings suggest that overall Indonesian ELT practitioners were reflective and creative in their teaching practices. As it stands, Indonesian ELT practitioners orchestrated their RP mostly in two ways: publically and privately or collectively and individually. Uniquely, all these were done not systematically but intuitively. The findings also evince that their RP was locally-guided, classroom-based mode of practice. Their TC was marked by their approaches in empowering their students to learn and assisting their students to cope with their learning circumstances. Their RP and TC in the classrooms were actualized to engage their students in learning. These suggest that they performed their teaching reflectively and creatively. Another significant finding insinuates that all of the participants did not employ any method-based approach (i.e. Communicative Language Teaching, Task-based language learning, Audio-lingual etc.) in their practice. The participants preferred to use their own theory of practice which was based on their understanding and sense of plausibility or principled pragmatism of their day-to-day practice. This implies that the notions of PMC and PMP actually have been practiced by Indonesian ELT practitioners in their localized and contextualized models through their teaching reflectivity and creativity. These particular contexts-based teaching have marked PMP as the bottom-up practice of teaching. Conclusively, this study suggests that Indonesian ELT practitioners are PMP-oriented (reflectively and creatively driven), not as what is orchestrated globally, but as what is perceived and understood locally.

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Research Thesis: Declaration of Authorship

Print name: Muhamad Ahsanu

Title of thesis: Reflective Practice and Teaching Creativity within the Framework of Postmethod Pedagogy:

Perspectives and Practices of Indonesian ELT Practitioners

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. Parts of this work have been published as:
 1. Conference proceedings
Title: Reflective Practice and Teaching Creativity of Indonesian ELT Practitioners within the Postmethod Paradigm. DOI: <http://dx.doi.org/10.4108/eai.5-8-2019.2289784>
 2. Journal article
Title: Unpacking Reflective Practice in the Praxis of English Language Teaching in Indonesia. DOI: <https://dx.doi.org/10.24093/aweij/vol11no4.18>

Signature: Date: 22 January 2021

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Definitions and Abbreviations

AC	: Active Learning
AID	: Active, Interactive, Dynamic
CC	: Category, Code
CPD	: Continuing Professional Development
CA	: Content Analysis
CO	: Classroom Observation
DL	: Dynamic Learning
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FA	: Factor Analysis
GS	: Goal Setting
IL	: Interactive Learning
LE	: Learning Empowerment
MM	: Mixed Method
MMR	: Mixed Method Research
MMA	: Mixed Method Approach
OT	: Overarching Theme
PD	: Professional Development
PMC	: Postmethod Condition
PMP	: Postmethod Pedagogy
PPP	: Particularity, Practicality, and Possibility
RiA	: Reflection-in-action
RoA	: Reflection-on-action

Definitions and Abbreviations

RfA	: Reflection-for-action
RP	: Reflective Practice
SHS	: Senior High School
SSI	: Semi Structured Interview
T	: Theme
TC	: Teaching Creativity
TE	: Teaching Empowerment
TPD	: Teacher Professional Development

Chapter 1 Introduction

1.1 Introduction

This chapter introduces the notion of postmethod condition (PMC), postmethod pedagogy (PMP), reflective practice (RP) and teaching creativity (TC). More specifically, this chapter discusses RP and TC as important mechanisms for the practice of PMP used as the main theoretical framework of this study. This chapter includes background of the study, rationale of the study, problem of the study, orientation of the study, significance of the study, context of the study, organization of the thesis and summary of the chapter. Overall, this first chapter underlines the reasons why this research is worth conducting and why this research has been considered to potentially give considerable contributions to the domain of ELT in the Indonesian context and beyond. As a whole, this chapter foregrounds the use of PMP, RP and TC as the core framework in the undertaking of this research.

1.2 Background of the study

This scientific inquiry is anchored in the postmethod paradigm. By post method paradigm which accentuates that teaching is a reflective creative process whereby teachers are not bound to any particular method of teaching but are set autonomously to use their own knowledge, skills, and experiences based on the context of their teaching. This paradigm is supposed to help them to create their own practical way of teaching which enable to empower their students to learn effectively. This postmethod paradigm centres on aspect of context (pedagogy of particularity), aspect of practice (pedagogy of practicality), aspect of empowerment (pedagogy of possibility) (Kumaravadivelu 2006a). These three aspects are the core elements that need to be taken into account to help teachers see their own potentials and open up to a myriad of new possibilities in their teaching practices. Such tenet of PMP has been explicitly articulated by Prabhu (1990) where searching for a best method is no longer the norm in language teaching, but what really matters is the need for teachers to learn “to operate with some personal conceptualization of how their teaching leads to desired learning” (p. 172), which Prabhu calls teachers’ “sense of plausibility” (p. 175). Prabhu argues that how methodological principles are implemented in practice depends on teachers’ beliefs and their subjective understandings of teaching in their own particular contexts.

Instead of looking for *best methods*, which is a useless effort because it is not available, teachers may utilize their sensibility and reflect on what works or does not work and act on it. Such reflexivity could serve as a mediational tool for teachers to become more autonomous and creative. Hall

(2018) notes that a consequence of this sense of plausibility is that methodological principles may be realized in different ways by different teachers where the elements of different methods can be blended. This implies that teachers can rely on their own 'sense of plausibility' which is 'teachers' subjective understanding of the teaching they do' (Prabhu 1990: 172) and 'principled pragmatism' (Kumaravadivelu, 1994: 30; 2003b: 33) to make informed judgements as to what works best in their classroom. The principled pragmatism is based on the pragmatics of pedagogy where the relationship between theory and practice, ideas and their actualization, can only be realized within the domain of application, that is, through the immediate activity of teaching (Widdowson 1990: 30). As accounted in the recommendation section in Chapter 8, with a good understanding of this principled pragmatism, teachers can focus on shaping and reshaping their approaches to teaching based on the result of self-observation, self-analysis, and self-evaluation (Kumaravadivelu 2003b). It is the kind of reflective teaching which underpins the developmental aspects of teaching within the auspice of postmethod pedagogy (PMP). Hence, teachers' sense of plausibility plays a crucial role in the teaching activity.

The real challenge facing the profession is neither how to design a new method (Prabhu 1990) nor to find an alternative method (Kumaravadivelu 1994, 2002, 2003b & 2006b) but assist teachers to activate their sense of plausibility so that they can teach on the basis of principled pragmatisms, that is being able to recognize what can and cannot function in their classroom. This alternative-to-method paradigm is what we know as Postmethod pedagogy (PMP), the theoretical framework of this research. Kumaravadivelu (2001) argues that the suggestion that teachers should construct their personal theories by testing, interpreting, and judging the usefulness of professional theories proposed by experts only creates a narrow space for teachers to function fruitfully as *reflective* individuals. In fact, pedagogical thoughtfulness, as Kumaravadivelu (*ibid.*: 541) notes, 'simultaneously feeds and is fed by reflective capabilities of teachers that enable them to understand and identify problems, analyse and assess information, consider and evaluate alternatives and then choose the best available alternative, which is subjected to further critical appraisal'. These reflective capabilities emphasizing critical evaluation on teaching methods mark a shift away from the conventional concept of method toward a postmethod condition (PMC). PMC is understood as a state of heightened awareness that as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, (Kumaravadivelu 1994). According to Kumaravadivelu (*ibid.*), PMC has some positive points. First, it empowers practitioners to construct classroom-oriented theories of practice. Second, it enables practitioners to generate location-specific, classroom-oriented innovative practices. Third, it provides the foundation on which a pedagogic framework may be constructed. Such a framework could enable teachers to develop the knowledge, skill, attitude, and autonomy necessary to devise

for themselves a systematic, coherent, and relevant alternative to method that is informed by principled pragmatism.

Hence, PMC essentially signifies several possibilities for redefining the relationship between the center and the periphery. First, it signifies a search for an alternative to method rather than an alternative method. Second, it signifies teacher autonomy. It implies that PMC, as underlined by Kumaravadivelu, recognizes the teachers' potential to know not only how to teach but also know how to act autonomously within the academic and administrative constraints. It also promotes the ability of teachers to know how to develop a reflective approach to their own teaching, how to analyze and evaluate their own teaching practice, how to initiate change in their classroom, and how to monitor the effects of such changes (Kumaravadivelu 1994). Briefly, promoting teacher autonomy means enabling and empowering teachers to theorize from their practice and practice what they have theorized. Third, PMC is characterized as a principled pragmatism, which focuses on how classroom learning can be shaped and managed by teachers as a result of informed teaching and critical appraisal. Thus, PMC is 'a state of affairs that compels us to refigure the relationship between the theorizers and the practitioners of method' (Kumaravadivelu 1994: 28). It is like the overriding foundation for the shift from method-based to postmethod pedagogy (PMP). PMC essentially serves as the epistemological or philosophical construct on how ELT should be viewed and approached while PMP functions as the ontological or practical device on how ELT should be practiced and developed.

PMP itself can be visualized as 'a three-dimensional system consisting of three pedagogic parameters: particularity, practicality, and possibility (Kumaravadivelu 2001: 538). It is like standard operating procedure for PMC. In other words, PMP is a sort of pedagogical proposal characterized to seek effective strategies and techniques to teach in the most appropriate and effective manner to enrich teachers' teaching proficiencies. Hence, PMC considers or acknowledges teachers as conscious and creative actors capable of acting 'within academic and administrative constraints imposed by institutions, curricula, and textbooks' (Kumaravadivelu 1994: 30). This indicates two important elements with which teachers should equip themselves in order to be able to implement PMP functionally: being reflective and being creative pedagogues. In brief, these energizing elements, reflective practice (henceforth, RP) and teaching creativity (henceforward, TC), become the ontological mainstay of this pedagogical inquiry. This research becomes worthwhile because it can expand our understanding on how global PMP is localized, how ELT is developed locally, how the local synergy of RP and TC could strengthen the paradigm shift from method-based into postmethod-based pedagogy (Kumaravadivelu 1994, 2001, 2003b, 2006b), from transmission-based teaching into transformation-based teaching (Kiely 2013).

Chapter 1

Arguably, RP and TC can be propelling power for the realization of local PMP because creative teachers seem to possess critical reflectivity, by which they review and reflect on their own practice, as well as seek to expand new ideas and practices that they can apply in their own classrooms (Richards 2013). The paradigm of PMC is often characterized by leaving methods-only arguments to find effective strategies to teach in the most appropriate and effective way while taking into account the teachers' views and roles in preparing and teaching language materials (Kiely 2013). Instead of looking for which language teaching method is the best to follow, Arikani (2006) suggests teachers to find the most effective strategies and techniques to enrich their teaching repertoire. In the postmethod era characterized by reflective teaching, Salmani-Nodoushan suggests that "theorizing...should be placed upon the shoulder of teachers, rather than applied linguists" (2006: 3). In brief, the teaching quality in the postmethod era (Zeng 2012: 70) "can be ensured by doing reflection on what teaching procedures go wrong and why, and teaching procedures go well, and why." Hence, the undertaking of this research indicates an integrated interest in three different areas (PMP, RP and TC) yet in many ways very interrelated to one another especially on how they are actually implemented by practicing teachers in the field.

Teaching English as a Foreign Language (TEFL) in most parts of the world as well as in Indonesia has been characterized by a search for more effective ways of teaching second or foreign languages (Salinas 2006). In Indonesia the status of English as a foreign language was declared formally in 1955 in a teacher trainer conference and the status remains the same up to the present time that English is the first foreign language taught at school (Lauder 2008). In the Indonesian education system, English is given compulsorily at all schools from elementary up to senior high schools (Lauder 2010). However, English is currently optional in primary schools and remains compulsory in junior and senior secondary schools. The general aims for English learning in Indonesia be it learned formally or informally are for following technological and scientific improvements and for better job opportunities (Lauder 2008). In terms of aims the teaching of English as a foreign language, the aim is commonly to provide students with sufficient knowledge that can be used as a means to pursue their field of specialization at university and at work (Anabokay & Suryasa 2019). I strongly hold that the success of teaching English in Indonesia rests much on the effective ways and methods. Hence, the teaching professional competence of the Indonesian ELT teachers to deliver instructions to their students effectively is a key factor in the efficacy of foreign language teaching and learning.

The teaching of English in Indonesia has traditionally centred on the questions of what methods that can be used best in teaching especially to teach grammar. This tendency has been largely shaped by the view that mastering grammar is the most important thing in learning a foreign language, which has long dominated teaching practice in Indonesia. As such, many teachers regard the issue of method at the centre of prominence, whereas not much has been discussed in regard

to empowerment, reflexivity and creativity in their teaching. Hence, it stands to reason that in the context of Indonesia, the issue of PMP needs to be further explored. The perceived failure of teaching method and the subsequent search for a new method is rarely raised in Indonesia. Therefore, this study has the potential to expose the practice of ELT practitioners in Indonesia within the areas of RP and TC that can suggest the extent to which they have implemented their PMP.

Based on the aforementioned account, I underscore three primary reasons why I carried out this study. First, realizing the fact that PMP is one of the “breakthroughs” in ELT domain and has a “revolutionary” idea on how teaching should be understood, conceptualized and approached with the emphasis on teacher agency or teacher empowerment, I was curious to learn the extent to which Indonesian ELT practitioners have shared the ideas of PMP in their teaching perspectives. More precisely, it was not meant to explore the extent to which they have been familiar with the technical terms used as proposed by Kumaravadivelu (1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b), but more importantly the extent to which they have been engaged in the theory of their own practice indicating that they were approaching their teaching in bottom-up fashions. Second, having considerably reviewed and discussed the energizing tenets of PMP and noticed that there has not been any research suggesting the very instance of PMP practice, I was wondering how such ideals could have been materialized in the real practice of teachers whose teaching competence and performance (capacity) varied from one teacher to another, whose teaching contexts were unique from place to place. Such circumstance inspired me to conduct this research in Indonesian context to identify in what ways teachers in the periphery have performed their practice suggesting the implementation of PMP, not as globally conceptualized by Kumaravadivelu but as locally exercised by practicing teachers. The final reason is that by acknowledging that PMP is a sound theory of language pedagogy liberating teachers from method-based approach, I still assumed and believed it so that the proposed theory was quite demanding for teachers especially the novice ones and therefore challenging to realize (Akbari 2007; Bell 2008). This assumption was supported by the paucity of studies and research articles indicating the efficacy of, say, macro strategies and micro strategies used as general principles in PMP. In that moment of truth, also based on some theoretical and practical elaboration by Kumaravadivelu (1994, 1999, 2001, 2002, 2003a, 2003b, 2006a, 2006b), I coincidentally captured two practical notions embedded within PMP that could be employed to revive and invigorate PMP as a theory of practice, namely reflective practice (RP) and teaching creativity (TC). These, which I consider as the mechanisms of the practice of PMP, have stimulated me to hold this research. Hence, this research was carried out to investigate the extent to which Indonesian ELT practitioners have been reflective and creative in their teaching practice

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and the extent to which the realization of these two aspects suggested the implementation of PMP within Indonesian context.

This research is about investigating and identifying both the perspectives and practices of Indonesian ELT practitioners in terms of the realization PMP as a theory of practice not as globally conceptualized but locally realized through the mechanisms of RP and TC. Put differently, this research is about exploring the empowering elements of bottom-up teaching approach towards students' learning engagement. This research aims to investigate how Indonesian ELT practitioners view their teaching practice and how they actually conduct their classroom teaching. It is meant to examine their own sense of plausibility and principled pragmatism, which is to identify about their decisions of what functions best in their classroom. Based on the idea of Kumaravadivelu (2001) on PMP, this research is intended to investigate teachers' reflective abilities that enable them to understand and identify their classroom problems, analyse classroom information, consider and evaluate alternatives and then choose the plausible existing option, which again, after being practiced, needs to be re-evaluated. Thus, the main focus of the investigation is to examine and identify the aspects of RP and creativity performed by Indonesian ELT practitioners in their teaching within the localized or adjusted framework of PMP.

1.3 Rationale of the study

The issues of PMP has attracted a great deal of interest from a large number of applied linguists and theoreticians as well as practitioners of ELT in many parts of the world (see Chapter 2, Section 2.8). For example, in his study, Chen (2014) found that the concept of PMP is not very popular among the school teachers, though some of them keep trying these strategies for improving their teaching outcome. Chen tries to fit the idea of PMC as globally characterized by Kumaravadivelu into his local Chinese context but to no avail. Drawing on his study of PMP in China, Chen (2014) adopts a fixed view of post method condition (PMC) by articulating three fixed elements of PMC'. It is, firstly, a search for an alternative to method rather than an alternative method (Kumaravadivelu 1994). Secondly, it deals with teacher autonomy, enabling and empowering teachers to theorize from their practice and practice what they have theorized (ibid. p. 30). The third is principled pragmatism, where teachers can focus on shaping and reshaping their classroom learning based on the result of self-observation, self-analysis, and self-evaluation (Kumaravadivelu 2003b). Considering the likely significant values PMP can bring in to the practice of ELT, this research is trying to investigate the extent to which such empowering ideas of PMP have actually been realized by Indonesian ELT practitioners. It is the PMP that is locally conceptualized and contextualized, not as globally theorized by Kumaravadivelu. In other words, this research means to investigate the bottom-up PMP. What ELT teachers do in their classroom is nothing more but a

teaching activity. The term *activity* can mean different things to different people. The key idea of the term within ELT, according to Hunter (2017), is that 'the common ethos, centering on the independence of learners and the importance of absorption in meaningful use of language, that they articulate within ELT' (p. 518). Such implies an idea of an active empowering by internally-driven professional teachers for their students so as to be more and more independent learners, owning more control, more capacity and more authority to take charge of their own learning. More technically, I can sense the other more technical ELT-related meanings of the term. I can interpret the term "activity" as postmethod pedagogy, reflective practice (RP) and teaching creativity (TC). And this research is all about such embedded activities.

I take the view that method-based teaching is no longer the way forward to the conduct of ELT be it in Indonesian context or beyond. I hold that ELT practitioners agree that there is no such one-size-fits-all formula in ELT. No method can be claimed to be universally accepted and applicable in all teaching circumstances. Therefore, how English should be taught may not be prescribed as procedures to be followed tightly by ELT practitioners. The manner how English should be presented is laid upon the shoulders of ELT practitioners. Following the stance of Prabhu (1990), it is the ELT practitioners who have to determine what is important to learn, why it is important, what can be performed and what should not be performed in their teaching contexts based on their sense of plausibility. Due to its context-specific nature, as suggested by Kumaravadivelu, ELT teachers should make use of their principled pragmatism (Kumaravadivelu 1994, 2003b) in their own particular way. A more principled reason why I take the view of Kumaravadivelu that method-based teaching is no longer the norm and the way forward for an ELT practice is that teachers do not get enough space and autonomy to explore their TC. Method-based teaching does not reflect a democratic sense for teachers as they have to follow what has been prescribed in a top-down fashion. As Kumaravadivelu (1994) sensibly points out that 'each language teaching method in its idealized version consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers' (p. 29). When procedures are standardized there is a risk of a monotonous classroom activity as they are predictable with little variation which potentially create tedious learning atmosphere. In the method-based teaching, disparate procedures are not encouraged but teachers have to follow a fixed set of classroom practices that serve as a prescription and therefore do not allow variation (Akbari 2008).

There is a flawed assumption in the top-down ELT or even a simplification that what teachers do in the classroom can be transformed into 'a set of procedures that fits all contexts' (Brown 2000: 170), envisaging that anywhere and at any time what to do in the classroom remains the same. Consequently, when a practitioner fails in his or her teaching, it is not a matter of such procedure but a problem of the practitioner who cannot comply with the pre-determined standardized

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procedures. Sadly, since this pre-set of teaching procedures is relatively fixed in time, and often learnt through training, teachers have little scope left for individual interpretation (Richards & Rodgers 2001). When little interpretation is left, little possibility for RP and TC. As it stands, method is still of use especially for novice teachers. To be able to teach systematically, beginning practitioners can commence from method-oriented teaching. Having enough understanding, experience, and skills, they can start maximizing their intellectual autonomy and discernment (Akbari 2008) as ELT practitioners. Despite method imposes practices top-down which assumes one-size-fits-all pattern of teaching practice, any new approach including postmethod should not and may not be in the rush to bury methods as it can obscure the positive aspects of method (Bell 2008). Its longevity in the field of ELT undoubtedly marks its positive impact in language teaching, learning and development.

Although I regard postmethod as a better alternative for ELT practice as it constructs practices bottom-up which wide-opens more variation and possibilities in the classroom, I still see some points worth critiquing. In the first place, the existence of the proposed frameworks of 10 macro strategies and 10 micro strategies sounds like something imposed (top-down) that ELT practitioners have to follow in order to look like or to practice like post methodologists. This is an unavoidable sense although Kumaravadivelu (1994) underlies that 'a macro strategy is a broad guideline, based on which teachers can generate their own situation-specific, need-based micro strategies or classroom techniques . . . macro strategies are theory neutral as well as method neutral' (p. 32). This is the reason why I did not take into account these macro- and micro-strategies as a whole into my research framework. I also excluded them from my extended framework of PMC and PMP (see Chapter 7, Section 7.7). In my view, to remain postmethod theoretically and practically, the framework should be left up to the shoulders of the ELT practitioners to reflect, think, develop and create their own perspective of PMP and implement the practice of teaching based on their understanding and realities of the triplet parameters (particularity, practicality and possibility) of PMP (Kumaravadivelu 1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b).

Apparently, the postmethod as outlined by Kumaravdivelu (1994) seems not to lighten the job of teachers but add more complicated pedagogical burden to them since it is quite demanding (Akbari 2008). Teachers, in the postmethod paradigm, should be able to practice their profession with competence and confidence (Kumaravadivelu, 2001) and ensure that their practice results in social transformation and the improvement of society by taking into account the life histories of their students (Akbari 2008). The problem is that there is a big question on how teachers would be prepared to perform their duties as postmethod practitioners (not following method procedures) because the postmethod view heavily emphasizes teacher qualifications. Another related question

is that how teachers are going to develop the competence demanded of them in dealing with pedagogical and social responsibilities assigned to them.

Following the thinking of Akbari (2008), both method and postmethod are ignorant of classroom realities and dogmatize their own imagined realities. Method ignores the realities of learning and language learners, postmethod has ignored the realities of teaching and language teachers. Therefore, Akbari (ibid.) has a serious point when concluding that making too many demands of teachers, the postmethod pedagogy has, in practice, turned a blind eye to the social, political, and cultural realities of language teaching contexts and the limits within which teachers operate. The challenge is that by giving more tasks for teachers to identify and include more aspects of students and their learning context in the design of a context-based pedagogy (focusing on particularity and possibility elements), the postmethod pedagogy has ignored the state of teachers and their teaching realities which potentially make the realization of the parameter of practicality complicated and problematic. By assigning the extra roles to teachers, the postmethod is taking language teaching beyond the realms of possibility and practice.

To resolve this circumstance, I reckon that language education program should make a change in their curriculum. Practically, the idea of postmethod paradigm should be introduced earlier in the English language education program particularly in undergraduate program not only in master's program. So, when pre-service teachers graduate from the program they are already familiar with the concept. Besides, in order for practitioners to perform postmethod preferably, Kumaravadivelu suggests that language teacher education program should not rely on a transmission view of knowledge and may not treat the language teacher education as the process of transferring "a set of predetermined, preselected, and pre-sequenced body of knowledge from the language teacher educator to the prospective teachers" (2006a: 216). Unlike methods that provide frameworks for classroom practice by defining a view of learning and language (Richards & Rodgers 2001), and supplied teachers with guidelines as to what presumably worked and did not work in the class based on the objectives set down by the methods (Akbari 2008), postmethod does not provide such technical know-how for the teachers to develop their competence required for dealing with pedagogical and social responsibilities entrusted with them.

Although postmethod promises a glittering new hope for a pedagogical change in ELT, it remains vexed for novice teachers or pre-service teachers. The proposed macrostrategies-mismatch observational scheme (Kumaravadivelu 2003b: 292) seems to be compatible with in-service teachers or seasoned teachers. Despite the fact that Kumaravadivelu provides observational-reflective techniques for prospective teachers, there is no systematic framework on how novices can be initiated into the discourse and practice of postmethod (Akbari 2008). Besides, the imagined

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ideal classroom environment where teachers can exercise their free will, unfortunately, barely prevails in the reality of language classrooms. So, the assumption of postmethod advocates mentioning that all teachers by default are qualified or willing to conduct a postmethod class with all its social, cognitive, political, and cultural requirements is questionable because many teachers lack the required knowledge or skill to teach in the postmethod mode. Put differently, the “global postmethod” can be an ideal-utopian approach of teaching not favoured by practicing teachers due to its impracticality and demanding criteria. Practicing a postmethod pedagogy will only become possible when teachers have developed the necessary self-confidence to deal with the limitations within which teachers work such as administrative and curriculum constraints. Postmethod must become more responsible and practical in its implementation. It needs to come up with a teacher education system which prepares teachers (pre-service and in-service) capable of tackling. As a liberating pedagogy (Kumaravadivelu 1994), it needs to liberate teachers from imposing, linear, top-down method-based teaching. The emergence of PMP as a “revolutionary” framework for ELT is based on at least two facts. First, a centrally designed method with its standardized philosophy is considered to be an ineffective way to hold ELT as it limits the autonomy and creativity of practitioners. Second, method indeed cannot capture so many varied teaching contexts that are often not compatible with what has been prescribed in its teaching procedures. As a substitute for method, theoretically, PMP is credited to provide teachers with more flexibilities and spaces for teachers’ observation, reflectivity, creativity and innovation. It empowers teachers to be more self-organizing, self-managing and self-evaluating.

All these features attract me to take into account the tenet of PMC and PMP especially up to the point of the three parameters: particularity, practicality and possibility. I conjecture that the cornerstone of PMP lies on this triplet as it implies teacher-authority, teacher-autonomy, teacher empowerment, as well teacher development. The two main features of PMP (observational-reflective and teacher-autonomy) indicate two other main features needed in the classroom practice: RP and TC. RP can be a means of implementing the pedagogies of particularity and practicality, while TC serves a medium for the pedagogy of possibility. In this study I used the adapted version of PMP, localized and bottom-up PMP (something from teachers by teachers and for teachers and students) based on the dynamic and varied narratives of L2 classroom practices. To represent PMP as a bottom-up theory of practice, it should not be further built up and advocated based on the ideas and inspirations from philosophical and academic discussions per se, but more on what happen in the classroom, on the reflections of practicing teachers on their actual practical teaching learning engagement with their students. It is a “down-to-earth” PMP

1.4 Problem of the study

After the emergence of postmethod pedagogy (PMP), arguably the method syndrome has now declined, at least in the level of academia. The utility of method was heavily criticized. Pennycook (1989: 602), for instance, endorses the critique of Clarke (1983) asserting that “method is a label without substance”. Pennycook further mentions that the concept of Method represents a specific set of interests that favour some groups at the expense of others, indicating that Method favours Western approaches to learning over non-Western practices which have been exported around the world. It is a kind of another imperialism in English language teaching (Canagarajah 1999). Stuningly, the ‘secret’ life of methods has been identified to depend on commercial publishers (Richards 1984). Indeed, best method was (will never be) never found and what matters is what takes place in the classroom very much depends on teachers’ beliefs and their subjective understandings of teaching in their own particular contexts (Prabu 1990). The fact that there is no “best method” that assures successful learning (Canagarajah 2005) can empower local teachers to focus on the learning strategies that work for their own students in light of the purposes and objectives that define their teaching.

It is often the case that this method-based teaching is bound to failure due to at least two reasons. First, the teachers do not follow appropriately what has been prescribed in the teaching methods or they lack of the know-how. Secondly, the circumstances the teachers face in the field are different from the places where the methods have been proved to be successful. In a series of his works, Kumaravadivelu (2001, 2002, 2003b & 2006a) further urges that every teacher is unique and has a unique situation in his or her own teaching state. Therefore, the assumption that the application of a certain teaching method designed in the central (western country) can bring about an effective teaching learning result in other parts of the world is highly questionable. Due to the uniqueness of every teaching learning circumstance, one teaching method can be successful in one classroom but fail in another class. In other words, in ELT there is no one-size-fits-all formula. Empirical evidences indicate the need for the change of pedagogical direction, from method-based toward a more teacher-based approach of teaching (postmethod). Based on Motlhaka’s (2015) study on PMP taking South African Higher Education as a context, for instance, it suggests that “lecturers recognize their own powers as great sources in creating methods for their professional growth and creation of a meaningful learning environment.” Another example of a study on PMP was done by Safari and Rashidi (2015) taking Iran as a context suggesting that “participants in the study believed that policy makers, educators, and teachers needed to adopt alternative ideologies, theories, and practices in order to improve pre-service and in-service teacher education for English language teachers in Iran.” However, the prevailing literature that narrates this issue within

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Southeast Asian context especially in Indonesia is very few (see Yusny 2013; Suprijadi 2014; Fiani & Syaprizal 2018), and virtually nothing on RP and TC issues connected to PMP.

This state stimulates a general perplexing question that led to an investigative action in the domain of language teaching in Indonesia would: How do Indonesian ELT practitioners implement their English teaching viewed within the framework of localized PMP? This question was then broken down into four more operational research research questions (see Chapter 2, Section 2.7). Certainly, the answers for this umbrella question could vary depending on what features of the teaching are identified. This research identified three main aspects of teaching which include RP, TC and their relation to PMP. The data analysis resulted from questionnaire, observation, interview and documents provide the more specific answers which were tailored to the four more specific research questions. Hence, this research aims to provide more data-led or empirical description of how teaching-learning actually takes place in Indonesia. Hence, the findings of this research in a way complement the empirical evidences Kumaravadivelu (2006b) exhibited which were mostly derived from research reports by several ELT researchers especially related to the implementation of Communicative Language Teaching (CLT) in some countries. For example, Kumaravadivelu (ibid.) mentioned a study by Shamim (1996) in the context of Pakistan suggests that her attempt to introduce CLT into her classroom was met with resistance from her learners, leading her to realize that she was actually “creating psychological barriers to her learning”. Therefore, CLT, as Kumaravadivelu (ibid.) noted, is not appropriate or unworkable in those selected countries under study where probably the very construct and application of CLT did not go well with local, linguistic, educational, social, cultural, and political exigencies. All these indicate that method-based teaching leaves problems for ELT teachers.

Considering this circumstance, this research aims to fill this empty slot, that is, to investigate the extent to which the construct of PMP, adapted locally, has been realized by Indonesian ELT practitioners in their teaching practices. More specifically, it is to explore the materialization of RP and TC framed as the operational mechanisms of PMP. Technically, it is to examine particular teaching approaches and techniques used by ELT practitioners in their classroom practice, be they in the form of method-based teaching or PMP. If it is in the postmethod way, is it following what is promoted globally or what is needed locally? Described as a bottom-up teaching methodology or practice-based theory, how is it actuated technically? Do the elements of reflection and creativity play an essential role in the implementation of PMP? If they are, to what extent the reflection and creativity penetrate the ideas of PMP? Can we say that the extent to which PMP is realized rests on how reflective and creative Indonesian teachers are in their classroom practice? These are the question marks that this thesis mostly deals with embedded within the posed research questions (see Chapter 2, Section 2.3).

1.5 Context of the study

As an attribute of MMA, qualitative research (QR) is primarily concerned with representing in textual (sometimes visual) form an analysis of people's lived experiences in specific contexts as these are represented through their behaviour and discourse (Richards 2015). As one particular type of QR, the essence resides in its holistic and in-depth characterization within a particular context, or a defined individual or entity like a student, teacher, program, school, institution (Brown & Rodgers 2002), which permits researchers and readers to gain grounded new understandings of certain issues (Duff & Anderson 2015). Taking into account the Indonesian ELT circumstances as indicated in Sections 1.4 and 1.5 which implicitly suggest the need to have an empowering ELT practice guideline, I was quite adamant to take Indonesia as the context of this PMP-oriented study. The research setting was particularly in *Banyumas*, Central Java province, approximately 200 kilometres away from Jakarta, the capital city of the Republic of Indonesia. The respondents and participants were taken from schools and universities in that area. In general, EFL practitioners in this region had an affinity in terms of curriculum and teaching workload with other practitioners in other regions in the country. The curriculum policy was applied nation-wide irrespective of the differences of local contexts. The reason was because there would be a standardized national exam every student has to face and pass by the end of school year (although the newly emerging policy reads that the national examination has been eliminated and substituted by school assessment). This study was held by involving around 100 respondents for the online survey, and 4 secondary school teachers and 4 university lecturers for classroom observation and semi-structured interview participants. Their involvement was based on personal willingness to take part in the research. They were all senior teachers and lecturers who have been teaching over 5 years. Many of them have had experiences teaching English in different settings from private English course to English for specific purposes. They have encountered varied learning contexts and situations and different types of students. They also have had an experience of teaching using different methods and techniques of which names they might and might not have been familiar with.

As mentioned earlier in this section, the current study was set at secondary schools and universities in *Banyumas, Jawa Tengah*, Indonesia. The context was chosen due to technical and practical reasons in terms of data collection techniques and researcher's knowledge and familiarity of the context. First, the access into the academic institutions as a whole was mediated owing to my being a faculty member at one of the universities, having colleagues sharing the same interest of research in the other university, and the fact that my university has mutual partnership with some secondary schools involved in my research. Second, using more than one research contexts of the same

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domain (ELT) potentially provides richer data and information on how ELT has been conducted. This implicates that the ways ELT are approached will be different since the circumstances within the two contexts differ in many ways. So, the focus is much on finding how ELT is delivered by ELT teachers in Indonesia. Having more than one contexts certainly provides wider perspectives and richer data. Third, since the focus of this study is not on how learners learn but more on how teachers teach. Hence, the difference in the contexts will not have a negative impact on my data. It will even heighten the findings of the study as one context will back up or affirm another one. Fourth, although the level of training is different, actually the subject given in the training is fundamentally quite similar. They both deal with ELT. The difference is only on the scope of the subject. In senior high school or secondary school, English is given as one integrated subject although sometimes the teachers have some focus on language skills (listening, speaking, reading, writing, vocabulary and grammar). In university, English is not given as a single subject, but split into some domains plus subjects on language skills and components. Again, the primary focus is not much on what subject teachers teach but how they teach them. Thus, my contexts are two different institutions with one similar profession, ELT practitioners.

1.6 Significance of the study

In general, the findings of this research contribute to the renewed understanding and awareness of the significant role of teachers' reflexivity and creativity in shaping classroom-based practices that appeal most to learners that allow learners to not only engage cognitively but also emotionally with their class learning. It also contributes to a developmental critique. That is critiquing the global PMP as characterized by Kumaravadivelu (1994, 2003, 2006a, 2006b) which seems too ideal to fantasize and too demanding to realize in unique and divergent circumstances in most parts of the world. As a theoretical approach PMP is inspiring, yet as an approach for practice is quite challenging. The relevant critique for this was given by Akbari (2008) who argued that Postmethod asks too much of teachers, ignoring and misrepresenting the realities of the classroom and projecting a hypothetical reality that does not acknowledge the social, political and cultural realities of teachers' and learners' everyday lives. Probably, teachers of English should be empowered to articulate and redefine their own localized PMP in a way that fits their contexts. The finding of this study is expected to add values to PMC especially in empowering teachers in promoting potential localities within the frame of global PMP.

This study was designed to produce results that contribute to the development of PMP as a localized theory of practice in Indonesian contexts and beyond. That means the contribution is of two kinds: conceptual and practical contributions. The first of which is to contribute to the domain of ELT. This study aims to complicate the notion of teaching practices which have long been

perceived as being dependent upon the use of 'best method' and as being a merely a transmission of knowledge taking place in an isolated cognitive space with little regard for learners' socio cultural background. This descriptive explorative study potentially augments the understanding of ELT researchers and practitioners in regard to teachers' understanding of their own practices and what they are trying to achieve in their classroom activities. Secondly, this study brings about refreshment on the idea of PMC and PMP to ELT practitioners about what Indonesian ELT practitioners actually have acquired and implemented especially in terms of the parameters of particularity, practicality and possibility in their classroom practice. The practice of these parameters, in this study, particularly relates to two main components (RP and TC) of the framework used in this study. These parameters were also considered as mechanisms of the realization of PMP.

Third, the findings from this research fruitfully illuminate what local teachers actually do and what they believe or think they do or have done in their classroom interactions. In addition, this study potentially shows that as well as being traditional in their teaching, Indonesian ELT practitioners demonstrate in their practice the elements of RP and TC suggesting the practice of PMP. The fourth contribution signifies that it is not the global approach of PM that actually works in the field but the local PMP. This means that the global PMP makes the locally attributed PMP become visible. When reading PMC and PMP closely with rigorous understanding, we actually come to an era where nobody, regardless of their deep and sound knowledge of ELT, is fully right and eligible to be the guru to tell other people (ELT practitioners) what to do in ELT and how to do it most effectively. In this age, I reckon we all have the right and eligibility to tell the world that ELT practitioners in a certain place and time have shown their best practice in their own best way attained and developed in their own context-specific area. So, other teachers may learn from such practice, adjust and refine it for their own practice. The core idea is that this local practice can serve as an alternative reference of localized PMP (mirroring the global PMP) as a theory of practice.

The fifth significant contribution of this study is that it generated an extended framework of PMC and PMP (see Chapter 7, Section 7.6), which has never been identified beforehand. The framework was created based on the critical review of the related literature and the results of the analysis and discussion of the research findings. This framework can both pave a more plausible way of theoretical development of PMC and PMP as a glocalised theory of ELT and a more feasible way for ELT practice. As an underlying philosophy of PMC and PMP, this extended framework is supposed to be an alternative to method, in this regard, to the global PMC and PMP as conceptualized and popularized by Kumaravadivelu. Hence, this study reintroduced PMC and PMP in a more localized, more context-specific sense of ELT practice. Essentially, it is the bottom-up practice-based theory holding and espousing the tenets of particularity, practicality, and possibility integrated with RP and

TC. Hence, the localized PMP to be investigated here closely deals with how RP and TC are thought of and practiced by Indonesian ELT practitioners. Lastly, the potentiality of the results of this research is that it provides new understanding and insights of how Kumaravadivelu's (1994) ideas of PMP have been practiced by Indonesian ELT practitioners using their sense of plausibility and principled pragmatism. Therefore, this investigation can potentially give a great impact for the profession in this country and beyond.

1.7 Organization of the thesis

This first chapter highlights some important elements necessitated for basing and building up a good thesis. Such components cover background of the study, the rationale of the study, problem of the study, orientation of the study, significance of the study and context of the study. All these parts give a sense of tangibility for the conduct of the study. Chapter two is concerned with the literature review. It commences with a description of the underlying framework of PMP with its historical and philosophical grounds for its promising emergence. This chapter also addresses RP and TC set out as two main mechanisms for the realization of PMP in the field. Chapter three introduces the research design and methodology. This part underlines the use of mixed-method approach with the emphasis on qualitative analysis. It also describes of research instruments, sampling techniques, research context, process and procedure of data collection and data analysis. Chapter four, aimed to answer the first research question, comprises of preliminary data analysis based on the survey data using statistical analysis, in this regard, factor analysis supported with the frequency distribution of the survey data. The results of this quantitative data analysis are corroborated with the qualitative data analysis drawn from observation, interviews and documents. Chapter five addresses the findings for the second research question as well as the analysis and interpretation of RP articulated by the Indonesian ELT practitioners within the schools and universities. This shows how actually the practice of RP is embedded within their teaching practice. They are assumed to perform reflective teaching before, whilst, and after their teaching practice. Chapter six deals with the third research question on TC. It presents about the distinctive ways the Indonesian ELT practitioners demonstrate their creative approaches in their teaching practices. Chapter seven is concerned with the discussion, aimed for answering the fourth research question. It exhibits ELT practices justifying the extent to which both RP and TC within Indonesian ELT context suggests the implementation of localized PMP. It also discusses, stemmed from the results of the data analysis, the links of PMP to RP and TC as the prime theoretical grounds of the thesis. Chapter eight concludes all previous seven chapters. It serves to summarize the focal points that have been identified and highlighted in this research report. It also covers some relevant

suggestions and recommendations for further theoretical development through more robust research and inquiry within the domain of ELT.

1.8 Summary of the chapter

As elucidated above, this chapter describes the background of the study informing about the underpinning reasons behind the undertaking of this study. This chapter also mentions about rationale of the study which foregrounds the research problems. An orientation of the study is also presented in order to ensure the focus of the research. Besides, it lays the rationale of the study, the very important part objectifying the conduct of this study. This chapter also points out significance of the study, for both ELT practices within the context of the research and ELT in other settings. The last part taps the way how this thesis is organized and structured so that its readers find it easy to follow. Briefly, this chapter serves to anchor the trajectory of this investigative and explorative inquiry.

Chapter 2 Review of the Literature: Postmethod Pedagogy, Reflective Practice and Teaching Creativity

2.1 Introduction

This chapter presents a body of literature and theoretical framework which have informed and shaped this study. The first part of this section presents a discussion of the pedagogical shift from method to postmethod in ELT and the theoretical assumptions underpinning post method condition which has given rise to the emergence of postmethod pedagogy (PMP). As PMP is a relatively new scholarship, it has also invited divergent views from different scholars. Hence, the discussion also includes some critiques on PMP, particularly in view of its tendency to overemphasize, for example, teachers' agency, and its failure to take into account the circumstances under which teachers conduct their teaching. The second part of this chapter draws attention to the notion of reflective practice (RP), highlighting its origin and key concepts useful for our understanding of reflective teaching as compared to teaching in general terms. Of equal importance, this section attempts to elucidate the link between RP and professional development, how reflective teaching may benefit teachers and students in the teaching learning process, and how teachers can capitalize on their funds of knowledge to engage in reflective teaching so that students can get most from their learning.

The next part of this chapter addresses the concept of creativity in general and creativity in language teaching. To add more understanding of these concepts, this chapter highlights some aspects of creativity, dimensions and characterization of creativity, and features of creative teachers. A subsequent discussion on creativity is presented in the final part of this chapter where I highlight the links of PMP with RP and TC. I consider it critically important to discuss PMP from the lens of both RP and creativity because in this study I propose both RP and TC as the practical mechanisms of PMP. Meanwhile, RP and TC are also linked to each other in which creative teachers are reflective teachers because creative teachers seem to possess what is called critical reflectivity (Richards 2013). It is an ability of teachers to review and reflect on their own practice, seek to expand their knowledge and try to find new ideas and practices that can be applied in their classrooms. The next section presents a survey of related studies of PMP, RP and TC within and beyond Indonesian context. This is followed by the identification of the research gap stimulating this study. The penultimate part focuses on the four interrelated research questions (RQs) to be

investigated and explored. A summary of the chapter reviewing highlighted points concludes this chapter.

2.2 Pedagogical shift from method to postmethod in ELT

The disappearance of method from academic discussions and the rise of the postmethod debate is called a conceptual shift (Akbari 2008), or a paradigm shift. The paradigm shift signalled by the growing critical view in teacher education in which the transmission model of professional development is expected to leave its place to such models that are based on reflective practices (Smylie and Conyers 1991). Similar stance on transmission-transformation evolves in the domain of language education or ELT where in transmission-based approach teachers are informed of a new input, theory, technology or strategy that teachers draw on in their teaching while transformational approach is self-learning grounded in their practice of classroom teaching (Kiely and Davis 2010). The former is clearly theory-based teaching usually performed by beginning teachers who are still learning and experimenting any readily available teaching techniques, while the latter is obviously practice-based teaching done by seasoned teachers. This is like a roadmap for professional development where in the former situation teachers are considered still lacking of knowledge of appropriate pedagogy while in the latter case they are fully ready to orchestrate the teaching. The basic tenet of the former is to pave the way to the latter, the professional transformation, with the aim to help teachers to understand the complexity of teaching and enhance their practices. It is the transformational approach teaching that PMP is lingered on. Hence, this chapter is tailored to look into the what, why and how the ELT paradigm shift takes place. Precisely, the chapter deals with details of the outgoing method-based teaching replaced with the incoming PMP-based approach of ELT.

The essentials of three Ps (particularity, practicality and possibility) in PMP are of a particular focus of discussion with the exploration of two identified elements of PMP as conceptual and practical lenses to understand the perspectives and practice of ELT within the bounded context of Indonesia. The whole standpoint in this chapter is to show how the global postmethod pedagogy as explicated by centre narrates the new current ideology of ELT, by which the local, context-bound pedagogy is identified, analysed and interpreted. This does not mean that the local has to fit in with the global, yet the global empowers the local. The global empowering the local here refers the global idea of PMP used as a lens to see and promote the local PMP. The emergence of postmethod is owing to the dissatisfaction the methods-oriented teaching has generated for many decades with the concept of method as the organizing principles for L2 teaching (Kumaravadivelu 2001), where teachers and learners are in an unfortunate position and not empowered. Widdowson (1990), for example, doubts the use and effectiveness of methods where he says that it is not quite possible

for teachers to follow any specific approach, but they tend to follow their intuitive ability and avoid teaching techniques that change according to the current fad.

The idea of fixed procedures in the methods indicates limited room for teachers to give their own critical voice. Therefore, the implementation of a particular method (Richards and Rodgers 2001) subjugates the role of a teacher in the classroom where they do not have any option of voicing their own opinion or judgements, leading to producing a cohort of “passive learners” who are ultimately rule-bound (p. 247). This is the idea that was harshly rejected by Prabhu (1990) since, according to him, it is the teacher who should make the crucial learning and teaching decisions about what works or does not work in his or her classroom based on his or her sense of plausibility. It is based on these deficiencies of methods Kumaravadivelu (2003b) came to a firm conclusive view that methods are colonial constructs conceptualized by theorists, not methods actualized by teachers in their everyday practices. As diametrically apposing to the concepts of methods, Kumaravadivelu then articulates his innovative view on postmethod which he considers as a post-colonial construct which is bottom-up and comes to place context, teachers, and the observed curriculum in a relevant place away from marginalization (Banegas 2014)

2.3 Method-based pedagogy

Richards and Rodgers (2001) consider methods as relatively fixed in time, leave little scope for individual interpretation, and are learned through training. Like a chained story, Kumaravadivelu (2006b) deduces that “the concept of method has only a limited and limiting impact on language learning and teaching, that method should no longer be considered a valuable or a viable construct, and that what is needed is not an alternative method but an alternative to method” (p. 67). The *impact* here refers to both the act of teaching (limiting) and the result of learning (limited). Kumaravadivelu (ibid.) further expounds that “the use of method as organizing principles for language learning and teaching is unfortunate because method is too inadequate and too limited to satisfactorily explain the complexity of language learning and teaching” (p. 165). Therefore, Kumaravadivelu (2001) boldly indicates the need to go beyond the limitations of the concept of method.

There are underpinning reasons why going beyond the notion of method is presumed necessary otherwise ELT can be problematic. Brown (1994) mentions some problems with the method: 1) methods are typically top-down imposition of experts’ views of teaching. Hence, the role of the individual teacher is minimized. His or her role is merely to apply the method and adapt his or her teaching style to make it conform to the method; 2) methods fail to address the broader contexts of teaching and learning and focus on only one small part of a more complex set of elements, with

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a call to find an alternative way of designing effective teaching strategies (Clarke 1994; Kumaravadivelu 1994; Prabhu 1990), and the need to go beyond the limitations of the transmission model of teacher education with a call to find an alternative way of creating efficient teaching professionals. Transmission models of teacher education (Freeman 1991), as mentioned earlier, are very ineffective because they depend on received knowledge to influence teacher behaviour and do not acknowledge, much less encourage, student teachers to construct their own versions of teaching.

Traditionally, the central job of English language teacher education has been to prepare teachers to teach through the transmission of knowledge and information to students (Johnson 2006). This indicates how the notion of method works, which is procedural and top-down. Too, it denotes that teachers serve as a master in the classroom knowing everything and the students serve as passive recipients of knowledge with empty slate, to which teachers' knowledge will be transferred. However, the current view holds that teaching learning activities do not and should not occur in that rigid way. Safari and Rashidi (2015) maintain that the transmission approaches do not give teachers the chance to exhibit any agency or subjectivity except the absorption of pedagogic principles, theories, strategies, techniques, and skills handed down from an expert. Instead, teacher educators have been encouraged to operate as transformative agents considering issues like social transformation, teachers' agency, subjectivity, self, identity, values and beliefs (Kumaravadivelu, 2012). Their mission, Kumaravadivelu noted, is to empower teachers and transform them into *reflective* practitioners confident to cope with language classroom challenges.

Although not all methods are transmission-based, the transmission model of teaching has become a sort of label attached to the concept of method. By method, Kumaravadivelu (2003b) refers to prototypical method (i.e. Grammar-Translation, Audio-lingual, Total Physical Response, Communicative Language Teaching, etc.) that are conceptualized by theorists, not those that are actualized by teachers in their classrooms. These methods, according to Kumaravadivelu (ibid.), normally have a particular set of principles and a particular set of classroom techniques. Brown (2002: 9) expounds that "a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of contexts and audiences". In quite similar tone, Kumaravadivelu (2006a) suggests that each established method is supposed to have a specified set of theoretical principles and a specified set of classroom practices. In this view, methods are prescriptive, overgeneralized and developed a priori in terms of place of implementation and actor involved in it. Pennycook (1989) notes that method, rather than analysing what is happening in language classrooms, is a prescription for classroom behaviour which limit the practice of teachers (p. 609). Kumaravadivelu (1994) argues that the view that method as a prescription for how

language can best be taught and learnt was no longer credible basis for methodology (as general principles of teaching) as opposed to methods (as prescribed ways of teaching).

It does not stop there, being declared “dead”, its label even gets more notorious as thought to have colonial norms since it is “conceptualized by theorists, not methods actualized by teachers in their everyday practice” (Kumaravadivelu 2003a). In a sense of colonialism, Pennycook (1989) argued that any knowledge is of political, interested nature in the sense that it represents and safeguards the views of only a certain social group. This signifies that knowledge is not objective and any knowledge, like methods implying how English should be taught, “reflects a particular view of the world and is articulated in the interests of unequal power relationships” (p. 590). Prabhu (1990) even rejects the concept of method because, in his view, it is the teacher who should make the crucial learning and teaching decisions about what works or does not work in his or her classroom based on his or her *sense of plausibility*, to which Kumaravadivelu refers as *principled pragmatism* (2003b), where attitudes and actions are influenced by practical day-to-day consequences (Wenger 2007). A figure of speech is also used to indicate the death of the method such as “lying to rest”, “requiem”, and “interred method” (Brown 2002) to imply that the significance of Method has faded even lost and therefore cannot be utilized as a viable construction in teaching foreign languages. The drawbacks of the concept of methods now seem to be so visibly worrying that have to leave it and move forward to welcome a “revolutionary” paradigm of teaching especially ELT, so-called PMP.

This substituting conception of ELT has a tremendous effect on the survival of the notion of method, which, unfortunately, appears to be short-lived considering PMP’s emergence almost two and a half decades ago. Arguably, the postmethod argument has academically ended the discussion of method and the search for the good method, which also means ending the centre one-sided claim of better-impacting method and soothing down the “passengers of ELT train” that we are now already in the “station” of postmethod. The practitioners in this era are informed that (Prabhu 1990) what really matters is the need for teachers to learn “to operate with some personal conceptualization of how their teaching leads to desired learning” (p. 172). However, Richards and Rodgers (2001) note that postmethod does not necessarily indicate the death of methods entirely, but it endorses the attempt of the teachers to make necessary adjustments and modifications to an already-established method with the realities of their local contexts in order to recreate them as their own (p. 251). So, it is like a half-life-half-death state of being or unwilling to die yet no spirit to live. The good news, however, is that the concept of the winning approach, PMP, seems to be quite promising, inclusive, and accommodative teaching approach. In it, teachers are granted freedom or autonomy to make any necessary, creative and innovative decisions about classroom practices based on their reflective activities, to which Kumaravadivelu (2001) prefers to label it

liberating pedagogy as it grants “liberatory autonomy” (p. 545) to teachers and learners that can “empower them to be critical thinkers” (p. 547). PMP, as elucidated by Kumaravadivelu, is the framework that can serve as a way forward in ELT practice. It is the output of emerging accumulated awareness that method is no longer the dominant ideology in ELT, as hinted in the next section, postmethod condition

2.4 The postmethod condition

As the name implies, the postmethod condition can be grasped by looking at the second word, condition, as the prerequisite for the emergence of the first word, postmethod. The postmethod condition (PMC), in Kumaravadivelu’s conscience, is a renewed awareness, which is:

“a state of heightened awareness—an awareness that as long as it is caught up in the web of method, it will continue to get entangled in an unending search for an unavailable solution, an awareness that such a search drives it to continually recycle and repackage the same old ideas, and an awareness that nothing short of breaking the cycle can salvage the situation” (Kumaravadivelu 2006a:162).

This marks that the postmethod condition is a state of affairs that compels us to refigure the relationship between the theorizers and the practitioners of method (Kumaravadivelu 1994). The awareness is to end the supremacy of power in the centre in formulating the classroom agenda. It is the awareness that drives the local classroom practitioners to stop adhering faithfully to the centre-based theory on how to enact teaching in their classrooms because the complexities that exist in their classrooms are beyond the theorizers’ understanding. There are two main points entailed in the renewed awareness (Kumaravadivelu 1994: 29). First, if the conventional concept of method entitles theorizers to construct knowledge-oriented theories of pedagogy, the postmethod condition empowers practitioners to construct classroom-oriented theories of practice. It means that method is expert-made theory of teaching intended for the world which is not specifically contextualized, while postmethod is teacher-made theory of teaching meant for themselves in their own context. Secondly, if the concept of method authorizes theorizers to centralize pedagogic decision making, the postmethod condition enables practitioners to generate location-specific, classroom-oriented innovative practices. This implies that method limits the space and possibility for teachers’ creativity and innovation since they are only the end users of the method. Meanwhile, postmethod opens up and promotes any potential of teachers’ creativity and innovation as they serve as designers as well the users of the approach construed.

The postmethod condition (Kumaravadivelu 1994) also signifies three main features. Firstly, it signifies a search for an alternative to method rather than an alternative method (p. 29). Secondly, it signifies teacher autonomy recognizing the teachers’ potential to know not only how to teach but

also to know how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks (p. 30). The third signifies principled pragmatism, that is based on the pragmatic pedagogy (Widdowson 1990: 30), in which the relationship between theory and practice, ideas and their actualization, can only be realized within the domain of application, through the immediate activity of teaching' (p. 30). Principled pragmatism thus focuses on how classroom learning can be shaped and managed by teachers as a result of informed teaching and critical appraisal (Kumaravadivelu 1994). This implicates that there are actually "many ways to Rome" and there is no a single best way. Every teacher has his or her own way and can fit best only to the context where it is designed for. Besides, teacher autonomy is highly valued which paves the way for RP and TC which leads teachers to see academic and administrative constraints not as a problem but a challenge to think out of the box. PMC also emphasizes that no breakthrough is a breakthrough so long as impractical and inapplicable, which creates meaningful teaching and learning. For this to realize, the activity should be circular: reflection, creation, action, and evaluation (Wallace 1991).

For instance, on the first meeting, an EFL teacher uses lecture-styled classroom in explaining a topic on how to write an academic writing. During the class, the teacher notices that his/her students are not active, engaged and involved in the lecture. As a result, the teacher becomes frustrated and the students cannot grasp his/her explanation. At home, the teacher keeps thinking and evaluating what happens in the classroom and tries to read some resources on active and effective teaching learning. On the second day, when the teacher comes to the topic of "topic sentence" in an essay, he or she changes two things: first, the sitting arrangement is no longer classical model, but in the form of grouping with 5 students each. The material is no longer presented in lecture mode but in mind-mapping model where every group member is triggered to participate actively. In the end, the students seem to enjoy learning as everybody gets involved and the teacher is active giving monitoring and feedback. This example is 'pragmatic' and 'principled' since the class learning can be managed using group-learning and mind-mapping technique and this leads to a desired learning.

Postmethod condition also promotes the ability of teachers to know how to develop a reflective approach to their own teaching, how to analyse and evaluate their own teaching practice, how to initiate change in their classroom, and how to monitor the effects of such changes (Wallace 1991). In PMP, Kumaravadivelu (2003b) proposes a reflective model of teaching in the form of observational-reflective techniques for prospective teachers. Being able to reflect on teaching and learning they are attached to can mean that teachers have sufficient personal knowledge of learning and teaching. This, according to Freeman (1996), "involves a cognitive dimension that links thought with activity, centring on the context-embedded, interpretive process of knowing what to do" (p. 99). Being reflective in the postmethod teaching can also mean how teachers interpret and

evaluate the events, activities, and interactions that occur in the teaching process, and how these interpretations and evaluations feed back into teachers' subsequent planning, thereby enriching their teaching performance and enhancing their intellectual competence (Woods 1996). Practically, being reflective can mean "being involved (in research-like activities) keeping one's eyes, ears, and mind open in the classroom to see what works and what does not, with what group(s) of learners, and for what reason, and assessing what changes are necessary to make instruction achieve its desired goals" (Kumaravadivelu 2001: 550)

2.5 Conceptualizing postmethod pedagogy

The endeavour to search for new methods seems to have reached an anti-climax. Many experts demonstrate an evaluative, critical and sceptical view about the methods and even question the validity of the concept of method itself and suggest not to waste time thinking and searching for fantasized best methods that will work in all contexts at all-time regardless of the complexity of the classroom situation (Pennycook 1989; Richards 1990; Prabhu 1990, Allwright 1992, Kumaravadivelu 1994). The ELT experts' critical evaluation here is about identifying "the relationships between different program components, procedures and epistemologies developed by the people (experts of the centre) involved in programs, and in the processes and outcomes which are used to show the value of a program—accountability—and enhance this value—development" (Kiely and Rea-Dickins 2005: 5). Instead of searching for an alternative method, Kumaravadivelu (1994, 2003b, 2006b) reiterates and suggests that language teaching practitioners are to focus on seeking an alternative to method, a rather divergent line of language teaching philosophy, where the idea of how to teach is not generated from the smart mind of outside experts but rather resulted from the repertoire of lived experience of classroom teachers. In reality, teachers make a whole series of decisions about teaching based on their own educational experiences, their personalities, their particular institutional, social, cultural and political circumstances, their understanding of their particular students' collective and individual needs, and so on (Stern 1983).

This bottom-up alternative to method proposition is widely known, and intensely debated, as *postmethod*. The term bottom-up (Kumaravadivelu 2003a) refers to a grounded "process in which local language teachers and teacher educators, using their professional and personal knowledge take the initiative to construct a pedagogy that is sensitive to their local needs, wants, and situation" (p. 545). The rise of postmethod pedagogy (PMP) as detailed by Kumaravadivelu and emulated by its proponents can symbolize that teaching methodology can be said to have moved "beyond methods" (Richards 1990: 27) to the "post method condition" (Kumaravadivelu 1994: 27). Due to its all-embracing features, the "revolutionary" PMP can therefore be seen as both an attempt to understand the paradigm shift that L2 education has gone through in the past 40 years and an

attempt to unify practices in a more holistic way (Bell 2003: 332). Be it accepted or rejected as an igniting theoretical body of ELT, PMP can be an alternative safeguard in ushering ELT practitioners to see more critically what it takes to be a professional practitioner.

To teach a language effectively, then the practitioners are to go beyond the “limited concepts of method” (Kumaravadivelu 1994, 2001, 2003b, 2006a). The very realities of language learning and teaching contexts are fundamentally different from one class setting to another. Therefore, the fixed set of procedures and techniques embedded in methods as outlined and proposed by high-calibre language teaching theoreticians (ELT people behind the methods of Grammar-Translation Method, Audio-lingual, CLT, Task-Based Language Teaching, etc.) cannot optimally fulfil the needs of learners and teachers since their situations are unique and specific. Meanwhile, methods have a fixed set of prescribed procedures or principles for classroom practices that fits all contexts (Brown 2000; Kumaravadivelu 1994, 2001). One-fit-all approach can and will never materialize here. In that particular sense, Kumaravadivelu (1994) then visualizes an energizing and empowering model of teaching where teachers are not restricted to any predetermined set of rules or procedures on how teaching should be implemented, but where they are given total freedom to evaluate and reflect on their state-of-the-art contexts and to create any possible innovative techniques of teaching that best serve their own as well students’ needs and their interests. It is what Kumaravadivelu refers to as PMP.

From the late 80s to the beginning of 90s, most of the language educationalists had expressed their critical evaluation on the ways languages should be taught in classrooms (see Clarke 1983; Pennycook 1989; Prabhu 1990; Allwright 1991; Kumaravadivelu 1994). According to Kumaravadivelu, the concept of method as the organizing principle for L2 teaching” (2001: 538) has resulted huge dissatisfaction among the aforementioned L2 thinkers and Kumaravadivelu even stresses that “the concept of method has little theoretical validity and even less practical utility, whose meaning is ambiguous and its claim is dubious” (2006a: 170). Other belittling critiques are that there is “no best method” (Prabhu 1990: 172), methods are just “a label without substance” (Clarke 1983: 109), have “diminished rather than enhanced our understanding of language teaching (Pennycook 1989: 597), and methods in a very sceptical tone are considered already dead (Allwright 1991). These accumulated turmoil has resulted in shared awareness among those and other ELT prominent figures to revisit, refigure and reconceptualise the concept of method that can streamline the ELT programs by seriously taking into account the substantiated relationship between theory and practice.

All these critical discourses have heralded and finally stimulated the birth of postmethod condition (PMC) and the development of PMP. Kumaravadivelu (2001, 2003b, 2006b) has pointed out that

the postmethod discourse with its three organizing principles for language teaching entailing the aspects of practice (*pedagogy of practicality*), context (*pedagogy of particularity*), and empowerment (*pedagogy of possibility*) aims at providing a more comprehensive context for language teaching in terms of both its social engagement and political accountability. The term pedagogy here is defined (Kumaravadivelu 2001: 538) in a broad sense to include not only issues pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures, but also a wide range of historical, political, and sociocultural experiences that directly or indirectly influence L2 education.

The emergence of the postmethod was triggered by the fact that Kumaravadivelu was “sceptical of existing teacher education programs, which merely transfer a body of professional knowledge to prospective teachers, knowledge that may not even be relevant to their local needs (Kumaravadivelu 2006a: 199). Generally, there could be two types of ELT teaching practitioners in Indonesia. The first is old generation of teachers who seem to favour the old models of teaching, described as “the sage on the stage”, while students are passively listening and making notes and only sometimes raising hands for questions and clarification. The second type of generation is the “young gun” or millennial generation who are mostly up-to-date with information technology. They seem to bring in fresh air for education and try to navigate and customize their teaching by trying to minimize the cultural barriers between teacher and students. To conclude, the postmethod condition can thus increase the practitioners’ autonomy through reflection on their own practice, through constant re-evaluation of the curricular, and institutional limits, through innovation, monitoring and analysis of the results of innovation (Cehan 2014).

2.5.1 Parameters of PMP

Every pedagogical approach seems to have a differentiating facet that makes it distinctive from other approaches. As an empowering bottom-up pedagogical approach, PMP has a three-dimensional system consisting of three pedagogic system parameters: particularity, practicality and possibility.

2.5.1.1 The parameter of particularity

The aspects of particularity are the first to be considered in PMP. This parameter is based on the firm belief that all pedagogy is local and particular meaning that local exigencies and lived experiences get prime emphasis. This carries the idea that “a language teaching program must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu” (Kumaravadivelu 2001: 538). Accordingly, this pedagogy of particularity then rejects

the basic stance of method-based pedagogies where “there can be one set of pedagogic aims and objectives realizable through one set of teaching principles and procedures” (Kumaravadivelu 2006a: 171). Kumaravadivelu then points out that such a pedagogy is responsive to and responsible for local, individual, institutional, social and cultural contexts in which learning and teaching take place (Kumaravadivelu 2003b). This particularity (Kumaravadivelu 2001) seeks to facilitate the advancement of context-sensitive, location specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities.

This critical awareness (Kumaravadivelu 2006b) starts with practicing teachers, either individually or collectively, assessing local needs, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what doesn't (p. 69). The iterative flow of activities entailing observation, reflection and action which, Kumaravadivelu stresses, becomes a prerequisite for the development of context-sensitive pedagogic knowledge (2001). One of the examples proposed by Kumaravadivelu (2006a: 171-172) is a study by Shamim (1996) taking Pakistan as a context. This study showed how neglecting the particularity of Pakistanis culture could cause a serious problem in students learning. The study indicated that her attempt to introduce communicative language teaching into her classroom met with a great deal of resistance from her learners, making her “terribly exhausted,” leading her to realize that, by introducing this methodology, she was actually “creating psychological barriers to learning ...”

2.5.1.2 The parameter of practicality

As the name implies, this parameter has a focus on prioritizing aspects of practicality of teaching upon which aspects of theory of teaching are built up, which both have to be done by teachers themselves. It is aimed at a teacher-generated theory of practice. This is based on a proposition that “no theory of practice can be useful and usable unless it is generated through practice (Kumaravadivelu 2001: 541). By this parameter, a language teacher assumes the role of autonomous theorizer rather than a mere ‘consumer’ of externally prescribed theories (Kumaravadivelu 2003b). Kumaravadivelu (1999) affirms that a pedagogy of practicality seeks to overcome some of the deficiencies inherent in the theory-versus-practice, theorists'-theory-versus-teachers'-theory dichotomies by encouraging and enabling teachers themselves to theorize from their practice and practice what they theorize. This parameter refers essentially to the relationship between theory and practice (Kumaravadivelu 2002), leading to a practice-based theory. What the parameter of practicality aims for is a personal theory of practice generated by the practising teachers, which was based on Kumaravadivelu's (2003a: 544) proposition stating that “No theory

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can be useful and usable unless it is generated through practice". Further, Kumaravadivelu accounts that:

"A teacher's personal theory involves keeping one's eyes and ears and mind open in the classroom to see what works and what doesn't, with what group(s) of learners, for what reasons, and assessing what changes are necessary to make instruction achieve its desired goals. It involves continual reflection and action. It is formed and reformed not only by the pedagogic factors governing the microcosm of the classroom, but also by the socio-political forces emanating from outside" (Kumaravadivelu 2002: 39).

This informs us that the practicality parameter is construed from active observational reflection in the classrooms of the teachers handling the classrooms. The central message in the pedagogy of practicality is the empowerment of teachers to create their own unique theory of practice, which is, often, not easy to materialize. This pedagogy (Kumaravadivelu 2001) maximizes the symbiotic relationship between theory and practice that has a direct impact on the practice of classroom teaching. According to general educationists (i.e. Elliot 1991), theory and practice mutually inform, and together constitute a dialectical praxis, an affirmation that has recently influenced L2 teaching and teacher education as well (i.e. Freeman 1998; cited in Kumaravadivelu 2001: 540).

In this parameter, Kumaravadivelu (2001) tries to nullify the notion that teachers should construct their personal theories by testing, interpreting, and judging the usefulness of professional theories proposed by experts, which he believes only create a narrow space for teachers to function fruitfully as *reflective* individuals. This argument leaves very little room for self-conceptualization and self-construction of pedagogic knowledge, because teachers are treated merely as implementers of professional theories (Giroux 1998; Kincheloe 2005). Therefore, it is the practicing teacher who, given adequate tools for exploration, is best suited to produce such a practical theory.

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. It is the result of what he called *pedagogical thoughtfulness*. 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, analyse 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). In Indonesian context, this norm of practice seems to work well in two pedagogical areas: materials designing and classroom examinations (mid semester and final semester), particularly in tertiary context. In university teaching, lecturers usually in team-teaching are assigned with some topics within a single course based on the agreement in the lecturers' meeting. Then, it is the lecturers' accountability to search for and design teaching materials. The same principle applies in the conduct of examinations where the lecturers have their full authority to design, administer and assess the examination materials. Quite similar

case applies in secondary school. The only difference is that the schools have provided the teachers with some compulsory text-books. Despite the fact that teachers are given autonomy to recreate or supplement their teaching materials as long as they are not out of the topics.

2.5.1.3 The parameter of possibility

The third parameter, the parameter of possibility is derived from Freirean critical pedagogy that seeks to empower classroom participants so that they can critically reflect on the social and historical conditions which create the cultural forms and interested knowledge that give meaning to the lives of teachers and learners (Kumaravadivelu 2002). This parameter, held by Kumaravadivelu, aims to “empower” (ibid. 40) participants to critically appropriate forms of knowledge outside their immediate experience. Like the parameter of practicality empowering teachers, the pedagogy of possibility deals with liberation and empowerment of the learners (Kumaravadivelu 2006a), which aims at social transformation by developing learners to “critically reflect on the social and historical conditions contributing to create the cultural forms and interested knowledge” (Kumaravadivelu 2003a: 544). Such pedagogy would take seriously the social and historical conditions which create the cultural forms and interested knowledge that give meaning to the lives of teachers and learners.

The key word *empower* (Kumaravadivelu 2006a) here implies at least two facets: 1) it facilitates the possibility of power for both teachers and learners to do something related and relevant with their state of being in their society attributing to their teaching and learning; 2) having accomplished point one, it makes both teachers and learners more confident in the acts of teaching and learning. Hence, it can be said that the parameter of possibility is about integrating local and global non-deprivable aspects (i.e. social, historical, political, economic and cultural grounds) subsisting within and beyond the teachers and learner. The parameter of possibility is also concerned with language ideology and learner identity, where language education provides its participants with challenges and opportunities for a continual quest for subjectivity and self-identity (Kumaravadivelu 2006a: 175). Hence, “the historically and socially constructed identity of learners influences the subject position they take up in the language classroom and the relationship they establish with the language teacher” (ibid. 544). The pedagogy of possibility is designed to empower participants and point to “the need to develop theories, forms of knowledge, and social practices that work with the experiences that people bring to the pedagogical setting” (Giroux, 1988, cited in Kumaravadivelu 2001: 543). The experiences participants bring to the pedagogical setting, Kumaravadivelu further clarifies, are shaped not just by the learning/teaching they have encountered in the past but also by the broader social, economic, and political environment in which they have grown up (ibid.).

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As a relatively new grounded, bottom-up theory, PMP has as always two sides of the coin: positive features and drawbacks as discussed elsewhere in this thesis. Both will attract two kinds of ELT proponents: supporters and critics. Both can function meaningfully and constructively. The supporters can be the front-liners or vanguards who will initiate the employment of PMP in their classroom practices and at the same time take the role as classroom researcher who can provide a better insight of what really works and what really needs further ramification and improvement. These can be a very strong basis for solidifying PMP as a body of theory and practice for ELT. On the reverse, the critics as usual will evaluate, analyse and even foresee what is still unseen in the macro-micro strategies, in the zones of particularity, practicality and possibility and in the goals and objectives as well as in availability of its “plausible technical operational software” teachers can model in the field. These, not the supporters, who can earnestly tell PMP proponents in terms of what you think is wrong, how you think is wrong, where you think you are going is wrong, and what you can do to stop being in that wrong path when exercising ELT activities. Despite the fact, according to Akbari (2008: 642), the post method discourse (2002; Kumaravadivelu 1994, 2001, 2003a, 2003b, 2006a, 2006b) has laid down a number of principles according to which language teaching should proceed. Akbari adds that these principles, which address aspect of practice (pedagogy of practice), context (pedagogy of particularity), and empowerment (pedagogy of possibility), aim at providing a more comprehensive context for language teaching in terms of its social engagement and political accountability.

2.5.2 The postmethod cycle of empowerment

On the basis of the illumination of the parameters of PMP in Section 2.2.4, I started to grasp the idea of the parameters of the PMP. Although it is apparently normal to start from the first P, the particularity, in all teaching operating procedures, however, I can see it that actually it can start from any parameter and end in any parameter. It is due to the fact that each of them is not a disparate entity but one or three in one. When a teacher thinks about what is particular, actually at the same time he or she thinks about what is practical and what is possible for that particular situation. The same thing happens when a teacher starts thinking about what is practical in the classroom, he or she also thinks about what is possible and what is particular. It is a bit circular. The way PMP concepts work can be identified and sensed in Figure 2.1 which Kumaravadivelu calls it the postmethod cycle of empowerment (Kumaravadivelu 2006b).

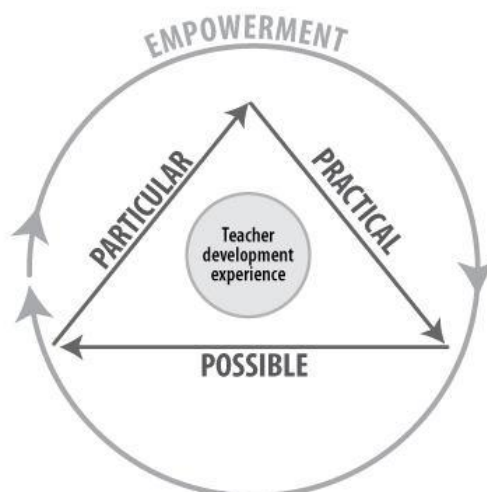


Figure 2.1 The postmethod cycle of empowerment

As seen in the figure, teacher professional development can be potentially engineered through the framework of PMP in the postmethod parameters, starting from understanding what is particular, identifying what is practical, and facilitating what is possible in the practical domain of teaching. This circular mode of practice will end up with true professional development with the internalization of self-empowerment when conducting teaching. This empowering element of teaching breeds self-empowerment of learners to optimize their capacity to learn. In other words, through this visualization, ELT practitioners as well as their learners are on the cutting-edge of orchestrating and promoting the idea of lifelong learning: learning how to learn. In the level of application or practice of teaching, it is actually mirroring the stance of reflective practice (RP) (see Fig 2.2 in Section 2.6.3), where it starts from practice followed by reflection and ended by practice. These concepts seem to be two in one, two different names of educational and development toll for the same purposes. When a teacher thinks about what is particular, practical and possible within a certain teaching context, actually he or she is doing RP. So is the reverse. When a practitioner reflects on what is to teach, how to teach, how to make what to teach is understandable, the teacher is actually performing the aspects of particularity, practicality and possibility. What is widely accepted thus far is that teachers do PMP-based teaching through RP as what Kumaravadivelu asserts that PMP is actualized through a *reflective model* of teaching in the form of observational-reflective techniques (Kumaravadivelu 2003b). Yet, considering the similarities of their theoretical philosophies, a bottom-up and empowering approach of teaching, I have no hesitation to claim that teaching practitioners can perform RP fruitfully via the concepts of PMP particularly through seeking the practical answers to its triple Ps (what is particular, practical and possible). In brief, both PMP and RP are teachers' self-empowerment device.

2.5.3 Potential problems of PMP

Kumaravadivelu highlights two major sources of problems that must be addressed if the postmethod is going to be accepted as the dominant L2 teacher education framework (2006a: 216): pedagogical barriers and ideological barriers. The first the pedagogical barriers deal with entrenched models of teacher education that rely on a transmission view of knowledge and treat L2 teacher education as the process of transferring “a set of predetermined, preselected, and pre-sequenced body of knowledge from the teacher educator to the prospective teacher”. Very likely, to eliminate the barriers systematically, the teacher education has a potential role to play as it is the nub of early teacher development. Language education program can start initiating a paradigm shift from method-based to postmethod pedagogy manifested in their curriculum and syllabuses. Secondly, the ideological barrier refers to the politics of representation and what counts as valid knowledge. Kumaravadivelu (2006a) elaborates that the ideological barrier can cast a long hegemonic shadow over the English-language teaching enterprise around the world, and manifests itself in the process of marginalization, and the practice of self-marginalization. Kumaravadivelu also identifies and envisages that in the specific context of English language teaching and teacher education across the world, “the colonial strategy of power purposely projects the image of Western knowledge, and deliberately diminishes the value of local knowledge” (p. 218).

2.5.4 Critiques of PMP

Apart from its promising ideals, the postmethod teaching seems to have been accepted conceptually but not widely practically applied as its technical procedures are not that clearly spelled out. The idea of how-to remains abstract, especially for teachers. Its steady and prolonged moving and development is, partly, owing to the fact that, in its early age, most of the high profile academia in language teaching have been earnestly searching and identifying the weak points of the postmethod to be attacked, criticized and falsified sternly instead of consolidating and invigorating the concept and its empowering elements. Two of the most outspoken figures in the debate of ELT methodology who seems to doubt the potency of this approach are David M. Bell and Ramin Akbari. Bell (2003) strongly argues that “postmethod, rather than being evidence of the maturation of teaching practices, is a further manifestation of the search for method and so is subject to the same criticism” (p. 326). Bell even made an early conclusive thesis stating that “methodology, therefore, rather than going beyond method, may be understood as a synthesis of various methods under the umbrella of CLT” (p. 332). This is due to the fact that similar voices can be identified in Nunan’s (1991) idea on appropriate classroom practices, Richards’ (1990) notion on effective teaching, etc. Even stronger criticism comes from Akbari (2008) who sharply argues that “if postmethod is really a bottom-up movement, then it must stop abstract speculations and base

its claims on empirical data gathered from teachers and their world of practice” (p. 648). He questioned such speculative claim because based on his deep reflection and evaluation on methods vs. postmethod lines of arguments especially articulated by Kumaravadivelu, Akbari feels and believes that:

“In reality, the post method is qualitatively not much different from method because both of them ignore or misrepresent the realities of the classroom and, in turn, impose their own version of hypothetical reality. While method has ignored the reality of learning and language learners, post method has ignored the realities of teaching and language teachers. By making too many demands of teachers, the post method pedagogy has, in practice, turned a blind eye to social, political, and cultural realities of language teaching contexts and the limits within which teachers operate” (Akbari 2008: 642).

This sounds logical and argumentative if, for instance, Akbar backs his criticism with classrooms-led data showing both the actual realities of learning and language learners and that of classroom teaching and teachers. Supposed the realities are there exactly the same as Akbari perceives, they cannot and never be the correct basis for saying that “the post method is qualitatively not much different from method” since each has distinct philosophical basis. For method-based pedagogy, it is top-down, expert-oriented and centre-based with fixed set of principles to be exported, imposed and implanted. On the other hand, PMP is bottom-up, teacher-oriented, and periphery-based with three dimensional parameters (Ps) with mutually enriching theory-practice and practice-theory principles. That is seemingly the reason why Kumaravadivelu does not provide standard procedures to follow as a practical guideline like in method. Instead, he has developed a general framework so-called “macro strategies and micro strategies” (Kumaravadivelu 1994, 2003b). However, these macro and micro strategies also create the sense of imposition for teachers as they start to limit the reflective-creative mind of teachers on how to implement PMP. What makes postmethod paradigm is significantly different from method is that it promotes teacher autonomy and teacher empowerment, which is sensibly marked by two empowering elements: reflectivity and creativity, as next discussed successively.

2.6 Conceptualizing reflective practice (RP)

Everyone indulging the teaching profession has likely encountered or at least heard the term *reflection*. Presumably, not every teacher has the sufficient grasp of the meaning and idea behind the term. Most educational people have been actively bandying it about since the early 20th century up to the current time (cf. Dewey 1933; Fendler 2003; Osterman and Kottkamp 2015; Rodgers 2002; Schon 1983, 1987; York-Barr et al. 2009; Zeichner and Liston 1996.) and actively propelled by other educational practitioners within the domain of language education (cf. Farrell 2007; Kiely 2013; Richards and Farrell 2011; etc.). The term *reflection* can be easily articulated, yet the way people

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try to understand it often misleading. For common teachers, this buzzy term can mean just *thinking about something*. But for more concerned teachers this can carry the unstated meaning to analyse what has happened in the classroom, why this technique works and why the other one does not work, why a certain group of students understand a given lesson while others are struggling, etc. In this niche, the reflective teachers think of other ways of solving the classroom problems.

That being said the past is the foundation so we need to look back what happened and based on it we can look forward and build on the future within the theoretical domain of RP. Two prominently acclaimed figures within the field of teaching and are John Dewey (cf. Dewey 1933) and Donald Schon (1983, 1987, 1991) who leave eminent influence on reflection in education and have much influence in the augment of RP within the domain of language teaching or applied linguistics (Richards and Lockhart 1996; Farrell 2004, 2007, 2016; Kiely 2013; Mann and Walsh 2013, 2017). In that early twentieth century, 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). In this view, Dewey sees reflective action as a sort of a teacher-self-initiated activity involving willingness to engage in constant self-appraisal and professional development.

For Dewey supported and followed by RP figures, reflection is a practice which will result in the professionalization of the field and is a means to control "action that is merely repetitive, blind, and impulsive" (Dewey 1933: 17). Dewey's view on the practice of *common teachers* such as doing repetitive, blind and impulsive teaching acts might not be true in the real practice. Even the teachers believed to have such practice still have or practice the element of reflective, creative and innovative teaching especially when we get closer to the context of their teaching. This view also seems to embed the element of disrespect for teachers. *Teachers in many parts of the world including in Indonesia are subject to change in their professional development from, say, non-reflective to reflective teachers*. Realizing the nature this teachers' periodical development, we become alert from being disrespectful for teachers' professional practice. Back to Dewey's reflective teaching, this embryonic RP as a disposition to enquiry, in Dewey's (1933) views, has a particular relation to the attitudes of open-mindedness, responsibility and wholeheartedness, which, according to Dewey, are integral to reflective action (Zwozdiak-Myers 2011).

By open-mindedness, in Zwozdiak-Myers' (ibid.) view, there is a willingness to consider more than one side of an argument and fully embrace and attend to alternative possibilities. Meaning that open-minded teachers are those who accept their own strengths and weaknesses and welcome others' perspectives (Bailey 2012). By responsibility, it refers to the disposition to consider carefully the consequences of actions and the willingness to accept those consequences (Zwozdiak-Myers

ibid.). This also indicates that responsible teachers consider the teaching atmosphere and their actions in the classrooms (Bailey, *ibid.*). Lastly, wholeheartedness refers to the way in which open-mindedness and responsibility come together in response to a particular situation or event (Zwozdiak-Myers *ibid.*). Too, it refers to teachers' analysis of their own assumptions, beliefs, and the results of their actions and to the idea that teachers can learn something new in all teaching experiences (Zeichner & Liston 1996). Understanding reflection and its practice can mean understanding the major sources of RP that influence its praxis. Another prominent figure in the domain of RP having principled difference with Dewey (1933) is Schon (1983; 1987, 1991).

Unlike Dewey, who is more theory-based practice, Schon is more attuned to intuitively experience-based practice underlining the importance of framing and re-framing practice in order to make more sense of it. The term "re-framing" can be absorbed as trying to see the same event from different viewpoints. Phrased differently, Dewey's reflection is more academically oriented procedures drawn from the perspectives of academia. While Schon's reflection is more "down-to-earth" model much more based on what teachers actually perform in the field, or more bottom-up sense. Divergent with Dewey's critical reflective teaching, Schon developed the ideas of reflection into two major types: reflection-in-action (RiA) and Reflection-on-action (RoA) (see Types of RP). Hence, this research embraces the foundational stance of Dewey's reflective teaching amalgamated with Schon's in-and-on-action of reflection plus Farrell's RfA. The theory of RP used in this research is much more as a mediating frame of reference to understand how teachers actually teach in their respective local contexts. It is the RP that possesses an element of criticality in thoughts and practicality in actions we now call it RP in the scope of this research. RP is a not a detached element in education especially in teaching. Conceivably, education is about learning and learning is a function of reflection. According to York-Barr et al. (2009: 27), RP offers one powerful way for educators—individually and collectively—to stay challenged, effective, and alive in their work. Implied in this, RP can nurture teaching practitioners to grow and expand their repertoire of effective instructional practices. In so doing, it can be presumed that these kinds of practitioners are striving to move from so-called a culture of acting to a culture of thinking and learning with acting. Of this, it is important to grasp the idea of RP as pinpointed by Akbari in which:

"The rise of reflective philosophy is largely due to its empowering aspect, that is, reflective teaching is supposed to empower teachers to take care of their own classroom problems and to be less dependent on outside, academic help for guidance. It does not mean, however, that teaching is solely a practical activity with no theoretical foundation or orientation. Teaching is both practice and theory, and reflective teaching is supposed to create a fair balance between the two by assigning an equal value to the practical insights of teachers and practitioners. The purpose of reflection, in other words, is not rejection of theory, but promotion of practical knowledge to the level of theory" (Akbari 2007: 202).

This clearly suggests that reflective (language) teaching is “a bottom-up approach to teacher professional development that is based on the belief that experienced and novice language teachers can improve their understanding of their own teaching by consciously and systematically reflecting on their teaching experiences” (Farrell 2007: 9). As one of the core elements in the framework of PMP used in this study, RP reaffirms that its empowering value assists teachers to identify their strong and weak points in their teaching. It helps teachers to better understand their teaching values and circumstances: what can and what cannot be actualized in their classroom. In other words, it helps teachers to identify as well as solve classroom problems. Teachers generally are often confronted with evolving desires for shifting their perspectives, beliefs, and attitudes towards their profession. This tendency is often caused by dynamic teaching moments and unpredictable experiences that they have during their teaching activities. Very often they are told by their conscience that, for instance, this is not true, this is not what I am supposed to do, this is not really the right way of managing the class, etc. Reflective teachers, according to Pollard (2008), need to consider their own values carefully and be aware of any implications. Therefore, through self-reflection, teachers can relate their experiences to their beliefs, knowledge and emotions in order to “integrate what is socially relevant into their images of themselves as teachers” (Beijaard, et al. 2004: 114). RP pushes teachers from their knowledge of distinct skills to modify their skills to suit specific contexts and situations, and eventually to invent new strategies (Larrivee 2000), by which they can create a better impacted teaching. That is the thread of Schon’s (1983) argument outlining that, ‘to create the knowledge which is of value to us in informing action’ we should reflect on the implicit understandings which have guided our actions to date and ‘criticise’, restructure and re-apply that understanding’ (Postlethwaite 1999: 29). This is crucial since it links our actions (as we re-apply our understanding) to our thinking, to that understanding itself (James 1999)

2.6.1 Empowering ideas of RP

The notion of RP has inspired a resurgence of interest on researchers and practitioners especially in the field of language teaching. Farrell (2013) noted that this renewed interest in reflective teaching is principally meant for the empowerment of teachers. The idea of lifelong learning should be the first principle attributed to teachers especially learning from their teaching. The complexity of teaching can be the source of learning. For instance, Farrell (ibid.) suggests that when a practitioner is confronted with a problem, he or she identifies the problem as being of a particular type and then applies an appropriate technique to solve the problem. This approach, however, often brings about unsatisfactory results as indicated by the finding of Zhang’s research revealing her testimony on her class (Allwright & Hanks 2009: 150): “Frequent modification to my teaching methods did not produce any positive results”. Therefore, she moved from a technical, problem-solving, approach to a ‘quality of life’ perspective (ibid.) because, as she illustrated, “for some time

I did not come up with any solution to my class, it suddenly occurred to me that the only way out was to emphasise the quality of life in the classroom” and then work primarily to understand language classroom life instead of trying to directly solve problems (ibid.). What she did was (ibid.) she stepped back from the problems in her teaching and saw them in the larger context of the life and lives they affected. According to Allwright and Hanks (ibid.), what can work better in the problematic classrooms are the realization of EP principles such as exploring the classroom’s ‘quality of life’ first, as we work for understanding rather than for problem-solving, as we really try to bring people together, involve everybody and foster mutual development (p. 221). In this path, the knowledge about effective teaching practice can be continuously generated. This learning model is embedded in the term reflection (used by Schon (1983)) through which the knowledge in the form of better understanding of how teaching should be performed is actually, in Akbari’s (2007) assertion, the direct result of practice, not the type of knowledge which has been based on scientific approaches advocated by Dewey. To be reflective, teachers have to avoid routinized action and focus more on reflective action. Pollard (2015) suggests that to be genuinely thoughtful, we must be willing to sustain a state of doubt.

Instead of contrasting, conflicting and polarizing Dewey’s rational, scientific reflective teaching with Schon’s intuitive, artistic reflection-in and -on action, I prefer to view reflection in complementary platform in which, if perceived as a mango tree, Dewey’s scientific reflection serves as the seed and Schon’s intuitive, artistic reflection as the trunk, while the branches if any belong to their passionate advocates, and the fruits whatever they taste go to practicing teachers. In this way, I can see that RP as a theory and a practice can define and claim itself as a true means for teacher professional development where critical in thinking, intuitive in practice and empowering in result are an indispensable route of RP. By reflecting, EFL teachers authorize themselves to do self-appraisal, analysing the spots where they have not satisfactorily performed and need to be improved. Doing reflective teaching is also 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, as argued by Kiely (2013), the reflective practitioner is constantly 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. When such a change occurs, RP brings about positive impacts for professional development. However, reflective practice is difficult for new teachers to achieve (Akbari 2007) and therefore not all teachers become reflective practitioners (Hunter and Kiely 2016). Hunter and Kiely implicitly note that new teachers having limited teaching repertoire and practical experience have limited possibility to promote change (ibid.) in their ELT practices.

2.6.2 RP for professional development

RP arguably holds an essential dimension of effective teaching as it leads teachers to subject themselves to a process of self-observation or self-evaluation. Practically, by reflecting on what they do in the classroom, teachers specifically explore their teaching practices and beliefs to check whether these function well or not. When done effectively, this reflexivity act can lead teachers to continue modifying their teaching perspectives and strategies for their classroom instruction betterment. In this sense, RP can be understood as:

“a professional development strategy; it is also a problem-solving strategy. It is about individuals working with others to critically examine their own practice to resolve important problems. To engage in reflective practice requires an environment of support. It requires an organizational climate that encourages open communication, critical dialogue, risk taking, and collaboration” (Osterman & Kottkamp 2015: 21).

The key points in the quotation are twofold: RP as development strategy and as problem-solving strategy. Usually, RP is conducted when practitioners feel there is something wrong in their classroom practice, a kind of unanticipated situation that hinders the flow of teaching and students learning. The practitioners then feel the urge to sort this out through reflection and based on result of the reflection, the practitioners move to a better informed action of teaching. To get the reflection done with the problems solved, practitioners need a workable strategy. The result of this problem-solution cycle is development. So, professional development is about finding a way or a breakthrough forward. Identifying a problem in the classroom practice can be a departing point. Perhaps, not being complacent is a stimulus for RP to get things improved in the practice. In this perspective, RP serves as a tool to deepen the understanding of the teaching-learning process, expand teachers' repertoire of techniques, monitor the impact of the utilization of these techniques, and evaluate teaching (Murphy 2014). RP, however, is not as easy to do as it sounds. It needs some vital elements or extra skills to perform it meaningfully.

Generally, reflection includes reasoning, the creative production of ideas, problems solving, and the awareness of all these mental activities in metacognition (Watson 1996), in which the practitioners engage in order to improve teachers' professional practice (Sellars 2014). This means it covers a wide range of metacognitive activity, the one which relates to one's own understanding and awareness of one's thought processes. 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 be an ultimate way for educators to search for ever-improved ways to facilitate student learning (Osterman and Kottkamp 2015). Hence, professional development can be facilitated via reflection since it helps teachers to think about what happened, why it happened, and what else could have been done to reach their goals

(Cruikshank & Applegate 1981). Phrased differently, RP can be ‘a disposition to enquiry incorporating the process through which...teachers structure and restructure actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development’ (Zwozdiak-Myers 2011: 26). Inasmuch as the purpose of RP is ‘the improvement of professional practice through behavioural change’ (Osterman & Kottkamp 2015: 16), practitioners should have ‘the ability to frame and reframe the practice setting, to develop and respond to this framing through action so that the practitioner’s wisdom-in-action is enhanced...articulation of professional knowledge is encouraged’ (Loughran 2002: 42). The gist of the matter is that professional development can be effectively attained through the heads and the hands of committed teachers, whose enthusiasm for self-evaluation and self-development is huge.

RP is also widely believed to be ‘a powerful norm that is required for continuous improvement of teaching and learning practices that results in high levels of student achievement’ (York-Barr et al. 2006: 1). York-Barr et al. warn that to change our practices, to change our routines, to change our beliefs and to change our goals, we need time to think, to flash back, to tinker, to create a transformative idea that can narrow down the gap of what is idealized and what is realized. This requires us to slow down, to rest a moment, to take a deep breath, and to inhale a much fresher air so that we can breathe and have a control of our thought (ibid.: 3). Hence, RP cannot be fruitfully done in the fast track, hence practitioners need to situate a rest area or moment of thought to reflect on past practices and to designate adjustments or changes for future, more meaningful, practices. RP can play a very significant role in practitioners’ professional development, which result in school performance improvement. In the same sense, Osterman and Kottkamp articulate this belief by mentioning that:

“RP is a meaningful and effective professional development strategy. Even more, it is a way of thinking that fosters personal learning, behavioural change, and improved performance. Through systematic inquiry and analysis, it is a way for individuals to create meaningful and enduring change by changing themselves. It is a way to address problems rather than symptoms” (Osterman & Kottkamp 2004: 1).

This carries an idea that RP has promising potentials as a strategy for professional development especially in schools. RP in schools has a special meaning and bargaining position. It is a fruitful tool that can help ease and increase students’ learning performance. Yet, the positive results of RP cannot be gained through one-time process. It needs to be done repeatedly or in a circular way. IT derives self-learning aimed to solve problems, improve practice or make a necessary change to alleviate quality of teaching learning circumstances.

2.6.3 Cycle of RP

Generally, teachers have undergone ‘successes and ‘failures’ in the practice of their teaching. Accordingly, every teacher has a unique story of his or her success or failure, and therefore can espouse what makes up the success happen and what causes the failure. Arguably, a success in the classroom depends largely 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 et al. 2008). Kiely calls this investment *reflective practice* (RP). Kiely also informs that RP can be done individually, in paired-up or collectively, especially within the same domain of expertise. Pollard (2008) underpins that reflective action involves a willingness to engage in constant self-appraisal and development. The word *constant* indicates a continuity of practice. Hence, Pollard further stresses that reflective teaching is applied in a cyclical or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously. In that sense, RP is supposed to be cyclic and iterative (Wallace 1991: 15) as shown in Figure 2.2 below.

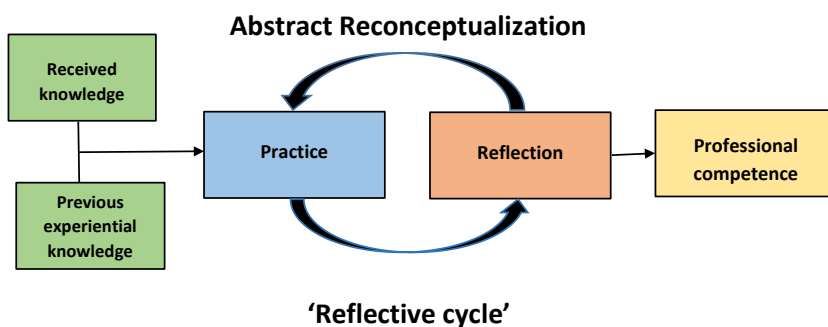


Figure 2.2 Reflective cycle for development

By ‘received knowledge’, according to Wallace, it deals with facts, data, theories, etc. which are either by necessity or by convention associated with the study of a particular profession (p. 52). The two elements, received knowledge and experiential knowledge, are linked by a vertical line to symbolize a close relationship, which together perform the same function as the main capital for reflection. By ‘experiential knowledge’, Wallace mainly refers to the experiential knowledge of professional action (practical experience). Therefore, Wallace adds, the reflective practitioners may evaluate the inputs in terms of their own practice and either decide to change their teaching in some way, or not. If they incorporate the new techniques in their subsequent practice, they may then re-evaluate them in the light of that practice. So, that is the way RP operates in its simplest norm, cycling, reiterated and developed. Hence, based on Figure 2.2, the reflective cycle is a shorthand way of referring to the continuing process of reflection on ‘received knowledge’ and ‘experiential knowledge’ in the context of professional action for the purpose of improved practice of teaching.

Wallace further spells out that this reflection may take place before the event takes place by a process of recollection (when handling a problem, we recall relevant knowledge or experience that may help us with our evaluation of the problem, and take place during the practice itself (RiA). If the reflection after the event, then it is RoA is considered. So, if we take a closer look at Figure 2.2 we learn that 'practice' becomes the central focus of the knowledge base and 'reflection or reflective process' as the developmental base. This cyclic practice will result in professional competence or development. The term 'professional competence' has two sense (Wallace 1991: 58). First, it is the indication, in some formal way, that someone has met certain minimum requirements for the exercise of his or her profession. Another sense is a moving target or a horizon towards which professionals travel all their professional life but which is never fully attained. Wallace (ibid.) further notes that such professional competence deals with adequacy and proficiency which have a stronger force of expertise, especially in teaching, and more particularly in language teaching. This basic reflective model serves as a guiding tool for exploring, analysing, and describing the important entities of the RP done by some voluntarily selected university or school language teachers.

2.6.4 Types of RP

Different authors have different preferences to the categorization of reflection. However, in this research, the idea of RP is based on the combination of Dewey's (1933) idea of reflective teaching, Schon's (1983) intuitive, artistic reflection entailing RiA and RoA, and Farrell's RfA (Farrell 2007). According to Schon (1983, 1987), RiA refers to the process of observing our thinking and action as they are occurring, in order to make adjustments in the moment; and RoA refers to the process of looking back on and learning from experience or action in order to affect future action. Both RiA and RoA, according to Ghaye (2011), have an additional meaning. For RiA, it does not only mean that you are thinking about what you are doing, while actually you are doing it, but it can also mean a reflection in a particular context or workplace, for example, in a classroom. For RoA, it can mean either reflecting after the event (looking back and going over things again, or it can mean focusing on something significant.

The third action, *RfA* (Farrell 2011) means two things. First, we do reflection because we want to understand what we have done better, know more about it, change or improve it. Additionally, this reflection is about planning to take some positive steps to do something with what we have learnt. This denotes an element of being proactive by which to guide future action. In this manner, according to Farrell (2007), teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class. No matter which type of reflection teachers take into action, as long as they are aware that reflection is indispensable element in their

job to think of, and later, to act with. The four types of reflections are actually about making transformative changes of the way we deal with the practice of classroom activities. To do so, as suggested by Farrell (ibid.), teachers through RP are demanded to honestly subject their own beliefs of teaching and learning to critical examination, by articulating these beliefs and comparing these beliefs to their actual classroom practices to see if there are any contradictions between practice and underlying beliefs.

2.6.5 Features of reflective practitioners

The question is, “What do reflective practitioner look like?” To identify the features of reflective practitioners, Dewey’s idea seems relevant to take into account. Dewey (1993: 29-31) articulates that to perform a reflective practice, he or she has to have certain dominant attitudes in his or her own character. He mentions three kinds of attitudes that need to be cultivated in order to be able to do reflection optimally: open-mindedness, responsibility and wholeheartedness, as a general indicative of how the practitioners appear to be reflective. *Open-mindedness* refers to freedom from prejudice, partisanship, and such other habits. It includes a willingness to consider more than one side of argument, to give attention to facts from whatever source they come; to give full attention to alternative possibilities; to recognize the possibilities; and to recognize the possibility of error. The second attitude is *responsibility*, which refers to the disposition to consider carefully the consequences of actions and the willingness to accept those consequences. The third attitude is wholeheartedness that refers to the way in which open-mindedness and responsibility come together in response to a particular situation or event. This attitude is necessary to win the adequate support of desire for new points of view and new ideas and of enthusiasm for and capacity for involvement in subject matter. These attitudes seem to view RP as a process, where it is a cyclic continuous professional developmental lifelong learning.

In addition to Dewey’s proposition, Zeichner and Liston (1996) mentioned that one of the distinguishing characteristics of reflective practitioner is a high level of commitment to their own professional development and he or she has a sustained interest in learning. Besides, Zeichner and Liston further add that inquiry, questioning, and discovery are norms embedded in the reflective practitioners’ ways of thinking and practice (ibid.). Instead of accepting or rejecting new information or ideas, they carefully examine, analyse, and reframe them in terms of specific context variables, previous experiences, and alignment with desired educational goals (Costa & Garmston 2002; Zeichner & Liston 1996). Reflective practitioners are decision makers who develop thoughtful plans to move new understandings into action so that meaningful improvements result for students (Clarke 1995; Costa & Garmston 2002). To learn in and from dynamic, unpredictable, and sometimes ambiguous contexts, reflective practitioners are keenly aware of their surrounding

context, are open to and seek feedback, and can effectively distil the information that should be considered in a reflective process (Bright 1996, cited in York-Barr et al. 2006). Based upon the description above, we can roughly set an image of a reflective practitioner.

Probably, it can be defined that the reflective practitioner is an individual who stays focused on education's central purpose: student learning and development. In other words, it can be said that teachers' professional development mediated through RP is primarily aimed to have a direct effect on the improvement of students learning and understanding. Another attribute of the reflective teacher is the high commitment for learning and development. He or she has to have instilled their commitment and devotion to continuous improvement of practice. Reflective practitioners have to have a self-directed eagerness towards learning, research and development, which are always assuming responsibility for their own learning. The reflective practitioner should be able to demonstrate self-awareness and awareness of others especially with their students, also awareness of surrounding contexts if they wish to perform effectively (in their classroom). They are supposed to keenly develop the thinking skills for effective asking for information, clarification and confirmation. The results of their reflective-creative thinking should lead them to take any necessary action that aligns with their newly generated understandings and knowledge internally and externally generated in terms of their classroom practice.

In Indonesian context, based on my lived experiences, teachers in general have the whole features of being open-minded, responsible and wholehearted practitioners. Many of them also indicate their being committed to their development as ELT teachers as well as the development of their students. Since the majority of the teachers in this research are Javanese people (the dominant population in Indonesia), they share the culture of being humble, modest, polite and respectful. Very likely, due to these they seem to avoid being critical to others and self-exposing. However, through the norms of RP (doing self-observation and self-evaluation), these Indonesian teachers can find the means to improve their teaching gradually without offending or hurting the feeling of other teachers.

2.7 Conceptualizing creativity

The term *creativity* has become a buzzword in educational world and probably a magic word in the domain of ELT. People can easily pronounce or articulate it as a daily common expression. However, not many people have been quite aware of the idea embedded in it. Therefore, an operational definition is required for the clarity of purpose and the appropriateness for data analysis of this study. Creativity is defined "as the ability to generate ideas, solutions, and plans that are new, novel, or unique when confronted with a specific problem" (Feldhausen & Westby 2003, cited in

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McDonough et al. 2015:189), plus the ability to come up with “surprising and valuable” ideas (Boden 2004: 1). The frequent association of creativity with the notion of originality, novelty and divergent thinking is also known as “out-of-the-box” thinking (Dornyei 2005). In terms of creativity itself, it is also important to note that creativity is no longer the property of gifted people or so only. It belongs to and be generated by everyone who is willing to think and reflect. Carter (2004: 13) remarks that creativity is now considered “not simply a property of exceptional people but an exceptional property of all people”. This implies that the capacity of being creative does not become the monopoly of few gifted people such as Darwin, Newton, Edison, da Vinci, Hawking, Chomsky, etc., but also to everyday person, to lay people having everyday actions.

In this light, a “democratization” of the concept of creativity (Maybin & Swann 2007) has been promoted, or a sort of “soft” version of creativity that can inclusively embrace any man of ideas. In other words, all teachers (also students) have the potential to be creative in a certain way though their creativity cannot be put on the same par of meaning and value, inasmuch as the creativity of every individual has its own context, dimension and uniqueness. Creativity has certain elements. The first element of creativity as mentioned earlier is newness (Boden 2004). Boden therefore distinguishes between two different kinds of creativity: “historical creativity” which includes the production of entirely new, world-changing ideas and inventions, and “psychological creativity,” the more modest but perhaps no less important process of ‘coming up with a surprising and valuable idea that is new to the individual concerned (p. 2). This distinction is often referred to as “big-C creativity” on the one hand and “little-c creativity” on the other. Most of language teachers are within the pool of the little-c creativity since in social science people can hardly create things that have no resemblance at all (Boden *ibid.*). The second important element of Boden’s (2004) definition is the notion of “surprising idea” (p. 2). She argues that we may be surprised by an idea because it is unlikely, unexpected or even impossible. Based on this, Boden then suggests three sorts of creativity. The first, “combinational creativity,” is the kind of creativity that is evident when unlikely combination are made. The second, “exploratory creativity,” (p. 3) involves an unexpected idea that nevertheless fits within an existing thinking style. The last element, “transformational creativity,” is the impossible idea that breaks with the existing thinking style, forcing a re-evaluation of practices that may lead to new ways of thinking and new fields of inquiry.

Boden’s (2004) last definitional element is the question of what makes an idea valuable. Boden explains that this question is ultimately difficult to answer, since “our aesthetic values are difficult to recognize, more difficult to put into words, and even more difficult to state really clearly” (p. 10). Hence, the creativity is located not so much in innovative combinations of words in texts but rather “in the concrete social actions that people use these words and texts to perform” (Jones 2010: 467). Upon this perspective, a new and surprising idea could be considered valuable if it can be used

strategically to achieve social action, like interaction in the classroom. Like Boden, Weisberg (1993, 2006) emphasizes that in order for something to be creative, it must have the elements of novelty and value. Weisberg suggests to view creativity into two ways: genius view that conceives of creativity as the result of extraordinary thought processes; and the ordinary view, in which creativity is seen as resulting from thought processes possessed by all of us, seen most clearly when we solve problems (1993: 241). Ordinary thought begins in continuity with the past, which means that creative thinking begins with what we know, but it also goes beyond the past, based on new information arising out of situation. Then, the ordinary view reads that the creative teaching simply belongs to the amalgamation of both knowledge of the past and the present.

2.7.1 Dimensions and characterization of creativity

Creativity is usually described as having a number of different dimensions. Richards (2013) underlies four of them including: 1) the ability to solve problems in original and valuable ways that are relevant to goals; 2) seeing new meanings and relationships in things and making connections; 3) having original and imaginative thoughts and ideas about something; and 4) using the imagination and past experience to create new learning possibilities. From these dimensions, it can be seen that the idea of newness in ways, meanings and thoughts is very apparent. Hence, novelty or newness of its kind can be one marked element of creativity. It represents the idea of its stem, *to create*, indicating the emergence of something new. Related to this theme, Mandler (1995: 10-11) highlights some aspects of creativity. First, a creative act, the production of something novel, exists in a social context that defines a degree of novelty. Second, the novel thought or act may come to mind deliberately, or it may pop into mind unintentionally. Third, the deliberate creation of novelty introduces another dimension of creativity—the kind of goal or end state required. Fourth, problem solving that requires creative solutions may be continuous (ongoing until such time as the solution is reached) or discontinuous (the active deliberate search is stopped or abandoned for some time before being taken up again). Indeed, as a commonly shared maxim, most problem-solving situations require some degree of creativity. Thus, creativity can be an effective medium for ELT practitioners when their classes get stuck or become dull or when their teaching turns out to be a boring routine. In that light, creativity can make teachers' classrooms unpredictable and full of surprise, not predictable and monotonous.

Based on the conceptualization above, Kneller (1965) as cited in James (1999: 12) postulates that creativity is always characterised by two things, namely *novelty* and *relevance*. As noted earlier, the first of these refers to the arrival of something that is new and original or rearrangement of what is already known and done in the past. The second feature, *relevance*, implies that creativity is always in a context, and therefore, a creative act is a response to a situation in which something requires

a solution or at least clarification. Thus, a creative act only makes sense in relation to a particular situation. This context-based creativity is certainly in conjunction with Kumaravadivelu's (1994, 2003a, 2003b, 2006a, 2006b) first P (particularity) of the triplet parameters in his PMP. In other words, what sort of teaching techniques or styles work best in particular schools, in particular classrooms, in particular lessons, in particular topics, in particular moments of teaching by considering particular state-of-the-arts of all pedagogically related and relevant aspects subsisting in that particular educational entity is so-called *teaching creativity* (TC). In that particular sense, EFL teachers particularly dwelling and teaching in Indonesia can have the potential and capacity to be creative and teach creatively.

Creativity has become a byword for good practice in language planning and pedagogy; however, it seems to be the one area that has received relatively little attention in language teacher education research (Coffey & Leung 2016). Besides, the concept of creativity is itself complex, teachers, in Coffey and Leung's view, often associate creativity as a professional attribute, or skill, to be developed, requiring and displaying effort. In essence, creative pedagogy needs not entail creatively produced language but involves 'creative approaches' (Coffey & Leung *ibid*: 126) in processing more conventionalized classroom language. In other words, as suggested by Sternberg and Lubart (1995), creative work often involves taking an existing problem and 'redefining' it by approaching the problem from a new angle (p. 273). To be capable of producing creative acts in the classroom, Lubart and Sternberg emphasized that knowledge and environmental context are of high significance. By knowledge, a person can produce high-quality work, notice and use beneficial chance occurrences, and devote greater cognitive resources to the processing of new ideas. By environmental context, as another resource for creativity, a person can have physical or social stimulation, either of which can help him or her to form new ideas by "jump-starting" his or her thinking processes (*ibid.*).

2.7.2 Understanding teaching creativity (TC)

Undeniably true that creativity and innovation are crucial for any language classroom. This expresses its truth especially in a second language classroom, in which the proficiency acquired lasts for a lifetime if it is acquired naturally and innovatively (Thammineni 2012). Therefore, most novice and seasoned practitioners come to a shared and common understanding that creativity is regarded as central to successful teaching and learning. I also take this view fervently and this research aims to find out how it functions in the field. Jones and Richards even argued that creativity is not an "optional" component in language teaching, but something "tacked onto" our lessons just to make them more interesting (2016: 4). In the same vein, Carter (2004) argues that '... creativity is not simply a property of exceptional people but an exceptional property of all people,' (p. 13).

Hence, following this argument it can be said that “all teaching involves acts of creativity” (Richards & Cotterall 2016: 97). In Indonesian context, creativity in ELT is generally manifested in its teaching methodology, teaching media, teaching materials, and classroom activities. Mostly identified one is in classroom teaching learning activities such as using games, songs, videos, film dubbing, oral presentation approach, cooperative learning techniques, etc. (Suwartono 2016). So, creativity, Jones and Richards (2016) argue, is not just ubiquitous but also purposeful. They enumerate that “real creativity is not merely decorative, but it brings about valuable and concrete outcomes that are linked to the pedagogical knowledge and plans of teachers and the goals of learners” (p. 5). Therefore, this research using Indonesian context aims to locate creative dimensions of the classroom teaching practice of Indonesian ELT practitioners.

Creativity, as Jones (2010: 477) puts it, is to a large extent “a matter of finding our way around constraints or limitations placed on us by the discourse within which we operate.” Based on the realization that all creativity somehow builds upon work done in the past, Jones and Richards (2016) suggest that creativity does not necessarily require that we reinvent the wheel. According to Pennycook (2007), creative language use and creative language teaching are often a matter of refashioning, re-contextualizing, and building upon the words and ideas of others. In a more practical sense, James (1999) underlies that creativity is about the ways in which creativity has something to say about pedagogy, about the preparations and practices associated with effective work in the classroom. In a more student-oriented creativity, many years ago Stevick (1980: 20) cited in Maley and Bolitho (2015: 434) asserts that ‘we should judge creativity in the classroom by what the teacher makes possible for the student to do, not just by what the teacher does’. This notion is closely associated with students’ creativity focusing on providing ‘learning space’ built on the stance that creativity can flourish when enough space is provided for learners to grow into, which is sufficiently structured to ensure that every learner feels secure (ibid.).

To materialize the students’ learning spaces, teachers need to design their teaching activities in the most creative way possible. Puchta and Williams (2012) as cited in Cimmermanova (2014) mention 13 categories of activity that help with both the development of the learners’ thinking skills and their language: making comparisons, categorising, sequencing, focusing attention, memorising, exploring space, exploring time, exploring numbers, creating associations, analysing cause and effect, making decisions, solving problems, creative thinking. Teachers can have many choices and these are very much relied on their preferences and convenience. Thammineni (2012) identified several other activities teachers can think of can stimulate students’ creativity and innovation that can be practiced in English classroom entailing: task-based activities, contests, language games, video or movie sharing, media literacy, translation, computer assisted language learning (call) programs. Creative teaching in many ways can increase levels of motivation and self-esteem on the

part of learners and to prepare them with the flexible skills they need for the future (Richards 2013). Conclusively, it is seen and supposed to involve teachers in making learning more interesting and effective and using imaginative approaches in the classroom (Cremin 2009). Therefore, it is deemed important to identify the aspects that make teachers to be called creative.

2.7.3 Features of creative teachers

When looking into teaching and learning, there exists two common interpretations of creativity (James 1999: 8). The first, *experiential creativity*, refers to the nurturing of creativity in learners. This is often made as the goal in some schools for all learners in all curriculum areas. The second, *professional creativity*, refers to the idea that *being creative as a teacher* is a professional concern or responsibility. For the present research, the focus is more on the second interpretation. Arguably, creative learning stems from creative teaching. Hence, the issue is actually not about the learning but the teaching. To what extent learners can be creative in learning is very much dependent upon, and determined by, to what extent teachers teach creatively in their classrooms. Therefore, it is important to underlie the ten features of creative teachers in language teaching as proposed by Richards and Cotterall as the following:

“First, the teacher is not committed to a single approach or method. Second, the teacher makes the use of a wide range of teaching strategies and techniques. Third, the teacher uses activities that have creative dimensions. Fourth, the teacher seeks to achieve an individual teaching style. Fifth, the teacher is willing to take risks. This suggests that the creative teacher is willing to experiment, to innovate, and to take risks. Sixth, the teacher is confident and willing to make his or her own decisions about how to change classes. Seventh, the teacher adjusts and modifies her teaching during lessons. Eighth, the teacher looks for new ways of doing things. Ninth, the teacher customizes his or her teaching. Lastly, the teacher makes use of technology” (Richards & Cotterall 2016: 99-107)

The teaching can be deemed creative when a teacher combines existing knowledge in some novel or unique way or introduces new processes to cultivate cognition to get useful results (Khany & Boghayeri 2014). This gives a sense that teachers become creative when they can optimally use their potential, knowledge, experience and understanding of their classroom, teaching and students' learning. As a result of their being creative teachers, they can bring about two important merits for both learners and teachers (Richards & Cotterall 2016). First, for learners, creative teaching helps them develop their capacities for original ideas and for creative thinking. Such teaching also improves the quality of learners' learning experiences and helps them develop their motivation and self-esteem. Second, for the teacher, creative teaching provides a source of ongoing professional renewal and satisfaction since when learners become engaged and motivated to learn, teaching itself becomes motivating especially for teachers. Richards (2013) underpins that the creative teacher does not simply present lessons from the book. He or she looks for original ways of creating lessons and using the textbook and teaching materials and seeks to create lessons that

reflect his or her individual teaching style. In this sense, being creative means seeking to adjust and modify lessons to better match the learners' circumstances. So, being a creative teacher is not merely a matter of having a creative mind, but he or she should be aware of the creative methods of teaching and management and be able to employ them to teach effectively (Khany & Boghayeri 2014). Another important feature to be creative teachers, particularly viewed in this study, is "being *reflective* having the ability to review their own practice, expand their knowledge and find new ideas to be practiced in their classrooms" (Richards 2013: 30). Therefore, this research views that TC is closely linked to RP within the spectrum of PMP.

2.8 The theoretical and practical links of PMP with RP and TC

As previously articulated, PMP is a sort of a product or a proposal offered based on the propositions of PMC. Wallace (1991) clearly points out that RP promotes the ability of teachers to know how to develop a reflective approach to their own teaching, how to analyse and evaluate their own teaching practice, how to initiate change in their classroom, and how to monitor the effects of such changes. This conviction underpins that the notion of RP firstly characterizes teachers in the PMP era. In other words, PMP teachers tend to be reflective teachers, and so is the reverse. In PMP, teachers are highly empowered to assess and identify any particular aspects in their schools, any particular needs and interests in their students, any particular circumstances teachers might face and any particular demands, hopes and expectations the school and society wish from the teachers (Kumaravadivelu 2001). Such notion also exists in RP where teachers need to do an evaluative reflection that intends to identify what might work and might not work well. This has been the foundation of RP where the practitioners who do teaching as a profession have to take reflective action which 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). Seemingly, PMP-based teaching as represented by the parameter of particularity prevails and becomes like core values in RP. This, however, does not necessarily mean that PMP is the manifestation of RP or RP is another name for PMP. As Kumaravadivelu (2003b) describes it, PMP is a sort of a reflective model of teaching in the form of observational-reflective techniques where ELT teachers are bound to do both self-evaluation and self-reflection in a conscious way. In other words, the element of RP can serve as an essential mechanism for PMP.

This PMP-RP connection is strengthened by the second element, the ability to analyse and evaluate their own teaching. In RP, this ability is fundamental in which a teacher has to be able to identify what works well and what does not. Too, this ability links to the second parameter, the practicality, of PMP, where a teacher has to be able to theorize his/her own practice and practice their own theory accordingly (Kumaravadivelu 1999, 2001, 2002). To do this, a teacher has to have the

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capacity to see what he or she is (and is not) capable of doing successfully and developed to be a “practical theory of practice” in his/her classroom teaching. The next ability in PMP is to initiate change. This implies an idea of initiating change, which is to replace the old impractical practice with the practical new one. This idea links to both RP and TC. In RP, the basic intent to do a RiA, RoA and RfA is to have a change of action in order to have a change of result, supposedly better. Usually, what is critically evaluated in RP is “what was/is not working well, why and what can be done about it”. This simply means what we can do better now and in the future or what to change and how. This change initiation in PMP also applies in TC. The straightforward idea of TC is to bring in something novel and relevant, which is another word for initiating change. A teacher in TC is the one who always has an initiative for the improvement of his/her teaching, someone who is readily available and sensible for something new and creative in his/her mind and hands to realize in his/her classroom activities. Hence, a PMP teacher arguably reflects a creative teacher. This does not mean that TC is interchangeable, nor definitive practice of, with PMP. Only are the underlying ideas compatible to one another.

The clear links of PMP with RP and TC are further articulated by Kumaravadivelu and Freeman, especially on PMP and RP. As an observational-reflective model of teaching (Kumaravadivelu 2003b), PMP indicates that ELT teachers within the PMP are bound to do both self-evaluation and self-reflection in a conscious way. The ability to reflect is not without reserve. Sensibly, being able to reflect on teaching and learning can mean that teachers have sufficient personal knowledge of learning and teaching. This reflective ability, according to Freeman (1996: 99), involves “a cognitive dimension that links thought with activity, centring on the context-embedded, interpretive process of knowing what to do”. This contextualized practice certainly implies a supporting interlink of PMP, RP and TC. To reflect properly a teacher needs to be thoughtful, critically assessing the acts of teaching. This state has mutual symbiosis, where action exists in thought and thought in action. As elaborated earlier this mode of teaching can help teachers to build up their own practical theory of teaching based on his/her direct practice of pedagogy. Any technique found impractical should be eschewed in any way possible. It is a continual evaluation and reflection-based teaching. In other words, any teaching technique which is not evaluated and not reflected critically is not worth practicing. Hence, in this study I offered or proposed reflective practice (RP) and teaching creativity (TC) as key mechanisms that might support PMP in practice. RP serves as the mechanism of PMP especially for the parameters of particularity and practicality. This is in line with Kumaravadivelu’s (1994) thesis following the ideas of Richards (1991) and Wallace (1991) underlining that PMP promotes the ability of teachers to know how to develop a reflective approach to their own teaching, how to analyze and evaluate their own teaching practice, how to initiate change in their classroom, and how to monitor the effects of such changes.

Coupled with RP, TC likewise functions as the second mechanism of PMP based on Kumaravadivelu's proposition that PMC (PMP) empowers practitioners to construct classroom-oriented theories of practice. It enables practitioners to generate location-specific, classroom-oriented innovative practices or strategies (Kumaravadivelu 1994, 2003b). Following the Deweyan view, Kumaravadivelu reemphasizes that PMP teachers are seen not as passive transmitters of received knowledge but as problem-solvers possessing "the ability to look back critically and imaginatively, to do cause-effect thinking, to derive explanatory principles, to do task analysis, also to look forward, and to do anticipatory planning" (Dewey 1933: 13, cited in Kumaravadivelu 2003b: 10). Much like RP, PMP in Kumaravadivelu's view is a holistic approach that emphasizes creativity, artistry, and context sensitivity. Following the idea of Schon (1983), Kumaravadivelu underpins that through their informed involvement in the principles, practices, and processes of classroom instruction, PMP practitioners can bring about fresh and fruitful perspectives to the complexities of teaching (Kumaravadivelu 2003b). Thus, in this inquiry PMP serves as philosophical basis for ELT practice, while RP and TC serve as ontological mechanisms for exercising PMP of the local practice of Indonesian ELT practitioners.

2.9 A snapshot of ELT in Indonesia

Historically, Indonesia started formally teaching English around 70 years ago after the country's independence. Right after the independence, English acquired status as the first foreign language to be taught formally in schools but not as a second language, with little chance for language exposure (Dardjowidjojo 2000). Politically, teachers in Indonesia either in university or schools are in a weak position. They have little bargaining power in terms of independency as a teacher. They lack authority especially in making decisions about what is taught; questions of 'how', 'when' and 'where' are usually decided at higher levels of the political hierarchy and hence usually the syllabuses have been predetermined centrally.

In terms of foreign language teaching, English has been the first foreign language in Indonesia since 1945. It is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools (Lauder, 2008). English was finally chosen, not Dutch, because the perspective at that time Dutch was the language of colonialism or language of the enemy (Dardjowidjojo, 2000). Ever since, English was mandated as a compulsory subject in secondary schools. English also has been taught in Elementary Schools as an elective subject since the implementation of the 1994 Curriculum (Mattarima & Hamdan 2011). The convention at that time, as spelled out in the objective of TEFL in Indonesia, was that English was to be a foreign language and it was not and would never be either a social language or an official second language in either the Indonesian community or the administration of the country (Sadtono 1997).

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The teaching of English has been ups and downs in Indonesia especially in terms of its curriculum as well as its teaching approach and methodology. In terms of implementation of the curriculum and the new curriculum, a commonly shared perception among teachers and lecturers was that the teaching and learning of English was considered unsatisfactory due to, for instance, the improper use of outdated methods and inadequate training in English teaching, unfamiliarity of teaching methodology, a lack of quality materials and too-large classes. Probably, the crux of the problem was not merely on the instability of the curriculum, but more on the rarity of national policy on the empowerment of ELT practitioners providing spaces for full autonomy in the planning, design, evaluation and development of their localized language teaching.

Due to its strategic position and function in virtually all educational and developmental sectors, English has earned its established position in Indonesia educational curriculum. English becomes a compulsory subject in Secondary schools as well as in tertiary levels in all departments. Many years ago, the government launched a program known as 'International Standard Schools' (ISS) or *SBI-Sekolah Bertaraf Internasional* (Coleman 2011). The idea of the establishment of ISS and the erecting of the new positioning of English language was the inner drive to see Indonesia becoming a competitive nation in globalisation, as what Coleman aptly concludes in his research, as follows:

“English has a central role in bridging up the current state and the future prospect of the educational program, namely a competitive nation in a worldwide. The globalisation is perceived as being synonymous with international competition; international competition in turn is assumed to involve the use of English; and using English appears to necessitate the learning of other subjects through English” (Coleman 2011: 103).

However, this ISS was short-lived as in 2013 it was officially annulled by the government through the Supreme Court decision as it was against the Basic Constitutional Law 1945 of the Republic of Indonesia (Qodir 2018). The teaching of English has been ups and downs in Indonesia especially in terms of its teaching approach and methodology. In terms of implementation of the curriculum and the new curriculum, a commonly shared perception among teachers and lecturers was that the teaching and learning of English was considered unsatisfactory due to, for instance, the improper use of outdated methods and inadequate training in English teaching, unfamiliarity of teaching methodology, a lack of quality materials and too-large classes. Probably, the crux of the matter was not merely on the instability of the curriculum, but more on the rarity of national policy on the empowerment of ELT practitioners providing spaces for full autonomy in the planning, design, evaluation and development of their localized language teaching

2.10 A survey of related studies

The review of these related studies are divided into two categories. The first category belongs to the researches taking Indonesia as a context and the second one comprises of the researches choosing other countries as the settings of the researches. Hence, the survey of related studies is presented in tandem starting from studies of PMP in Indonesia and beyond, RP in Indonesia and beyond to TC in Indonesia and beyond. Each of the researches in the two categories highlights the research focus and findings. This section continues with another section within which a research gap is identified and based on which this study was conducted.

2.10.1 Studies on PMP within Indonesia

There are a lot of relevant studies on the issue of PMP that have been conducted in many parts of the world, but there is a limited number of studies on PMP that took Indonesia as a research context. The first one was held by Suprijadi (2014) researching a case study on “method to postmethod pedagogy administered by a classroom teacher in the teaching of English” taking the context of secondary school in Bandung, Indonesia. His findings suggest that the teachers in the secondary school still used method-based teaching, with Grammar Translation Method as most preferable method, followed by Total physical Response, Audio-lingual Method, Community Language Learning and Direct Method. The teachers also conformed the principles of the methods in their procedures of teaching. Supriyadi mentioned that the teachers used various procedures conforming to the principles of several methods. Those methods are categorized as Language-Centered Methods (Kumaravadivelu 2006a), defined as those focusing on linguistic forms or grammatical structures. These methods aim to provide opportunities for learners to practice pre-selected, pre-sequenced linguistic structure through form-focused exercises in class, assuming that a preoccupation with form will ultimately lead to the mastery of the target language.

The second research was conducted by Nugraha (2018) taking different school levels in the private schools in Bandung as their contexts. It is a qualitative case study, with ten ELT teachers as their questionnaire respondents and 3 as their interview participants. Based on the questionnaire and interview results, Nugraha found out that teachers were still using the various methods in their classes. However, they tended to use Communicative Language Teaching, Total Physical Response, Community Language Teaching, The Eclectic Method, and direct method. Generally, teaching materials influenced their selection of the method. Uniquely, the findings also suggest that all participants supported the idea that method selection should be based on the students’ needs, teacher’s experience, goals and, social context. It also indicated that every teacher has his or her own teaching methods, implying that he/she has an authority to make his/her own method. The

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teachers also believed that they were able enough to resource their own teaching. The findings also imply that although in general the teachers were unfamiliar with the concept of postmethod pedagogy, the teachers had a positive attitude toward PMP.

The third study was carried out by Faizun and Rosyidah (2016) taking Islamic universities as their context. They researched on “Indonesian English Lecturers’ Implementation of Postmethod Pedagogy in Islamic Universities Context”. Using open-ended questionnaires and in-depth interview to eight EFL lecturers in the English language department at three Islamic universities, they found that only 2 out of 8 participants are familiar with PMP. The questionnaire data show that participants mostly implemented, though not effectively, postmethod pedagogy, because of several challenges. The results of the interview indicate that 6 out of 8 participants said that they are unfamiliar with the notion of PMP. The researchers concluded that although 6 participants were not familiar with PMP, they were basically implementing the ideas of PMP although partially. The study suggests that despite postmethod pedagogy has emerged as a good alternative for EFL teaching, the local lecturers in Islamic universities are not familiar with that. However, they realized that this pedagogical innovation offers multi-methods which could be effectively implemented in EFL teaching.

The last study on the implementation of PMP was done by Fiani & syaprizar (2018). The study focused on “EFL teachers’ perception on postmethod pedagogy”, taking the context of higher education in Indonesia. The research was a qualitative case study with nine doctoral students from various universities in Indonesia. The study, of which data collecting tools were a questionnaire and structured interview, revealed that most of the EFL lecturers have already implemented postmethod pedagogy perspective in terms of four main areas: teaching interaction, teaching strategy, teaching objective, and teaching content although they were not aware yet about the concept, of the principles of this pedagogy. The study also concluded that most of the EFL lecturers have already used teaching reflection as an important aspect of postmethod pedagogy although they do not consider it.

2.10.2 Studies of PMP beyond Indonesia

Like the studies of PMP conducted within Indonesia, there are also some relevant studies of PMP executed beyond Indonesia. The contexts are different but the core ideas remain the same, namely how the liberatory and empowering ideas of PMP are realized in the domain of ELT. Hence, the following studies exhibit the extent to which the core values of PMP have been understood and implemented by ELT practitioners in some educational settings outside Indonesia.

The first study taken into account in this research was conducted by Zeng (2012) taking China as the context of the research under the topic of “Convergence or Divergence? Chinese Novice EFL Teachers’ Beliefs about Postmethod and Teaching Practices”. Two novice female EFL teachers were randomly selected from two municipal key schools respectively in Chengdu, Sichuan Province. The study was conducted to explore the subjects’ conceptions and implementation of postmethod. The study whose data were collected through lesson observations and interviews revealed that the novice teachers lacked the knowledge of postmethod, that they were greatly influenced by examination-oriented education, and that there was a discrepancy between teaching behaviors and teacher beliefs. The findings of post-class interview show that the two novice teachers lack the beliefs within the theory of postmethod pedagogy. They do not agree the idea “theorizing from practice”. Influenced by examination-oriented education, both teachers almost used the same method in different types of lessons, and they are always busy in explaining the language points, asking students questions and offering answers. Hence, there is a large discrepancy between teacher beliefs and their teaching practices.

The second related study considered in this research was actuated by Liu (2004) on the issue of “Methods in the postmethods era Report on an international survey on language teaching methods”. The survey study taking a wide range of sample, around 800 language teachers worldwide analyzed utilizing descriptive and inferential statistics revealed very interesting findings. First, the respondents were mostly with, and have a high preference to use, two teaching methods: Communicative Language Teaching and eclectic method, out of ten methods surveyed. They seem to have heavily used them to teach English as a second or foreign language to learners at all proficiency levels in almost all four skill areas. Second, various patterns and themes emerged when multiple factors, such as teaching contexts, instructional settings, learners’ proficiency levels, class size, teaching experience and educational backgrounds of the teachers, and the status of being a native or nonnative English speaking professional were included. Third, Grammar Translation is still used in EFL contexts, in larger classes, and with learners at low proficiency levels, though the ratio between the actual use of this method and teachers’ preference does not match. This, according to Liu, is an irony because methods were still widely used in the postmethods era. Such circumstance, Liu added, requires a new theoretical framework is proposed to conceptualize language teaching methods in the PMP era. Fourth, creativity and the use of various teaching methods in the ESL classroom through postmethod paradigm are found to be significant in maximizing learning opportunities for students. The study found that learning opportunities in the classroom can be created by lecturers as well as students through negotiated syllabus rather than relying on a predetermined syllabus or a prescribed textbook. This provides students with active involvement in the shared tasks of developing a syllabus via the process of negotiating with the lecturer. It

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implies that PMP empowers teachers to be creative in their teaching. These findings suggest that there is still a place for methods in language teaching in the postmethods era, or method-based is not yet dead. In this state, the stance of Larsen-Freeman (2000) is has a place. She further underpins that whatever we use to teach is not determined by any single factor, nor is it constrained by any individual teacher. It is always an adjustable decision that is shaped and reshaped through teaching, and through the learning of teaching (ibid.).

The third reviewed study was held by Motlhaka (2015), researching on the topic of “Exploring Postmethod Pedagogy in Teaching English as Second Language in South African Higher Education”. This study including twelve ESL lecturers (six females and six males selected using convenience sampling method) in the faculty of education at three institutions of higher education in South Africa used qualitative approach with open-ended questionnaires and in-depth interviews for its data collection. The study (investigating the use postmethod pedagogy for professional growth of lecturers to improve ESL students’ English Proficiency) suggests some significant findings. First, the study found that PMP recognizes the need for inclusivity of students and the empowerment of lecturers to ensure that what happens in the classroom is making a difference outside the classroom. Second, the results also suggest that lecturers recognize their own powers as great sources in creating methods for their professional growth and creation of a meaningful learning environment. This allows lecturers to look at language and learning from a new perspective to optimize their potential as language practitioners. Fourth, it also suggests that lecturers should understand the confines of method in order to recognize their own powers as great sources in creating methods for their professional growth and creation of a meaningful learning environment. Fifth, it also indicates that postmethod pedagogy recognizes students’ learning needs within a course by transforming and instigating learning activities to suit students’ learning styles and abilities guided by lecturers’ instructions. This means that students play a central role in determining how language is taught and learned. Finally, the study found that activities focusing on language form enhance students’ engagement in real communication and meaningful interaction with the target language beyond the classroom boundary if their background knowledge of the target language is considered.

The last related study related to PMP conducted by Marzban and Karimi (2018) explored the expert teachers’ perspectives of applicability of CLT and postmethod pedagogy in the Iranian ELT context. The study applying a qualitative research design using observation and semi-structured interviews as techniques of data collection using purposeful sampling in involving five Iranian experienced English language teachers reported some very revealing findings. First, it informs and helps teachers to gain self-understanding of their teaching styles. Second, it helps decision makers and teachers to know the reasons behind choosing specific ways of ELT which work better in this particular context.

Third, teachers do not conform to a single way of teaching and that the factors involved in choosing an appropriate way of teaching includes teachers' own prior and present experience, intuition, beliefs, cognition, discussions with colleagues, and learners' reactions and reflections. Fourth, teachers prefer to have "principled pragmatism" (Kumaravadivelu 1994) especially for senior teachers rather than eclecticism since the situation is quite different for novice teachers with little professional knowledge as they randomly select techniques from different methods and use them in "unsystematic, unprincipled, and uncritical" way (ibid.). Fifth, English language teachers face practical, cultural, and contextual constraints and barriers in applying either CLT or postmethod pedagogy. Sixth, the teachers believed both postmethod pedagogy and CLT have things in common (i.e., the importance given to learner needs, communication, interaction, learners' creativity, learner autonomy, waiting for learners to discover rules, teaching grammar implicitly, etc. are more or less the same in both trends). Seventh, the teachers believe that PMP requires very skillful teachers as it demands teachers to teach with high competence and confidence. Eighth, Lots of restrictions influence the parameters of postmethod pedagogy directly. Pedagogy of particularity, for example, is not practical to be considered with the existing limitations and restrictions teachers face in the course of their career. It seems really idealistic that a teacher could take into account every particular learner with particular needs in a particular context with the presence of much workload, time constraints and a full imposed syllabus to be covered. At the end the researcher concluded with stimulating ideas of Kumaravadivelu and Akbari mentioning that teachers are the heart of postmethod pedagogy. The researcher also concluded that teachers need to be autonomous, creative, and reflective (Akbari 2008; Kumaravadivelu 2006a)

2.11 Research gap

Based on the survey of the related studies on PMP, I came up with some salient points. First, as a claimed theory of practice PMP sounds promising for most ELT researchers and practitioners in Indonesia and beyond though some have seriously questioned its validity as a theory of practice (see Akbari 2008; Bell 2001, 2007). Second, many ELT practitioners be they in Indonesia or beyond still use conventional or traditional methods in their teaching (CLT, GTM, TPR, ALM, etc.) or eclectic approach combining some good aspects from different methods. Third, many ELT practitioners are not quite familiar with the concept although they might have practiced it unconsciously. Fourth, PMP and its macrostrategies and microstrategies seem to be like center-oriented or method-oriented approach (designed by Kumaravadivelu and to be used by the world) which is imposing for teachers. Consequently, many aforementioned researchers did not use them in their research instruments since impractical, challenging and demanding. Fifth, many ELT practitioners still feel that PMP is too idealistic and therefore demands lots of skills, expertise, knowledge, and

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experiences. Sixth, PMP seems to fit experienced teachers only and not novice or beginning teachers. As a theory of practice, PMP should be applicable to every teacher. Seventh, most of the ELT practitioners have already used teaching reflection as an important aspect of postmethod pedagogy. Eighth, many ELT practitioners believed that postmethod pedagogy is classroom teachers' theory of practice as it emphasizes the importance given to learner needs, communication, interaction, learners' creativity, learner autonomy, etc. Ninth, ELT researchers believe that to function effectively in the practice of PMP, ELT practitioners need to be autonomous, creative, and reflective. Tenth, the researchers both in Indonesia and beyond seem to realize that PMP is a kind of a breakthrough in ELT theory and some believe (and some doubt it) that it is a theory of practice. Eleventh, despite the fact that PMP is a new lantern, it remains very theoretical and abstract which makes it difficult to put it into practice.

Although PMP still looks theoretical, idealistic, method-oriented, impractical, demanding to the eyes of some researchers and practitioners, I still see a conviction that actually it is empowering as a theory and a practice. What is missing in most of the studies is actually the practical aspects of PMP which can potentially promote teachers' and learners' autonomy, reflectivity and creativity (Akbari 2008; Kumaravadivelu 2003b, 2006a). Though the researchers notice that the elements of reflectivity and creativity are important and exist in PMP, they did not pay their attention to the possibility of using the theory of reflection and creativity as practical devices or mechanisms to realize PMP in the field. Twelfth, based on my survey of related studies, I have not figured out a single research that seeks to identify or investigate the practicality of RP and TC as alternative mechanisms for actualizing PMP. Based upon the aforementioned survey of previous, I sum up that 1) there has not been any study on PMP which is related to RP and/or TC; 2) no previous studies which connect RP and/or TC with PMP; 3) zero studies that look into the connection between RP and TC or vice versa; 4) unavailable studies that take RP and TC into account as the operational mechanisms of PMP. Thus, the paucity of currently existing researches which look into the potential of RP and TC as the practical mechanisms for PMP becomes the salient research gap for this study. In other words, the research gap, that there is little, if not nothing at all, in this area, which considers the underpinning elements of RP and TC as the "operating mechanisms" of PMP, initiates this study. On that account, this research has a significant potential to address such research gap, the paucity of research and inquiry on RP and TC-based PMP.

2.12 Research questions

The main objective of this study is to investigate the perspectives and practices of Indonesian EFL practitioners in relation to the RP and TC within the framework of PMP. This research aimed to investigate the extent to which the ideas of PMP have been realized within Indonesian educational

context. The questions to explore are whether using a different lens (RP and TC), Indonesian local teachers can achieve different understanding of classroom practice and capable of using it to teach English effectively. The investigation and analysis of the data in this research are based on the following research questions:

1. What are the perspectives of Indonesian ELT practitioners in terms of the realization of RP and TC in their teaching activities within the framework of PMP?

This question tries to delineate the thinking, feeling and ideas of the teachers in terms of what they have done and what they will do in the future in both RP and TC as a way for initiating improvement and development in their understanding of an effective teaching learning activities. The ideas of their RP and TC are viewed under the auspices of PMP since in this research RP and TC are considered to be the practical mechanisms of PMP.

2. In what ways are Indonesian EFL practitioners reflective in their teaching activities?

This question tries to identify the elements of RP exhibited by Indonesian EFL practitioners when handling ELT activities in their classrooms. The RP can be in the form of RiA, RoA and RfA. The basic assumption is that teachers are actually reflecting in their pre-teaching, whilst-teaching and post-teaching activities.

3. In what ways are Indonesian EFL teachers creative in their teaching activities?

Like the second research question, this question will explore the elements of creativity in the course of teachers' teaching activities, usually as a result of their reflective teaching. This can cover the creativity in teaching techniques, creativities in material design and presentation, creativity in solving classroom problems and creativity in their classroom management.

4. To what extent do the findings of RP and TC suggest the realization of localized PMP in Indonesian contexts?

As a conclusive question, this tries to set out a link between RP and TC towards PMP. The kind of PMP assumed to be practiced by Indonesian EFL practitioners is localized PMP as unconsciously understood by local teachers not the one characterized by the centre. Hence, being reflective and creative in the light of PMC and PMP would mean being able to understand and identify teaching and learning-related problems, analyse and assess information, consider and evaluate alternatives and then choose the best available alternative by which to produce local, specific and novel teaching practices.

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These RQs are linked to the literature review in at least three senses. First, the questions deal with the perspective and practice of ELT performed by Indonesian practitioners in light of both RP and TC. In the framework of this research, these two are essential elements of PMP. According to Kumaravadivelu (2003b), the practice of teaching in PMP is inclined to reflective model in the form of observational-reflective techniques. This indicates that ELT teachers perform self-evaluation and self-reflection in a conscious way. Second, the feature of RP is problem-solving oriented which aims to seek another way of doing teaching. Third, finding another way of doing teaching is the domain of TC (doing teaching in a different and new way). When teachers keep reflecting to identify problems, solve the problems, and initiating change in their teaching, they belong to reflective-creative teachers. Through this approach of teaching, teachers perform as postmethod teachers surely but gradually, signalling a pedagogical shift era from method to postmethod approach. Hence, the RQs are about disclosing localized practice of PMP (what is particular, practical and possible) done by Indonesian practitioners technically viewed through RP and TC perspectives.

2.13 Summary of the chapter

This chapter has presented and discussed the theoretical framework to be used as the basis for data analysis, interpretation and discussion (see Chapters 4, 5, 6, & 7). Overall, this theoretical framework comprises of three main elements including PMP, RP and TC. PMP represents the pedagogical shift from method-oriented to postmethod teaching. Method-based pedagogy was heavily criticized because it limits teachers' capacity to interpret their own teaching condition. It potentially blocks teachers' possibility to teach differently using their own creative innovative ways. Because of these limiting construct, method-based teaching produces limited impact to students' learning and teachers' professional development. This chapter notes that PMP that serves as a proposed framework was resulted from an awareness and conviction so-called PMC stipulating that method-based teaching was no longer the way to perform ELT effectively. An awareness to liberate and empower teachers to design, develop, implement and evaluate their own teaching on the basis of the contextualized needs and circumstances of their students. An awareness that enables teachers to theorize their practice and practice their theory of teaching (theorizing their practices). An awareness that makes them able to see that an imposing method-based teaching will not fit their unique contexts different from the context where it was designed to be in the center, which is somewhat general and universal (one-fit-all formula). In this new spectrum of ELT, teachers can exercise their full autonomy so they can maximize their teaching potential and are able to perform autonomously still within the boundaries set by administrative, curricula and textbooks. Appealingly, this transformative framework is characterized by its three empowering parameters: parameters of particularity, practicality and possibility.

This chapter also narrates that postmethod was critiqued for it is not different from method as was based on academic constructs rather than evidence of the maturation of teaching practices. It misrepresents the idea of bottom-up teaching approach therefore can be categorized as another manifestation of searching for alternative method. In this research, the framework is armed with two contributing aspects of teaching: RP and TC. For RP, the idea is mostly drawn from such scholars as Dewey (reflective teaching), Schon (intuitive RiA and on-action), and Farrell (reflection for action). Other views from other scholars are also taken into account. In Dewey's view, reflective action as a sort of a teacher self-initiated activity involving willingness to engage in constant self-appraisal and professional development. To engage in RP requires an environment of support, an organizational climate that encourages open communication, critical dialogue, risk taking, and collaboration. Hence, this teacher-empowering framework is technically based on reflective practice (RP) which awakens the potential for teacher professional development. This RP as set out earlier fundamentally serves as the first mechanism of the enactment of PMP.

The next part of this chapter expounds the second aspect in this research framework so-called teaching creativity (TC) vastly conceived as the ability to generate ideas, solutions, and plans that are new and relevant. Therefore, the elements of TC cover two essential features: novelty and relevance. Novelty signifies something new (renewed) and relevant (always in context). Creativity can be understood as an exceptional property of all people. Being creative means seeking to adjust and modify lessons to better match the learners' circumstances. Being a creative teacher is not merely a matter of having a creative mind, but he or she should be aware of the creative methods of teaching and management. Creativity like RP is considered central to successful delivery of ELT. In this framework of analysis, RP and TC serve as propellers as well as markers for the actuation of PMP. Like RP, TC in this inquiry likewise functions as the second mechanism of the realization of PMP. To situate this inquiry properly in the current research and development, a survey of related studies are also provided in this chapter. It reviews several studies in the domains of PMP, RP and TC within Indonesian context and beyond. This survey is followed by the elicitation of research gap this current research aims to fulfill. The final section of this chapter taped the core aspects of this study, namely research questions (RQs). There were four RQs to be investigated using mixed method approach, combining both quantitative and qualitative approach with the primary emphasis on the qualitative element. The next chapter elaborates on how the research was designed and how data were collected, analysed and interpreted in a systematic way.

Chapter 3 Research Design and Methodology

3.1 Introduction

In this chapter, I highlight seven main aspects construing the idea of research design and methodology used as the basis for conducting this study. The first part discusses the study's conceptual framework of analysis. It deals with the prime concepts of the research and the systematic realization of research design and methodology. This framework helps me in framing a systematic and robust research process. The second section addresses methodology. In this area, I describe the techniques for collecting, analysing and interpreting data. This verifies that this study is not performed in randomness but in a solid and systematic procedure. The third phase presents of the approach of the study (which happened to be mixed-method) considered to be relevant and appropriate for the topic and context of the research. Instead of using either quantitative or qualitative, mixed method approach seems to best fit the very circumstances of the research. In this part, I explain in detail about such related aspects as research context, research participants, sampling techniques, methods of data collection, process of data collection and methods of data analysis. The fourth part is concerned with the discussion of threats to descriptive, interpretive and theory validity. This point questions the validity of the description, interpretation and the theory used in the study. The penultimate part talks about establishing trustworthiness informing that the research findings are credible, transferable and confirmable. The last section informs about ethical considerations focusing on the process of data collection and the dissemination of the research findings. Summary of the chapter is given to complete the chapter.

3.2 Philosophical position and the nature of this research

Denzin and Lincoln (2005) argue that all qualitative researchers are philosophers as they are guided by abstract principles. I am no exception. As a qualitative researcher, I am bound to bring in the principles in the beliefs about ontology (what kind of teacher is Indonesian ELT practitioner? What is the nature of the reality of ELT in the chosen research context?), epistemology (what is the relationship between me as the researcher and the ELT practitioners as the participants?), and methodology (How do I know the world of Indonesian ELT practitioners, or how do I gain of it? These beliefs shape how I see the Indonesian ELT practitioners' world and acts in it. As a result, as a qualitative researcher I am bound within a net of epistemological, ontological and methodological premises that become partially self-validating in construing my research paradigm, a "basic set of beliefs that guide actions" (Guba 1990: 17), which is in the form of an interpretive framework. Hence, in this research I take an interpretive position, positing myself to be guided by "a set of

beliefs and feelings about the world and how it should be understood and studied” (Denzin & Lincoln 2005: 22).

Considering the qualitative nature of my research, my interpretative paradigm then naturally falls within so-called constructivist-interpretative. In this chapter, I describe my research methodology, the epistemological and ontological grounds that construct my belief system or world view that guide me as the researcher and the research process (Guba & Lincoln 1994) I am adhered to. These are the bases from which my knowledge and understanding on state of being and nature of reality in terms of ELT are constructed and developed. Hence, in this research I seek to understand RP and TC as operational mechanisms of PMP as perceived and practiced by Indonesian ELT practitioners. This research uses explanatory, interpretive approach to explain, describe and interpret RP and TC in the ways viewed and practiced by Indonesian ELT practitioners within the framework of PMP. From what basis and how this study was built and developed can be visualized from the sections that follow.

3.3 Conceptual framework of analysis

The conceptual framework is basically linked, as well as serves as the operationalization of, the theoretical review of Chapter 2. It means that the aspects of PMP, RP and TC are mutually complementary as a framework of data analysis (see Figure 3.1).

Within the field of language teaching and learning, research means many things. According to Brown and Coombe (2015), research in that domain used to mean linguistic analysis, case studies, or statistical studies. The new developments, Brown and Coombe note, now can be seen in quantitative research methods, and much expansion in the options available in qualitative research methods, as well as the appearance of mixed methods studies. The word “research” itself is a tricky term to define. Brown (2002) had to survey 1000 TESOL members and asked a question: How would you define research? Brown found 13 or so lists of definitions of research, and there were at least two kinds that looked fit to this ELT research context. First, research is an investigation of how language is learned and the most effective means of teaching it. Second, it is a systematic study of language issues and use in order to improve delivery of services to our students (Brown 2002: 7-8). One of the essential characteristics of research is that it is “purposeful” (Richards (2003: 3) meaning that the researcher sets out deliberately to discover something about the world with the intention of eventually making claims on the basis of the evidence gathered. Besides, research has two vital aspects in: principled and systematic (Brown 2015), therefore research in ELT can be conceptualized as “any systematic and principled inquiry in applied linguistics” (p. xiv). Briefly, research is a systematic, critical and self-critical inquiry which aims to contribute to the advancement of

knowledge (Bassey 1990, cited in Wellington, 2015). Thus, this study adapted a view that defines research as “a principled, systematic, critical inquiry designed for generating as well as contributing epistemological development in applied linguistics”. To avoid any sense of randomness of the research procedure, a generic conceptual framework was bestowed in the outset of this chapter as shown in Figure 3.1 below.

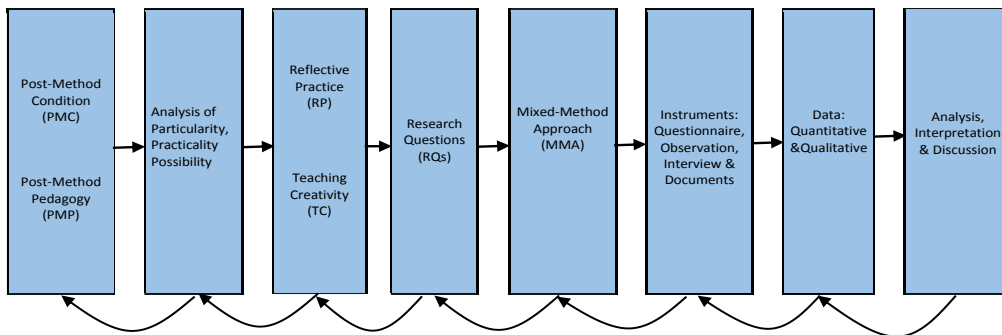


Figure 3.1 Conceptual framework of analysis

Figure 3.1 shows how this research is supposed to proceed theoretically and practically. The undertaking of this study was informed by the ideas of PMC and PMP (Kumaravadivelu 1992, 1994, 1999, 2001, 2002, 2003a, 2003b, 2006a, 2006b) blended with the notions of reflection (Dewey 1933; Schon 1983, 1987, 1991; Farrell 1999, 2004, 2006, 2007, 2008, 2011; Kiely 2013) and creativity (i.e. Boden 2004, 2009; Richards & Jones 2015). Reflection examines areas of triple Ps (particularity, practicality and possibility), while creativity taps practical and experiential areas of innovative teaching, together formulating and attempting to answer relevant research questions. Such quests are mediated through the effective exercise of mixed method approach (MMA). By name, it is a mixture of descriptive quantitative (survey) and qualitative elements, of which the instruments cover four types (questionnaire, observation, interview and document analysis) based on which the researcher analyses and interprets the quantitative and qualitative data accordingly.

3.4 Methodology

In general, methodology can be understood as a way of collecting, analysing and interpreting data. Methodology involves the specific decisions and choices that researchers make in the research process of gathering information, analysing and interpreting data (Richards 2003). This process I believe will sharpen my views as a social researcher of the world and how knowledge is constructed. To know how knowledge is constructed I have to go to the field, see what happens and draw a conclusion. The question is ‘how can the inquirer go about finding out whatever he or she believes can be known?’ (Guba & Lincoln 1994: 108). This is the domain the methodology deals with. When

I say that my research methodology is explanatory, interpretive research, my epistemological perspective and ontological view of the world have an important role in that research orientation. My world view as an educational researcher keeps changing, for example, from being negative to positive in looking into the world of ELT in Indonesia. In other words, I am constantly being influenced by who I am, where I am, and how I am perceived by other people (Hallowell et al. 2005).

When conducting this research, my dominant perspective is the perspective of a researcher and a teacher, as it is the arena I have been evolving. Yet, to make this study process on the right track, I have to ensure that my existing perspective should not overwhelm that of research participants. My world view serves as the guiding, not the determining factor, principles in treating the exposed views and realities of the participants' approach to their practice of ELT. By this way, the data can speak for itself. The very first thing to consider in my analytical process is to free myself from any negative judgement (prejudices and scepticism) that, for example, Indonesian teachers are neither reflective nor creative and still teach in a traditional and linear way. The reflectivity and creativity have their own dimension and contextualized aspects. My chosen methodology, my explanatory and interpretive approach and my world view of teaching define to what extent the teachers are reflective and creative and therefore postmethod. The process of this inquiry will create new knowledge, new understanding, and a new worldview of ELT in its own context. It is a learning, meaning-making process. Hence, the explanatory, interpretive research methodology I am bound to in this research, undoubtedly falls within the constructivist paradigm of educational research, oriented for "understanding meaning and action" (Carr & Kemmis 1986: 83). The qualitative-oriented mixed-method research arguably matches my current study that aims to identify and describe processes of RP and TC in Indonesian context. The method I used enables me as an educational researcher to get "close to practice" aimed for "a first hand-sense of what actually goes on in classrooms..." (Eisner 2001: 137).

3.4.1 Mixed-method approach

Investigating the answers to the RQs needs a systematic approach which can provides rich data of how Indonesian ELT practitioners perform their teaching in their own local contexts. Of so many different approaches that can be used, mixed-method approach can be one of feasible options. Instead of using only quantitative method or qualitative method, MMA seems to fit with the nature of this study. In one side, this study aims to capture teachers' ideas on their teaching practice where they involve the use RP and TC, generated through survey used as the basis for quantitative analysis. On the other side, this study also means to investigate what Indonesian practitioners actually do in their class and the reasons why they perform their teaching in the ways they feel empowered to do so. The data of these kinds are collected through observation and interview. Hence, the

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amalgamation of quan-QUAL potentially results in a more comprehensive set of data which can bring about more justified answers to the RQs. How this can be possible can be grasped through understanding of research methodology.

The interchangeable terms, mixed-method research (henceforth, MMR) and mixed method approach (MMA) do not represent a qualitative research per se, nor is it quantitative research pure and simple (Brown 2015), but it is the third methodological or research paradigm (Dornyei 2007) which “recognizes the importance of traditional quantitative and qualitative researches but also offers a powerful third paradigm that often provides the most informative, complete, balanced, and useful research results” (Johnson, Onwuegbuzie & Turner 2007: 129). MMA is a qualitative-mixed research that includes both qualitative and quantitative methods combined (Creswell 2009) with the qualitative one dominating (Brown 2015), hoping the overall strength (depth and breadth) of a study is greater than either qualitative or quantitative research (Creswell 2009). In MMA, a researcher collects both numeric information (for example, through closed-response items on questionnaires) and text (from face-to-face interviews, picture descriptions, and so on) to better answer a study’s research questions. The term “mixing” implies that the data or the findings are integrated and/or connected at one or several points within the study (Ivankova & Creswell 2009: 137). This third approach potentially brings together a quality research as using two angles can give more meaning and therefore more dependable.

In this research, I opted to use a MMA since this approach potentially provides richer and more comprehensive data on the subject of my research. As noted, MMA is a methodology for conducting research that involves collecting, analysing and integrating quantitative data (in this respect, gained through online questionnaire) and qualitative data (obtained through classroom observation and interview). The emphasis of this MMR is on the qualitative aspect (quan-QUAL) because it studies the social being, the human elements, the human experience (Savin-Baden & Major 2013) within the domain of ELT in Indonesian context. The quan deals with numbers and percentage (views generated from survey), while the QUAL is concerned with words and subjective interpretation (their world view of their teaching and how they realize them in their classroom practice). This qualitative line involves systematic collection, organization, description, analysis and interpretation of both verbal and textual data. Through this MMA, this study aims to capture both perceptual realities and real-life experiences of Indonesian ELT practitioners. In this MMA, the quantitative data complement the qualitative one that potentially makes the data more robust. Hence, the quantitative data (how they view the ideas of RP and TC) strengthens the findings in the qualitative data (what they do in their classrooms and what they say about what they do).

This study used MMR or MMA because of its four underpinning points (Dornyei 2007: 45-46). First, the strengths of one method can be used to overcome the weaknesses of another method in the study. In this research, the quantitative (Quan) phase is completed by the qualitative (QUAL) elements adding the depth to the quantitative results and thereby “putting flesh in the bones” (ibid.). Second, we can gain better understanding of a complex phenomenon by using words to add meaning to numbers and numbers can be used to add precision to words. Third, MMR has a potential to produce evidence for the validity of research outcomes through the “convergence and corroboration” of the research findings (ibid.). Lastly, the final results are usually acceptable for a larger audience than those of a mono-method study would be. From here, MMR seems to bring about multiple selling points in this ELT research. Despite its multiple usages, MMR requires more things to do that demands more time and energy. When the process is manageable, a researcher can reap a more convincing outcome.

This study took into account Creswell’s (2009: 206-208) factors in using mixed-method. The first is the *timing* factor. This study used a sequential phase of its data collection where qualitative phase followed the quantitative one. The second factor is *weighting* factor where in this study the weight or priority was given to the qualitative factor as it was the main focus of the study. The third is *mixing* factor, which means the quantitative data were merged with the qualitative data or combined in some way between the two. The final factor is *theorizing*, where the theoretical perspectives of PMP plus RP and TC guide the entire design of this research. How the design of this MMR was construed (adapted from Creswell 2009: 207) can be visualized in Table 3.1 below.

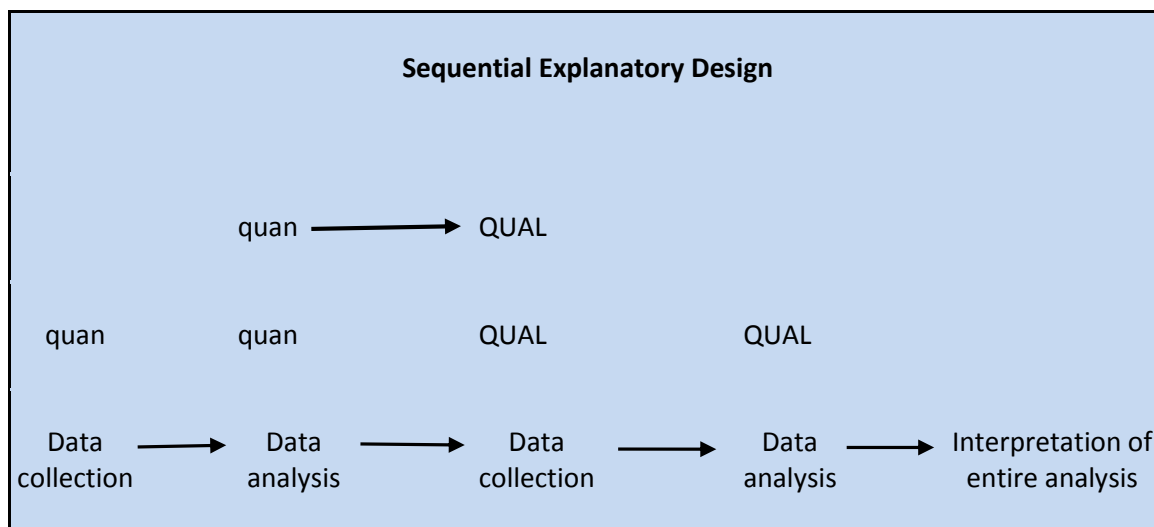
Table 3.4.1 Aspects in planning a mixed-method design

Timing	Weighting	Mixing	Theorizing
Sequential— quantitative first	Qualitative	Connecting	Explicit

The four factors in Table 3.1 help to shape the procedures of this Indonesia-contextualized mixed method study. Then, the researcher formulated a strategy based on Creswell’s (2009) idea of MMR. In this strategy there is a slight change of emphasis from the original model. In the original model, the emphasis was on quantitative (quan) aspect but in this research, the stress was on the

qualitative (QUAL) aspect, where the capitalization indicates a weight or priority on the qualitative data analysis and interpretation in the study. The emphasis is given on QUAL since this research is more focused on the practice rather than the perspective of teachers' teaching activities. This sequence and emphasis design adapted from Creswell (2009: 209) is indicated in Table 3.2.

Table 3.4.2 Sequential explanatory design



The word *explanatory* in Table 3.2 suggests that qualitative findings are used to help explain, refine, clarify, or extend quantitative results. Quantitative and qualitative data are collected and analysed in sequence, quantitative → qualitative data (Ivankova & Creswell 2009: 139). The table shows that the emphasis in the *sequential explanatory strategy* is now on the qualitative part, the opposite from its original design. This table indicates that the collection and analysis of quantitative data are in the first phase followed by the collection and analysis of qualitative data in the second phase that builds on the results of the initial quantitative results. Weight is now given to the qualitative data, and the mixing of the data occurs when the initial quantitative results inform the qualitative data collection (Creswell 2009). This approach expresses its truth as what I want to investigate in the qualitative section has been partly or partially investigated and found in the quantitative phase. So, the quantitative element informs the qualitative dimensions. This, therefore, can make the process of the qualitative data collection become more solid and accurate. The next important part in MMR is the research context.

3.4.2 Research participants

Since this research aimed to investigate the perspectives and practices of ELT practitioners in Indonesia, the research participants from whom such ELT data were generated should be the ones who had been directly and intensively involved in the field. Therefore, the subjects of the research

are ELT teachers who had been teaching English for at least five years in some secondary schools and universities. All the participants are private permanent academic staff and civil servants (employed by the government of the Republic of Indonesia) and had handled a variety of classes with different levels of proficiency (Year 10 to Year 12 for school teachers and Semester 1 to Semester 8 for university teachers). The research participants were divided into two phases: phases 1 and 2.

3.4.2.1 Participants in phase 1

The number of participants in the questionnaire, observation and interview varied respectively. The participants who successfully completed the online questionnaire were around 100 respondents out of 271 EFL practitioners who have made a try but failed and declined from the targeted 300 teachers and lecturers. Their ages were within the youngest category, 26 to 30, up to the oldest, 61 to 65. This suggests that the participants in the survey in average have much less experience than the participants chosen for the observation and interview. In the survey, I had no control of who would like to participate because my target was to get as many respondents as possible so long as they are ELT practitioners. In other words, all age categories were accepted to take part in the survey. But the majority was in the second age category, 31 to 35, and the fourth, 41 to 45. In terms of gender, there were around 60% female and 40% male (see Table 4.1). Their educational grounds were from bachelor degree up to doctorate degree. However, the majority was in bachelor degree category, followed by master and doctorate degrees respectively. The majority were graduates of applied linguistics, followed by linguistics, literature and mixed programs. Their teaching experiences also varied ranging from experiences teaching in nursery school up to university, even some had experiences teaching in private sectors like hotel, bank, and hospital. Many of them used to teach in private English course as well as in commercial English course. Yet, most of them had experiences in secondary school. Regarding the length of their teaching experiences, few of them had 5 years, few of them 35 years; the majority was within 6 to 10, 11 to 15 and 16 to 20 years successively.

3.4.2.2 Participants in phase 2

There were 8 participants who had indicated their agreement and willingness to participate in the second phase of data collection when filling out the questionnaire given in the first phase. There were four senior high school English teachers and four university English lecturers. The gender composition for senior high school is one male teacher and three female teachers. Meanwhile, for the university, they are shared equally, two male and two female lecturers. Gender issue, in my view, is important as it is one of the basic dimensions in life which often offers empirical knowledge about gendered practices, norms and discourses. Besides, I think it is essential to have the issue of

gender in ELT development as it is a way of looking how norms and power structures impact on the opportunities available to different groups of men and women. We notice that globally there are more women who become English teachers than men. Locally in Indonesian context the state remains the same. This will provide an empirical evidence of the current ELT practitioners' gender composition in Indonesia. In addition, even though I do not have a research question and hypothesis about gender, it is still important because this may be useful for other researchers who are exploring the issues with the focusing on gender. So, simply capturing and reporting this phenomenon in my research is useful for other researchers even though it is not part of my particular research focus or objective. Their detailed demographic information is provided in Chapters 4 (Section 4.2) and 5 (Section 5.2). The results of data analysis and interpretation are given in chapter 4 for quantitative data, and chapters 5 and 6 for qualitative data respectively.

3.4.3 Sampling techniques

The sample of this research were divided into two: quantitative and qualitative samples. The quantitative sample was used for questionnaire, while qualitative sample was used for both observation and interview. In quantitative research generally, the goal of sampling is "to obtain a representative sample—that is, a sample that accurately reflects the characteristics of the population from which it is drawn" (Springer 2010: 100-101). In statistical sense, the aim of sampling is "to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched" (Schofield 1996: 25). Considering the research ethics, to determine whether the prospective respondents would participate or not was purely based on so-called "voluntary system" stipulated by Ethics and Research Governance Online (ERGO) files (also see <https://ergo2.soton.ac.uk/>), a sort of a self-intention without being directed or coerced to participate. The ERGO number for this research is 29964. The ERGO forms used in the current research that have been officially checked, validated and approved include End of Study/Annual Audit Form, Consent Form, Participation Information Sheet, Ethical Committee Approval, Research Risk Assessment Form, and Student Research Project Ethics Checklist (see Appendix A).

The sampling techniques used for this research consisted of three types. For the survey, two sampling techniques were used. First, *snowball sampling* was opted. It involves a "chain reaction" whereby the researcher identifies a few people who meet the criteria of the particular study and then asks these participants to identify members of the population" (Dornyei & Taguchi 2010: 61). Then, *convenience sampling* was utilized which is "a procedure in which sampling focuses on whoever is available in a particular place at a particular time" (Springer 2010: 107), where an important criterion of sample selection is the convenience for the researcher, where members of the target population are selected for the purpose of the study if they meet certain practical criteria,

such as geographical proximity, availability at a certain time, or easy accessibility (Dornyei 2007). For this study, I decided to use *purposive sampling*, which is a procedure in which the researcher samples whoever he or she believes to be representative of a given population (Springer 2010). The principle of selection in purposive sampling is “the researcher’s judgement as to typicality or interest, that is, a sample is built up which enables the researcher to satisfy his /her specific needs in a project” (Robson 2002: 265). In other words, the researchers hand-pick the cases to be included in the sample on the basis of the judgement of their typicality or possession of the particular characteristics being sought (Cohen, et al. 2011). As the name suggests, this purposive sampling has been chosen for a specific purpose.

3.4.4 Methods of data collection

In this research, there were five methods of data collection to be used but three of them had to be designed first. The three main instruments designed to elicit research data were online questionnaire, observation checklist and semi-structured interview. Document studies and field notes were added to supplement the data needed.

3.4.4.1 Online questionnaire

Questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them from among existing answers” (Brown 2001: 6), intended to obtain accurate and relevant information or data about the topic under study (Coombe & Davidson 2015) or to gather “reliable and valid information” (Hague 1993, cited in Ekinci 2015: 3). Marshall and Rossman (1999: 129) note that researchers administer questionnaires to some sample of a population to learn about the distribution of characteristics, attitudes, or beliefs. More specifically, Coombe and Davidson (2015: 217-218) state that questionnaires in ELT research can yield three different types of data about respondents, namely factual, behavioural, and attitudinal. *Factual questions* are those that attempt to find out information about who the respondents are (demographic information). *Behavioural* questions are ones that ask respondents to report on what they are doing or have done in the past. *Attitudinal* questions find out what people think and investigate respondents’ opinions, beliefs, interests, and values. However, it is important to bear in mind that to obtain as accurate a picture as possible from research questions, the researcher should ask the right questions to the right people (ibid.). Therefore, the questionnaire had to be well-designed.

The design of the questionnaire has gone through a recursive procedure, not a linear way. It started from reviewing several samples of the questionnaire, pooling them, selecting, ordering and writing them in a good format. After several consultations and discussions with supervisor and after I felt

confident that the design was acceptable, I then translated them into *Bahasa Indonesia*. So, it was designed in bilingual (English-Indonesian). Afterwards, the questionnaire was pre-piloted and piloted. Based on the results of the pre-piloting and piloting, the final form was designed to be a closed-ended questionnaire with a rating scales format with 5 scales. The major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity (Dornyei & Taguchi 2010). To have an applicable questionnaire, I had to do two things: initial piloting or pre-piloting and (final) piloting.

For the initial piloting, I did it with some PhD students from Indonesia studying linguistics and applied linguistics at University of Southampton, at Monash University in Australia, with an in-service Indonesian EFL teacher and with one senior ELT professor specializing in educational research and applied linguistics at State University of Malang, Indonesia. Since the prospective respondents were Indonesian teachers and lecturers, I sent the reviewers the bilingual (Indonesian-English) version. The main purpose was to ask for their evaluation and judgment on the format, contents, wording, clarity and readability, simplicity and naturalness of the translation (see Dornyei 2002). General comments were on the format (length), terms used, and sequence of the items. The feedback informed me that the questionnaire had to have a clear purpose; its questionnaire items should reflect and be based upon postmethod concepts, and other related empirical studies. In other words, the questionnaire had gone through a process of development. Based on the given feedback, I changed, modified and updated it accordingly. For instance, I changed the labels of the options in the questionnaire scales from “strongly agree, agree, somewhat agree, disagree, strongly disagree” to “always, often, sometimes, seldom, never”. Thus, the feedback I had from the initial piloting helped me improve the quality of the questionnaire.

Based on the feedback of the initial piloting, I revised it except the scales as I initially insisted that the scales diction was not the root of problems and proceeded to the final piloting. The other reasons why I did not directly change the labels before the piloting were that 1) the scales using the first version have not been tried out so I was wondering about the actual results. The feedback I got from the initial piloting was based on the rater’s personal appraisal, what he felt right and wrong to be used, 2) the first version was the most popular and widely used scale and I was reflecting that it might be safe to start with it and not hurriedly refuted it. Then, I started the final piloting, aimed to get the questionnaires items examined for bias, sequence, clarity, and face validity and to determine their usefulness and reliability (Marshall & Rossman 1999). Essentially, it was aimed to “collect feedback about how the instrument works and whether it performs the job it has been designed for” (Dornyei 2002: 53) so that its feasibility can be checked (Robson 2002), which can assist the researcher in determining the relevance of the questions (Frery 2003).

The questionnaire was piloted to a number of ELT practitioners (36 out of 284 samples who have made a successful attempt to try out the questionnaire) teaching in secondary schools and universities in Indonesia. The results showed that most of the piloting respondents gave a typical choice to *agree* and *strongly agree*. This led to a muddle as the results did not indicate variability, too homogeneous, crunched up in one tail. Having connected the case to the feedback in the pre-piloting, the researcher realized the cause of the problem. That is, the labels used in the rating scales (*strongly disagree*, *disagree*, *slightly disagree*, *slightly agree*, *agree*, *strongly agree*). Since most, if not all, the items indicated positive tendency, then the safe choices would be *agree* and *strongly agree* or at least *slightly agree*. Hence, to prevent such similar results, the researcher changed the labels into *always*, *usually*, *often*, *sometimes*, *seldom*, and *never*, as previously suggested in the pre-piloting. Then, I proceeded to the next phase, item analysis.

The item analysis of the instruments particularly the questionnaire was conducted after the final piloting stage (Dornyei 2007), and the obtained results were used to fine-tune and finalize the questionnaire. To analyse items properly, I checked three aspects of response pattern that emerged (Dornyei 2007; Dornyei & Taguchi 2010). Firstly, I checked any *missing responses*. In this stage, I found some items missed by the respondents especially in the demographic information such as examples of professional training they have joined, places where they have taught English, and some other items in the body of the questionnaire. As Dornyei noted probably the cause was because the instructions were not clear or not understood correctly, or they were too difficult, too ambiguous or too sensitive for the respondents. This normally happens in the early design phase. The second aspect deals with the *range of the responses* elicited by each item. In the initial piloting, I found some peculiar tendency of the response like choosing the options of *agree* and *strongly agree* as the items indicate positive idea of reflective and creative teaching. Since this kind of response did not inform much of the points highlighted, I then revised the options. In addition, I tried to avoid, as suggested by Dornyei, the items that are endorsed by almost everyone or by almost no one as it is difficult to process statistically. The last aspect was to check the internal *consistency* of multi-item scales. The idea is that the questionnaire items should correlate with the other items and with the total scale score and retain the items with the highest correlations. Such high correlations are exhibited in the table of correlation coefficients of RP questionnaire items (see Appendix B) and that of TC questionnaire items (see Appendix C). Based on the results of this item analysis, the final questionnaire was construed and used as one of the research instruments.

The underlying reasons why the questionnaire is said to have acceptable contents to be used in this research are of threefold aspects. First, the contents specifically represent the notions of RP and TC which are considered to be feasible mechanisms for the realization of PMP. The concepts in the items were generally taken from extensive review of literature and from other online sources

entailing the aspects of RP and TC. Hence, conceptually, the items address and represent the ideas of both RP and TC. Secondly, the questionnaire items have gone through systematic processes of drafting, consulting, and revising (in which some points were added and the other points were discarded) before and after the pre-piloting and piloting. The last reason is that all the items in the questionnaire have been tested statistically to identify their reliability. It was found that the Cronbach Alpha value for the variable of RP is 0.991 indicating very reliable items. In addition, the *Item-Total Statistics* show that all correlation coefficients are higher than 0.80, where the lowest range is 0.848 and the highest is 0.97. This likewise denotes that all items are reliable (see Appendix D). The same finding also applies to TC items within the questionnaire. The statistical output, the Cronbach Alpha value for the variable of TC is also very high which is 0.988. The *Item-Total Statistics* for TC also suggests that all correlation coefficients are higher than 0.80, where the lowest range is 0.83 and the highest is 0.96. (see Appendix H).

To do an item validity test of this questionnaire where the value is in the form of scale, for instance, from 1 to 6, I utilized an analytical tool known as Pearson correlation or Product Moment Pearson Correlation. The item validity is a kind of an accuracy of an item or data instrument in measuring what is intended to measure (Priyatno 2012). The item is considered valid if it has a significant correlation with its total score. This kind of significance implies a supporting element in the item in revealing something that a researcher means to unveil. The test of the item validity was conducted through Pearson Correlation by correlating the item score with the total score of the items (the number of sample). Afterwards, the test of significance was done with the criteria of using r table within the significance level of 0.05 with two-tailed significance (ibid.). The rules read that if the correlation coefficient is positive and $r\text{-count} \geq r\text{-table}$, then the item can be said to be valid, or if the $r\text{-count} < r\text{-table}$, then the item is considered invalid. Based on SPSS Output on the correlations of questionnaire items of RP (see Appendix B), it was found that all the correlation coefficients between the items and the total scores are all above the value of $r\text{-table}$, which is 0.195 within the significant level of 0.05 with two-tailed test of significance (see Appendix G). This denotes that all questionnaire items of RP are valid and acceptable and therefore it became a reliable tool for data collection. The second SPSS Output on the correlations of questionnaire items of TC (see Appendix G) shows similar findings in which all the correlation coefficients between the items and their total scores are higher than $r\text{-table}$ value (0.195). Like RP items, this finding suggests that all questionnaire items of TC are considered valid and significant to be used to generate data from the respondents.

In addition to the validity of correlation coefficients of both RP and TC, I did some modification and adjustment especially on wordings and phrases, based on the results of experts' appraisal on the questionnaire items. In the item analysis, I did not find the item that was either fully endorsed or

avoided by every respondent. All these obviously indicate that all items are both dependable and valid which suggest that the questionnaire could be used as an instrument for data collection. As a whole, all RP and TC items are valid and reliable. In terms of the contents, the questionnaire consists of three main parts: demographic information, RP and TC items (see Appendix I). The whole thing is that all these affirm that the contents or items of the questionnaire were worthwhile instrument for generating quantitative data.

3.4.4.2 Classroom observations

Observation is a very crucial part of qualitative inquiry, especially in this study because it allows me as the researcher to see the results of teaching practice. It also lets me see unexpected happenings in the classroom that might stimulate my curiosity, leading to data confirmation in the interview parts. I saw how teachers performed their teaching and therefore drew on interviews followed by reflections to explore two core issues of the research: RP and TC. These issues can later suggests the extent to which PMP has been materialized in localized contexts. Hence, this research drew on classroom practices recorded, followed by interviews with teachers on their reasons on certain teaching activities or approaches they have used in their classroom. This research seeks to identify classroom practices indicating RP and TC that represent given classroom phenomena unique in Indonesian context. It also aims to see the pedagogical impact of such phenomena on students' engagement in teaching and learning. So, this investigative inquiry indirectly serves to promote reflection and creativity in both teaching and learning in a way that teachers can capture novel insights and understanding from their own professional practice.

Observation entails the systematic noting and recording of events, behaviours, and objects in the social setting chosen for study (Marshall & Rossman 1999; Foster 1996). For a researcher, an observation is a way to document everyday practices of participants and to better understand their experiences (Savin-Baden & Major 2013). Since this research deals with a classroom practice, the researcher is supposed to serve as an unobtrusive observer who aims at documenting, describing complex classroom actions and interactions (Marshall & Rossman 1999). To get accurate data, observations have to be "systematically" recorded, carefully interpreted and analysed, employing systematic and planned procedures (Foster 1996: 58). The idea of Robson (2002) in relation to observation is worth considering. He underlies that in observation "you do not ask people about their views, feelings or attitudes; you watch what they do and listen to what they say" (p. 310). This means that the observation should be done meticulously and attentively. In this research, I observed the teaching activities of the participants (Indonesian ELT practitioners) from the opening up to the closing of their lesson. A more specific emphasis was given on teachers' TC. For RP, I ignored it temporarily especially in the teaching process because it seemed unlikely to observe what

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in the mind of the teachers was. I identified the practice of RP through crosschecking teachers' lesson plans and what they actually did in the classrooms. I also looked at their classroom interaction especially in forming group works, solving students' learning problems, and learning stimulation and encouragement.

Patton (1990: 202) suggests that observational data should enable the researcher to enter and understand the situation that is being described. In this research, the researcher became "a complete observer who only observes overt and is detached from the group" (Cohen et al. 2011: 457). In other words, the researcher took the role as a non-participant observer. This type of observation enabled the researcher to gather data on the physical setting (environment and its organization), the human setting (people and their characteristics), the interactional setting (interactions of people) and the program setting (resources and pedagogic styles) (Morrison 1993; cited in Cohen et al. 2011: 457). Technically, I took a seat in the back row and behaved quietly as if I were not present in the class so that the students and the teacher did not feel watched and evaluated. I was only mentioned and introduced by the teachers in the beginning of the class. In this observation, I decided not to use checklists which actually I have prepared (designed and piloted) because technically I felt it was quite challenging to tick the lists while observing the class. Instead, I decided to use audio tape-recording for the actual classroom observation. But an interesting question is why I used audio instead of video-recording.

There are some underpinning reasons why I decided to use audio-recording instead of video-recording (Asan & Montague 2014). First, when employing video recording, I could or may be intrusive during the teaching learning process and might distract teacher's and students' attention. This could minimize any unintentional distraction for both teacher and students. Second, when using video-recording I could miss some aspects of interactions during the class as I was focusing on video-recording teachers' activities. Hence, this audio-recording technique could also help me better understand the approaches and techniques the teachers used in their practices. So, I could be more focused on observing the teaching learning process. Besides, the students were within age range of 15 to 17 which certainly require consent and approval from both students and their parents which often technically challenging. Using video-recording potentially raises concerns about the discoverability and confidentiality of participants (teachers and students). Many students also do not feel comfortable to be video-recorded which is very intrusive in the classroom learning process.

Hence, the observation data were not taken partially out of context but as a whole so I need to audio-record the whole process so that I could see where a certain activity fitted a certain context of teaching learning process. Such observation data could sensibly form an interconnected activity.

Besides, I wanted to secure the cooperation of the teacher and the convenience of students' learning. Next, I did not feel particular phenomena to be visual that would be very useful for my analysis. Finally, I had to do the observation based on a more collaborative, manageable approach. The observation schedules was within the range of 9 October to 09 December 2017 (see Appendix J), in the same time frame as the interview schedules. The proposed schedules were tentative as it had to be adjusted with the participants' teaching schedules. Hence, using this tool, I could stay focused on observing the teaching learning activities. I also made some necessary notes while doing the observation on some aspects of teaching learning process that I thought related to the ideas of RP and TC. Hence, I relied on the results of audio-recording for the main data to be analysed. Later, the results of these audio-recorded classroom observations were transcribed, coded using NVivo, and analysed using content analysis.

3.4.4.3 Semi-structured interview

The data gained from classroom observation needs to be further explored through semi-structured interviews. This was aimed to get a link of what Indonesian ELT practitioners have demonstrated in their classrooms with what they had in their mind regarding the ways they approached their teaching. The research questions were related to two main aspects of PMP framework: RP and TC. So, the focus was on the ways how Indonesian ELT practitioners were reflective and creative in their teaching activities. The results of classroom observation which describe how Indonesian practitioners teach were then enriched by the interview data. In other words, in the observation data analysis, I described how teachers taught (in the lenses of reflectivity and creativity aspects) and in the interview I described what they thought of their teaching. The semi-structured interviews were drawn on the main issues highlighted in the classroom observation (Kiely & Davis 2010) in this respect, RP and TC.

Through semi-structured interview, I tried to pursue further understanding of what Indonesian teachers have done in their observed classrooms. These understanding and insights were acquired through an established relationship with the teachers which, according to Richards (2003) enables us to share in their perception of the world. An interview in qualitative research (Cannel & Kahn 1968; Savin-Baden & Major 2013) is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation. The type of interview used in this research was semi-structured. Robson (2002) mentions that semi-structured interview has predetermined questions, but the order can be modified based upon the interviewer's perception of what seems most appropriate. Or, it includes additional questions in response to participant comments and reactions (Savin-Baden & Major 2013). However, as Robson

(ibid.) adds, the wording of the questions can be changed; particular questions which seem inappropriate with particular interviewee can be omitted, or additional ones included.

In Kasper's (2015) stance, in the semi-structured, "the interviewer references more targeted, pre-specified questions, which allow for easier comparability of question-answer sequences across participants. Kasper further suggests that the questions that have been raised or pre-empted can be omitted or re-contextualized, and questions not included in the in the written set may be raised as the interview develops" (p. 210). The mode of the questions in the semi-structured interview tends to be "open-ended enough to allow interviewees to express their perspectives on a topic or issue and also allow the comparable data that can be compared across respondents" (Savin-Baden & Major 2013: 359). To stimulate a quick response, I used the 'yes/no' questions, but to investigate and explore, I used WH questions. In other words, the interviewing questions were frequently open-ended and sometimes quick 'yes or no' questions completing each other.

In this research, the design of the interview has gone through several stages. In the first stage, in the supervisory meeting, ideas on semi-structured interview was intensely reviewed and discussed. Then, I did an intensive review on the available relevant journals, books and online resources about the topics of interest. In the beginning, I came up with more than 150 items covering such topics as PMP, effective teaching, teacher beliefs, RP and TC. In the second meeting, the suggestion was to minimize the number of the items into around 20 to 30 assigned to each topic. Besides, the topics of effective teaching and teacher beliefs could be embedded into the RP and TC. Another important recommendation was that each item in the interview protocol should ask only a single topic or theme in order to avoid bias of meaning or ambiguous items. This ad hoc format was then pre-piloted with 2 Indonesian teachers who were also taking PhD in linguistics and applied linguistics. The feedback I got from the pre-piloting were at least five points: 1) there should be light/warm-up questions related to teachers' teaching activities, 2) there should be some kind of probing questions, 3) the language should not be too technical or it should be simplified using common language easily understandable, 4) the duration of the interview should not be too long therefore the items should be reduced, and 5) the items should reflect the relationship between the ideas of the main theory and the teaching issues in the field.

After revising the interview protocol based on the feedback of pre-piloting plus some notes from supervisory discussion, I came up with only 20 interview questions for each RP and TC. This interview items then had to be piloted to a group of teachers having similar features as the targeted sample of the interview. Since I could not find the targeted sample of teachers in UK, I then decided to pilot the interview protocol with 2 other Indonesian teachers pursuing their PhD in applied linguistics. The feedback I gained from them deal with the issues of some technical terms such as

reflective practice, postmethod pedagogy, etc., the length of the interviews (considered a bit too long), the readability of the translated version (i.e., the terms *reflection*, *creativity*, *evaluation* were translated into *refleksi*, *kreativitas*, and *evaluasi*, often the concepts were not shared proportionally, therefore needed extra explanation). Another feedback was concerned with the formality of the language. They suggested to use a more informal language or the interview language could vary from what was written on the interview sheets. Besides, in performing an interview I was suggested to be more relaxed in giving questions, not like in a court. I had to be able to set up a comforting environment with the interviewee. In other words, the written language should sound verbal colloquial language. In interview, as Richards (2003) notes, we are concerned only with “encouraging the speaker, not with putting our own point across, so the skills we need are still collaborative but the skills are focused on drawing from the speaker the richest and fullest account possible” (p. 50).

The semi-structured interviews with 8 Indonesian ELT practitioners selected voluntarily were scheduled systematically in which each interview followed each observation. In other words, the interviews were scheduled (see Appendix K) simultaneously with the observations. It means that both observations and interviews were held at the same time frame, which was from 9 October to 09 December 2017, lasting nearly two months. The schedules here not fixed but tentative depending on the participants’ availability. The reason for this simultaneity was that any important and urgent issue emerged in the observation could be directly crosschecked or confirmed to the teachers to ensure that I did not misunderstand certain points. It is important to do this while everything was still fresh in the mind so that the teachers could directly recall their memory, the things they said and done in the classroom. Hence, the schedule was set out like post-observation interview be right after the class or the day after the observation. However, it all relied on the teachers’ agreement considering their available time. There were occasionally some interviews could not be directly performed due to their hectic schedule for teaching. In this regard, I usually made an adjustment or rescheduling. The interview protocol (see Appendix L) consists of two main elements: RP in the first section and TC in the second part. Therefore, the questions are related to the elements of RP and TC. The core questions can be divided into three categories: lesson preparation and execution, reflection and evaluation, teaching observation and feedback provision. The same is true for the second part which entails TC. The core questions were also divided into three categories: learning needs and students’ proficiency, teaching problems and its solutions, teaching techniques and strategies. However, in the interview I tried to adjust the questions rhyming the flow of the conversation. I did not follow the order of the questions strictly. What I did seemed to imply the type of interview I used: semi-structured interview.

3.4.4.4 Documents

Typically, documents provide written information. Mason (2002: 110) considers “documents as records of things that may take written, photographic, electronic or other forms”. Documents in this research served as “secondary sources since the researcher is an outsider, separated by time, place or other factors” (Savin-Baden & Major 2013). Besides, the underlying intent of a document (Marshall and Rossman 1999) is to convey a message or information to individuals or groups who will consume it. Why document studies are important in this research because, in Savin-Baden and Major’s (ibid.) concept, “documents can provide qualitative researchers with information that they might not be able to gain through other data collection approaches” (p. 404) like in questionnaire, observation and interview.

In addition, as Savin-Baden and Major (2013) underlie, documents are particularly useful for providing historical context. For example, a certain teacher might use a certain teaching technique as prescribed in the textbooks. Scott (1990) suggests to evaluate the quality of documents including their authenticity, credibility, representativeness and clarity of meaning. This means that I should strive to ensure that the document is genuine and trustable. In this sense, credibility is enhanced since documents tend to be created independently and prior to the research. Fortunately, I was given access to have some copies of participants’ teaching materials, text-books, syllabuses, and teacher journals.

3.4.4.5 Process of qualitative data collection

Both types of data were context-specifically generated. The data were taken from the eight participants involved in the study through both observation and interview. Each of 16 observations took place in their own classes when teaching English or English related subjects such as speaking, reading, listening, vocabulary, grammar, etc. Like observation, the interview was conducted 16 times after each (right after or few days later) of the classroom observation. All the data were audio-recorded so that all the transcribed data were taken from audio-recording. Another thing that I had to address in the data deals with language issue. Inasmuch as the interviewees preferred using Indonesian language I had to translate some of the data especially the interview ones into English. The translation was considered valid since it has been sampled and verified using back translation (see Appendix M). For the documents data, I directly asked each participant to show me their syllabi, lesson plans, text-books, students’ registers and teaching journals (if available). Based on their approval, I checked them all and selected some relevant documents for my data analysis.

3.4.5 Methods of data analysis

The methods of data analysis utilized in this research were of twofold: factor analysis (FA) for the quantitative data and content analysis (CA) for the qualitative data. In the first place, I used FA for the quantitative results from the questionnaire. I aimed to figure out the factors that influenced the ELT practitioners to perform RP and TC in their classroom activities. Second, I used content analysis (CA) for the qualitative data resulted from classroom observation and semi-structured interview to seek both manifest and latent contents and messages from the data indicating the practice of RP and TC in their teaching. To perform qualitative CA, technically we need to operate a software, in this regard, called NVivo. However, in this research, the first analysis started from the quantitative data (see Mixed-method approach, Section 3.5), the survey data, using the FA as detailed below.

3.4.5.1 Factor analysis

For the questionnaire data, I used SPSS to find out the frequency distributions, and descriptive statistics. I used factor analysis (henceforth, FA) for analysing the quantitative data generated from questionnaire. It is “an approach to making sense of a large number of correlations between variables, where the variables all have equal status (no dependent/criterion variable, and the analysis starts with a matrix of correlations” (Robson 2002: 433). In the same vein, Hinton et al. (2014), define FA as “a set of statistical procedures that examines the correlations between variables in large sets of data to see if a small set of underlying variables or factors can explain the variation in the original set of variables” (p. 339).

In this research, I used FA because I sought to find the correlations of many variables through a small number of factors. The word *factor* refers to the group or clump of related variables (Pallant 2016) or the shared variance to be analysed. I used FA since it is a method that can help me to represent a large number of relationships among normally distributed variables in a simpler way (Robson 2002; Leech, Barrett & Morgan 2015). The relationships were set out in emergent factors. So, this set of techniques are designed to enable the researcher to classify data on several variables with reference to a smaller number of supposed underlying dimensions or factors (Gray & Kinnear 2012) or for identifying clusters of variables (Field 2018). It is a way of summarizing or reducing data, often collected in a questionnaire, to a few underlying dimensions (Hinton et al. 2014). These few underlying dimensions or factors were analysed in this study to identify the relationships or the shared variance among variables on two main issues: RP and TC.

Principally, FA is not designed to test hypotheses or to tell you whether one group is significantly different from another. It is a “data reduction technique” (Tabachnick & Fidel 2013: 182) to gain a

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smaller set of factors. FA is a method of grouping together variables which have something in common, a process which enables the researcher to take a set of variables and reduce them to a smaller number of underlying factors which account for as many variables as possible (Cohen et al. 2011). It is used to produce a smaller number of linear combinations of the original variables in a way that captures (or accounts for) most of the variability in the pattern of correlations (Pallant 2016). So, it is used to gather information about the interrelationships among a set of variables. In addition, FA can be used (Field 2018) to understand the structure of a set of variables and the structure of the latent variables. In the same vein, Gray and Kinnear (2012) state that the aim of FA is to determine the number and nature of the factors (few factors) necessary to account adequately for the correlations among the observed variables. FA aims to measure a smaller set of dimensions or explanatory constructs or latent variables representing clusters of variables that correlate highly with each other, believed to reflect constructs that cannot be measured directly (Field 2018).

In this FA, I examined the associations between variables (questionnaire items or questions from which factors are drawn), based on the correlations between them, to see if there are underlying factors (Hinton, McMurray, & Brownlow 2014). In this FA, as a researcher, I did not have any prior beliefs about which, or how many, underlying factors can be found to explain the data. Normally, they are in a range of 1 to 3 main factors. Pallant (2016) mentions that in determining whether a particular data set is suitable for FA can be seen from sample size. The recommendation of the sample is that the larger, the better. However, in small samples, the correlation coefficients among the variables are less reliable, tending to vary from sample to sample (ibid.). Sample size is less crucial for FA to the extent that the communalities of items with the other items are high or at least relatively high and variable (Hinton et al. 2014).

What is also important in FA is data interpretation. Technically, to interpret the retained factors, we need to rotate them. This rotation represents the pattern of loadings in a manner that is easier to interpret, showing which variables clump together (Pallant 2016; Gray & Kinnear 2012). The most important thing a researcher has to do is to decide what these underlying factors actually mean theoretically. The researcher has to decide on at least three main aspects. The first is: What essential quality does each factor identify? Second is: Can each factor be given a name? The last is: If all the questions are linked by an underlying factor, then the researcher might choose to label that factor (Hinton et al. 2014). Again, as a technique that is based on correlations among variables, the purpose of FA is “to reduce data into smaller components, in order to validate questionnaires and/or argue for an underlying construct or latent variable” (Woodrow 2014: 110). In this FA, I used exploratory FA to investigate possible relationships between variables. The results of the FA strengthen or affirm the results of the qualitative analysis using content analysis (CA) as elaborated in the next parts.

3.4.5.2 Content analysis

In this research, content analysis (henceforth, CA) has been used to analyse the qualitative data resulted from both observation and interview. This section underpins some essential aspects of content analysis such as meaning and functions, features and procedures of CA.

Meaning and functions of CA

The analysis of the qualitative data obtained from observation and interview of this research used CA. This CA is very useful in generating codes, categories and themes as the main attributes for the analysis of the observation and interview data. It can effectively help to identify both manifest and latent contents within the data. Formerly, CA originates from a quantitative analytical method of examining written texts that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories (Dornyei 2007). That suggests that CA is a method that may be used with either qualitative or quantitative data or may be used in inductive or deductive way (Elo & Kyngas 2008). Therefore, the element of quantitative data is often taken into account, in which the relative frequency and importance of certain topics are described (Anderson and Arsenault 1998). However, this research just deals with qualitative CA. As CA is very much focused on the process of analysis, “it simply defines the process of summarizing and reporting written data—the main contents of data and their messages” (Cohen et al. 2011: 563).

In this research, the main contents of the data congruently deal with both RP and TC as performed by the voluntarily selected Indonesian ELT practitioners. CA is also viewed as a strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data (Mayring 2004; Flick 2014). The rigour of the data analysis in this study is prioritized as it serves as the basis for drawing conclusions and recommendations at the end of the discussion chapter. The systematisms and rigour of data analysis potentially result in replicability and validity of the inferences from texts (data) to the contexts of their use (Krippendorff 2004). This suggests that texts cannot be detached from its contexts. Precisely, the qualitative meanings of the data are described and contextualized (Schreier 2012). Technically, this is done by assigning successive parts of the material to the codes, categories and themes, which are at the heart of the method, which contains all those aspects that feature in the description and interpretation (ibid.). Briefly, CA is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon 2005).

As a qualitative approach, this CA has a goal in which it seeks to arrive at an understanding of a particular phenomenon (particularity) from the perspective of those experiencing it (Vaismoradi et

al. 2013). In this case, the Indonesian ELT practitioners undergoing classroom teaching and learning activities. Hence, CA has the purpose to provide knowledge, new insights, a representation of facts and a practical guide to action (Elo & Kyngas 2008). In choosing the contents of analysis, researchers are guided by the aim and research questions of the study (Robson 2002). In that view, the contents to be analysed in this study are very much influenced by and oriented to the search for the answers of the research questions (in what ways the teachers are reflective and creative). Due to its systematic coding and categorizing approach for exploring large amounts of textual information, CA is robust to determine trends and patterns of words used, their frequency, their relationships, and their structures and discourses of communication (Mayring 2004; Gbrich 2007). In this study, the focus is on finding the codes, categories, themes, and overarching theme of the analysed data.

Features of CA

In general, CA is featured as a systematic, flexible tool for data reduction, analysis and interpretation. Flick (2014) states that the essential feature of CA is the use of categorization in reducing large quantities of data. Therefore, the qualitative CA is characterized in three ways: “it reduces data, it is systematic and it is flexible” (Schreier 2012: 170). Another feature deals with inductive categorization. According to Dornyei, the qualitative categories used in content analysis are not predetermined but derived inductively from the data analysed. Unlike the quantitative CA which is referred to as “manifest level analysis” (an objective and descriptive account of the surface meaning of the data), the qualitative CA deals with “latent level analysis” (a second-level, interpretive analysis of the underlying deeper meaning of the data) (Dornyei 2007: 245-6). Therefore, the researcher has to select the overarching theme, themes or categories that the write-up is centred around (Strauss 1987). The other feature of CA is its interpretive analysis led to drawing conclusions. According to Dornyei (2007), interpretation in CA is an iterative process, starting from the initial coding stage along the way in the entire processes of analysis up until the final stage of analysis through developing increasingly abstract analytical insights into the underlying meanings.

Procedure of CA

The first step in data analysis is to transform the recordings into a textual form (Dornyei 2007). The good point about the transcription process is that it allows us to get to know our data thoroughly (Dornyei *ibid.*). In this transcription process, I used transcribing software called ‘easytranscript’ that can be downloaded freely. With this software, I transcribed my data, continued with the coding process. However, there was a language issue. Some of my data especially the interview data were in Indonesian language. For the observation data, most of them were already in English since all the participants used English in most of their observed teaching. Therefore, after the data had been

selected and then coded, I had to translate them from Indonesian into English, especially the data relevant with the areas of analysis (RP and TC). The results of the translation had been previously sampled and verified using *back translation* (see Appendix H). The translated data were the ones that were included in the CA process. As a rule of thumb, the CA starts with a sample of texts, defines the units of analysis, reviews the texts in order to code them and place them into categories, and counts and logs the occurrences of words, codes and categories (Ezzy 2002). The major entity being analysed in a study, also called *sampling units* which include words, sentences, or paragraphs (Stemler 2000). In this study, the sampling units were selected from observation and interview data. Technically, CA involves coding, categorizing (creating meaningful categories into which the units of analysis—words, phrases, sentences, etc.—can be placed), comparing (categories and making links between them) and concluding—drawing theoretical conclusions from the text (Cohen et al. 2018).

Process of CA

The process of CA in this study was adapted from Elo and Kyngas (2008: 110) as displayed in Table 3.2 below.

Table 3.1 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 analysing process and the results through models, conceptual systems, conceptual map or categories, and a story line.

Table 3.2 depicts that in the preparation phase the researcher is expected to transcribe the interview, and obtain the sense of the whole through reading the transcripts several times. The preparation phase also indicates that the preparation phase continues with selecting the unit of analysis (Guthrie et al. 2004). This can be a word, a sentence, or a portion of pages or words, a phrase, a paragraph, whole text, the number of participants in discussion or the time used for discussion, and themes (Polit & Beck 2004; Cohen et al. 2011). In this process, I had both manifest contents (developing categories) and latent contents (developing themes) and needed to have a

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focus before proceeding to the next stage of data analysis. In the organizing phase, the researcher had to do so-called open coding, which is creating categories and abstraction. According to Polit and Beck (2004), abstraction is defined as a general description of the research topic through generating categories. In the final stage, the researcher has to report the results of the previous stages in terms of a story line, a map, or model which certainly needs the creativity of the researcher (Vaismoradi et al. 2011). The results formed through a process comprising a number of phases should be reported as detailed as possible (Elo & Kyngas 2008).

In terms of the qualitative data in this research, I did the coding process so-called linear-cyclical-fine-tuning process. It was linear because I started out with “a template of codes” (Dornyei 2007: 253) or “a provisional list of codes ... determined beforehand” (Saldana 2009: 49). I used this provisional coding, a “start list” of researcher-generated codes based on what preparatory investigation suggests might appear in the data before they are analyzed (Saldana *ibid.*: 118), because I need to harmonize with my study’s conceptual framework or paradigm, and to enable me to do the analysis that directly answers my posed research questions and goals of research. It was cyclical because, following the nature of the coding process, naturally or reflectively I did such cyclical coding processes as: comparing data to data, data to code, code to code, code to category, category to category, category back to data, category to themes, themes to overarching theme, and overarching theme to data (Saldana 2009). It was a fine-tuning or revision process (Dornyei 2007) because the predetermined codes often did not sufficiently meet the ideas in the selected texts. Therefore, at some point in the analytical process, I made an adjustment or a change to the code as I sometimes captured certain salient points in the data that require more representative codes. I thought that the predetermined codes or a template of codes helped in carrying out the initial coding process which I considered as a gate opening in the intricate volume of data. To a certain extent, I also considered my coding approach in the content analysis as a blend of top-down and bottom-up processes which was quite useful. It suggests that I tried to arrive at analytic categories deductively (bringing codes to the data) and getting gradually to them inductively (finding them in the data) (see Miles & Huberman 1994). The underlying reason is that, and that was I felt, “in effect few, if any, researchers start data analysis with no initial ideas and biases” (Dornyei 2007: 253). In a way, in the outset of the CA, I approached the coding process in a more deductive and less inductive and in the mid up to the final parts of the analysis, I became less deductive and more inductive or less top-down and more bottom-up by finding and using more emergent nature of the codes. Thus, the extent to which my approach was top-down was in the initial coding stage based on the background information on the topic obtained from the literature review and a result of preliminary scanning of the data (Dornyei 2007). Conversely, the extent to which my approach was

bottom-up was when I started to delve into the data in the analytical process within which some revision of the codes were required.

3.4.5.3 Nvivo

Actually, Nvivo just serves as a helping device to arrange the data into a well-ordered and well-patterned data so that the researcher would have better and clearer ideas of a bulk of data to be analysed and interpreted. Transcription was carried out through *easytranscript* software. Easytranscript sets a time mark after every passage, with which we can jump back to the current time in our media file. Easytranscript lets me re-edit a passage easier which allows pausing, playbacks at different speeds, inserting timelines upon request and exporting the file into a Text format. The only issue is that it has no a WORD format so the transcript results should be copied and pasted to MS. Word file document. After the data have been transcribed and translated (Wengraf 2001), coding procedures begin. The first phase of data analysis using Nvivo commences.

Once the audio recorded data had been transcribed using the *easytranscript* software, the challenge lies in making sense of huge amounts of data by “reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal” (Patton 2002: 432). The next tasks were to do such things as coding, retrieval, identifying patterns, comparing, linking and so on and so forth. One way to arrive at the findings is to identify patterns in the data. These tasks can be handled swiftly by using a qualitative data analysis (QDA) of computer software package like NVivo. NVivo provides a variety of tools for manipulating data records, browsing them, coding them, annotating and gaining access to data records quickly and accurately (Richards, 1999). The study’s data was analysed using NVivo qualitative software (version 12) after transcribing and translating the verbal data. Since NVivo was not equipped with qualitatively analytical and interpretive ability, the last critical task was referred back to the researcher

3.4.5.4 Analysis of documents

Savin-Baden and Major (2013) define documents as any written, printed, visual or electronic matter that provides information or evidence or that serves as an official record. The use of documents often entails a specialized analytical approach called content analysis (Marshall & Rossman 2010) in which it is unobtrusive (not requiring the cooperation of the subjects) and nonreactive (being expected to observe or gather data without interfering in the ongoing flow of events). It is very important to be aware of the aspects to be analysed in the documents. According to Have (2004), the author or researcher in a sense engages with the author of the document being studied. When analysing documents, Savin-Baden and Major (2013) suggest that the researcher are to focus on

how and for whom the document was created. They also suggest that the researchers should consider what was and was not included in the document. In this research, the valuable documents to be investigated comprise of teacher's text-books, syllabuses, and lesson plans. Further, Savin-Baden and Major (ibid.) suggest that the documents can provide a researcher with a rich and often readily accessible source of information for understanding participants and for research context.

3.4.5.5 Triangulation

Triangulation is a more direct check on the validity of observations by crosschecking them with other sources of data (Foster 1996). It can involve comparing data produced by different methods, for instance, observational data can be compared with both questionnaire and interview data, or comparing data from different times, sub-settings or subjects. Therefore, if a researcher's conclusion is supported by data from other sources, then he can be more confident of its validity. According to Patton (1990), it is in data analysis that the strategy of triangulation really pays off. Patton asserts that there are basically four kinds of triangulation that contribute to verification and validation of qualitative analysis. In this research, the observation data were crosschecked or compared with the data of interview and questionnaire.

Denzim (1998) as cited in Robson (2002) mentioned four types of triangulation in qualitative research (data triangulation, observer triangulation, methodological triangulation and theory triangulation). Yet, only two types were taken into account in this research: data triangulation and methodological triangulation. The first is data triangulation which is focused on the use of more than one method of data collection (e.g. questionnaire, observation, interview and documents) and data analysis which "strengthens reliability and validity" (Creswell 2009: 199), which "helps the researcher to get a stronger fix of the data" (Richards 2015: 63). The second is methodological triangulation, which is combining quantitative and qualitative approaches (i.e. MMR/MMA) meant to improve the validity of a study by offsetting the biases of an individual method by using multimethods in a given study (Greene 2007). The methods triangulation is meant "to check out the consistency of findings generated by different data-collection methods" (Patton 1990: 464), in this case, the consistency of the findings of questionnaire, observation and interview

3.5 Threats to descriptive, interpretive and theory validity

As there are threats to validity in quantitative research, there are threats to validity in qualitative study as well. In qualitative study, the threats refer to three main aspects, namely, the aspect of its description, interpretation and theory (Maxwell 1992; cited in Robson 2002: 171-172) of its research findings. The first threat, which is the main threat, to providing a valid *description* of what

the researcher has seen or heard lies in the inaccuracy or incompleteness of the data. Secondly, the main threat to providing a valid interpretation is that of imposing a framework or meaning on what is happening rather than this occurring or emerging from what the researcher learns during his or her involvement with the setting. This means that the researcher has to be able to trace the route and justify the steps through which his or her interpretations were made. The last is threat to theory which is not considering alternative explanations or understanding of the phenomena the researcher is studying. This can be eschewed by actively searching for the data which are congruent with the theory used.

3.6 Establishing trustworthiness

Since this research used mixed-method approach (MMA) with the dominant emphasis on its qualitative aspect, it is crucial to establish its trustworthiness. For the traditional quantitative studies, trustworthiness refers to validity and reliability (Robson 2002; Cohen, et al. 2011). However, for the flexible qualitative studies, trustworthiness is about establishing *trustworthiness* that the research findings are credible, transferable, confirmable and dependable (Lincoln & Guba 1985; Robson 2002; Anney 2014). First, *credibility* is defined as the confidence that can be placed in the truth of the research findings (Macnee & McCabe 2008, cited in Anney 2014). It is about congruence between the findings with the reality (Merriam 1988). This added the knowledge and understanding of the researcher that what was found was true and accurate. Second, *transferability* refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents (Bitsch 2005; Tobin & Begley 2004; Anney 2014). This indicates that the research results are applicable to other similar settings with similar features and phenomena. Next, confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Anney 2014). This indicates the data interpretations are derived from the data, not from personal motivation or imagination of the researcher. Lastly, dependability refers to the stability of findings over time (Bitsch 2005; Anney 2014). This denotes the study is replicable and the results are stable and consistent.

3.7 Ethical considerations

Ethical considerations are crucial issues in the conduct of research. These have been detailed in many research books (Merriam 1988; Robson 2002; Dornyei 2007; Dornyei & Taguchi 2010; Creswell 2009, 2014; Cohen, et al. 2011; Brown & Coombe 2015). In a qualitative case study, ethical issues are likely to emerge at two points: during the collection of data and in the dissemination of findings (Merriam 1988), or in two important areas: the ethical conduct of the researcher working

with human objects and the moral ends of the research activity itself (Kubanyiova 2015). The first set of concerns has been addressed by the internal procedures required by the University of Southampton's ERGO (see <https://ergo2.soton.ac.uk>). The researcher has gone through all these processes. All evidences (i.e. "informed consent" forms) (see Appendixes A1-A5) demonstrate that the participants have agreed to take part in the research project as they have been sufficiently informed of the research purposes and their responsibilities. Therefore, it can be said that they have a clear understanding of the voluntary nature of their participation (Kubanyiova 2015). have been submitted to the ERGO online portal. Hence, the researcher put to the highest priority the *anonymity* (information provided by the participants should in no way reveal their identity) and *confidentiality* (not disclosing information from a participant in any way that might identify the individual) should always be protected (Cohen, et al. 2011). The second concern deals with the values and moral purposes of applied linguistics research, that is, the consideration of what research is for and what purposes it should serve (Kubanyiova 2015). This implies that satisfactorily completing an ethics form at the beginning of a study and/ or obtaining ethics approval does not mean that ethical issues can be forgotten, rather ethical considerations (Mauthner et al. 2002) should form an ongoing part of the research.

3.8 Summary of the chapter

This chapter provided the account of the research design and methodology, particularly on mixed-method approach (MMA) with its detailed diagrams and on qualitative study design where the emphasized qualitative aspects were solidified by its quantitative parts with its factor analysis model. How the data were collected, coded, categorized, crosschecked, verified and interpreted in a content analysis were also discussed. Other important elements such as context, the participants, sampling techniques and documentary analysis were also featured. In addition, this chapter discussed eloquently the conceptual framework of analysis so it is clear how this research is going to proceed. Specifically, this chapter shows how the data are to be collected in this MMA using online questionnaire, audio-recording for the observation, semi-structured interview and selected documents. It also indicates how the data are going to be analysed using factor analysis (FA) and content analysis (CA). This chapter also clarifies about the threats to descriptive analysis and establishment of trustworthiness. Above all, this chapter highlights codes of ethics in the conduct of this research that need to be followed strictly in every phase of the research. Overall, this chapter describes the ways how this research has to be carried out scientifically, systematically and lawfully.

Chapter 4 Identifying the Perspectives of Indonesian ELT Practitioners on their Practice of RP and TC

4.1 Introduction

As the chapter is aimed to answer the first research question, it features the quantitative aspect of mixed-method design. This chapter presents the first part of the data analysis which is the quantitative data analysis. This analysis was based on the data taken from the online questionnaire. This section is divided into six sections. The first section deals with the presentation of demographic information of all respondents of the questionnaire. The second and third sections address the results of the factor analysis (FA) of reflective practice (RP) for Senior High School (SHS) and universities respectively. The fourth and fifth sections tap the results of the FA of teaching creativity (TC) for both SHS and universities successively. The last section presents summary of the chapter.

As noticed that FA deals with the identification, analysis and explanation of the emerging factors influencing the implementation of RP and TC in classroom practice. The factors extracted from the FA are of two kinds: manifest and latent factors. The former indicates explicit factors that emerge after going through the stages of FA. The latter shows the factors that are implicit or latent (embedded among other variables/questionnaire items). This is called latent variables, the aspects that cannot be measured directly. In other words, latent variable is “a variable that cannot be measured directly, but is assumed to be related to several variables that can be measured” (Field 2013: 878). So, the main idea of factor analysis is that multiple observed variables have similar patterns of responses because they are all associated with a latent (not directly measured) variable.

A success in ELT cannot be measured directly. But we can measure different facets of that successful teaching. We can get ideas of students’ motivation or enthusiasm, students’ activeness and classroom interaction among students in learning, and many other indicators. Having measured these aspects, according to Field (2013), it would be helpful to know whether these facets reflect a single variable or factor. Put differently, are these different measures driven by the same underlying variable? If yes, then that is so-called latent factor. Therefore, following the idea of Field (ibid: 667), this FA attempts to achieve parsimony by explaining the maximum amount of common variance in correlation matrix using the smallest number of explanatory constructs, also called factors or latent variables. These represent clusters of variables that correlate highly with each other. The latent factors / variables serve as the main finding in this FA.

4.2 Demographic features of the respondents

The first part of this quantitative data analysis displays demographic information of the respondents taking part in the online survey, as shown in Table 4.1. The table indicates that the respondents were made up of 32 male (32%) and 68 female respondents (68%) of the total 100 respondents. The uneven number of male and female respondents was probably due to the fact that the majority of ELT practitioners in Indonesia was dominated by female teachers. In terms of age category, 81% of the respondents were within the ages of 26 to 50, the remaining percentage (18%) lied within the categories of 51 to 65 years of age, and the remaining 1% was within 21 to 25. From this fact, it can be said that the majority of the respondents were relatively young ELT practitioners.

From the respondents' levels of education, it could be identified that 58% had Master Degree, 38% Bachelor Degree, and 4% Doctorate Degree. The multitude in Master Degree was because the majority of the respondents from the tertiary level. In Indonesia, obtaining a master program becomes a prerequisite to teach in higher education in Indonesia. Yet, for the respondents from secondary schools, they were not required to have a Master Degree. Therefore, very few of them got their Master Degree. The doctorate holders, which were 4%, were from the tertiary levels. If we go further, we find out that their educational specialization was distributed into four categories: ELT (59%), Linguistics (16%), Literature (8%) and Mixed (17%). This denotes that most of the respondents were ELT people who have been quite familiar with the stuff of language teaching and learning, especially on teaching learning aspects since these were the courses they have taken in their Bachelor and Master programs.

Table 4.1 shows some revealing features of demographic data of Indonesian ELT practitioners. If we look at the gender aspect, we can see that the profession of ELT in Indonesia is dominated by female teachers. This is also a global phenomenon where teacher profession is female dominated (Holmlund & Sund 2008). It is a well-known fact that teaching is perceived as a woman's job...because it is associated with the role of a mother (Drudy 2008). That women heavily dominate teaching profession is related to economic development, urbanization and gendered power distribution in the society (ibid.). According to Mills and Mullany (2011), both gender and identity construction and performance are not inherited. They are seen as "a costume that one puts on—the individual chooses what sort of identity they would like to have and simply performs that role" (p. 41). So, gender can be viewed as a costume one wears and chooses what kind of identity he or she would like to have in particular settings. In terms of teacher identity, Danielewicz (2001) views it as "our understanding of who we are and who we think other people are" (p. 10).

Table 4.2.1 Demographic information of the respondents

No.	Dimension	Work base		Frequency	Percentage
		SHS	University		
1	Gender				
	Male	19	13	32	32.0
	Female	25	43	68	68.0
	Total	44	56	100	100.0
2	Age				
	21-25	1	0	1	1.0
	26-30	11	1	15	15.0
	31-35	8	9	17	17.0
	36-40	9	9	18	18.0
	41-45	12	7	19	19.0
	46-50	0	12	12	12.0
	51-55	3	0	2	2.0
	56-60	0	7	7	7.0
	61-65	0	3	3	3.0
Total	44	56	100	100.0	
3	Level of education				
	Bachelor degree	37	1	38	38.0
	Master degree	7	51	58	58.0
	Doctorate degree	0	4	4	4.0
Total	44	56	100	100.0	
4	Field of education				
	ELT	42	17	59	59.0
	Linguistics	0	16	16	16.0
	Letters	0	8	8	8.0
	Mixed	1	16	17	17.0
Total	44	56	100	100.0	
5	Teaching certification				
	Yes	44	24	68	68.0
	No	0	28	28	28.0
	In the process	0	4	4	4.0
Total	44	56	100	100.0	
6	Additional professional training				
	Yes	44	24	68	68.0
	No	0	30	30	30.0
	In the process	0	2	2	2.0
Total	44	56	100	100.0	
7	Length of teaching				
	0-5	18	0	18	18.0
	6-10	11	12	23	23.0
	11-15	8	7	15	15.0
	16-20	7	12	19	19.0
	21-25	0	8	8	8.0
	26-30	0	12	12	12.0
	31-35	0	5	5	5.0
Total	44	56	100	100.0	

If we look at the dimension of age in Table 4.1, there is an interesting point to note because the age difference indicates the length of practice and the width of experiences as ELT practitioners. This certainly has an implication on their professional development. Roughly speaking, the longer you serve as a teacher, the more awareness and understanding you have on what it takes to be a professional teacher and what it needs to conduct an engaging teaching. That is, Indonesian ELT practitioners teaching in senior high school mostly belong to younger generation in a range of 21 to 51 years of age. Meanwhile, those teaching in universities, the majority of the ELT practitioners are mostly senior practitioners whose ages are around 46 to 65 and the rest are junior lecturers.

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This difference can indicate many things and one of which is that it shows the level of their teaching experience which is important for the development of their teaching expertise. According to Motha (2014), experiences can form identities as co-constructed, negotiated, cyclical in nature, and multi-layered. Another appealing feature is that the number of ELT practitioners who work in university taking master program is lots higher than those teaching in senior high school. This is due to the fact that in universities lecturers are required to pursue at least master degree and doctorate degree, while in senior high school, bachelor degree is enough. Uniquely, all of ELT practitioners teaching in senior high school have already joined more additional training and taken their teacher certification. This can deal with so many different issues.

The respondents of this questionnaire were taken from two sorts of institutions, namely secondary school and university. Based on the data, 44% were from secondary schools and the remaining 56% were from university. Although this number is not even, it still indicates a relatively proportional distribution of the respondents. Their job is the same, EFL practitioners, but their student category is different, secondary school students and university students. Since the focus of this research is on how they perceive RP and TC and how they do their teaching, such student difference had no significant bearing on the results of the research. What is significant is, for instance, the length of their teaching experience. Although each of them had different span of teaching experience, he or she had met the minimum teaching experience (6 to 10 years), the majority had 16 to 20 years and many of them who had experiences teaching for 15 years above, and even few had 31 to 35 years. All these denote that the Indonesian ELT practitioners involved in this research had lots to say about their teaching as they had undergone different and, possibly, unique teaching learning circumstances. In other words, they were the right practitioners who could provide their perspectives on RP and TC, and demonstrate their teaching practices from which the picture of PMP-oriented practices could be resulted.

The sections below provide the answers for the first research question. The question is: *What are the perspectives of Indonesian ELT practitioners in terms of the realization of RP and TC in their language teaching within the framework of PMP?* This question is raised to unleash the ideas of the Indonesian ELT practitioners in regard with the practice of the aspects of RP and TC in their language teaching. The answers to this question would suggest the extent to which RP and TC have characterized their teaching as a way forward for enhancing the efficacy of their teaching learning process and through which their students become more engaged in their learning. The answers are generally represented by the pie charts and specifically through the results of FA as shown below.

4.3 An overall overview of the survey data

It is important to note that the survey data analysed and presented in this section were resulted from the questionnaire that has gone through both validity and reliability assessment, and item analysis (see Section 3.4.5.1). The survey data generated through this questionnaire also indicate positive trends distributed in all the items. For the sake of clarity and differentiation of the statistical values attributed to respondents, I decided to split the results of the questionnaire into two categories: Senior High School (SHS) and University. Each of these two was also divided into two further categories: reflective practice (RP) and teaching creativity (TC). That means there will be RP and TC data for both SHS and university. First, the descriptive statistics of RP survey data for SHS indicate that most of the items have high means in a range of 3.11 to 5.79 and not very high standard deviation around 0.40 to 1.11 (see Appendix N). Out of 20 items, there is one item (Item 02) that has a mean of 6 and 0 standard deviation. This outlier, understood as a case that differs substantially from the main trend of the data (Field 2000), was not included in the factor analysis as it would not create variability in the data distribution. Since the data in this research are categorical data, the measure of central tendency is the mode: the score given by the most respondents, the score which has the highest frequency (Cohen, et al. 2011). Cohen, et al. further mention that there can be more than one mode: if there are two clear modal scores then this is termed “bimodal”, if three then “tri-modal” (ibid.: 627). These modal scores can be viewed in the pie charts indicating the general trends of the data in the next section. These details suggest that overall the RP data for SHS are doable for factor analysis.

The general trends in the RP survey data for SHS are that there are some items such as items 11, 13, 14, 17, 18 and 19 in which the respondents shared similar ideas on RP. The other items gained more varied responses indicating that the respondents had different levels of perception and actualization of RP. Second, the TC survey data for SS indicate that all of the items have high means in a range of 4.79 to 5.97 and low standard deviations within 0.15 to 0.97 (see Appendix O) indicating less variability. Cohen, et al. (2011: 627) mention that “a low standard deviation indicates that the scores cluster together, whilst a high standard deviation indicates that the scores are widely spread”. When the standard deviation is closer to the mean, there is less variability indicating that the choices of the respondents tend to be more homogeneous. This denotes that the respondents tend to share a collective idea on a certain issue in the questionnaire. The general trends in the TC survey data for SS hint that such items as 01, 03, 07, 08, 09, 10 and 16 gained quite high responses from the respondents. They seemed to agree with the TC aspects mentioned in the items. The other items, except item 18, received a bit lower shared responses. In a way, these data also suggest that the respondents considered the TC elements in the items vital in their teaching practice. Third, the RP survey data for Uni show that the means are in a range of 1.50 up to 5.05,

while the standard deviations are from 0.73 up to 1.34 (see Appendix P). These data imply that the survey data have varied means indicating different tendencies of the respondents in giving their ideas on RP. The values of the standard deviation also denote that there the data are spread variedly from one item to another. There is no item which is an outlier, having zero standard deviation, which means there is no item that has total homogeneity. These kinds of data can be further analysed using factor analysis.

Like the survey data in RP for SHS, the data here are also categorical in which there can be more than one mode. The general trends in the RP survey data for university indicate that the respondents shared their ideas highly collectively in such items as 02, 13, and 14. It generally indicates that the elements of RP mentioned in the items have also been their teaching perspectives and probably have been realized in their practices. Other items were not that highly and equally shared by the respondents. They are all a bit lower than the three items. The trends of these modal scores are briefly highlighted in the next section. Fourth, the TC survey data indicate that each variable or item has varied mean ranging from 2.32 to 3.94 with varied standard deviation in a range of 0.93 up to 1.36 (see Appendix Q). This informs us that the TC survey data have no outlier, no item that is fully endorsed by the respondents. The respondents seem to have distinct ideas on many different items. In other words, the data have variability, spread up evenly forming a sort of normal distribution, showing how the scores are distributed around the mean. Similar to TC survey data for SS, the data here also denote more than one modal score. It is sometimes bi-modal or tri-modal. The general trends in the TC survey data for university show that such items as 02, 04, and 18 were shared quite highly by the respondents. The remaining items were rather evenly shared but variedly and a bit lower. It generally indicates that the elements of RP mentioned in the items have also been their teaching perspectives and probably have been realized in their practices. All these further suggest that the data were acceptable to be processed in the factor analysis.

4.4 Figures of the general trends in the survey data

As mentioned in chapters 1 and 2 (see Sections 1.1 & 2.8) RP and TC were set out as feasible mechanisms for the realization of PMP. Prior to delving into the factor analysis (FA), it is deemed salient to highlight the general trends of the survey data. These general trends are represented by four different figures exhibiting the elements of RP and TC as thought and practiced by Indonesian ELT practitioners. The following data are the findings obtained from the questionnaire that was administered before the classroom observation and semi-structured interview were held.

4.4.1 Trending figures of RP

The first two figures indicate the general trends of the survey data especially on RP as perceived and performed by Indonesian ELT practitioners. It includes the activities of RiA and evaluation, as shown below.

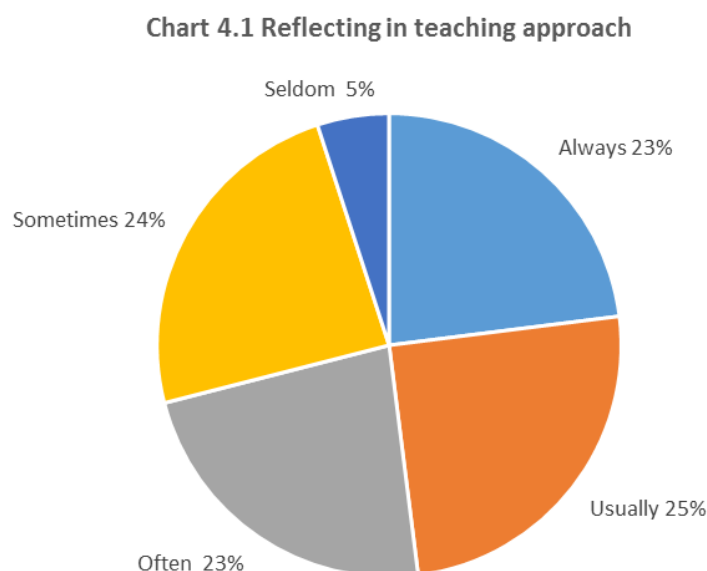


Chart 4.1 denotes that 25% of the respondents assumed they did RiA most of the time, 24% some of the time, 23% all of the time, and 23% much of the time. Only 5% did the respondents perform it infrequently. Looking at the positive trends of this figure where most of the respondents gave their ideas that in-classroom reflection has been a part of their teaching activity. It is something embedded in their mind, the need to see what works well and what does not and what to do instead. With 25% denoting it as a regular or habitual activity, this tells us that actually Indonesian ELT practitioners have been engaged in the RP despite the state that they might and might not be familiar with the term and therefore might unconsciously realize the idea of RP in their practice. Essentially, RP is there in their teaching practice. Hence, based on this trend, Indonesian ELT teachers are reflective in their teaching practice especially in the way they deliver their teaching since RiA tends to be performed internally or self-evaluating evaluating actions. In their views, evaluating and improving their teaching strategies, teaching approaches or teaching techniques

have to be continually self-observed, self-evaluated and self-improved (Kumaravadivelu 1994). This line of thought indicates that no body knows better than the teachers themselves and therefore have to be accountable for self-development and self-improvement. This view also indicates that

Indonesian ELT teachers are aware of the importance of self-initiation for enhancement. This is evidently RP-oriented practice. Actually, the finding suggests two things in regard to RiA. Firstly, Indonesian ELT practitioners had an idea that they did it before they came to the classroom, as noted by Wallace (1991) saying that this reflection may take place before the event takes place by a process of recollection (when handling a problem, we recall relevant knowledge or experience that may help us with our evaluation of the problem. Secondly, they perceive that the action was done when they were teaching, which is relevant with Schon's (1983, 1987) idea that RiA refers to the process of observing our thinking and action as they are occurring, in order to make adjustments in the moment. In other words, the former is thinking activity in a particular context, while the latter indicates thinking what the teachers are doing while they are doing it.

Chart 4.2 Evaluating and improving teaching technique

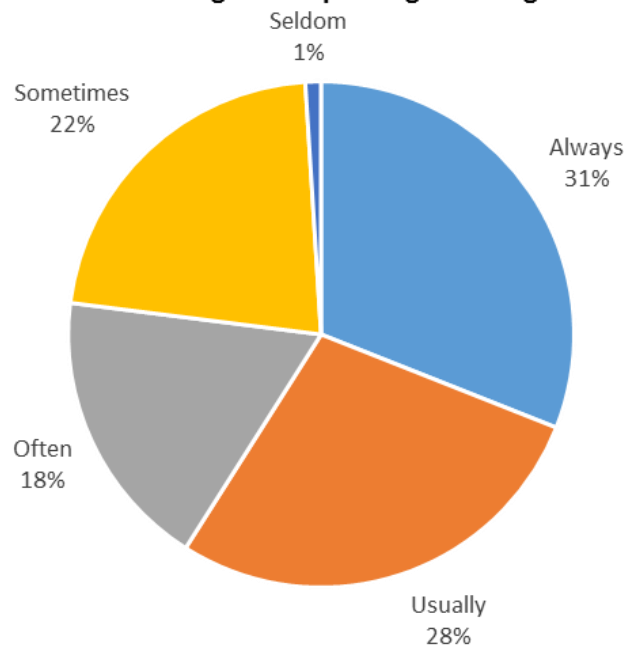
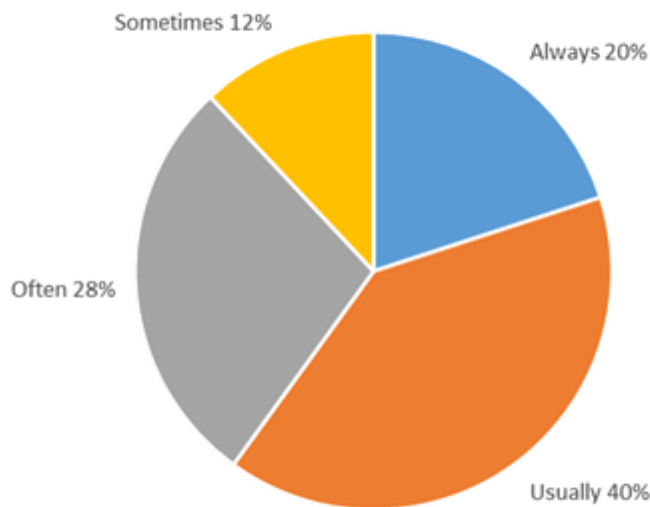


Chart 4.2 is related to self-evaluation or self-reflection as a classroom teacher. This chart specifically shows on teachers' inclination to do self-evaluation at the end of classroom teaching. It is an opinion on the evaluation on teaching techniques used by teachers. The percentage is proportionally shared (31% always do it, 28% usually do it, 22% sometimes do it, 18% often do it and 1% seldom do it) in a positive way in the sense that the respondents are keen on doing this evaluation. Considering the high percentage of the evaluative activity performed by Indonesian ELT practitioners, it is not a hyperbole to say that Indonesian ELT practitioners highly frequent self-critiqued people. When they always (31%) do it or usually (28%) perform it, then they really are

what Dewey (1933) characterizes as open-minded, wholehearted and honest practitioners. These figures likewise affirm that Indonesian ELT practitioners are aware that the teachers (themselves) are one of very important sources of input on their own teaching. It is a self-input mechanism, a strong mark of RP practice. This, self-questioning, can be a first step that can form the foundation for critical self-reflection. The standard questions to ask themselves which can help them reflect on the practicality of their teaching techniques might include (von Hoene 2016): What worked well with this technique, and why? What didn't, and why? Were there any particular pedagogical strategies that seemed to work well? What will I change the next time I teach this topic? All these are reflective questions teachers can raise when doing self-evaluation. The data reflect the essence of RP namely making evaluation and development in practice as underpinned by Pollard (2008) mentioning that RP involves a willingness to engage in constant self-appraisal and development. The practice of these two features of RP can potentially realize the idea of Kiely (2013) that a reflective practitioner is constantly 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.

4.4.2 Trending figures of TC

The following two figures exhibit the general trends of TC (as the second mechanism of PMP actualization) as perceived to have been performed by Indonesian ELT practitioners on their ELT practice. The ideas of TC deal mostly with what teachers do in their classrooms and how they ensure the effectiveness of their teaching learning process. The first chart is concerned with the issue pertaining to the use of authentic materials in the practitioners' teaching activities.

Chart 4.3 Using authentic materials

Based on Chart 4.3, we can identify four different categories related to the use of authentic materials in language teaching of Indonesian ELT practitioners. Most of them thought that they usually used authentic materials in their teaching (40%). This indicates that authentic materials are their first reference in designing their teaching materials. Many of them also felt that using authentic materials was their frequent choice in their lesson (28%), which surely gives an impression that along with their standard textbooks recommended to be used in schools and universities they often need to combine them with other published materials not intended for teaching purposes but still relevant and interesting for students to explore. However, there were also practitioners who assumed that they use authentic all of the time (20%). This informs us that authentic materials were their main priority to be used in their class. This is probably due to the potential of the authentic materials to rouse students' learning interest and provide sound knowledge in the given lesson.

There were also a few numbers of teachers who thought that they sometimes used the authentic materials (12%), probably when they felt necessary to do so. Yet, this also still indicates the interest of teachers to make use of the authentic materials for their lesson. Having a percentage of 40% for one out of six categories indicating a positive trajectory for TC is such a firm confirmation that Indonesian ELT practitioners are really sounding the truth that they are creative and innovative people. Even, 20% of them rarely missed the opportunity to provide a difference in their teaching materials. The tendency of Indonesian ELT practitioners to make use of authentic materials potentially make their students surprised and curious about what their teachers will provide for them in the next meeting. The frequent use of these authentic materials can stimulate their students' enthusiasm to learn. Learning from textbooks the sources that the students are generally

required to keep in their bookshelves that they have been familiar with from day-to-day is something dull, something many students are a bit reluctant to do.

This positive view of the authentic materials was probably driven by the fact that nowadays English teachers have a lot of choices in terms of teaching materials especially from online materials. The feasible reason might be based on the shift of focus in teaching, in which teachers now focus no longer on the mastery of vocabulary and grammar structures per se but more on preparing students for real communication. Hence, the use of authentic materials can help solve this problem. Generally, authentic materials generate motivation for students to learn and for teachers to teach, provide real language presentation, and facilitate creative teaching approach. Thus, using authentic materials marks teachers' creativity in language teaching. What Indonesian ELT practitioners perceived they have done in their teaching activities is in line with one of the features of creativity, namely *relevance*. It is a creative element which is always in a context, as a response to a situation in which something requires a solution (Kneller 1965; cited in James 1999). In this case, Indonesian teachers wanted to bring something relevant to the syllabus and needs of their students. This contextualized feature of TC is inherent in the parameter of particularity and that of practicality (Kumaravadivelu 2003, 2006) for relevant authentic materials.

The last chart displays the Indonesian ELT practitioners' TC in terms of the use of various teaching and learning strategies in their teaching practices.

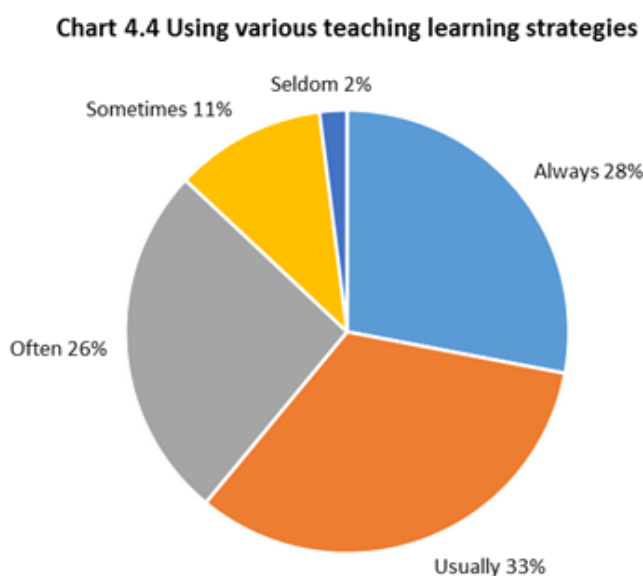


Chart 4.4 is about teachers' commitment and capacity to use various teaching learning strategies. The chart shows that the majority of the respondents (33%) shared the idea that as creative teachers they are committed to teaching in many different ways. The second large number of respondents (28%) likewise upheld the idea of teaching using many different strategies. This group

of respondents always tried to teach in varied ways. The third party of the respondents ticked the option that they often (26%) used diverse teaching strategies in their teaching practice. The other group of respondents mentioned that they did not do it quite often but in some of their time. Relatively small number of respondents (2%) presumed that they rarely did their teaching using wide-ranging teaching strategies. This is owing to the fact that using various teaching learning strategies demands a lot of knowledge, skills, experience and commitment to know and understand clearly how to actualize many different teaching strategies. This is not quite easy to do because this needs lots of insights and understanding on many different teaching strategies conceptually and technically.

The ability to perform this (using various strategies) is undeniably creative act as it requires teachers to think and choose which strategy to use in what occasion. This ability characterizes a creative teacher as mentioned by Richards and Cotterall (2015) underlining that a creative teacher is the one who can make the use of a wide range of teaching strategies and techniques. This figure essentially underlies the foundation of the establishment of PMP as an alternative approach to method-based teaching. The chart also implies that teaching strategy is not something a top-down mode of practice. Yet, it is a contextualized bottom-up practice of teaching. This also indicates that Indonesian ELT practitioners as active practicing teachers underwent varied classroom situations with varied teaching learning problems which often the case require direct and on the spot strategies. The creation of the creative teaching strategies is fed by, and made possible through, extensive teaching experiences and intensive knowledge enrichment gained through the course of their teaching practice. This bottom-up teaching strategies bear teachers' potential to create their own theory of practice, truly representing the particularity, practicality and possibility parameters of PMP (Kumaravadivelu 1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b).

4.5 Factor analysis (FA)

This FA focuses on two aspects: aspects of reflective practice (RP) and that of teaching creativity (TC). These were addressed successively. The data for both were obtained from the online questionnaire of which the responses were given by Indonesian ELT practitioners dwelling and teaching in the regency of *Banyumas*, Central Java province, Indonesia. Hence, the data partly represent the ideas of Indonesian ELT practitioners in regard to both RP and TC within the adjusted framework of postmethod pedagogy (PMP) (see Chapter 2, Section 2.5; also see Chapter 3, Section 3.3). This section aims to explore and identify few latent factors or underlying dimensions meant to explain correlations among multiple outcomes or variables. It aims to generate clearly distinguishable factors that can explain the extent to which (how much) every variable is correlated with generated factors (Field 2013). It essentially serves to simplify the data to explain, in this case,

the perspectives of Indonesian teachers in terms of their RP and TC practice marking the extent to which they have practiced their ELT in a postmethod way.

4.5.1 FA of reflective practice (RP)

Although the number of the sample used in this FA is relatively small, it still can be run so long as the obtained sample has at least twice the number of its variable (Field 2009, 2018). The variable here refers to the questions or items of the questionnaire. Technically, it is something that can be measured and can differ across entities (Field 2013). For instance, if the number of the questionnaire variables is 20 then the sample should be at least 40. The number of items for both RP and TC is 20 each and the respondents were 100. Therefore, the FA is doable. The presentation of the results of this FA is divided into three sub-sections: process, findings or outputs, and interpretation. The same procedure applies to the FA on TC (see Section 4.5.2).

4.5.1.1 Process of FA on RP

Due to technical aspects, the outputs of FA generated through SPSS 22 were all put as appendices. The procedures of how the FA was processed was also made as appendix files (see Appendix R). In general, this FA followed such procedures as finding correlation coefficients, KMO, MSA, communalities, total variance, component matrix, and rotated component matrix.

4.5.1.2 Findings of FA on RP

The following two tables depict the results of FA on RP for both SHS and university respondents. As mentioned in the process section (see Section 4.5.1.1), the FA for RP is divided into two (SHS and university parts) due to the fact that the results of the first operation of FA could not be taken into account as the loading values (eigenvalues) in both factors 1 and 2 were equally high. These made it difficult to interpret. Hence, the process of FA for both SHS and university took some repeated operations, as detailed in the preceding section. The interpretation for each of this table is provided in Section 4.5.1.3.

Table 4.5.1 RP factors of SHS teachers

No.	Variables	Factor	
		1	2
Q03	Asking colleagues to observe my class and give comments.	0.88	0.38
Q04	Observing my colleagues' class and learning their way of teaching.	0.85	0.34
Q07	Thinking about classroom incidents and considering them as potential research topics.	0.83	0.44
Q08	Conducting a small scale classroom problem-based CAR.	0.83	0.45
Q09	Conducting a collaborative CAR based on such interesting classroom problems.	0.97	0.01
Q13	Evaluating and improving teaching technique.	0.27	0.88
Q14	Ensuring a learner-learner and teacher-learner classroom interaction.	0.18	0.83
Q17	Spontaneously reflecting in the teaching approach being used when teaching learning process is running.	0.39	0.88
Q18	Reflecting on what works well, what does not and why it happens that way at the end of a lesson.	0.24	0.90

As seen in Table 4.2, there are 9 variables or items retained at the final process of the FA. There are also two factors generated: factor 1 and factor 2. Each factor has different variables. For Factor 1, there are 5 correlated variables (having values of 0.88, 0.85, 0.83, 0.83, and 0.97) attributable to explain the amount of variance of the factor gained. The second factor, on the other hand, has fewer number, 4 correlated variables with more or less similar values (0.88, 0.83, 0.88, and 0.90). Like in factor 1, the values of this factor have the function to explain and describe variability among observed, correlated variables. This FA is aimed to find independent latent variables, the variables that cannot be measured directly, but assumed to be related to several variables that can be measured (Field 2013).

Table 4.5.2 RP Factors of University Lecturers

No.	Variables / Items	Factor	
		1	2
Q02	Setting up classroom norms and rules with students at the beginning of the lesson.	0.75	0.33
Q13	Evaluating and improving teaching techniques.	0.88	0.31
Q14	Ensuring learner-learner and teacher-learner classroom interaction.	0.89	0.29
Q17	Spontaneously reflecting in the teaching approach being used when teaching learning process is running	0.88	0.37
Q18	Reflecting on what works well and what does not, and why it happens that way at the end of a lesson	0.84	0.45
Q19	Conducting reflection for improving teaching learning process.	0.90	0.32
Q03	Asking colleagues to observe my class and give comments.	0.40	0.80
Q04	Observing my colleagues' class and learning from their teaching.	0.35	0.89
Q10	Encouraging students to actively share their ideas.	0.14	0.89

Table 4.3 above also has similar features with Table 4.3. The difference is on the number of variables for each factor. In this table, factor 1 just has 6 variables, while factor 2 has 3 variables with different values attached to them. All these have meanings to be presented in the next part.

4.5.1.3 Interpretation of FA on RP

Having observed and analysed the results of the FA on RP for both SHS and university respondents, I came up with some revealing points. First, each of the findings (Tables 4.2 and 4.3) retained two factors, with slightly different number of variables each. Second, each variable in each factor has relatively high factor loadings indicating a strength of relationship or correlation between a variable and a given factor (Field 2013). In other words, factor loadings are the correlation coefficients (values attached to each variable) between observed variables (questionnaire items included in the FA) and latent common variables (factors). Put differently, factor loadings inform us about the relative contribution that a variable makes to a factor (ibid). Hence, looking at all factor loadings in both tables above (from 0.83 to 0.97 for SHS FA and from 0.75 to 0.90 for university FA on RP), I am

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convinced that most of the observed variables have a relatively high contribution (correlation or relationship with) to the two retained factors. These further suggest that (regardless of the name or label of the factors) these high factor loadings indicate that Indonesian ELT practitioners shared highly the ideas of RP as embedded in the questionnaire items.

Third, since the items of the RP questionnaire used for the FA for both SHS and university respondents were the same, the final observed variables/items were more or less the same. If we looked at the results more closely, we noticed that the difference was just on the position or arrangement of the variables in which the variables in the FA for SHS were reversed from that for university respondents. It is like up-side-down placement. Therefore, the labelling of the factors were actually the same, telling the same ideas regardless of their exchanged positions. Fourth, following the idea in the preceding point and considering the ideas in the observed variables (Q03, Q04, Q07, Q08, and Q09 for factor 1, and Q13, Q14, Q17, Q18 for the second factor), I am quite positive to name the first reserved factor for SHS as "*Reflecting in a public way*" and the second as "*Reflecting in a private way*". The labelling for the retained factors for the FA on RP for university respondents, sticking to the previous line of thought, is by rotating them to be up-side-down position. Hence, for the first factor covering such observed variables as Q02, Q13, Q14, Q17, Q18, and Q03, Q04, and Q10 for the second factor, I then named them "*Reflecting in a private way*" and "*Reflecting in a public way*" respectively. Therefore, the interpretation for the four factors in both FA were postulated into one linear model: from "*Reflecting in a public way*" to "*Reflecting in a private way*".

What does the factor *reflecting in a public way* suggest for Indonesian ELT practitioners? Undoubtedly, reflection for teachers is about learning how to improve their practice. Reflecting in a public way gives a sense that Indonesian teachers are collegially helping each other to enhance their professional practice. It means that, collectively, RP offers one powerful way for Indonesian ELT practitioners to stay challenged, effective, and alive in their work. As suggested by York-Barr et al. (2009: 27), the greater the number of people involved, the greater the potential to significantly improve educational practice and, therefore, the greater the potential to enhance student learning. In that sense, RP can help teaching practitioners to grow and expand their insights of effective instructional practices. Logically, when thinking and reflecting together is routinized, there is a possibility that new ways of thinking and doing become more fluid, automatic, and embedded into practice.

This also indicates that Indonesian ELT practitioners hold that they look at their practical values collectively, they can be more critical in examining their practice reflectively, they can end up with a more informed practice as they help each other what areas in their teaching need improving.

When done publically, RP serves as a social or collective endeavour it takes place in social settings (Collin & Karsenti 2011). Reflecting in a public way, therefore, can be understood as interactional RP, which depicts RP as a process that is sparked by professional action, and that, according to Collin and Karsenti, takes place at two intertwined and interacting levels: interpersonal and intrapersonal. These two interactional levels, triggering RP, is in turn reinvested into professional action. This public reflection can therefore be defined as a process of individual and collective learning taking place in public settings. In this particular way of reflection, Indonesian ELT practitioners also indicate that they unconsciously but constructively operationalize their teacher-agency, the intention not only to direct their professional development but also to contribute to the growth of their colleagues to develop more professionally as ELT practitioners.

This collective reflection is also known as dialogic practice, discussing how individuals are confronted with themselves as they are exposed to alternative interpretations of social reality through the input of others (Raelin 2001). This public or collective reflection can also be understood as uniquely Indonesian ELT practitioners' situated practice of making sense of their ongoing practice through classroom observation, idea sharing, and feedback provision. This implicates that RP is not a monopoly of an intrapersonal dialogue, an inward act of self-observing and self-evaluating, but also an interpersonal dialogue among teachers, collectively oriented observation, evaluation and development. What is valuable in this collective reflection is that it enables Indonesian ELT teachers to construct shared understandings and formulate ways forward for their more informed practice. In brief, reflecting in a public way is a manifestation of collective learning. How about the second factor featuring *reflecting in a private way*?

Like *reflecting in a public way*, this second factor, *reflecting in a private way*, suggests some salient points. As noticed, most of the literature on RP was much focused on individual reflection. Schon (1983, 1987), for instance, clearly indicates this perspective on his two well-known forms of reflection: RiA and RoA. Both tend to be inward rather than outward reflection. You reflect while you are practicing and on what you have done. They are reflective activities for self-development. It is also labelled as an individual 'inward' process (Reynolds & Vince 2004; Segall & Gaudelli 2007). These reflection capacities develop, strengthen, and become more integrated into how we think and behave with practice. Indonesian ELT practitioners indicated that they had such ideas in their mind and therefore considered individual reflection as an important practice for their continuous professional development. Hence, the factor *reflecting in a private way* suggests that Indonesian practitioners assumed reflection as their good way to begin being mindful of their individual capacities as ELT practitioners. This factor likewise denotes that such private reflection potentially help or train them to be open, honest, wholehearted, and accountable. This factor also indicates that Indonesian ELT practitioners perceive the possibility to learn how to listen without judgment

and with empathy, seek understanding, assume mutuality in learning, value their students' ideas, reframe their perspectives, and create dialogue with themselves. This factor seems to suggest that they capture the potential medium of RP to shape and reshape their practice.

In gleaning the labels for the two extracted factors, I had to see and weigh the underlying construct of each factor or variable. I had to bear in mind that the naming of these two factors was for the intent of communicating the characteristic or construct that the factor represents. It means that these two labels had to cover the concept prevailing in all other variables. The labels should be like a cover term or an umbrella term. In other words, the labels that I chose had to be convergent where the items under which adequately converge into it. Besides, the first labelled factor should be capable of discriminating from the second labelled factor. Based on these features in mind, I finally sought and thought of common terms that sufficiently represent those related variables. Since one cluster of variables indicate the reflective activities that involve other people and the other cluster entails the reflective activities performed independently, then I came up with the terms private and public. What is vital in the naming process is the search for the inclusiveness of the labels. This actually took several trials in which I proposed a label and I tried to fit in the variables. Through a frequent review of the factors and the variables, I eventually came to a final fixed decision. In a way I tried to stay on the tract by following my common sense that a well labelled factor should provide an accurate, useful description of the underlying construct so as to enhance the clarity of the report of the FA. Thus, the labels seem to have followed the patterns in the analysis.

Looking at the high correlation coefficients in the factor, there is a strong probability that Indonesian ELT practitioners have one or two features of a reflective practitioner as mentioned by York-Barr et al. (2009). York-Barr et al. mention the profile of a reflective practitioner as an individual who (1) stays focus on education's central purpose: student learning and development, (2) is committed to continuous improvement of practice, (3) assumes responsibility for his or her own learning—now and lifelong, (4) demonstrates awareness of self, others, and surrounding context, (5) develops the thinking skills for effective inquiry, (6) takes action that aligns with new understandings, (7) holds great leadership potential within a school community, (8) seeks to understand different types of knowledge, internally and externally generated. To hear inner voice, it is necessary to engage in the "self-talk" (Costa & Kallick 2000, cited in York-Barr et al. 2009: 79). That being said that reflection on individual practice is primarily self-reflection, it is more difficult to analyse one's own learning experience than to think about an external situation. Sometimes, it is challenging to self-critical. Generally, there is a tendency to see one selves as 'OK' and compromise any shortcomings. Despite this, Indonesian ELT practitioners seem to consider the

merits of this individual reflection. They seemed to portray it as a self-controlling mechanism to stay alert in their practice.

Furthermore, this finding (factor 2) denotes that there were groups of ELT practitioners teaching in Indonesia who did RP through the activities of classroom observation and classroom action research either individually or collaboratively. The interpretation of the variables was based on the scales used from 1 to 6 (Santoso 2014), moving from negative (1 equals Never) to positive (6 equals Always). The logic is that the closer the figure to 6, the respondents' perception become more positive to certain variables. So is the reverse, where the smaller the output value, the respondents' perception become more negative to certain variables. It also informs that there were groups of SHS teachers who seemed to share the idea (with other teachers) of RP in which they thought that classroom (teaching) evaluation could help them identify ways to improve their classroom interaction when teaching English as a foreign language. The last point is concerned with the interpretation of the variables. Since all the values or factor loadings were positive, the factors had a linear direction. This suggests that the more Indonesian ELT practitioners perform individual reflection (reflecting in a private way) as well as the collective reflection (reflecting in a public way) in their teaching practice, the more possibility they can empower themselves and their students. As reflective practitioners, these two modes of RP potentially help them to seek ways to keep improving their teaching performance that could give positive impacts for their students' learning.

4.5.2 FA of teaching creativity (TC)

Similar to FA on RP, the FA on TC in this section entails three phases: process, finding and interpretation, as shown below.

4.5.2.1 Process of FA on TC

The same as the outputs of FA on RP generated through SPSS 22 that were put as appendices, all the statistical results were made as appendices. The procedures of how the FA on TC were set can be visualized in Appendix S. The statistical procedures were all the same. The only difference is that the FA on TC was just conducted one time as all the required aspects to process the FA were sufficiently met. The ideas they suggest can be seen in the interpretation section (see Section 4.5.2.3).

4.5.2.2 Finding of FA on TC

Table 5.3 below displays the results or the findings of the FA on TC based on the questionnaire data generated from 100 Indonesian ELT practitioners. At the final process, I obtained two factors

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representing the entire variables used in the questionnaire. The interpretation of these findings (what do they imply and suggest?) is given in the next section.

Table 4.5.3 Factor analysis for TC

No.	Variables	Factor	
		1	2
Item 09	Stimulating students to learn cooperatively each other.	.960	.219
Item 10	Encouraging students to actively ask questions and share their ideas.	.958	.234
Item 08	Bringing an interesting case for students to solve together.	.956	.245
Item 07	Encouraging students to find out more of the lesson after class	.952	.245
Item 03	Engaging students in interactive activities.	.950	.258
Item 04	Considering students' learning needs when choosing a teaching technique.	.947	.247
Item 01	Using the provided textbooks when designing syllabus and lesson plans.	.940	.220
Item 06	Giving students more opportunities for independent learning.	.939	.278
Item 20	Assessing students' language performance by considering their active and creative use of English.	.936	.248
Item 02	Using authentic materials.	.935	.296
Item 05	Teaching using various strategies.	.935	.283
Item 14	Creating teaching techniques using knowledge, imagination and past-experience.	.182	.938
Item 18	Giving students freedom and opportunities to initiate an activity in line with the topic.	.181	.935
Item 12	Encouraging students to see and solve problems from different angles.	.252	.932
Item 13	Challenging students to solve classroom tasks / problems in teamwork.	.272	.925
Item 11	Not directly judging students' ideas, but encouraging them to explore.	.231	.924
Item 17	Customizing teaching techniques by considering students' needs.	.289	.900
Item 15	Adjusting teaching styles by considering the settings of teaching.	.378	.883
Item 16	Adjusting teaching styles by considering students' language proficiency.	.323	.870
Item 19	Focusing more on the students' learning progress rather than on the completion of the syllabus.	.148	.858

4.5.2.3 Interpretation of FA on TC

Based on the factors resulted from the FA of TC as shown in Table 4.4, I came up with some points. Unlike the FA for RP which underwent repeated processes of FA, the FA for TC just went through a one-time process since the values or factor loadings of each variable was distinguishable or

unambiguous with a value higher than .50 in one factor and lower than .50 in the other factor (see Appendix K3). So, every single variable can be decided to which factor it belongs. Secondly, the FA of TC retained two main factors which can explain the whole twenty variables or items. Factor 1 subsumes 11 variables, while factor 2 covers 9 variables. Because these two factors have to be labelled, then I named the Factor of “*teacher-based learner empowerment*” for the first factor representing the 11 variables. What does this unique factor imply or suggest?

In my interpretation, it suggests at least five significant meanings. First, Indonesian ELT practitioners have a shared idea that empowering learners to learn can yield positive impacts for students’ success in learning or at least learners become engaged in their learning. This empowerment cannot be detached from the role of teachers and therefore labelled as teacher-based act. Hence, Indonesian teachers believe and are committed to do so. Second, Indonesian ELT practitioners seem to believe that learner empowerment is a sort of necessary condition for the conduit of learner autonomy. They might also have an idea that empowered learners can be easily guided to an effective and productive learning. Even, the learners can potentially self-guide their learning. Hence, this learner empowerment needs to be instilled and reinforced accordingly. Third, Indonesian ELT practitioners seem to learn and understand that such an idea as effective, productive, interactive and engaging learning cannot be coached or imposed linearly in a top-down fashion, but stimulated and developed from the bottom-up. It means that Indonesian teachers realize that everything should start from students (considering the contexts and the needs, wants, styles, and preferences of students).

Fourth, it is very likely that through learner empowerment, Indonesian ELT practitioners aim to facilitate and lead their students to become autonomous learners or independent learners. As known that autonomous learning are self-directed learning, the very result of learner empowerment process. It is the “ability to take charge of one’s own learning” (Holec 1981: 3). At the end, these empowered learners can potentially become lifelong learners. Lastly, it implies there is a shift of responsibility for learning, from teacher handling to student handling. The last possible reason for teachers to harbour learner empowerment is that empowered learners (potentially become autonomous learners) are usually self-motivated, curious, full of initiative, and engaged in what they are learning. In short, Indonesian ELT practitioners have indicated the values of postmethod pedagogy (PMP) especially through the parameter of possibility which, in Kumaravadivelu’s (2006a) view, aims to liberate and empower the learners. Performing this kind of teaching implies teachers’ creativity in language teaching.

The second factor retained from the FA of TC is Factor 2 comprising of 9 variables (see Table 5.3). Like in Factor 1, these variables clustered under Factor 2 have to have a name representing the

ideas of the 9 variables. Thus, I named this factor "*learners-based teacher empowerment*". This unique label to a certain extent suggests quite similar notion with the one in Factor 1. In factor 1, the focus is on the learner, in Factor 2 the teacher. The labelling of this second factor implicates some important points. First, it implies that Indonesian ELT practitioners possess a common ground in their ELT practice, in which teachers have to be given spaces to exercise self-empowerment. Indonesian teachers perceived the need and importance to liberate and empower themselves in teaching through empowering their students. In other words, teacher-empowerment is not context-free, but context-bound. They are bound with their students' circumstances. It suggests that Indonesian teachers need in the first place to understand the profile of their students based on which they can operate as creative teachers. Second, like in the first factor, in order to have empowered teachers, an effective classroom needs empowered learners. Teachers and learners are mutual symbioses, one cannot stand without the other. Third, in the perspective of Indonesian ELT practitioners, learner-based teacher empowerment seems to become a manifestation of teacher autonomy. It is a state where they are capable of performing self-directed learning, learning to become more creative teachers.

The interpretation of these Indonesian teachers' perspectives seems to fit the inkling of PMP in which, as a liberating pedagogy, it grants "liberatory autonomy" (Kumaravadivelu 2001: 545). Third, like in factor 1, this second factor labelling also suggests the promotion of the pedagogy of possibility which seeks to empower classroom participants in this case teachers and learners. According to Kumaravadivelu (2001), empowered teachers can critically reflect on the social and historical conditions which create cultural forms and interested knowledge that give meaning to the lives of teachers and learners (Kumaravadivelu 2002). In other words, Indonesian teachers apparently agree with the needs to take into account the particularity of their students, the practicality of their teaching techniques and styles, and the possibility of self-directed learning. Fourth, the naming of this factor also suggests that when teachers are granted freedom or have the ownership of their teaching emerging as the result of their teacher empowerment, they are enabled to make creative and innovative decisions about their classroom practices. Such within the framework of this research becomes visible through their reflective activities. Through this factor, also indicated in PMP, Indonesian ELT practitioners seem to suggest that they can be critical thinkers of their own practice. Lastly, the label of factor 2, teacher empowerment, taps particularly the second parameter of PMP (practicality). As noticed, the pedagogy of practicality is the empowerment of teachers to create their own unique theory of practice. Kumaravadivelu (2001) notes that this pedagogy maximizes the symbiotic relationship between theory and practice that has a direct impact on the practice of classroom teaching. Hence, teachers, learners, contexts, materials, and teaching approaches are inseparable and intertwined.

4.6 Summary of the chapter

This chapter has covered some significant findings and interpretation of the factor analysis on the elements of RP and TC. The data were generated from online survey or questionnaire entailing the two aspects. The first part shows the demographic information of all the respondents, presented in a split-half fashion so as to capture the profiles of the respondents, the Indonesian ELT practitioners. The next part talks about the descriptive data indicating high means and low standard deviation. This implies that the respondents had positive views on two underpinning aspects of postmethod pedagogy: RP and TC. The next section deals with 16 pie charts of both RP and TC of all respondents. Overall, their responses were quite positive on the implementation of RP and TC in their classroom practice. This chapter ends with the presentation of the findings of the factor analysis (FA) on both RP and TC followed by their interpretation. The results of this FA are to be triangulated or crosschecked with that of content analysis (CA) in the next two chapters. What is significant in this survey analysis chapter is that it provides preliminary information in a quantitative form on the perspectives of Indonesian ELT practitioners in terms of their ELT practices in relation with reflective practice and teaching creativity. Based on the results, most of Indonesian ELT practitioners gave positive thought about the ideas of RP and TC (see pie charts in Sections 4.4.1 and 4.4.2). This chapter also describes the perspectives of how Indonesian ELT practitioners do their RP and TC. Based on the analysis (see Section 4.5.1.3), in their opinion they perform their RP publically and privately. They also do their TC to empower their students' learning (see Section 4.5.2.3) on condition that they are firstly empowered to teach.

Chapter 5 Unpacking Reflective Practice in the Praxis of ELT in Indonesia

5.1 Introduction

This chapter presents the findings and analysis of RP based on the results of content analysis (CA) (see Table 5.2). Hence, this chapter is divided into four sections. The first section is about demographic information of the voluntarily selected research participants. The second section presents a brief description of data sets used in the analysis. The third section highlights the contribution of the results of the survey analysis to build on the analysis of RP (as well as of TC). The fourth section displays the results of the CA followed with their analysis and interpretation. Hence, this chapter describes on how the Indonesian ELT teachers do their RP, in their own context-specific practice. Kiely (2013) suggests that reflective practitioners are constantly 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. To a certain degree, such things have been realized by Indonesian practitioners. For instance, how they engage in their community of practice through which they share their ideas, floor their problems and seek for a solution which can be brought back to their classroom practice. In brief, this chapter informs on RQ2: “In what ways are the Indonesian ELT practitioners reflective in their teaching practice?”

5.2 Demographic information on the research participants

This demographic information provides data regarding my research participants of Indonesian ELT practitioners, teaching in *Banyumas* regency, Central Java. I hold that this information is necessary for the determination of whether the individuals in this study are a representative subjects for the qualitative investigation through classroom observation and post teaching semi-structured interview. This demographics provides information based on such dimensions as age, gender, level of education, field of education, teaching certification, additional professional training and length of teaching. Hence, this demographic data are statistical data relating to the particular groups within the domain of ELT in Indonesia. It describes the composition of the voluntarily selected participants, the appropriate practitioners to obtain the data, as displayed in Table 5.1, on their practice of RP and TC within the framework of PMP.

Table 5.1.1 Demographic information of the research participants

No.	Dimension	Work base		Frequency	Percentage
		SHS	University		
1	Gender				
	Male	1	2	3	3.0
	Female	3	2	5	5.0
	Total	4	4	8	100.0
2	Age				
	21-25	0	0	0	0.0
	26-30	0	0	0	0.0
	31-35	0	0	0	0.0
	36-40	0	1	1	1.0
	41-45	1	2	3	3.0
	46-50	1	1	2	2.0
	51-55	2	0	2	2.0
	56-60	0	0	0	0.0
	61-65	0	0	0	0.0
Total	4	4	8	100.0	
3	Level of education				
	Bachelor degree	2	0	2	2.0
	Master degree	2	4	6	6.0
	Doctorate degree	0	0	0	0.0
Total	4	4	8	100.0	
4	Field of education				
	ELT	3	2	5	5.0
	Linguistics	0	0	0	0.0
	Letters	0	0	0	0.0
	Mixed	1	2	3	4.0
Total	4	4	8	100.0	
5	Teaching certification				
	Yes	4	4	8	8.0
	No	0	0	0	0.0
	In the process	0	0	0	0.0
Total	4	4	8	100.0	
6	Additional professional training				
	Yes	4	4	8	8.0
	No	0	0	0	0.0
	In the process	0	0	0	0.0
Total	4	4	8	100.0	
7	Length of teaching				
	0-5	0	0	0	0.0
	6-10	0	0	0	0.0
	11-15	0	2	2	2.0
	16-20	1	2	3	3.0
	21-25	1	0	1	1.0
	26-30	2	0	2	2.0
	31-35	0	0	0	0.0
	Total	4	4	8	100.0

Based on the data in Table 5.1, there are at least three appealing features of the participants. First, the participants of SHS are more senior than those of university and therefore they have longer teaching experiences (5 to 10 year difference). Secondly, in terms of education, however, the university lecturers have a higher level of education, where all of them have already had master degree, while two SHS teachers just have bachelor degree. This could imply that university lecturers

are more exposed to academic and theoretical stuff ELT. Third, there are two lecturers (compared to one SHS teacher) who have mixed background of education. The mixed education here means that their bachelor degree was in letters and their master degree was in ELT. The last point is that each participant from both sides has already had teaching certification and additional professional training. Getting training is the prerequisite to get certified in their teaching tenure.

5.3 Data set

The data used in this chapter are qualitative and require a process of analysis and interpretation. Such analysis and interpretation are based on both observation and interview data, which are kept in electronic form and backed up. Table 5.1 indicates these data sets. Similar data sources are also used for the analysis and interpretation of TC (see Table 5.2).

Table 5.1.2 Data set for teaching creativity used in this study

No.	Type of data	length of recording	Comments
1.	16 audio recordings of classroom observation (Primary data)	60 to 90 minutes each	I personally conducted these classroom observations
2.	16 post-observation interviews (primary data)	80 to 90 minutes each	I carried out post-observation interviews right after classroom observations and few days after classroom observations

5.4 The results of CA on RP

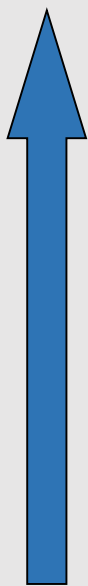
The results of the CA are divided into three main categories: RiA, RoA, and RfA. Each was identified after reading over the transcripts for so many times especially the interview data. When a practitioner of ELT reflected on his or her teaching while teaching and wanted to change their teaching techniques, I considered this act RiA. I identified this in the interview data and verified by documents analysis. The same is true for RoA and RfA which were mostly confirmed by the interview data. Each is presented successively followed with the details of analysis and interpretation. In the last section of this chapter, precisely in the summary, the whole results of the CA were collated in order to have a complete picture of the CA of RP as a means of justifying the answers of the research question: "In what ways are the Indonesian ELT practitioners reflective in their teaching praxis?" The first part of the results of the CA is presented under the heading section

of RiA. The same procedures were also used for the heading sections of RoA and RfA respectively. Each part of these CA results is followed by descriptive analysis and interpretation in a way to answer the second research question.

5.5 Presentation of the data

The data presentation starts with a descriptive table displaying a list of codes. This descriptive table summarizes the coded data and how the components within the coded data are linked to one another. The contents of the table of the coding start from the lowest level (most detailed) of abstraction to the highest level (least detailed) of abstraction. The list of units of analysis, codes, categories, themes and the overarching theme as the results of the coding of the data based on the dimensional elements of RP is presented Table 5.3 below.

Table 5.1.3 Overall results of CA in RP



Overarching Theme	Reflective practice: The praxis of ELT in Indonesian context		
Theme	Reflection-in-action (RiA)	Reflection-on-action (RoA)	Reflection-for-action (RfA)
Categories	Customization in teaching process	Evaluation and improvement of teaching practice	Planning and development for a more informed practice
Codes	Brainstorming Working in group Reading and discussing text	Increasing students' motivation Handling big classes Creating interesting materials.	Teacher supervision Improving students' speaking ability MGMP (Subject Matter Teachers' Forum)
Units of Analysis	Excerpts 1 up to 10	Excerpts 11 up to 13	Excerpts 14 up to 17

Based on the summarized results of CA in RP area which has been discussed, described, and interpreted in the aforementioned sections within this chapter, I am quite convinced to draw a conclusion that the Indonesian ELT practitioners particularly those involved in the research have realized the notions of RP within their specific and unique teaching practice areas. Succinctly, they are reflective in three ways: reflective in action, reflective on action and reflective for action. Arguably, their RP is naturally a practice-based, bottom-up praxis of ELT distinctive in its own context, Indonesia. As such, I insist to say that Indonesian ELT practitioners have characterized their teaching in reflective ways. This suggests that they have in practice applied the ideas of RP in their own understanding within their unique contexts of teaching. Accordingly, following the idea of

Kiely, these teachers actually have enacted their personal investment in their ELT and have put their endeavour to establish their classroom within their own and their students' interest as a safe and engaging zone for language learning (Kiely et al. 2008).

Table 5.3 displays the results of CA on the aspect of RP of Indonesian practitioners. In the table, there are five levels of abstraction from the lowest (units of analysis) going up to codes, categories, theme and up to the highest level, overarching theme. In the second level of abstraction, there are three codes in each column so 9 codes in total. In the next level, there are three categories: one for the first three codes in the first column, another one for the other three codes in the next column and the last one for the last three codes. The penultimate level of abstraction is theme, where the table indicates three themes: reflection-in-action (RiA), reflection-on-action (RoA) and reflection-for-action (RfA). Based on these themes, the highest level of abstraction was generated, so-called *overarching theme*, which represents the entire contents of the analysis. Hence, the overarching theme for this CA is "RP as the praxis of ELT in Indonesian context". For the sake of clarity, the codes used for the excerpts are of two kinds. For example for the observation quote, it uses: Observation in P1: C1C1 (participant 1, category 1, and code 1). For interview, it uses: Interview with P1: C2C1 (participant 1, category 2, and code 1). This brief overview of the results of the CA is further described in the next sections which cover the themes of RiA, RoA and RfA.

5.5.1 Reflection-in-action

Reflection-in-action (RiA) is one of the most famous terms in RP and has been sufficiently discussed in the literature review (see Section 2.3.4). The ideas of RiA exist in the data as shown in the upcoming data presentation. In other words, the theme RiA was not only informed by the literature review but also strengthened by the fact that Indonesian ELT practitioners have demonstrated the values of this type of reflection. This, accordingly, serves as the answer for RQ1 asking the extent to which Indonesian ELT practitioners are reflective in their practice. Thus, Indonesian ELT practitioners are reflective in the process of their teaching learning activities. They are reflecting while teaching, assessing what is working what is not, and making lesson adjustments and technique modification where deemed necessary to do so.

Reflective evaluation is an indispensable aspect of language teaching, without which teachers just practice their routine and habit. Teaching itself is a reflective activity as it is hard to imagine a teacher who does not think when designing, planning and acting his teaching. Evaluation, which involves the making of judgements based on the information that has been collected (Reece & Walker 2000), is usually conducted through self-reflection. This implies a reflective teaching whereby teachers engage in a successive series of reflection and modification. That is, reflective

teachers reflect in their own 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). Thus, reflection is an ongoing process which requires practitioners to engage in a continuous cycle of observation and evaluation of their own practice which can help them understand deeper their own practice. These notions of reflective evaluation can be identified and recognized in the excerpts (units of analysis) underlining each of the following selected codes. Such codes are completed with examples of the practices of the participants indicating RiA.

5.5.1.1 Brainstorming

As understood that brainstorming is a technique to generate ideas usually performed in groups. How this technique was performed in ELT classroom as a mark of RiA is shown below.

a) What was the lesson?

This is the second lesson I observed in the classroom of participant 3 (P3). This lesson was given in class XII in semester 1. The lesson was about *discussion text* on people, animals, things, symptoms and natural and social events. The lesson was to be presented in one meeting. In this lesson the teacher prepared a teaching material focusing on giving opinions on two sides: pros and cons. The teacher also prepared an interesting additional material in the form of some small cards containing controversial issues about which students had to discuss in groups. Based on my observation, the lesson was structured into three phases: opening, core and closing activities.

b) What was planned?

In the lesson plan of P3 (see Appendix T), there are three chains of activities: opening activities, core activities, and closing activities. In the opening supposed to last for 10 minutes, there are seven types of activities starting from greeting up until explanation of the scope of material and activities following it. In the core activities, planned to take 70 minutes, has around five main activities ranging from encouraging students to express their ideas on issues provided in textbook up to observing trending issues in society and to ask students' opinions regarding the issues. Within the core activities, it was also planned to set group works for the students. The closing section comprises of four last activities where teachers give feedback on the process and results of learning up to closing remarks from the teacher. The main activity in this lesson was a sort of group discussion on agreement and disagreement or pros and cons activity where the teacher and the students raised some controversial issues such as full-day school, homework, etc.

c) What was done?

In general, the teacher, P3, has followed the lesson plan accordingly from the beginning to the end. However, in the transition time between opening and core activities the teacher did an activity, a brainstorming, which was not specified in the lesson plan (see Appendix T). She asked the students to do the brainstorming on the idea of problems, not because the idea of problem was specified in the lesson plan. However, it was because her students seemed to have a problem, not showing an enthusiastic mode of learning, as a consequence of having so many tasks from their teachers and so much homework to complete. Besides, they were still having some exams in some subjects. This situation is shown in Excerpt 1 below.

Excerpt 1:

- 1 P3: All right okay, so how are you now? Feeling well?
- 2 Ss: No.
- 3 P3: Oh no, why? Why? Why?
- 4 Ss: So many tasks.
- 5 P3: Oh, because there are as so many tasks, what are they?
- 6 S: (unclear name of tasks)
- 7 P3: (repeat the student's answer). What else?
- 8 Ss: There will be an exam.
- 9 P3: There will be an exam or a test or the daily test today?
- 10 Ss: Tomorrow.
- 11 P3: Oh tomorrow. What else? Are you feeling well?
- 12 Ss: No.
- 13 P3: Why not?
- 14 Ss: Eee because I have to do many things.
- 15 P3: To do what?
- 16 Ss: To do my homework.
- 17 P3: Homework? Ooh I see.

Observation with P3: C1C2a

From excerpt 1 above, it is clear that students were not in a good mood to learn as they still felt tired after doing varied tasks and in few more days they would have an examination (Lines 1-8). The students seemed to be overwhelmed with so many things to do both in school and at home (Lines 11-17), and P3 seemed to have understood her students' situation. Therefore, P3 was interested to explore the problems faced by her students, in order for her to be able to deal with the situation so that her lesson could be delivered effectively. P3 was thinking reflectively on what she could do with the situation in order that her lesson can run well. Cleverly, P3 made use of the idea of students' problems as an entry point to the core activities by asking students to do brainstorming not only on students' own problems but also on problems in general, as shown in Excerpt 2.

Excerpt 2:

18 P3: Okay so in your life...over your life there are so many problems yah, somebody agrees and
19 the others disagree with the problem here. Do you know about the issue, the problem we
20 have, the controversial problems at school related to students, related to yourselves? Do you
21 know about that?

22 Ss: Full day school.

23 P3: About full day school, about what else?

24 S: About school regulation.

25 P3: Okay now write down, write down. Okay everybody you should come to the front, to the
26 whiteboard and write down the problems you have. Okay, next thank you ya driving license.

27 Okay next from this one, ya come on, come on, okay what else? ya hallo. Okay what else,

28 how about the boys?

Observation with P3: C1C2b

The excerpt clearly indicates a brainstorming activity (Lines 19-26), a kind of lead-in activity before the core activity. Again, this brainstorming was not explicitly specified in the lesson plan (see Appendix T) brainstorming was completed and seemingly the students have got the idea of problems, P3 utterly informed her students that they were going to learn about agreement and disagreement (using pros and cons mode of practice). So, the units of analysis or excerpt 2 above contains the activity of brainstorming, which was not planned but emerged as a result of students' fatigue. That is why it is considered as the result P3's RiA.

d) Why is the difference a reflection-in-action?

Again, the reasons why the activity of brainstorming is considered as the result of RiA are, first, it was not mentioned in the lesson plan. Second, the brainstorming emerged as a spontaneous reaction and response of the teacher, P3, to the circumstances her students faced in that particular moment. Third, the idea foregrounding the brainstorming was the intention to ignite her students' enthusiasm to learn English. Lastly, it carries the idea of improving teaching learning process by empowering her students to express all her feelings in the brainstorming activity. The judgement that the brainstorming was purely the output of the practice of RiA by P3 is supported by the interview data as shown in Excerpt 3 below.

Excerpt 3:

29 R: In the beginning of your teaching after the opening, what was interesting was that you
30 started the lesson with brainstorming. Was that right?

31 P3: Ehe...How do you know? I didn't talk about brainstorming just now.

32 R: Right.

33 P3: Anyway, you have that term, right?

34 R: Correct me if I am wrong. Your main topic was about problems.

35 P3: Yes (laughing). That (brainstorming) activity was just found spontaneously. Because when
36 I saw my students they looked not very fresh, a bit of unhealthy signs. That means at the

37 time, the students had problems, so I started the lesson with the topic of problems...he he he
38 (laughing).

39 R: That's it. You started the brainstorming with problems, students' problems.

40 P3: Yea...Just at the beginning...Just at the beginning.

41 R: So, I saw you leading the students to generate their ideas.

42 P3: Yes.

Interview with P3: C1C2c

It is noticed from the previous excerpt that P3 was reading her class atmosphere and finding the clues that her students were not in good mood to learn. She was thinking fast and made a decision to change what was planned into an activity that emerged spontaneously (Lines 35-37) which she believed could help relax the students and get them focused to learn again. As seen in Excerpt 3, P3 used the brainstorming activity (Lines 41-42) just in the start of her lesson (Lines 39-40) and got back to what was specified in her lesson plan. She was like recalculating her classroom teaching activities through thinking, reflecting and making a quick decision to stabilize her students' state of affairs and get focused on their lesson again.

5.5.1.2 Working in group

It can be said that teaching is not a static but a dynamic activity in the sense that teachers can take many ways to ensure their classroom run smoothly. Changing teaching approach is of such kind. This change is the result of RiA as described below.

a) What was the lesson?

The name of the course that I observed taught by P5 is Grammar in Spoken Discourse. This course discusses mainly about the basic pattern of every sentence, identifies subject and predicate in sentences, and discusses verb and its kinds as an important part of sentence(s). This course also explains the difference between sentences in Present, Continuous and Past tenses. This observed course lasted for 100 minutes and had fourteen class meetings. When I observed it for the second time, the topic was about *compound verbs*. The general instructional goal of this course is twofold: 1) students are expected to know various forms of time construct in English sentences, and 2) understand and are able to construct correctly various types of English sentences in proper forms of tenses (see Appendix U). The number of students attending this course was around 26 students, with female in higher composition than male students.

b) 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 were bound 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 4 below.

Excerpt 4:

43 R: Ooh, actually in the beginning you wanted an individual work?
44 P5: Yea..yea..I wanted each student to show his or her ability to make
45 sentences, but I saw their response was quite slow. Besides, there were
46 some students who were late so the information given beforehand was not
47 had by the late students.
Interview with P5: C1C3a

From the excerpt, we learn that the participant (P5) had a pre-planned activity for the students, namely the students had to do an individual activity to make sentences (Lines 43-45) using compound verbs and compound subjects (also see Appendix U). This activity, however, was not explicitly stated in the lesson plan. It is likely that this pre-planned activity belongs to the fourth list of student activity in the lesson plan, i.e. to do any assignment given by the lecturer in the classroom. This pre-planned activity, however, was not performed well by students where their responses were very slow and some students were late so they missed some information (Lines 45-47), which drove P5 to decide to change that activity with a group-activity, marking P5's reflective action.

c) What was done?

In the beginning of her teaching, P5 tried to implement what she has already put into her lesson plan. In the lesson plan, she just used a general statement "asking students to do tasks" (see Appendix U), which likely cover asking her students to make sentences using compound subjects or verbs individually. In her teaching practice, P5 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 5 below.

Excerpt 5:

48 P5: Ok, I want you to make sentences from the picture that I am showing to you. Okay,
49 what do you see here? Maybe you can think about sentences to describe the picture here.
50 Oke ya.. what does he do? Pull ya.. pull out... pardon? Pulling out something.. err.. So, can
51 you say something by using compound verbs? Describe what aaa... the grandfather is
52 doing here. Come on! Anybody..? Oke, please make sentences by using compound verbs
53 describing the picture here. Can you think of something from the picture?
54 S1: He pulls a turnip and receives a...big turnip.
55 P5: Receive... What do you mean by receive, get?

56 S1: Get.
Observation with P5: C1C3b

Based on Excerpt 5, we see that P5 was trying to stimulate her students to make sentences based on the picture she had in her slide show. However, her students still looked hesitant and found it hard to make sentences using compound verbs (Lines 48-53). One student made an attempt but still wrong (Lines 54-55). At this point, P5 started to feel uncomfortable with the fact that her students could not make new sentences using compound verbs based on the shown picture. Hence, she decided to re-explain the idea of compound verbs in order that her students became clearer about it.

At this stage, P5 also introduced the concept of compound subjects, that is a sentence that has more than one subject. Likewise, P5 showed other pictures based on which the students had to make sentences. Afterwards, the students made some trials but again still failed to create correct sentences. P5 started to realize that probably working individually as she applied in the previous exercises was not the best way to do the exercise since the students remained confused and consequently unable to produce the expected sentences. Then, P5 made a reflective thought on other strategies she could use to ease the students in understanding the compound verbs so that they could make correct sentences. As a result of her reflective thinking, she decided to take an action that she believed it could solve the problem as seen in Excerpt 6.

Excerpt 6:

57 P5: Now think about making sentences by using compound verbs and compound subjects
58 according to this slide. *Now you'll work in group*, how many students are there? One two
59 three four five six seven eight nine ten... Okay we can make it into five groups, so you can
60 work in four. So, it's groups that consist of four students and each group please make as
61 many sentences as possible. You will make sentences using compound subjects and
62 compound verbs. You can write down as many sentences as possible. I will give you ten
63 minutes to create sentences as many sentences as possible. We will see which group can
64 create the most sentences. Ya, remember you compete with other groups so you have to
65 make the best sentences.

Observation with P5: C1C3c

In Excerpt 6, it is clear that P5 has changed her approach in doing the activity. She has tried to apply individual work strategy but not working effectively in this kind of activity (see Excerpt 5). The students often looked dubious about their answers or sentences they made. They seemed to need partners to share their ideas, to compare their answers, and to ensure that their understanding was right. Having understood this situation, P5 therefore had an initiative to change that individual approach into a group work approach, dividing students into five groups with four members in each

group (Lines 58-63). In this way, P5 assumed that the students would not rely too much on her but they could exchange their ideas, their work first with their partners.

d) Why is the difference a reflection-in-action?

As seen in Excerpt 5 (Lines 58-60), the intention of P5 to make an abrupt change from individual to group work was obvious. The shift of teaching approach was clear and based on the reason that the students were unable to make sentences individually. In other words, P5's classroom teaching practices indicate a circumstance on which P5 had to think of a way out to make her teaching as well as her students' learning effective. This thinking-while-acting activity strongly suggests a RiA. Put differently, P5's change of teaching technique indicate there was a thought behind the action. Her explicit intention to deal with her classroom situation and her immediate action to improve the teaching learning process are clearly identified. P5 was also quite convinced that the group work approach could solve students' problems in making sentences as they could help one another. This idea is reflected in her command to ask the students as a group work to compete to make as many sentences as possible (Lines 60-65). All these are even justified by P5 in the interview in which she said that she tried using individual work technique which did not work in the way she hoped and finally had to be changed into a group work technique (Lines 67-71). Such justification can be identified in the following excerpt.

Excerpt 7:

- 66 R: Do you think in one session you can change your teaching technique?
67 P5: Yes. Yes. For example like what I had just now. At first, it was an individual task, I
68 asked each student to make sentences. But seemingly it was quite slow and made me
69 impatient since it was not like my expectation. I have been waiting as I really wanted
70 to see each student to have a quick thought da..da..da..but their response was quite
71 slow. So, I asked them to work in group instead.
72 R: Ooh, actually in the beginning you wanted an individual work?
73 P5: Yea..yea.. In group work, they feel that if making mistakes they will not be
74 recognized. If there is something wrong they will take ownership or responsibility
75 altogether. So, they usually become more confident when working in group.
Interview with P5: C1C3d

Excerpt 7 indicates that P5 changed her teaching technique from individual to group work because she felt that her students' responses were quite slow. 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. P5 also mentioned the positive sides of working in groups that is the students can feel safe when making mistakes as they will not be boldly recognized by other students. In addition, according to P5, If there is something wrong (making wrong sentences) they will take ownership or responsibility altogether, it is not an

individual mistake. Therefore, P5 added, when working in group, the students usually become more confident. In brief, P5 has all the necessary situations and requirements to take that, and be called, RiA (see Section 2.6.4). The theme, RiA, is exclusively mirroring RP as understood in the literature. Coincidentally, the practice of ELT by Indonesian teachers indicates the idea of RiA as shown in the excerpts above. So, the data inform and affirm the literature of RP. Thus far, the idea of making a change in the teaching technique while the teaching learning process is still running seems to characterize the practice of Indonesian ELT practitioners, probably inherent in most ELT teachers.

5.5.1.3 Reading and discussing texts

a) What was the lesson?

The course that I observed was Intermediate Integrated Course Practicum taught by P8. This practicum is a supplementary subject aimed to support the main subject, the Intermediate Integrated Course. This practicum course comprises of the teaching learning materials that can help students to increase their ability to use the four language skills in an integrated way in expressing things in a descriptive and argumentative way. According to the description of its general competence, this course is aimed at enabling students to communicate in an intermediate level by using the four language skills correctly and properly (see Appendix V). The topic of the lesson was on Family Matters and the sub topics were 1) Grammar on making comparison and Questions with *look like, be like, and like*, 2) Vocabulary on family relationship, 3) Reading on family stories, 4) Listening on TV Shows and Personalities, 5) Speaking on describing a person, describing personalities and family relationship, and 6) Writing on My family. The core competence expected from the students after learning this topic is that the students are able to use questions forms or interrogative questions using *look like, be like, and does like* and master the vocabulary on family matters in order to be able to communicate well. Like other topics within the course, this lesson lasted for 100 minutes.

b) What was planned?

In the lesson plan, the activities planned to be executed were not specified in detail. They were written in brief which only covered such activities as discussion, role play, and practices in listening, reading, and writing which were referred to as integrated activities (see Appendix V). What was planned for a class discussion was that students were requested to bring text or learning materials on family matters, which the students had forgotten to prepare and bring to the class. One of the students said that the teacher had not asked them to prepare or bring an article or text, but only to discuss about family matters. Another student even thought that the topic was still on sports,

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continuing the previous topic. This situation is visualized in Excerpt 8 below.

Excerpt 8:

- 76 P8: As I told you, what are we going to discuss this morning?
77 Ss: Family.
78 P8: Family..! I think all of you have...family...right? Do you love your family?
79 Ss: yes...
80 P8: love..okay.. aa... you remember...the...members of your family?
81 Ss: yes..
82 P8: Of course ya.. (laughing) is it a question..? Okay...um.. and this morning.. You're
83 going...we're going to talk about family.. You are going to have some readings related
84 to family...and...if I'm not mistaken, I asked you to prepare a text related to family,
85 right?
86 Ss: No.
87 P8: No..?
88 Ss: Mister asked (that) we will discuss the family matters.
89 P8: Family matters, but didn't I ask you to prepare..um...text about family? It's
90 okay...a... maybe..I mentioned that in...other place... in other time... okay..um..since
91 you don't bring any material related to family..Yes..is ..that..that..text on family
92 (pointing to student's book)?
93 Ss: This is on the sport.
94 P8: Ooh..still on the sport ya. Okay.. aa..I think what I mean is that you bring material on
95 family and this time we are going to come forward and talk about family.
Observation with P8: C1C5a

Excerpt 8 indicates that P8 actually have planned to talk about family matters and therefore he asked his students to prepare a text or an article about family (Lines 76-85). Since his students' response was not what he expected, P8 thought and found an alternative activity in a very spontaneously, and intended to change with reading text in students' text-book (Lines 89-92). Before suggesting a change, he was still assured that the students had to bring a text on family matters to be discussed together (Lines 94-95). What he finally suggested to do as an instead is pointed out in the next part.

c) What was done?

Realizing the fact that his students did not prepare the material he asked for while teaching should go on, P8 opted to change it with the material from the text-book on the topic of family matters, as indicated in Excerpt 9 below.

Excerpt 9:

- 96 P8: It's okay. aaa.. so you need....you need to open your material, your book.
97 Uumm...The first persons that you know in this world are your parents, right?
98 Your mother and your father? And they are part of your family. And...talking
99 about family...um...Now, let's read this the text related to family that is

100 provided in the material, in your book. The first is... um...text which is related
 101 to...parents-children relationship. On the...the first page of your book.

Observation with P8: C1C4c

Excerpt 9 shows that P8 made an abrupt and a spontaneous decision and action to switch to another material, the one available in the textbook (Line 96). So, it was from a requested reading text (what was planned) to a text in the textbook (an alternative text). Yet, it was still on family matters. P8's idea was to ensure that learning should move on and be effective (Lines 99-101). This indicates that P8 was prepared for such situation and seemingly his quick and spontaneous thought (reflection) has helped him to find a way out to keep the class running.

d) *Why is the difference a reflection-in-action?*

As previously mentioned, the difference in what was planned and what was done in this teaching practice is certainly a representation of RiA. This is owing to the fact that there was thinking in the action and followed with an action in thought. Besides, it took place instantly without being pre-planned, as a thoughtful reaction or response to the unpredictable learning condition. That means that unfulfilled, unexpected response from his students produced a wave of surprise for P8 which triggered his spontaneous action to solve that particular learning problem. P8 then ignored the situation but continued with a new action, on-the-spot experimentation (Schon 1983; Farrell 2007), asking students to read and discuss a similar topic in their textbook. This action is justified in the interview data below.

Excerpt 10:

101 R: I realized from your interaction that actually you have asked them to read their
 102 article at home?
 103 P8: Yea. To read and to prepare the texts in the class. But, seemingly they
 104 misunderstood the instruction.
 105 R: Seemingly so. Or maybe they just pretended.
 106 P8: I didn't know exactly. But what I knew was that they looked not well-prepared.
 107 Eventually, I directly changed the design of learning.
 108 R: Hmm.
 109 P8: I asked them to learn the texts together first before coming to the class. Since that
 110 has happened as such, we had to do something else in order that the learning kept
 111 running.

Interview with P8: C1C4d

Excerpt 10 shows that P8 confirmed (as I analysed) the feeling he had when he was teaching the lesson on family matters in the Intermediate Integrated Course Practicum (Lines 101-104). Clear from the excerpt, P8 was a bit wondering with his students' response (not preparing a text of

family). As a consequence, he finally made a reflective decision to change the way of learning about family matters (Lines 105-107) to ensure that the learning remained effective (Lines 109-11). The change here is the by-product of his reflection while he was conducting the teaching. It means the act of changing materials or teaching approach is a fruit or manifestation of RiA. Reflection is a thought in action while the change is an action in thought, as what van Manen (1991) describes as a union of action and thought.

5.5.2 Reflection-on-action

Reflection-on-action (RoA) as the second type of reflection in RP is an action to be specifically undertaken after the event, problem or situation that initiated the process (Sellars 2014). This concept is widely accepted among teaching practitioners be it in the field of education in general or in ELT (Brookfield 2017; Farrell 2007; Green 2011; Gregson & Hillier 2015; Pollard 2008; Walsh & Mann 2015; Zwozdiak-Myers 2012). Slightly different from the stance of RiA, this RoA means looking back, in this regard, looking back at the teaching learning process to identify aspects of teaching and learning that can be improved in the next teaching or action. This signifies that the action, which is certainly RoA, is a kind of “a deliberate, conscious and public activity principally designed to improve future action” (Ghaye 2011: 25). The examples of this looking back action are taken from the results of the CA as depicted in Table 5.2.

5.5.2.1 Increasing students' motivation

Arguably, two components (vocabulary and motivation) are definitely pivotal in language learning. Logically, in order for a student to speak or write in English well, he or she certainly needs an adequate vocabulary mastery that allows him or her to construct sentences to communicate his or her ideas. The same is true for motivation. It plays an essential role in students' success in learning. Usually, those who have high level of motivation will learn faster and more productively than those who have low level of motivation. In other words, these two need to be instilled and increased so that students can have a better result of their language learning. The problem is that, based on my observation, many senior high school students in Indonesia have these problems. Lacking of both vocabulary and motivation was also the problems of the students of P4. According to P4, teachers need to create situations which enable learners to become motivated and actively engaged in learning. The elements, vocabulary and motivation, become a special concern for P4 in his teaching activities, as clearly underpinned in Excerpt 11 below.

Excerpt 11:

- 112 R: All right, do you think that a teacher who does appraisal on their teaching learning process
113 (materials, approach, etc.) will enable him or her to improve his or her teaching?

- 114 P4: Yes, very probable. And that's what a teacher should do. What I should give to the
 115 students should be thought of, then what has been given should be evaluated, and what to
 116 be given later should be reflected.
- 117 R: Do you often do that Pak?
- 118 P4: Quite often but not always as I have many other things to do. Only when I recall it will I
 119 do it. For example, tomorrow especially for Class 12, I will give this thing, that thing, but the
 120 only problem in this school is that the students have very limited vocabulary so that they find
 121 it hard to connect to the teaching materials. We are still thinking about the way how to
 122 increase our students' vocabulary.
- 123 R: So, do you often do self-evaluation after completing your teaching?
- 124 P4: Yes, but not always. For example, in this class I taught like this, and tomorrow in other
 125 classes I will teach in a different way. The point is how to make my students more
 126 enthusiastic, more motivated, and more able to understand and so on.
- 127 R: So, in your evaluation do you often get a better solution for teaching?
- 128 P4: Yea, looking for methods like this way: if a method is undoable it has to be changed again
 129 like this, and the next day to be changed like that. I mean we have to look for ways out
 130 frequently.
- 131 R: Based on your teaching evaluation, what do you think you need to do to improve English
 132 teaching and learning?
- 133 P4: I think the first thing to do here related to English is to give motivation to the students.
 134 Yeah...to raise their spirit, to live up their motivation, and I think one of the ways is to invite a
 135 native speaker, for instance, once in a semester and this can boost their enthusiasm to learn
 136 English. And I have tried to do this once or twice in the past.
- Interview with P4: C2C3

In this excerpt, P4 pointed out utterly that he often did self-evaluation on the conduct of his own teaching. He seemed to count on the idea that a teacher who often does self-evaluation will be more capable of enhancing his or her own teaching performance which can improve his or her students' learning (Lines 114-116). This indicates that P4 positioned himself as a reflective teacher who should consider earnestly the efficacy of his her teaching approach and the appropriateness of teaching materials. Based on his evaluation on his students' learning, P4 found out that most of his students lacked of vocabulary. Consequently, his students often had problems in comprehending the ideas of reading texts (Lines 120-121). Based on my observation, in his teaching practice, P4 repeatedly gave his students challenges to get the meaning of some expressions when he presented listening materials in the form of an announcement by a native speaker. This arouse interest in the classroom since, according to Hall, it involved the challenge of sustaining learners' efforts over time until their goals are achieved (Hall 2018). Another weak point P4 identified in his students' learning was that many of them lacked of motivation in learning English (Lines 133-134). Although there was no further information regarding this demotivated phenomenon, P4 underpinned that to inject the students' motivation the school needed to invite native speakers of English to come to his school (Lines 134-135). According to P4 in the excerpt, the presence of native speakers in his school can uplift students' enthusiasm to learn English since P4 had proved this

approach beforehand (Line 136). The main point earned from P4's reflective teaching is that the way he teaches has to make his students more enthusiastic, more motivated and more able to understand the lesson (Lines 125-126 and 133-134). To reach this, P4 seems to explicitly suggest that teachers need to show their enthusiasm for a topic, subject or teaching, treating each pupil as an individual, providing quick feedback by marking work promptly, and rewarding appropriate behaviour. To achieve this state, teachers themselves need to do self-evaluation or RoA on their own practice (Lines 128-130).

5.5.2.2 Handling big classes

A teaching practice which is not examined is not worth practicing. Teaching evaluation is like a mirror that bounces back our image and shows us the spots that need improving. RoA is of that kind of mirror. It is a medium through which a teacher can identify what has been implemented properly and successfully and what does not work as the way it should be. According to P6, self-evaluation or self-reflection is an essential thing in language teaching. A teacher who does this act will have a bigger self-confidence because he or she will understand his or her weak spots so that he or she can change and enhance the way he or she approaches his or her teaching in upcoming teaching. However, P6 suggests that the change should be done slowly but surely, not abruptly but destructively. Above all, P6 underlines that self-reflection or self-evaluation or precisely RoA is a means of a continuous and autonomous self-learning, the very essence of RP. In addition, in her self-evaluation P6 identified her biggest challenge in teaching big classes, which she finally could deal with in a practical way, as shown in Excerpt 12 below.

Excerpt 12:

137 R: In your flash back, what was the biggest challenge you have faced in your teaching?

138 P6: What is it? The biggest challenge for me, sometimes I was desperate when teaching in
139 Agriculture Faculty in non-English department classes because they had big classes (100-150 Ss).

140 R: The challenge of big classes?

141 P6: Yea. That's it. I thought about it. Therefore, I made grouping and I made pre-test first. It
142 was very challenging in the beginning. I checked all their pre-test results, I combined and
143 clustered the results, so the groups were mixed. The idea was that the smarter ones could
144 teach their friends who were struggling, then I asked them to do a presentation. If I didn't ask
145 them that way, they would never read their material. Because they often slept in the
146 classroom or made noises in the back. In that situation, I was hopeless. Whatever I talked
147 about they would not listen to me because they had very little motivation. English was not
148 their main major even they didn't like it. Personally speaking, there was no excitement at all.
149 So, I just focused on presentation mode of teaching. So, I could see who had courage to talk,
150 who had read the books at home, and who was active in the class. Because they had to speak,
151 they had to master the material, then they had to read the book. Although they didn't make
152 the paper. Each of them had a chance (5 to 10 minutes) to talk.

Interview with P6: C2C4

Excerpt 12 denotes that P6's biggest teaching challenge was when she taught English to non-English department students in the faculty of agriculture. The challenge was in two forms: big classes (Lines 138-139) and low motivated students (Lines 146-147). These two were enough to drive P6 feel hopeless and desperate (Line 138). It was considered big classes because the number of the students in each class was approximately 100 to 150 (Line 139). She taught about 3 big classes. It was also desperate because most of the students did not give attention, made noises in the back, even some students were sleeping in the class (Lines 145-146). All these disgraceful symptoms strongly indicate that the students had low or very low motivation to learn English. According to P6, the students were wondering why they had to learn English, while in fact their major was not English but agriculture (Lines 147-148). However, due to her dedication and passion to teach English, P6 tried to figure out any way possible for the situation she faced in her classes. Through the act of reflective evaluation or RoA, P6 seemed to gain a solution (Lines 141-144). Through this, P6 reflected by, as noted by Ghaye, looking back and going over things again and focused on something significant (Ghaye 2011) for teaching improvement.

As mentioned in Excerpt 12, what P6 eventually did was giving the students pre-test, and based on the results of it, she clustered the students into some groups where in each group she put one or two smartest students having high motivation to learn English (Lines 141-143). Her aim was to give the smart students an extra role to "share" knowledge with the other members having low language proficiency and low motivation (Lines 143-144). Besides, P6 applied presentation technique (Line 144) to all groups where each member was required to talk around 5 to 10 minutes (Line 152). This softly "compelled" the low proficient and demotivated students to talk and express their ideas regarding a certain topic given to their group (Lines 150-151). In this way, all students became involved in the learning process and P6's task and burden to teach such big classes with problematic students were finally lightened. P6 has proved that by earnest review on her teaching, there was no dead-end in teaching but there was always a way forward to improve her teaching practice. Thus, through RoA, P6 becomes empowered in her teaching.

5.5.2.3 Creating interesting materials

Creating an interesting lesson for students is every teacher's dream. To realize this, a teacher is to do anything that make it possible. A teacher might improve his or her teaching approach, provide more interesting games, and upgrade his or her teaching materials. Of course, there are many other possibilities. The point is that a teacher is bound to evaluate his or her own practice if he or she wishes to keep his or her own teaching or lesson become more and more appealing. Such teaching perspective and practice was also upheld by P8. He paid a special concern on teaching materials. He always wanted to provide an interesting teaching material for his students. Therefore, he always

tried to update it regularly at least in every semester. In his view, an interesting material means the one that is appropriate for students' level of language proficiency, matches students' needs and enables to arouse students' enthusiasm to learn. P8 seemed to realize that all these features can be actualized through critical self-evaluation although he did this not on a regular basis, as depicted in Excerpt 13 below.

Excerpt 13:

- 153 R: Every time you finished teaching, do you do self-evaluation or some kind of reflection on
154 what you have taught?
155 P8: Frankly speaking, I don't do it frequently.
156 R: Hmm. It seemed that your reflection was a spontaneous one, right?
157 P8: Right, that's right.
158 R: Which means not systematic?
159 P8: No. So, it was not systematic, not a routine, but spontaneously. I did it only when there
160 was something that took my attention and interest. Usually, only on a certain occasion. Eee...I
161 was thinking why the teaching sometimes was not interesting (for the students).
162 R: Hmmm.
163 P8: What I was thinking when I was thinking was that how to make the teaching become
164 rather more appealing. So, what often happened was that why the teaching didn't make the
165 students enthusiastic to learn. Not quite interesting for them. For example, just now I was
166 teaching errrr...occupational conversation or occupational speaking yea...
167 R: Hmm.
168 P8: I recognized that the students likely seemed to be interested but not that much. Maybe
169 from the material that I gave was not quite appropriate for them. Therefore, every semester
170 like what I did in the past as well as in this semester, I certainly had to change the material
171 because it didn't fit them well.

Interview with P8: C2C5

Excerpt 13 shows that P8 is a sort of reflective practitioner as he sometimes observed his own teaching and students' learning (Lines 163-164). Based on his observation, he often found that his students were not quite intrigued with his teaching (Lines 160-161) and assumed that the materials were not captivating (Line 169). Based on this assumption, he started to think how to make his material enchanting so as to lure his students' interest to learn (Lines 163-164). It means diagnosing and evaluating (Lines 161, 163-164) are the trademark of his teaching practice, as a means of searching for the solution. This way of self-improving via RoA provides an important process in learning about the professional activity of teaching (Zwozdiak-Myers 2012: 39). Therefore, for P8, the more interesting the material the better. He evaluated his own teaching material and identified a weak aspect of it, and changed it accordingly (Lines 169-171). The change he put forward was based on his sound evaluation. It can be concluded that when his thinking and action were merged, the outcome was his improved practice. Put differently, P8 had been spontaneously, not systematically, engaged in RoA.

5.5.3 Reflection-for-action

Reflection-for-action (RfA) is the desired outcome of both RiA and RoA, which enables teachers to prepare for the future by using knowledge from what happened during class and what they reflected on after class (Farrell 2007). How the Indonesian ELT practitioners have practiced RfA, the amalgamation of both RiA and RoA so that they become more informed on their practice through which they can have a better plan for a better future action is shown in the next parts. The examples of these future planning and actions are based on the third part of the results of the CA as depicted in Table 5.3, which becomes the primary basis for the data analysis and interpretation of the theme, RfA.

5.5.3.1 Teacher supervision

Classroom observation seems to be a good practice in language teaching. However, this has not been widely practiced among Indonesian ELT teachers. Only senior teachers are assigned to do this in other junior teachers' classes. This observation is actually a part of supervisory task. This was suggested by P4 who was also a senior teacher in his school. According to P4, he is used to supervising or observing the other two junior teachers in his school. P4 believes that this classroom observation can produce significant impact on junior teachers' teaching development, as denoted in Excerpt 14 below.

Excerpt 14:

- 172 R: Have you ever observed other colleagues' classes like what I have done to you?
 173 P4: Yes. I have observed my colleagues' classes as a part of my supervisory jobs. In this
 174 school, I am assigned to supervise English teachers, so sometimes I came to their classes.
 175 R: Did you feel the advantages of doing observation and supervision?
 176 P4: Indeed, there were many advantages. I felt it was a kind of quality control so we didn't do
 177 teaching haphazardly. Our principal has reminded us about that point.
 178 R: What is the guidance of who will observe whom? Was it like a senior observing a junior?
 179 P4: The observer is the one considered capable of doing that. May be I was considered
 180 capable. The decision of who will be appointed is the principal's prerogative right.
 Interview with P4: C3C1

According to P4 in Excerpt 14, the activity of classroom supervision and observation give many advantages. One of which is that the observation becomes a means of quality control so that teachers do not do teaching randomly (Lines 176-177) (without proper planning, implementation, and evaluation). This also suggests that P4 had an awareness that teaching without evaluation or reflection has a potential to be disoriented. That also means the practice of RfA enables ELT teacher to gain control of her teaching (Zwozdiak-Myers 2012). As such, the teacher being observed has a potential to upgrade and improve his or her teaching based on the feedback given by the observer, in this case, the assigned senior teacher. Such feedback can be meaningful sources that can be

reflected upon for his or her professional development plan. Such intention ends with an action by making a planning to take some positive steps to do what they have already identified (Ghaye 2011). Clearly, this classroom observation is very much future-oriented program for both teachers and school development as a whole. All these indicate that classroom observation is a medium for understanding the nature of teaching and learning what it takes to be a professional teacher. In Hunter and Kiely's (2016) view, teachers found it easier to appropriate ideas whose applications to their professional life seemed most plausible and imaginable. (p. 53). That means supervisory program has a direct impact on teachers' professional life. The desired outcome of both RiA and RoA which is reflection for action can be found in such classroom observation program as it enables teachers to prepare for the future by using knowledge from what happened during class and what they reflected on after class (Farrell 2007).

5.5.3.2 Improving students' speaking ability

Like other ELT practitioners, Indonesian ELT practitioners have shown their teaching practice at least in three phases: planning, acting, and evaluating. Thorough these cyclic process of teaching activities, ELT practitioners can develop their potential and competence as professional practitioners. They need to plan what they have to do, they need to do what they have planned, and they need to evaluate what they have planned and done to know the extent to which their goals have been achieved. This is in line with Schon's (1983) early idea on embedded RfA, defined as a critical framing and reframing of ideas with the intent of developing an action. As ELT practitioner, P8 also seemed to have experientially distilled the gist of RfA, not only because he is aware of the significant impact the action brings about, but also because the course he teaches (speaking class) naturally requires more practice than theory. In his course, P8 gradually develops his own theory of teaching based on his own practice of teaching. In his speaking class, he upholds the maxim "practice makes perfect". Therefore, the success of his teaching can be measured by the frequency of his students' practice of the lessons given to their students. Therefore, students' activeness in speaking practice becomes his primary concern. Hence, the approach he took in his lesson was changing a speaking partner as frequently as possible, as indicated in Excerpt 15 below.

Excerpt 15:

181 R: When you did a self-evaluation or reflection on your teaching practice, what plan did you
182 have in your mind for the next teaching practice?

183 P8: Usually I thought about the kind of action I should take. For instance, in Speaking class I
184 found one or two students who could not speak English fluently. I just thought how to make
185 them happy to talk. Therefore, in Speaking class I told the students to keep in mind that next
186 week they have to talk and they cannot just sit with the same partner.

187 R: That sounds good.

188 P8: Hence, in the next classes, I checked the students' previous speaking partner as I didn't

189 memorize who was partnering with whom. I had to know that they have changed their
 190 partner. So after 5 to 7 minutes I asked them to change partner up to 3 or 4 times.
 191 R: Changing the partner.
 192 P8: And in speaking class I almost always asked them to talk while standing up. The idea was
 193 that I wanted the students who were not talking would talk if in tandem with different
 194 students / partners. This made their speaking practice more dynamic. The students need to
 195 practice their English more frequently in order to speak it more fluently.
 196 R: I see.
 197 P8: I always asked them ...or lead them to follow me in speaking English. So, they have their
 198 part on speaking. This morning I told them this is English class and this is your media to
 199 practice speaking English. It's not my session, but it's your session. So, you have to speak up
 200 much more (than me). I just introduced them for 10 minutes, and the rest for them to speak.
 Interview with P8: C3C2

Excerpt 15 evinces that P8 is very concerned with the active participation of all his students in conversational practices. Having the situation where some students did not actively participate in the speaking practice, P8 started thinking of what he could do about it (Lines 184-185). As indicated in the excerpt, he got the way out. That is by asking his students to exchange their sitting partner and speaking partners (Lines 184-190). This problem-based thinking with the orientation for finding and solving the problem is called reflection-for-action (RfA) which is the praxis (Freire 1972) of ELT, penetrating thought in action and action in thought. He does not only want to see his students practicing speaking English but more than that he wants his students to feel happy to talk in English. One way, in his mind, is that every student has to have different speaking partner in every session. The student has to keep changing his or her sitting partner (Lines 192-195). This makes the students mingle around and get more classmates to talk to. This teaching strategy certainly gives positive impact to the students' speaking skills and they can become more expressive and more confident in speaking English.

From my observation when P8 was handling his speaking class, I noted that he was also very active to go around the class to ensure that every individual was involved in the intensified dialogue. Sometimes he interrupted his students' talk and got involved in the conversation or some other times his students asked him about something (certain vocab or term) and he was ready to partake in the hectic conversation. 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 (Lines 197-198). This mode of teaching practice conforms the essence of RfA. This denotes an element of being proactive by which to guide future action, by using knowledge from what happened during class and what they reflected on after class (Farrell (2007). It is the actualization of what was thought of, what was planned, and the results of what was evaluated. P8 is really convinced that in Speaking class, it is not a teacher-talking class, but students-talking class. Therefore, he just takes the first 10 minutes to introduce the topic of the day and leave it up to his

students to make use of the practicing time (Lines 199-200).

5.5.3.3 MGMP (Subject Matter Teachers' Forum)

There is no doubt that working together among teachers to solve their teaching learning problems is more effective than doing it individually. As what people often say “two heads are better than one head.” The idea of working together within the school teachers has been facilitated through community of practice (CoP), a group of people who share a craft or a profession (Lave & Wenger 1991), better known among school teachers as MGMP (Subject Matter Teachers' Forum). This MGMP (CoP) serves as an effective forum for sharing and discussing teachers' teaching problems, teaching solutions, agenda (test and teaching material design, etc.), and the like. Due to the nature of MGMP which is to share, discuss and plan for future action, it is closer to the area of RfA. In MGMP, rather than an individual reflection and action, it is more in the approach of collective thinking and action. The advantages of this MGMP are highlighted by P1 in the following excerpt.

Excerpt 16:

- 201 R: In your opinion, what are the barriers that cause every teacher unable to share ideas
202 regarding their teaching at schools?
203 P1: So far may be because every teacher is busy with his or her own business. However, idea-
204 sharing can be done effectively in teachers' forum. In the forum, the sharing of ideas can run
205 smoothly.
206 R: What kind of forum?
207 P1: Teachers' forum. Yes. This can be effectively done in, for instance, MGMP (Subject-matter
208 teachers' forum). In this forum, there will be so many English teachers from different schools
209 who come to share their ideas and information, and many new things will come up that later
210 on can be applied in our respective schools.
211 R: Do you feel free to talk about anything regarding teaching and learning issues in MGMP?
212 P1: Free. We don't feel uneasy or hard feeling and so on. All teaching learning problems will
213 come up in the meeting. What we talk about in MGMP is not only about teaching techniques,
214 but also about any latest issues or educational policies. In the lasts meeting, we talked about
215 test construction and many more.
Interview with P1: C3C3

Excerpt 16 exhibits that MGMP has a strategic meaning for teacher professional development as it serves as the hub of learning, problem-sharing and problem solving. From what P1 spelled out, we knew that MGMP plays a pivotal role as a medium for teachers' gathering as well as for teachers' sharing forum of teaching-related matters (Lines 203-204). All members have shared freedom to raise any teaching issues occurring in their respective schools and each is called to actively give their ideas for the common sake (Lines 212-213). This forum is like “take-and-give” encounter among English teachers. In this forum, they even discuss issues regarding local or national educational policies (Line 214) and show their responses and reactions. All these are discussed relaxingly and freely where all ideas are welcome (Lines 209, 212-213). The excerpt also suggests that any solution

for any school-related problem is formulated together to be brought back to their school (Line 210). The forum is aimed for professional teacher development individually and collectively. Based on P1's narration, this forum facilitates teachers to sit together, think together, solve together, design an action plan together, evaluate together, and, the utmost important, to learn and grow together.

The MGMP is a real forum for teachers' professional development as was explained by other participant, P2, mentioning that it is usually held in two levels: school level and regency level, as noted in Excerpt 17 below.

Excerpt 17:

- 216 R: What is actually done in MGMP?
 217 P2: MGMP at school level or at regency level?
 218 R: Both.
 219 P2: Ok, actually MGMP has many advantages. At school level, it is related to the
 220 aspects of syllabus design, either adapted or adopted one. It is also about discussing
 221 teaching hours and learning assessment.
 222 R: What about at regency level?
 223 P2: For the regency level, there are many things to do. We also share our research
 224 report there. We also have such programs as UKG (teachers' competency assessment)
 225 and PKG (teachers' performance assessment). In this MGMP, we also share out
 226 teaching problems, teaching techniques, how to do a close procedure, and so on.
 227 We then try to solve the problems together.
- Interview with P2: C3C3

Excerpt 17 suggests that MGMP also prevails within school level whose main program is related to syllabus design either adapted or adopted one, the share of teaching hours, and learning assessment. As mentioned by P2, MGMP also operates within regency level of which additional agenda are research report sharing, programs of UKG (teachers' competency test), PKG (teachers' performance assessment), share of teaching problems as well as teaching techniques, and a close procedure. Based on my experience and observation as an Indonesian ELT practitioner, teachers generally have very little time left at school or university. Teachers of SHS generally are required to teach at least 24 hours a week in order for them to get extra income so-called "teacher certification or lecturer certification".

Besides, teachers are always given extra tasks on administrative aspects. Therefore, so little time to talk about so many important things seems a reality without end in Indonesian contexts. Therefore, MGMP usually conducted on weekend days can sort out this circumstance. Through it, teachers can share their burden and solve their problems together. Teachers are usually united by shared concerns. Through it, teachers learn how to remain effective and productive as teachers in their day-to-day hectic time. Based on Excerpts 16-17, it can be inferred that MGMP having a variety of regular agenda serves as a practical and effective medium for all ELT teachers to exercise their RfA since all the agenda are set as action plan for ELT improvement in their own schools collectively

and professional development individually. Based on a plausible assumption, Hunter and Kiely (2016) suggest that professional development does not automatically continue in practice. Therefore, they hold that new teachers (I reckon that sometimes seasoned teachers also) need organised programmes to stimulate and grow their professional enhancement. MGMP, then, can be one kind of effective organized programs for development. Apparently, the practice of teacher agency works fruitfully in this MGMP. Conclusively, it is the real manifestation for RfA.

5.6 Summary of the chapter

Based on the preceding descriptive discourse of RP elicited from the teaching practices observation and interviews, I am very much assured to say Indonesian ELT practitioners have taken reflective action as postulated by Dewey (1933) 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). Such research development was realized through RfA. I considered Indonesian EFL teachers' reflective action as, as noted by Pollard, a sort of a teacher-self-initiated activity involving willingness to engage in constant self-appraisal and professional development (Pollard 2008). Hence, without any hesitation, the foregoing discussions strongly indicate the praxis of ELT conducted by Indonesian EFL practitioners selected as the sample of this research. The findings indicate that Indonesian ELT practitioners are reflective practitioners especially in terms of the adjustment of their lesson plans happening while they are teaching their lessons, the intention to review their lessons to identify what they think might not have worked well and seek the reasons and solutions for such conjectured problems. Indonesian ELT practitioners are also thinking for future improvement in their future practice by finding workable solutions for prevailing classroom problems. Unequivocally, Indonesian ELT practitioners are reflective in their practice in planning, acting, and evaluating the implementation of their teaching processes.

Chapter 6 Exploring Teaching Creativity of Indonesian ELT Practitioners

6.1 Introduction

In the preceding chapter, Chapter 4, the findings and analyses of FA indicate that Indonesian ELT practitioners performed RP in two major ways: collectively or publically and individually or privately. Collectively, it involves other teachers to think critically and share ideas together on how to derive a more informed practice. Individually, it is a personal commitment to keep waxing their practice through self-observation and self-evaluation. In Chapter 4, it also highlights the perspectives of Indonesian ELT practitioners in terms of their TC. The chapter underpins two dominant features of TC of Indonesian practitioners: teacher empowerment and learner empowerment. The first findings of Chapter 4 build-up and strengthen the findings of Chapter 5 in which its findings crunch up into similar types of ELT practice. In Chapter 4, there is a public or collective practice, while in Chapter 5 (Section 5.5.4) there is RfA (i.e. community of practice, class supervision). In Chapter 4 (Section 4.3.1.3), there is private reflection, while in Chapter 5 there are RiA and RoA. Hence, the findings in both chapters are interrelated and coherent.

The findings in Chapter 4 on TC (learner empowerment and teacher empowerment) are also resonated in this chapter where the element of empowerment of both teachers and learners emerge as the key findings in this chapter 6. The findings of Chapter 6 mark a positive signal that Indonesian ELT practitioners are also creative professional teachers. In Richards' (2013) view, reflective teachers are creative teachers. In other words, this analysis is building on the analysis of RP in the previous chapter. Therefore, this chapter accentuates the analysis and interpretation of the data on teachers' TC. Beforehand, this chapter reviews briefly the concept of TC used as the basis for analysing and interpreting the data. It also presents the data sets (a collection of related data) and the coding process of the data in the content analysis (CA). Then, this chapter displays the findings of CA on TC. Overall, the results of the data analysis and interpretation of TC inform on RQ2: "In what ways are the Indonesian ELT practitioners creative in their teaching practice?" A summary of the chapter completes this second qualitative data analysis chapter.

6.2 Conceptual view of teaching creativity in ELT

Richards and Cotterall (2016) note that all teaching involves acts of creativity. This implies that teachers are required to think creatively, to think "out-of-the-box" (outside the conventional

thinking), a kind of teaching improvisation as characterized by Sawyer (2004). Creativity in language teaching involves teachers improvising to make learning more effective and imaginative in the classroom (Cremin 2009). Generally, teachers have creative capacity, which allows them to adjust effectively to new situations (Sternberg & Spear-Swerling 1996). Creativity can be understood as re-fashioning, re-contextualizing, and building upon the words and ideas of others (Pennycook 2007). This conceptualization of creativity in language teaching is linked to the postmethod condition and pedagogy, which is the broad framework of this research. This postmethod condition “empowers practitioners to construct personal theories of practice” (Kumaravadivelu 2003a: 33), related to local culture and classroom conditions; requires teachers “to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks” (ibid.); and to constantly reshape classroom practice based on the result of teachers’ self-observation, self-analysis, and self-evaluation (ibid.). Hence, based on Kumaravadivelu’s (1994, 2001, 2002, 2003a, 2006a) propositions of PMC and PMP, creativity in language teaching can be elicited as the ability to adapt to the particular, the practical and the possible circumstances in that teaching activity. These views characterize the second qualitative data analysis and interpretation on TC in ELT in Indonesian context.

Richards and Cotterall highlight several characteristics of creative ELT practitioners such as the following (2016: 99-107). First, the teacher is not committed to a single approach or method. Second, the teacher makes the use of a wide range of teaching strategies and techniques. Third, the teacher uses activities that have creative dimensions. Fourth, the teacher seeks to achieve an individual teaching style. Fifth, the teacher is willing to experiment and to innovate. Sixth, the teacher is confident and willing to make his or her own decisions about how to change classes. Seventh, the teacher adjusts and modifies her teaching during lessons. Eighth, the teacher looks for new ways of doing things. Ninth, the teacher customizes his or her teaching. Lastly, the teacher makes use of technology. These fundamental views of TC serve as the basis for the data analysis and interpretation of the creativity aspects of the practices of Indonesian ELT practitioners. The NVivo coding system I used in this study helped me separate different items or ideas into a certain entity and at the same time also eased me to pool similar ideas or practices into one specific area. I then labelled the clusters of these related ideas under a certain name or label that represents the general ideas of certain aspects of creativity within the pool. Interestingly, the kinds of those related ideas on creativity more or less resemble the ideas proposed by Richards and Cotterall (2016) on the features of creativity in language teaching mentioned above. Arguably, the labelling of the codes, categories, themes, and overarching theme was informed by the ideas in the literature which actually became visible in the practice of Indonesian ELT practitioners. Put differently, they were a

merge of both theoretical knowledge and actual practical realities of teachers' practices in Indonesian context.

6.3 Data Set

This chapter is focused on the analysis and interpretation of the qualitative data pertaining to teaching creativity (TC) resulted from both observation and interview data. Similar to Chapter 5 on RP data analysis and interpretation, this chapter presents the analysis process and interpretation using content analysis (CA). Most data were kept in electronic form and backed up. Table 6.1 indicates the data sets used for CA on TC. Since the data sets (also see Table 5.2) used for both chapters 5 and 6 were generated from the same sources, the analysis in this chapter essentially is building on the analysis of RP in chapter 5.

Table 6.1.1 Data set for teaching creativity used in this study

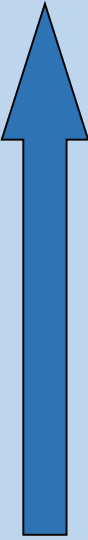
No.	Type of data	Length of recording	Comments
1.	16 audio recordings of classroom observation (Primary data)	60 to 90 minutes each	I personally conducted these classroom observations
2.	16 post-observation interviews (primary data)	80 to 90 minutes each	I carried out post-observation interviews right after classroom observations and few days after classroom observations

6.4 Presentation of the Data

The data presentation starts with a descriptive table displaying the list of codes. All the codes in Table 6.2 were resulted from the data of both observation and interview. It came out along the process of the CA using the NVivo, especially in the stage of data codification process using open coding. It is the analytic process by which concepts (codes) to the observed data and phenomenon are attached during qualitative data analysis (Strauss 1987). It is one of the procedures for working with text as characterized by Strauss and Corbin (1990). Open coding aims at developing substantial codes describing, naming or classifying the phenomenon under consideration (Flick 2009, 2014). Thus, the code lists were grounded and emerged from the given data. All similar ideas in the units or samples of analysis were collated under the same codes. Through alert selection and evaluation of all data resulted from the CA, I came up with the final composition of data to be analyzed and interpreted as shown in Table 6.2. This descriptive table summarizes the coded data and how the

components within the coded data are linked to one another. The contents of the table of the coding start from the lowest level (most detailed) of abstraction to the highest level (least detailed) of abstraction. The list of units of analysis, codes, categories, themes and the overarching theme as the results of the coding of the data based on the dimensional elements of creativity in language teaching.

Table 6.1.2 The results of the data codification of TC in Indonesian ELT



Overarching theme	Contextualized creativity of ELT practitioners in Indonesia	
Theme	Creative teaching for learning empowerment	
Categories	Teaching empowerment (Teaching design and implementation)	Learning empowerment
Codes	Choosing relevant and interesting topics Using authentic materials Adjusting the syllabus Using varied teaching strategies Problem-solving	<ol style="list-style-type: none"> 1. Reviewing lessons using quiz 2. Facilitating group learning 3. Stimulating active learning 1. Enforcing interactive learning 4. Facilitating dynamic learning
Units of analysis	Excerpts 1, 2, 3, 4, 5, 6	Excerpts 7, 8, 9, 10, 11, 12, 13, 14

Table 6.2 displays the results of CA on the aspect of creativity in language teaching of Indonesian practitioners. In the table, there are five levels of abstraction from the lowest (units of analysis) going up to codes, categories, theme and up to the highest level, overarching theme. In the second level of abstraction, there are six codes in each column so 12 codes in total. In the next level, there are two categories: one for the first six codes in the first column, and another one for the other six codes in the next column. The penultimate level of abstraction is theme, where the table indicates a single theme: creative teaching for learning empowerment. Based on this theme, the highest level of abstraction is generated, so-called *overarching theme*, which represents the entire contents of the analysis. Hence, the overarching theme for this CA is “contextualized creativity of ELT practitioners in Indonesia”. For the sake of clarity, the codes used for the excerpts are of two kinds. For example for the observation quote, it uses: Observation in P1: C1C1a/b/c (Participant 1, Category 1, Code 1, *a* means first excerpt, *b* second excerpt and *c* third excerpt for the same

participant). For interview, it uses: Interview with P1: C2C1a/b/c (literally having the same idea). This brief overview of the results of the CA is further described in the next sections.

6.5 Creative teaching for learning empowerment

For some teachers, empowerment has come to be known as a learning process when options that add value to the quality of teaching and learning are opened up, seized and acted on (Gibbs 2011). In other words, the term *empowerment* here refers to quality enhancement in the domain of both teaching and learning. More specifically, empowerment is enabling teachers to design and implement teaching which can help learners to develop their language skills and performance. Put another way, empowerment enables teachers to take wise and appropriate professional action (Ghaye 2011). So, in ELT empowerment can suggest an enhancement the possibility of developing students' language proficiency. This type of empowerment can be made possible through the employment of creative teaching. Hence, creative teachers uphold a commitment to bring about an empowering learning circumstance. They are not controlling but rather enabling the learners to learn effectively. This idea is somehow actuated by Indonesian ELT practitioners in their teaching practice as shown in the next sections.

6.5.1 Teaching empowerment

When ELT practitioners possess renewed interest in RP, they are essentially empowered teachers (Farrell & Bennis 2013). Empowered teachers tend to view teaching as learning, that is learning from their teaching. For them learning is fundamental, so as teaching. For empowered teachers, teaching is an inseparable part of learning. Through this way of thinking, teachers will keep developing their pedagogical professional development. Phrased differently, the complexity of teaching can be the source of learning. When teachers, for instance, identifies a problem in their classroom, they will reflectively search for a solution to be applied, evaluated, reoriented and re-practiced (Farrell *ibid.*). This circular mode of practice will end up with true professional development with the internalization of self-empowerment when conducting teaching (see Wallace 1991). This sort of teaching potentially breeds teachers' self-empowerment aimed to optimize their students' capacity to learn.

Teaching and learning are two essential entities in language pedagogy. In many ways, they are interrelated. According to Brown (2007), 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"

(ibid: 8). This suggests that teachers have a very important role in the success of students' learning. The very first thing a teacher needs to do, in Brown's ideas, in order to make a successful learning occur is to understand how the learner learns. When this is held firmly, a teacher will be able to guide, facilitate and enable learners to learn effectively. The next sub-sections will show how this kind of teaching and learning takes place within the context of the teaching of English as a foreign language in Indonesia.

6.5.1.1 Choosing relevant and interesting topics

Choosing a relevant and interesting topic can be a challenge for a language teacher. What often happens is an either/or situation. It means that sometimes a topic is relevant with the curriculum and within the syllabus but not interesting to the students. Or, the other way around, it can be of high interest for students but not related and relevant with what is in the curriculum guideline and not specified in the syllabus. That means as a creative teacher an ELT practitioner has to put an effort to find his or her way around the constraints or limitations placed on him or her by the discourses within which he or she operates (Jones and Richards 2016). A creative teacher, however, can bridge this gap or sort out this dilemmatic state by having the will to experiment and to innovate (Richards & Cottarral 2016). Such ability is demonstrated by Indonesian ELT practitioners in their teaching practices as shown in following excerpt.

Excerpt 18:

- 228 R: Yesterday, you taught about Report Text?
229 P2: Ya report texts.
230 R: About bullying?
231 P2: Yes.
232 R: Ehm, why choosing that topic?
233 P2: Actually, in my opinion, this topic is a trending issue among students. In my view, it
234 touches the world of children. And I think many students have experienced that, so it
235 becomes more interesting for them to discuss. When I asked my students who have been
236 bullied, almost all of them replied that they have experienced being bullied.
237 R: Ehm.
Interview with P2: C1C1

It is obvious from the excerpt that P2 did not just teach her lesson on report text as specified in her syllabus, but she went further by exploring the topic. In her view, the topic was interesting and became more telling because it was the trend issue in society (Line 233). Besides, that topic touched the world of children or teenagers like her students (234). What made her students became enthusiastic to address the issue was that most of her students had experience being bullied (Line 236) (that could be done be it in school or outside the school).

In the interview, I was curious about the topic P2 used in her class. The topic was concerning with juvenile delinquency. She presented the topic by using slide power points in which she showed some pictures of the issue. Indeed, all students were very enthusiastic. At that moment, I was wondering if it was available in the syllabus or purely her creativity (being able to make use of her existing material in the textbook while directly relating it to her students' real experience which made her students feel connected and therefore intrigued to respond more enthusiastically). Using a topic based on and relevant with students' needs is actually the realization of the parameter of particularity in PMP, which requires teachers to look into the needs and wants of their students. This also substantiates the finding of the FA on TC which underlies the point on "considering students' learning needs when choosing a teaching technique" (see Section 4.5.2.2). The following interview excerpt explains P2's point of view regarding the topic.

Excerpt 19:

238 P2: Eeee...That is actually the teaching material with Reading as the basic
 239 competence...ee...it's genre-based reading. So, what I taught was discussion text and I chose
 240 the topic myself. It's purely my own creativity. Because in my opinion a meaningful learning is
 241 a learning related to a daily life, especially connected with students. For me, I prefer the
 242 topics that can arouse students' curiosity based on such elements as meaningfulness,
 243 contextual, and relevant with the students. So the topics that I chose for the discussion were
 244 juvenile delinquency, five-day school policy, and intensification program, etc. Through these
 245 topics, I want to know their feeling, their arguments. They might agree and disagree with the
 246 issues. This is interesting, therefore, I intentionally chose such topics that are contextually
 247 related to their lives.

Interview with P2, C1C1

Excerpt 19 suggests that P2 had an idea of creativity in her mind, but not by deviating from the syllabus (genre-based reading), but by looking for what is possible and what is practical within the given curriculum (Lines 238-240). Stevick's (1980) notion cited in Maley and Bolitho (2015: 434) on creativity asserting that "we should judge creativity in the classroom by what the teacher makes possible for the student to do, not just by what the teacher does" seems to fit this Indonesian ELT practitioner. P2 considered her initiation as a sort of creativity in approaching her teaching because, partly, she sought for what is interesting, meaningful, and contextual for the conditions of her students' life affairs (Lines 240-241). She also believed that the chosen topics were of interest for her students and potentially arouse their curiosity. Based on P2's reason "I prefer the topics that can arouse students' curiosity" (Lines 241-242), it can be inferred that such kind of creativity is made possible as P2 was thinking "out of the box" (Dornyei 2005), not simply following what was prescribed in the syllabuses.

Seemingly, P2 used her creative imagination to identify what can be done about her topic. According to Online Cambridge Dictionary, the word imagination can be defined as the ability to

think of new ideas; the ability to form pictures in the mind; the ability to form mental pictures of people or things, or to have new ideas. In this context, it can be redefined as an ability of mind to think of, stimulate and form new ideas creatively and resourcefully. Excerpt 18 explicitly indicates that P2 is a very postmethod-oriented teacher since she does not ignore the realities of her students when choosing her teaching materials or topics. In her view, what she gives to her students has to be meaningful, relevant and contextual (Lines 242-244). The orientation of this particularity-based teaching is verified by her argument that the topics P2 chose had to be contextually related to her students' lives (Lines 246-247). The way how P2 presented the topics in her class is shown in Excerpt 20 below.

Excerpt 20:

- 248 P2: okay, six, five, six, okay stop. So, some of you agree more with the
249 system of five days school than six days school, but the rest will
250 say noooo ya, six days school is better, okay, that's common, yea,
251 because emm this emm crucial system emm always raises pros and cons,
252 yea, okay, now I'd like to emm take a look at this. What's in the picture?
253 S: Hmmm dead people.
254 P2: People died? So, what is it? Yea, he'eh, okay, maybe emm emmm
255 the dead student and then what is that? Ya, we are so sad because the...
256 it is so silly, actually they should have learnt at schools, but they
257 had died. What can you see about this?

Observation in P2: C1C1

From this excerpt we learnt that P2 tried to introduce two systems (a five-day school and a six-day school) where students would have more time studying at school in the five-day school system than the six-day school system (Lines 248-250). Generally, such a policy consequently makes students busier with school activities and less time for other activities after school. Up to this point, P2 had already contradicted these two systems and later on she asked her students' opinions about the plus and minus points of the systems. To intensify the thinking of her students, P2 showed a picture of dead bodies of students who were involved in students' fight, which happened after school time (Lines 252-254). Before the pro-and-cons debate or discussion took place, she inserted her idea about the pictures (Lines 255-257). This triggered her students' imagination. She even used a question to stimulate her students' ideas (Line 255). Cremin notes that creativity in language teaching involves teachers improvising to make learning more effective and imaginative in the classroom (Cremin 2009). In other words, P2's imaginative capability helped her in connecting two different issues into one coherent topic characterizes her creativity. So, P2 tried to connect between such juvenile delinquency with the five-day and six-day school policies (Lines 252-257). This indicates a high creativity of P2 in packing her topics in an interesting way as she could involve the emotion of her students in the topics. As a result, her students were engaged in giving ideas on the

topics. So, the ability of P2 in opting and presenting an interesting and relevant topic based on her genre-based syllabus is undoubtedly a mark of her creativity in approaching her language class.

6.5.1.2 Using authentic materials

As widely perceived that using authentic materials are more imaginative and motivating for students compared to using the published textbooks. Authentic materials not only refer to newspaper and magazine articles, but also encompass such things as songs, web pages, radio and TV broadcasts, films, leaflets, flyers, posters, and anything written in the target language and used unedited in the classroom (Shepherd 2019). In other words, authentic materials include print, video, and audio materials students encounter in their daily lives. Song is a part of an audio and video. As mentioned by P1, using song in classroom learning is more stimulating for students to learn, as shown in Excerpt 21 below.

Excerpt 21:

- 258 P1: The good teaching material for me is when it can console my students in learning.
 259 This happened when I taught English using songs.
 260 R: English songs?
 261 P1: Yes. English songs. In the 13th curriculum, there is a teaching material using songs.
 262 But based on teachers' forum agreement that will be given in semester 2 (year 12).
 263 So, for this semester it has not been given yet, but last year I tried to teach using
 264 songs and students' enthusiasm was actually higher than when they were taught
 265 using reading texts. What I heard from students was that they felt bored when
 266 learning through reading...eee...may be because they did not understand the vocabularies
 267 in them and they did not know what to do. However, using songs by singing together
 268 they felt excited even they did not know the meaning of all the lyrics.
 269 R: What kind of learning students get through songs?
 270 P1: At least, in my opinion, by listening to songs, they will learn some vocabularies,
 271 pronunciation, and understanding about the message of the song..like that. So, their
 272 vocabularies get increased which can be used indirectly in other materials like in
 273 reading texts.

Interview with P1: C1C2

There are at least four points can be elicited from Excerpt 21. First, using songs as teaching materials can have comforting effects to the students (Lines 258-259). Second, songs can arouse students' interest and enthusiasm to learn (Lines 263-265). Third, learning language only from textbooks could make students feel tedious due to the fact that many of them did not understand the vocabularies in the reading text (Lines 265-267). Fourth, learning using songs can make students feel thrilled though not knowing the meaning of their lyrics (Lines 267-268). Fifth, students can add new vocabularies and learn how to pronounce them, and message of the song (Lines 270-271). Lastly, the increase of their vocabularies can help students to learn other learning materials like reading (Lines 271-273). Being able to make use of songs as teaching materials is a justifying factor

that P1 is a creative practitioner. This excerpt also suggests that the use of songs mirrors the survey analysis where most of Indonesian ELT practitioners favoured to use authentic materials in their teaching (see Section 4.5.2.2). The use of songs as teaching materials likewise amplify the second parameter of PMP: practicality. The practicality of the songs is at least featured in two areas: vocabulary enrichment and pronunciation refinement. The idea of creativity in the use of songs lies in the aspects of relevance and meaningfulness.

In a quite the same way, P4 also made use of songs downloaded from YouTube and internet as indicated in Excerpt 22. Based on the excerpt, he has at least two reasons for using the songs. First, it is available in the syllabus and, second, it has an entertaining element that can create a comforting learning atmosphere. Like P1, P4 can also be considered a creative teacher, as characterized by Burton, since he looks for original ways of using the textbooks and teaching materials and seeks to create lessons that reflect his or her individual teaching style (Burton 2010, cited in Richards and Cotterall 2016: 102). Uniquely, P4 stated that he himself could not sing a song, but was able to use the song as his teaching materials, as indicated in Excerpt 22 below.

Excerpt 22:

274 P4: We do have teaching topics using songs in the syllabus. Because I cannot sing a
275 song, I managed it by downloading the texts of both old and new songs. So, I deleted
276 some texts in the song's lyrics and the students have to fill them out later when they
277 are listening to the songs. To be filled based on what they hear from the songs.
278 Yea...they are listening to the song first then filling out the blank spaces in the lyrics.
279 Usually, they are very happy and enjoyed. When the listening and the gap filling
280 sessions are completed, I usually explain some difficult words found in the lyrics.
281 Afterwards, I ask them to prepare themselves to sing the song together as a group.
282 So, each group will come forward to sing the song together. This usually takes
283 around 15 to 30 minutes. This relaxes their mind before moving to another topic.

From Excerpt 22, I identified some important points. First, P4 who was not very good at singing, he just downloaded the songs from the You Tube (Lines 274-275). Second, he tried to challenge his students to fill out the gaps (blank spaces in the lyrics) while his students were listening to the songs (Lines 275-278). Third, using the songs can boost students' enthusiasm in language learning (Line 279). Fourth, he explained the meanings of difficult words and the message of the songs only after his students have listened and filled the gaps (Lines 279-280). Fifth, at the end, he asked his students to prepare themselves to sing the songs together (Lines 281-282). Strategically, P4 used songs not as the main part of learning, but merely as a relaxing break before moving to the next topic (Line 283). All these points suggest that P4 like P1 is a creative practitioner, knowing not only how to teach but also to delight their students. Hence, using authentic materials like songs reflect the actualization of the third parameter, possibility, of PMP which boils down to learning

empowerment (see Section 4.3.2.3). The creative use of the authentic materials is likewise hinted by P2 as shown in Excerpt 23.

Excerpt 23:

284 R: All right. If put in percentage, how many percent do you often use the published
285 available material and self-created (authentic) materials?
286 P2: Well, I myself use 60% from me, myself, and the rest is from authentic materials. I
287 look for the materials, I like to use authentic ones. For example, for news item I
288 usually go to the library to seek the authentic material, adapt it accordingly. These
289 authentic materials are actually not for teaching materials. Actually now we are using
290 thematic approach but the textbooks are still using genre-based. Actually in the
291 books there are some recipes that are relevant to be used but not that interesting if
292 it is only in a reading text form. Therefore, I just focus on the vocabularies often used
293 in the texts but for further teaching materials I prefer to use authentic materials such
294 as the recipes found in the newspaper, magazines, and so on. Usually I ask students
295 to find a recipe and to demonstrate it in group. So, the percentage of using the
296 authentic materials is around 60%, and 40% from the books. The idea behind this is
297 to prepare my students to be ready for both local and national exams.
Interview with P1: C1C2

Excerpt 23 shows that P2 favours using the authentic materials where P2 used them quite often around 60% while the rest are taken from textbooks (Lines 286, 295-296). She realized that the authentic materials were not teaching materials per se. However, she used her creativity to adopt and adapt some aspects of the materials (Lines 287-289) and designed them to be captivating teaching materials. She had the same reasons for using the authentic materials as P1 and P4, namely the contents of the given textbooks lacked of interest for the students (Lines 290-292). P2 reasoned that the use of the authentic materials was aimed to prepare her students to be ready with any possibility (of question types) in the examination be it the local or the national one (Lines 296-297). The blending of both syllabus-based textbooks and the authentic materials suggests a manifestation of P2's creativity in her language teaching. The capability of P1 to adopt and adapt the authentic materials (Line 288) so as to be relevant with her syllabuses suggest a creative feature of her teaching. Conclusively, based on the ways how P1, P4 and P2 utilized the authentic materials, in this regard songs, vibrate Kumaravadivelu's (1994) PMC signifying teacher autonomy acknowledging teachers as conscious and creative actors capable of acting "within academic and administrative constraints imposed by institutions, curricula, and textbooks" (p. 30).

6.5.1.3 Adjusting the syllabus

As learnt that syllabus is a subpart of the curriculum, which specifies what units will be taught and methodology tells how the units should be taught. In other words, syllabus design is concerned with what, why and when teaching materials (linguistic content) to be taught, while methodology is concerned with how the syllabus to be taught (Nunan 1991). Every teacher has a different approach

in teaching his or her syllabus. The same is true for Indonesian ELT practitioners. I call this teaching differentiation as creativity in teaching. As noted that differentiation is a kind of adjustment to curriculum in content, process, product and/or learning environment to meet the needs of students. Put differently, differentiation involves making modifications to the curriculum through adjustments to content, processes and skills. Accordingly, adjustments can be made to the way the curriculum is taught and the way students learn. Teachers' ability to make an adjustment to their lesson marks their creativity. Sternberg and Spear-Swerling (1996) underline that creative teachers have creative capacity, which allows them to adjust effectively to new situations. This sort of adjustment was performed by P2 in her teaching. She noted that what she taught was based on the syllabus and it was forbidden to be divergent from the syllabus. However, as she mentioned in the interview, she did not want to be bookish, strictly following what was prescribed in the books. P2 further elaborates her reason for making an adjustment in her lesson, as indicated in Excerpt 24 below.

Excerpt 24:

298 P2: Errrr...One of the reasons why I am not bookish is that because I want them to
299 master the language but not only the vocabularies errr...on the books. My purpose is
300 to teach them how they become ready to deal with queries that are not like in the
301 books, which are using new vocabularies. You know I like using authentic materials
302 to develop their vocabularies. So, the reason why I use the authentic materials is to
303 prepare them to get used to the questions that are not found in the books. But I also
304 use the reading materials from the textbook since my focus is on reading texts.

Interview with P2: C1C3

Based on the description in Excerpt 24, I identified that P2 was flexible in her teaching, in selecting and using the materials she considered relevant and necessary to be taught to her students. P2 mentioned one reason why she did not strictly follow textbooks, namely she wanted her students to master the language, and not only knowing its vocabularies (Lines 298-299). Therefore, she tried to combine what was prescribed or given in the textbooks and what she thought valuable for her students taken from authentic materials. This finding supports the finding in the survey analysis on TC, especially regarding the use of authentic materials (see Section 4.5.2.2). This implies that what was perceived by Indonesian ELT practitioners in the survey was actually materialized in their practice. P2 also stated that the purpose of not fully using textbooks was to teach her students to be prepared to deal with the questions that were different from the given textbooks (Lines 299-301). Or, it was meant to prepare her students to get accustomed to the questions that were not found in the textbooks (Lines 302-303). Seemingly, based on her experience, sometimes the question items in an exam were distinct from what were recommended in the textbooks. So, she tried to adjust the textbook materials with readily accessible authentic materials which can support her students' understanding and mastery of English as a foreign language. According to Richards

and Cotterall (2016), the act of adjusting and modifying teaching during lessons marks a creative teacher. This finding likewise conforms the results of CA on RP where Indonesian ELT teachers were considered reflective practitioners because they were able to adjust and customize their lessons when teaching their students, instead of strictly following their lesson plans as prescribed in their syllabuses (see Section 5.5.1). Hence, P2's creativity can be understood as, as noted by Pennycook, the ability to perform re-fashioning and re-contextualization of their teaching materials (Pennycook 2007).

6.5.1.4 Using varied teaching strategies

I consider a strategy as a way of achieving something. So teaching strategies are the ways teachers take to make their teaching understandable so their students can learn meaningfully. Brown (1994) defined strategies as specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Brown further added that strategies are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year (p. 104). Technically, Teaching strategies refer to methods used to help students learn, understand and practice the planned course contents. In delivering their subjects, Indonesian ELT practitioners have demonstrated varied teaching strategies or techniques by which their students can learn their lesson more effectively. Of course, different teachers have different teaching strategies, usually based on their experience, knowledge, skills and teaching contexts. Within the context of Indonesia, ELT practitioners have shown their unique and meaningful strategies.

One unique strategy was narrated by P5 in the interview. P5 called it "Picture Drawing" strategy. She used the strategy in the teaching of Discussion Text. According to P5, understanding and discussing a text sometimes is not easy. And, it becomes more difficult when students are asked to retell the contents of a certain text that sometimes consists of three, four or five paragraphs. P5 added that this picture drawing strategy not only ease students in memorizing the contents of a text but also induces students' enthusiasm as it has the element of imaginative act when drawing a picture, as denoted in Excerpt 25 below.

Excerpt 25:

- 305 P5: So, students can ease their memorization of the main idea of a text by drawing a picture
 306 representing the content of the text. So, for the next paragraph up to the last paragraph, the
 307 students will draw pictures to help them remember the order of the story within the text.
 308 R: If there are five paragraphs there will be five pictures. Is it?
 309 P5: Five pictures, but if they want to make more than five pictures, that is fine. So it is like
 310 story telling picture.
 311 R: Without a text at all?
 312 P5: Without a text, but picture only. After the students make a complete series of pictures,

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313 they emm what is it? They memorize the content of the story. Later they will stand in front of
314 the class without bringing the texts and they will retell the story while bringing the pictures
315 they have drawn.
316 R: Is it individually done?
317 P5: It can be done individually or collectively. For me I usually do it in group since it will take
318 time if done individually. When telling the story in the picture, the students will show the
319 pictures to the class. So, we can see the pictures while listening to the students retelling the
320 story in the pictures.

Interview with P5: C2C4

Excerpt 25 depicts a creative strategy in teaching reading text via picture drawing. This drawing strategy is often more effective when done collectively (Lines 317-318), where some students share the tasks. One is responsible for reading and understanding the text, another one for drawing a picture, and another one for retelling the content of the text in front of the class. To generate this kind of teaching strategy, teachers are required to think creatively, to think “out of the box”, a kind of teaching improvisation (Sawyer (2004), and P5 has demonstrated that creative aspect. Back to the picture, P5 espoused that the number of pictures relies on the number of paragraphs, more paragraphs more pictures (Lines 306-310). These pictures serve as a tool to help students (presenters) to ease the memorization of the contents of the text (Lines 305-307) since the students are not allowed to bring the text with them when retelling the story/content of the text therefore they need to memorize the contents of the story (Lines 313-314).

The most “challenging” task is certainly on the drawing of the picture as it needs an imaginative ability to be able to represent the idea of a text into pictures. Cremin highlights that creativity in language teaching involves teachers improvising to make learning more effective and imaginative in the classroom (Cremin 2009). Through this strategy, students are not only helped in understanding and memorizing the flow of the story but also trained another skill (drawing) which potentially makes the students are very engaging and interactive where ideas, feeling and emotion are involved. When the students read the story, they will directly imagine the likely forms of the story image which they will finally transform into readable drawing. The most “attractive” one is when the students do the retelling of the story of the text without bringing or reading the text. The students just bring their drawing and recall the contents of the text just through it. Yet, that is where the value of this strategy lies.

6.5.1.5 Problem-solving

Every teacher has his or her own problems when teaching their students in the classrooms. The problems can vary from one teacher to another. Actually, there are many types of classroom problems that emerged in the data. However, in this research report, I just focused on one kind of classroom problems that are frequently encountered by the research participants often faced by

their students, namely a lack of vocabulary. This is actually students' problem but it becomes teachers' problem because it can slow down the process of teaching and learning especially when they teach reading text to their students. This problem was unleashed in the interview session as shown in Excerpt 26.

Excerpt 26:

- 321 R: During your teaching activities, do you often find classroom problems?
 322 P2: Yea, for sure.
 323 R: What kind of teaching learning problems do you often face? I mean the complex one.
 324 P2: Mmm...I think the most complex ones are about vocabulary and grammar.
 325 R: Vocabulary and grammar? I see.
 326 P2: But Vocabulary is more complex and challenging.

Interview with P2: C1C6

Excerpt 26 shows that the most complex problems often faced by her students were vocabulary and grammar (Line 324), but for P2 vocabulary is more complex (Line 326). Such vocabulary problem was also experienced by P1 and P4 when teaching reading text in their class. Since the problems faced by three different ELT practitioners were actually the same, I just took one most representative sample as the result of the CA. This case belongs to P2's state. In her opinion, due to the low mastery of vocabulary P2's students found it hard to understand a reading text, as shown in Excerpt 10. The question is "How did P2 solve such problem? A creative solution is shown in Excerpt 10.

As a creative practitioner, P2 can be said to be capable of anticipating the problem of students' lack of vocabulary. Cremin's (2009) idea that 'creative teachers model creativity and take part as learners in the classrooms, experiment with resources, engage in problem-solving...' (p. 43). Based on the findings (see Excerpt 10), it is noticed that, like other Indonesian teachers, P2 was prepared to handle such a classroom problem. In a way, as categorized by Mandler, this finding suggests a creative aspect in teaching learning process so-called problem-solving (Mandler 1995), as hinted below.

Excerpt 27:

- 327 R: How do you solve this lack of vocabulary in your students?
 328 P2: Ya. I usually let them bring their gadget because they were already lazy
 329 to bring their printed dictionary.
 330 R: Mmmm..
 331 P2: He'eh...Yea I allow them to bring their hand phone because it is more
 332 portable ya..easier to use, and practical to look up something. So, it serves
 333 like dictionary.
 334 R: Ehem...all right.
 335 P2: In a reading text, I asked them to practice reading...when they found
 336 a difficult word. Or, sometimes I asked word I asked them to underline it. Then, they
 337 had to share the word with their friends. Then to write it on the board individually.

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- 338 R: I see..then..what's next?
339 P2: I asked the students to write their words up to three words on the board.
340 Then, I told them: for those who can find the meaning will get one point. You
341 just search the meanings of your friends' words.
342 R: Ok..Then?
343 P2: Yea...it is like a competition because they want to get the point. The faster becomes
344 the winner.
345 R: Did they have to make a sentence?
346 P2: Yea...usually at the end I ask them to make sentences. They can do
347 browsing via their gadget. They feel happy. They can increase their vocabulary
348 but not feeling burdened. That is the point.
Interview with P2: CC6

Excerpt 10 indicates some creative solutions in solving students' problems related to the lack of vocabulary. First, P2 allowed her students to bring her gadget instead of printed dictionary (Lines 328-329). According to her, she allowed her students to bring their hand phone because it is more portable and practical (Lines 331-332). Second, when her students found some difficult words, they had to underline them, share them with their friends and write them on the board individually (Lines 336-337). Afterwards, she asked her students to get the meanings of the listed words via their gadget. She also gave reward (points) for those who could find the correct meanings of the words (Lines 343-344). This stimulated her students to compete. Third, P2 also asked her students to make sentences and they could use their gadget to browse the words (Lines 346-347). The last point P2 emphasized is that her students could increase their vocabulary in a comforting mode of learning (Lines 347-348). What P2 did reflects the idea of creativity linked to improvement and meaningfulness in education as conceptualized by Beetlestone (1998) stipulating that "teaching creatively can improve the quality of education, make learning more meaningful and open up more exciting ways of approaching the curriculum" (p. 1).

These findings also related to the survey analysis or factor analysis on RP dealing with the ways to ensure learner-learner and teacher-learner classroom interaction and encourage students to actively share their ideas (see Table 4.3), on TC especially on the teachers' perspectives on encouraging students to see and solve problems from different angles and / or challenging students to solve classroom tasks/problems in teamwork (see Table 4.4). This finding is also building the CA on RP especially on the point of increasing students' motivation (see Table 5.3). Following the idea of Runco (2004), it can be inferred that P2 seems to have understood creativity as the development of new ideas which have utility and situated the concept of creativity in a dual role as problem-finding and problem-solving. When teachers identify problems, solve the problems, and initiating change in their teaching, arguably they belong to reflective-creative teachers. Partly, because P2 made an effort to, as the features of creativity characterized by Richards and Cotterall (2016) look for new ways of doing things and she made use of technology.

6.5.2 Learning empowerment

Every teacher has his or her own way, technique or style of teaching. In other words, every teacher has his or her own best practice. No ELT practitioner can claim that his or her teaching technique is the best in the field. The teaching style is unique in terms of who teach what, where he or she teaches and how the teaching is conducted. There are always positive points and drawbacks in every teaching technique. In the next sections, I will present some teaching techniques or approaches done by Indonesian ELT practitioners which I consider as creative ones as they are relevant and meaningful.

6.5.2.1 Reviewing lessons using quiz

Based on my first observation in P5's class, I found that she used a kind of quiz asking her students to identify whether a sentence is correct or incorrect by providing a reason why it is correct or incorrect. She designed this quiz in an online application, which I considered as a creative teaching activity. This way of designing teaching material is in line with the feature of creative ELT practitioner mentioning that a creative teacher is the teacher who can make use of technology in a creative way for the purpose of teaching and learning (Richards and Cottarral 2016). She used this quiz to review her previous lesson aimed to strengthen her students' understanding of the preceding lesson (Line 221) as well as to help other students who missed it in the previous meeting (Lines 216-219). When I asked her in the interview, she explained it as the following.

Excerpt 28:

349 P5: Well...in the previous meeting, there were many students who did not attend the class.
 350 When they missed the lesson, they would find it hard to understand the next lesson.
 351 Therefore, I finally decided to review the previous lesson. I did this review to adjust with the
 352 state of the students so they can catch up with the lesson.
 353 R: I see.
 354 P5: Besides, it can strengthen the understanding of the students who have already learnt it
 355 before. By using this quiz, I hope they can observe and analyse the sentences. This quiz trains
 356 them since in their beginning semester to differentiate this is right and this is wrong, this is
 357 linking verb and this is action verb. So, this trains their (grammatical) ability.
 Interview with P5:C1C1

Excerpt 28 shows that the idea of creativity is on how P5 presented her subject in a different way, not simply asking students to make sentences as normally done in the classroom exercise activity. She led her students to think and to analyse why a sentence is considered right and wrong or using the correct type of verb or not (Lines 355-357). Since this class was about learning basic grammar of English language, this mode of practice (using the online quiz) helped her students to develop their ability to critically analyse the types of English verbs (Line 357). To do this, she used a certain online application that, based on my observation, made the exercise more attractive and the

students more enthusiastic to learn. There were four options or buttons the students had to click: a, b, c, and d. The students might happen to hit the correct button. Yet, it did not stop there. The student had to provide an answer why it was right. Likewise, when the student hit the wrong button, he or she had to give reasons why it was wrong. This made the exercise full of challenge and therefore required students to flash back on what they have learnt before pertaining to the material in the exercise. This is a creative way of teaching grammar as it can empower students to demonstrate their knowledge about the given lesson. Jones and Richards (2016) underpin that “the most important transformation creativity can bring about is a transformation in agency, resulting in increased self-efficacy and empowerment on the part of teachers and learners (p. 7). Hence, this finding is congruent with the survey analysis emphasizing on learner empowerment (see Table 4.4) especially on points 3 and 13 that read “Engaging students in interactive activities” and “Challenging students to solve classroom tasks/problems in teamwork”.

6.5.2.2 Facilitating group learning

In general, grouping or group work has been one of the favourite teaching techniques for many teachers. Because of its benefits for teachers and students, this technique was favoured by most of Indonesian ELT practitioners including P1. According to her, grouping can save time effectively especially when dealing with checking or correcting students’ work which often takes much time when done individually by teachers. Through group work, according to P1, students can work and share their ideas together. P1 further explained the advantages of grouping in Excerpt 29 below.

Excerpt 29:

358 R: What do you think of the technique of grouping?

359 P1: In my opinion, this grouping is really beneficial, especially when hmm...the number of
360 students in a class is big. I think the classes in Indonesian schools are still big, around 34 or so.
361 So, to make use of the time effectively, we need something like grouping....because for
362 instance if done individually, then I check out the students’ work individually one by one, it
363 will take a long time. That is the first thing. The second thing is that, they will do eee...peer
364 learning something like that. So, in my opinion, grouping is very good for cooperative learning
365 and students can solve their group’s problems together before they come to the class forum.

366 R: Ehmm.

367 P1: I also found that grouping was very helpful in speaking class. When I assigned my students
368 to make a text in group, they discussed about vocabularies they needed. Besides, I gave them
369 a task to make a favourite family recipe or errr.. a technique of a certain play. Or a task how to
370 make a handy-craft and so on. I told them you can use the real or artificial materials for
371 cooking in the classroom, and you can use PowerPoint. Many of them used PowerPoint, but
372 they can only use pictures and no texts. That was really interesting for them and they were
373 very creative.

Interview with P1: C1C6

Excerpt 29 underlines some positive points about grouping. First, grouping can be very helpful when the class size is quite big (Lines 359-360). Second, grouping can help P1 to use her time effectively especially when dealing with work checking (Lines 361-363). Third, through grouping her students can do peer learning or cooperative learning through which they can solve their problems collectively (Lines 363-365). Fourth, grouping is very useful for Speaking Class, especially when discussing about vocabularies (Lines 367-368). Lastly, grouping is fruitful when giving her students a task to make a favourite family recipe or a technique for a certain play and the like (Lines 368-370). Put differently, through grouping or group work, teachers can maximize every student's potential, facilitate cooperative learning, peer-learning, helping each other, sharing ideas, and solving their learning problems altogether. According to P1, students like being given a task that can trigger their creativity (Lines 369-373), to make their group performance become the best. I think many students like to show off their effort and creation and this can be facilitated through group work.

Grouping technique seems to be P1's favourite teaching technique through which she instils the sense of cooperation and interdependence among students. P1's effort in maximizing students' learning through group work is certainly what we refer to as creativity in language teaching. Csikszentmihalyi (1996) states that creativity in teaching takes place when a teacher combines existing knowledge in some novel or unique way or introduces new processes to cultivate cognition to get useful results. Furthermore, Starbuck (2012) suggests that creative teaching happens when teachers can empower their students to know how to learn, and how to learn independently (p. 9). In this excerpt, P1 empowered her students to do their best and perform their creativity in the given tasks and the students, according to P1, were really enthusiastic to show their group work creativity. This grouping which promotes the dimension of learning empowerment conforms the finding in the factor analysis (FA) on teaching creativity (TC) in Chapter 4 (Section 4.5.2.2) in which the first factor in the TC is learner empowerment (LE) via "Stimulating students to learn cooperatively each other" and "Challenging students to solve classroom tasks/problems in teamwork". Thus, what Indonesian ELT practitioners perceived they have done (reinforcing empowerment) was realized truthfully. In other words, teaching students using grouping can trigger students' creativity. This then suggests that Indonesian ELT practitioners are creative in their teaching, especially in empowering their students' learning.

6.5.2.3 Stimulating active learning

In addition to a group learning, a creative teacher can also lead so-called an "active learning" as the opposite of passive learning. An active learning is a process of engaging with the learning task at both the cognitive and affective level (Fry et al. 2003). Active learning then can be said as a mode

of learning in which teaching focuses on involving students in the learning process. So, the idea of active learning is the involvement of students in the learning activities set up by teachers in the classroom. According to Bonwell and Eison (1991), in active learning, students participate in the learning process and students participate when they are doing something. This implies that students are engaged in the learning process. And, it is the job of a creative teacher to ensure this to take place in his or her own class.

To stimulate her students' active participation in learning, P5 asked her students to do peer-correction. As understood, peer correction is a classroom technique where learners correct each other, rather than the teacher doing this. The teacher serves as the final resources when the group members encountered problems unsolvable. This approach empowers students to use their critical evaluation on their friends' work and provide positive input for their better understanding and enhancement. This also trains students to develop their reasoning and argument ability and accordingly sharpen their repertoire, as noted in Excerpt 30 below.

Excerpt 30:

374 P5: Okay, would you please just write it down so that we also can see what you can write in
375 correct... ee... spelling or not. Okay everybody please give your attention to the sentence.
376 Okay and prepare your sentence your own sentence. Okay, now let's see from.... this group.
377 Would you please check together your friends', everybody please check your friends' works
378 and then you may decide whether they have written the correct sentences or not. Okay.. I
379 give you.... two minutes. Please discuss together. Ya... Maybe you just focus on the grammar
380 ya. Finished? It's only one sentence? Ya, but then I see that.... there's a group which only
381 writes one sentence, right? Other group writes two sentences and.....I find that group writes
382 three sentences and this group writes four sentences so I will give reward for those who can
383 write so many sentences. Finished? So you can give some sign, you can mark it first, you can
384 discuss together. Finished? But before that, eee... how many sentences did you make? This
385 group?
386 S: Three.
387 P5: Three? Three sentences? Okay, now let's ee... check together, we can start from this group
Observation in P5: C2C6

Excerpt 30 portrays some important points P5 did in her class discussion. First, P5 asked her students to write sentences and later checked whether they could write them without any mistakes in grammar, spelling and punctuation (Lines 374-375). To ensure this, P5 asked her students to work in pairs, to check each other, or do peer-correction. Then, the students had to decide whether their friends' sentences were correct or not (Lines 377-378). Of course, they had to have reasons why a certain sentence was correct why it was not correct. P5 also gave a time limit, which was 2 minutes per sentence (Lines 378-379). Then, P5 promised to give rewards for the students who wrote the most sentences (Lines 382-383). Finally, P5 invited all students to check and discuss their sentences together (Lines 386-387). By asking her students to do such peer-correction, P5 had tried to

stimulate her students to be active, engaged, and participative in their learning, learning with their partners. According to Turner (2001), active learning is “purposeful interaction with ideas, concepts, and phenomena and can involve reading, writing, listening, talking or working with tools, equipment and materials...” (p. 252). Therefore, active learning, Turner adds, on the one hand enables teachers to spend more time with groups or individuals, which allows better-quality assessment to take place. It also encourages autonomous learning and problem-solving skills of the students on the other (ibid.).

This finding on active learning corresponds with the one in the FA on RP which deals with both “ensuring a learner-learner and teacher-learner classroom interaction” and “encouraging students to actively share their ideas” (see Section 4.5.1.2). This CA finding is also in line with the findings of FA on TC stressing on “giving students more opportunities for independent learning”, “encouraging students to actively ask questions and share their ideas”, “engaging students in interactive activities”, and “encouraging students to see and solve problems from different angles” (see Section 4.5.2.2). Based on these, it can be inferred that active learning can potentially take place when the pupil has some responsibility for the development of the activity. These also suggest that that by using peer-correction P5 has encouraged an active learning among her students which indirectly guided her students to be autonomous and trained them to be skilled in problem-solving. Thus, facilitating active learning is an important entity of creative practitioners.

6.5.2.4 Enforcing interactive learning

As known that classroom environment is crucial to the fostering of creative abilities. Classroom interaction is one of those kinds. Walsh (2014) underpins that interaction is very important in the classroom since it is “central to teaching, to learning, to managing groups of people and the learning process, and to organizing the various tasks and activities that make up classroom practices” (p. 3). Dynamic classroom interaction or interactive environment potentially produces classroom creativity. According to Joubert (2001), creativity can be stimulated by an environment full of ideas, experiences, interesting materials and resources, and in a relaxing atmosphere where unique ideas are encouraged. A game, for instance, as one kind of compelling resources, can stimulate this sort of environment. It is an activity usually involving skill, knowledge, or chance, following fixed rules and trying to win against an opponent or solving a puzzle. Of so many interesting games, a guessing game, pantomiming an imaginative activity, was also used by P2 in her class as denoted in Excerpt 31. This certainly marks an angle of TC.

Excerpt 31:

388 P2: Errr...the game that I used to teach Grammar was a guessing game. For example, to teach
389 Present Participle or Continuous Tense, I used the guessing game of “What am I doing?” So

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390 one student made an action (body movement) to be guessed by every group member except
391 by his or her own group.

392 R: Every group, Okay.

393 P2: They plan the action and present it in front of the class. So I made some groups and each
394 group member had to make one sentence with its action. That sentence is what members of
395 the other groups have to guess. All the sentences have to use continuous forms. If the
396 sentence they made was "I am taking a bath" they had to demonstrate as if they were taking
397 a bath. When they were ready, I said to the groups, now guess what she or he is doing? The
398 question used to guess had to be in continuous tense as well. For example, "Are you taking a
399 bath?" Those who could guess correctly would get 3 points. I collected and recorded the
400 points in the student register which I used as additional basis for the final score.

Interview with P2: C2C2

Excerpt 31 indicates valuable features of a game for classroom teaching and learning. For example, P2 mentioned that to teach grammar like progressive tense, she used a guessing game "What am I doing?" (Lines 388-389). What is revealing of this game is that this game requires a student to demonstrate a secret activity through body language (without verbal language) and other students have to make a smart guess (Lines 390-391). When making a guess, the other students have to construct a progressive statement (Lines 394-395). When guessing, the other students also have to form a question in progressive form (Lines 395-398). So, they are all practicing using that language pattern. The stimulating aspect of this game is that the students make use of their imagination to capture what is being demonstrated. In her practice, P2 made a reward system that produced a greater influencing factor (Lines 399-400). That is, by using the points the students attained as a complementary basis for their final grade in the course. Therefore, I involved the guessing game above as a creative mode of teaching. This game stimulates and energizes students to experience an interactive learning. This game encourages creative thinking, thinking of a new sentence, a new demonstration and new guessing. I count it as a creative game because this game can foster students' creativity in both making action and making a guess. Essentially, a guessing game, according to Joubert (2001), is developed through mental play or thoughtful playfulness, involving conjuring up, exploring and developing ideas or possibilities (ibid.).

The use of this game in P2's teaching magnifies the previous findings in the FA for both RP and TC. For the FA on RP, for example, this finding verifies the points on "ensuring learner-learner and teacher-learner classroom interaction" and "encouraging students to actively share their ideas" (see Section 4.5.1.2). This finding also justifies the FA on TC particularly on such aspects as "stimulating students to learn cooperatively each other" and "encouraging students to actively ask questions and share their ideas" (see Section 4.5.2.2). Actually, most of the participants also made use of the game in their teaching activities either in the same or in different formats. For instance, P3 used the so-called "21 questions game" (What is an A?), asking students to guess what an alphabetical letter means or stands for. This also needs an imaginative thinking and general

knowledge to identify the object precisely. Another participant, P7, also used a guessing game like “Who am I?” This game could potentially serve to consolidate students’ understanding on the teaching materials given by their teachers (Indonesian ELT practitioners). Or, as often the case, the game was meant as the direct practice of the material they were teaching. Phrased differently, all these games have a similar aim, which is to derive an interactive learning among their students. This learning is so-called an engaging learning (Kiely 2013). Craft (2002: 154) suggests that a play or game is considered a creativity when it is “epistemic play” (where students are exploring the properties of materials and developing knowledge and skills which underpin later learning)

6.5.2.5 Facilitating dynamic learning

Teaching can mean different things to different teachers. However, to most teachers, teaching is about facilitating learning. It is about creating a dynamic learning among students. According to Kolb and Kolb (2009: 43), dynamic learning is “a sort of a learning driven by the resolution of the dual dialectics of action/reflection and experience/abstraction.” It is a learning that places thinking on the act of learning itself. Therefore, I consider dynamic learning as a type of learning in which all students get involved in both inside classroom learning and outside classroom learning. It is a learning characterized by a changing activity leading to students’ progress in their learning. It is aimed to facilitate the needs of all students while challenging them to improve their understanding of a given lesson. It is a kind of learning that encourages and facilitates independent learning, which can bring about an impact on their learning development. P5 provided a unique creative task for her students that facilitated them to learn. Taking into account Kumaravadivelu’s view, creativity in language teaching can be understood as the ability to adapt to the particular, the practical and the possible in any teaching circumstance (Kumaravadivelu 1994, 2001, 2002, 2003a, 2006b). This creative ability reflects teachers’ own view on teaching and their own practical approach to teaching. Such self-experiential approach was also taken by P5 in her classroom as shown in Excerpt 32 below.

Excerpt 32:

- 401 R: In what way do you think you have done in your classroom to create a dynamic learning?
 402 P5: A dynamic learning? Eee...So, for instance, in the subject of Speaking, I usually ask them to
 403 record a conversation between them which has to be sent to me. For example, an interview
 404 of two students, Students A and B. Eee.. A interviews B and the results of the interview, B’s
 405 answers, are written by A in the form of transcripts. The same thing is also done by B to A. So,
 406 each will have both a record and its transcripts. Later, both A and B will have a chance to
 407 listen to the recording of his or her own voice and have to identify his or her own strengths
 408 and weaknesses. Usually, I play the recording in the classroom and ask comments and
 409 feedback from other students. So, at the end students will have a clear idea of their language
 410 performance and development.

Excerpt 32 suggests that P5 empowered her students to enhance their language skills by assigning them a task to hold an interview in a pair. This task requires them to work together to help each other by practicing their English. This interview task has to be recorded, transcribed, and sent to P5 (Lines 401-404). The logic is that the students certainly will do some intense practice before recording their own interview. This process helps them to develop their language performance (Lines 408-410) as they keep learning and practicing their interview skills. So, learning does not take place only in the classroom but also outside classroom, in this respect, in the form of paired-interview (Lines 403-405). Through this tasking, students become self-learning and self-critical especially when they are transcribing their own recording (Lines 405-408). They will feel and realize the level of their speaking skills. In addition, the students have the opportunity to practice giving feedback to their fellow's work when the teacher plays the recording in the classroom (Lines 407-410). By this way, they learn together to identify what they have done well and what they need to improve related to speaking aptitude (Lines 406-408).

This interviewing task seems to be “new” approach in teaching. According to Khany and Boghayeri (2014), teaching can be deemed creative when a teacher combines existing knowledge in some novel or unique way or introduces new processes to cultivate cognition to get useful results. This finding rhymes with the results of FA on TC, especially on the factor of learner empowerment that includes both “stimulating students to learn cooperatively each other” and “giving students more opportunities for independent learning” (see Section 4.5.2.2). Undoubtedly, this assignment can potentially bring a positive impact on students' language development, and therefore considered as a form of TC.

6.6 Summary of the chapter

Based on the data presentation and analysis in the preceding sections, I came up with some points to re-highlight briefly. First, with the aid of NVivo 12, there were 14 units of analysis or sampling of analysis (the extracted text from both observation and interview data using codification in NVivo 12). Second, these units of analysis further generated two groups of codes entailing four codes for the first category and five codes for the second category. Third, these nine codes then generated two categories: Constructing teaching and learning (teaching empowerment) and learning empowerment. Based on these two categories, the main theme was generated: Creative teaching for learning empowerment and development. From this main theme, an overarching theme was finally formulated, that is, “contextualized creativity in ELT in Indonesia” (see Table 6.2). This chapter underlines two core ideas of TC. The first is under the category of constructing teaching

and learning which clearly indicates teaching empowerment. The second one under the category of learning empowerment obviously suggests the aspects of creativity in the form of learning empowering activities. The next part presents the discussion chapter which highlights and discusses several major aspects of the research findings of the preceding three chapters.

Chapter 7 Discussion

7.1 Introduction

This chapter discusses the key findings of the data analysis in chapters 4, 5 and 6. The key findings are related to RP and TC as perceived and practiced by Indonesian ELT practitioners. The discussion of the findings is laid on the theoretical framework of PMP entailing the elements of RP and TC as mechanisms of practice. Hence, the first part is the elaboration and confirmation of the last research question substantially inquiring about the extent to which the findings of RP and TC suggest the implementation of PMP in a localized context. The second part further explores and elaborates on the links of both RP and TC toward PMP, based on the amalgamation of the findings and the theoretical framework used in this study. In other words, this chapter portrays how the RP and TC as realized by Indonesian ELT practitioners somehow indicate the realization of PMP as an empowering paradigm in ELT. Upon the detailed discussion of these key research findings, in the third section I propose an extended practical-theoretical framework of PMP-based ELT which can be one form of so-called an “alternative to method” (Kumaravadivelu 1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b) that can be used as a model to reframe, reshape and rebuild both theoretical and practical constructs within the research context and beyond. This extended framework comprising the elements of PMC, PMP, RP, and TC upholds a potential ignition for ELT theoreticians and practitioners to articulate so-called an empowering and enabling pedagogical device. The extended framework of PMP is an adjusted framework aimed for an alternative to the global theoretical framework of PMP by which teachers can augment their teaching practice, develop their professionalism and add their ELT repertoire. As such, they can have clearer and better understanding of what teaching really looks like for them in their own contexts and how teaching really gives impacts for their students. In this sense, they will have a refined and informed practice by which they can develop their theory of practice. The first section focuses on what is coming from the data analysis or what new insights (if any) were attained from the data analysis chapters. The fourth section deals with what it adds to our understanding of RP and TC. This discusses on the theoretical and practical values the findings can suggest to the theoretical development and practical application of ELT. Substantially, it brings about lessons learned from the perspectives and practices of Indonesian ELT practitioners. A brief summary of the chapter ends this discussion chapter.

7.2 Emerging insights from the data analysis

Based on the results of the analysis of both quantitative and qualitative data presented in Chapters 4, 5, and 6, I identified several pivotal emerging insights. The insights are new not in the sense that they were identified in this research for the first time, but novel in the sense that they bring about new insights and understandings of how PMP, RP and TC were put together as one solid entity as a means of facilitating language pedagogy. They are therefore old ideas in the new contexts. On the basis of the data analysis, I empirically captured the idea of how PMP was actually realized in a local context through the mechanism of RP and TC. To support this assertion, I need firstly to present some emerging insights obtained from the data analysis. The insights coming from data analysis cover at least eight interrelated ideas: reflection in a public sphere and reflection in a private sphere (see Chapter 4, Section 4.5.1.3), learner empowerment and teacher empowerment (see Chapter 4, Section 4.5.2.3), RiA, RoA and RfA (see Chapter 5, Sections 5.5.1, 5.5.2 & 5.5.3), teacher empowerment, learner empowerment and problem solving (see Chapter 6, Sections 6.5.1 & 6.5.2).

In terms of RP and TC as the mechanism of the realization of PMP, I came up with four main ideas. First, RP essentially is about evaluation and improvement of practice (see Chapter 4, Section 4.5.1.2). Second, RP focuses on professional development (see Chapter 5, Section 5.5.3.1) whose main goal is learning engagement (Kiely et al. 2008). Meanwhile, TC is about empowerment of both teachers and learners (see Chapter 4, Section 4.5.2.3) aimed at facilitating learners to gain more control of their learning (also see Chapter 6, Section 6.5.2). TC also deals with problem-solving (see Chapter 6, Section 6.5.1.5), enabling teachers to help learners to identify and solve their learning problems. Based on these insights from the data analysis, it can be inferred that RP is about developing teachers' potential and capacity in teaching through retrospection of teaching-learning related activities, aimed to add more meanings and values to students' learning. Quite similarly, TC is about empowering teachers so as to be able to "exercise professional judgment about what and how to teach" (Bolin 1989: 82), as well as empowering learners in order that they become *motivated to* perform their learning and get engaged in their classroom and outside classroom learning.

7.3 Contributions of the data analysis to the understanding of the concepts of RP and TC

The data analyses in the preceding chapters 4, 5, and 6 bring in some significant contributions to the understanding of both RP and TC. Based on the FA of RP in chapter 4, Section 4.5.1.3, RP can be visualized as a means of previewing and assessing the practicality of our teaching approach,

methods, and techniques (see Chapter 5, Section 5.5) in an individual or collective manner. The results of this data analysis inform us that RP is a practice of teaching evaluation that can be done individually or collectively. It can be done publically involving other colleagues in the classroom observing our teaching activities, in which at the end of the class we can share ideas of what has been done in the teaching learning process. It is a teaching learning developmental process based on thorough assessment of what is doable successfully and what is not doable successfully. The data analysis tells us that RP is about measuring and weighing the extent to which a pedagogical classroom activity meets any pre-set of teaching learning goals and objectives by the time the instructional process is completed. The data analysis also informs us as ELT practitioners that RP can be done privately, where nobody knows what a teacher is thinking before teaching, whilst teaching, or after teaching. Only do they themselves notice and realize the practicality and functionality of their teaching materials, teaching techniques, teaching media, and the like. When done privately, teachers usually make some kind of change or improvement in their current or future practice.

Based on the data analysis in Chapter 5, we likewise learn that RP deals with “localized” professional development (see Sections 5.5.1 to 5.5.3). The idea is that ELT practitioners do not have to go for a workshop or any related training for teacher development program, which seems to be top-down model of professional development. The data analysis suggests that the RP held in Indonesia is a kind of bottom-up, localized model which, in Borg’s point of view, at least has the following features: 1) relevance to the needs of teachers and their students, 2) teacher involvement in decisions about content and process, 3) teacher collaboration, 4) exploration and reflection with attention to both practices and beliefs, 5) job-embeddedness, and 6) contextual alignment (Borg 2015). The RP performed by Indonesian ELT practitioners, (see Chapter 5, Sections 5.5.1, 5.5.2, & 5.5.3) is undoubtedly a bottom-up continuing professional development (CPD) since it includes “a process of continual intellectual, experiential, and attitudinal growth of teachers, both before and throughout a career” (Lange 1990: 250). Partly, it is due to the fact that its development often encompasses an array of non-compulsory and self-selected activities that can be done individually and collectively. The data analysis also informs us that the RP done by Indonesian teachers are a collective CPD activity. They do not only perform it in their own classroom, but also beyond their classroom. For example, they actively participate in MGMP (Subject Matter Teachers’ Forum) a sort of community of practice (CoP) (see Chapter 5, Section 5.5.3.3). It is a sort of teachers’ self-regulated developmental program, in which they learn together by sharing their own teaching learning success stories, problems and challenges. In it, they also help one another, share and solve their problems together. What they learnt in this teacher’s forum were then shared with their colleagues in their own schools and finally implemented in their classroom teaching activities.

The RP demonstrated by Indonesian ELT practitioners as indicated in the data analysis also deals with the element of problem-solving in the form of increasing students' motivation, handling big classes and improving students' speaking ability (see Chapter 5, Sections 5.5.2.1, 5.5.2.2 and 5.5.3.2). Through the data analysis, we learn that RP is not merely about evaluation and program development, but it is also about solving classroom problems related to students' problems. Indonesian ELT teachers are very concerned about their students' learning problems therefore they helped to identify and solved their students' problems together especially related with learning problems. The data analysis also suggests that RP can be actualized through school programs (all Indonesian senior high schools apply this) in which the principals assign a number of selected teachers, usually the senior ones, to do so-called "classroom supervision". In this activity, a principal representative usually comes to classes to observe, evaluate and give notes of recommendation to be followed up by the observed teachers after having direct discussion and idea-sharing with the headmaster representative (see Chapter 5, Section 5.5.3.1). The observed teachers are required to make a regular report on the realization of the recommendation and on the progress they have made. With this external stimulation for teaching enhancement, teachers become more prepared, more organized and more systematic in their lesson delivery to their students. As mentioned in the data analysis, the rep (on behalf of the principal) will not tell teachers or dictate them what to do but inform them what need to be considered or thought of in their future actions (a sort of a recommendation for an improved practice).

Based on this narrative account of the data analysis, I am confident to suggest that RP as practiced by Indonesian ELT practitioners can be understood as one kind of mechanism to realize localized PMP. It means that through RP Indonesian ELT practitioners can improve and develop their teaching practice. This RP-based practice can be categorized as a bottom-up practice of PMP. According to Farrell (2007), "a bottom-up approach to teacher professional development based on the belief that ... language teachers can improve their understanding of their own teaching by consciously and systematically reflecting on their teaching experiences" (p. 9). This implies that ELT practitioners can grow and develop as professional teachers if they are "observational-reflective" (Kumaravadivelu 2003b) in their day-to-day practice. Therefore, I can sum up that the kinds of RP that have been practiced by Indonesian ELT practitioners strongly indicate that it is a down-to-earth RP, a bottom-up RP, a teacher-initiated RP, an RP that potentially facilitates and empowers teachers to make use of their own localized teaching contexts as a sound basis for their CPD. An RP that can be conceptualized as teachers' investment (Kiely et al. 2008) of which the return of the investment is in the form of empowering teaching with the learning engagement of students.

The data analysis also contributes to the understanding of TC in ELT domain. Based on the results of the FA on TC (see Chapter 4, Sections 4.5.2.2 and 4.5.2.3), it suggests that Indonesian ELT

teachers potentially become more aware and informed practitioners especially in their practical discourse that TC essentially is about teacher empowerment and learner empowerment. In other words, an empowered teacher can have an impact on the empowerment of the learning of their students. An empowered teacher, like an empowered learner, can also be defined as the ability to take charge of his or her own teaching, or the ability to take more control or ownership of his or her own teaching activities. Kumaravadivelu repeatedly emphasizes that teachers in postmethod era should be characterized by such ideas as teacher-authority, teacher-autonomy, teacher empowerment, as well teacher development (Kumaravadivelu 1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b). As the data analysis in chapters 4, 5, and 6, none suggests that they are top-down, linear, method-based practitioners. All data indicate the reverse: bottom-up, circular and therefore postmethod oriented practitioners.

There is a tendency that Indonesian ELT practitioners often exercise the second and third parameters of PMP: practicality and possibility. In terms of practicality (see Chapter 6, Sections 6.5.1.3 to 6.5.1.4) they were, for example, adjusting the syllabus and using different strategies. In terms of possibility (Sections 6.5.2.2 to 6.5.2.5), they were, for instance, they were trying to facilitate and stimulate active, interactive and dynamic learning for their students. Through these and many other ways, they kept empowering their students to get involved and engaged in their classroom learning. Phrased differently, the data analysis suggests that TC can be understood through the intention and action of teachers to give learners the will, motivation, courage and power to make their own decisions about learning rather than the teacher having all the control. In this sense, the practice of TC can be seen not as a process of directing, but facilitating students' learning. They are positioning themselves not as "the sage on the stage" but as "sage by the stage" as students' partners to share and communicate ideas, knowledge and skills.

Conclusively, if RP can be sensed as professional development oriented practice of teaching based on problem-solving mechanism, then TC can be perceived as a way of empowering students' learning so that they can trigger an inner drive to learn actively, interactively and dynamically. However, to realize this, ELT teachers themselves have to feel empowered to weigh varied ways of teaching, select an appropriate one and make a necessary adjustment that fit their circumstances. Through TC, ELT learners become empowered in how they approach learning: motivated, confident, and ready to tackle the task. Based on the discussion of the findings and analysis of RP and TC, I carry on with the discussion with the results of RP and TC analysis in order to provide reliable, confirmable and justifiable answers for the last research question: "In what ways do the findings of RP and TC suggest the implementation of PMP in terms of its pedagogical parameters of particularity, practicality and possibility?" To answer this, I use the extended framework of PMP (see Section 7.7) in which PMP is manifested into three main pedagogical parameters: particularity,

practicality and possibility realized through the mechanisms of RP and TC, as indicated in the next sections.

7.4 The ways the findings of RP and TC suggest PMP implementation

This section specifically refers to the fourth or the last research question: *To what extent do the findings of RP and TC suggest the realization of localized PMP in Indonesian contexts?* As introduced in Chapter 1 and further elaborated in Chapter 2, postmethod pedagogy (PMP) foregrounds this inquiry. Phrased differently, the intriguing stance of PMP has stimulated and paved the way for me as a researcher to investigate and explore the very nature of the perspectives and practices of PMP in the domain of ELT in Indonesian ELT context. However, as a theory of ELT pedagogy which sounds promising, it was not quite visible how it should be put into practice. There has not been a single research that really focused on the actuation of PMP as a teaching approach. Even, Kumaravadivelu himself has yet conducted a study on the efficacy of his theory. He just used other researchers' studies to make some claims on the ineffectiveness of method-based theory of teaching based on which he partly formulated his theory (Kumaravadivelu 1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b). As a proclaimed theory of practice, it should be justified much more on the data of teachers' practices rather than on the academic discourse (Akbari 2007). Hence, in order that the proposition claiming that PMP is a bottom-up theory of practice is justified, there should be more information on how PMP is actually realized by teachers, not what experts of PMP think teachers do. The paucity of literature, articles or research findings on how PMP was actually taken into practice makes PMP (with its parameters of particularity, practicality and possibility) look vague and impractical as an alternative approach for ELT. Since there is not enough classroom data-led information on how PMP is supposed to be implemented by ELT practitioners, this becomes an essential practical gap that this study attempts to address. Theoretically speaking, the global PMP postulated by Kumaravadivelu is arguably the practice of being reflective (along with it, creative and innovative) practitioners or individuals in ELT activities (Kumaravadivelu 2001, 2002, 2003a, 2003b, 2006a, 2006b).

Having extensively reviewed the notion of PMP (see Chapter 2, Section 2.5), I came up with a proposition that PMP, though not exclusively interchangeable, is somehow very identical with reflective and practice (RP) and teaching creativity (TC) both theoretically and practically. Therefore, in this inquiry, RP and TC are set out as the operational mechanisms of PMP. At the very least, they share the idea of teaching learning empowerment, the gist of the findings of this inquiry. In my standpoint, PMP's parameters of particularity and practicality can be represented by the idea of reflective practice (RP), while the parameter of possibility, by that of teaching creativity (TC). Although they are not interchangeable, I posit that RP and TC can serve as the practical mechanisms

of PMP. In practice, the parameters of particularity, practicality and possibility often operate successively and simultaneously. They come one after the other. According to Kumaravadivelu (2006b), in PMP practicing teachers do a circular activity of analyzing needs, observing classroom activities, assessing learning outcomes, investigating problematic situations, seeking resolutions, and acting them out to check what really functions and what disfunctions. So, the iterative activities entailing observation, reflection and action becomes a prerequisite for PMP practitioners (Kumaravadivelu 2001) especially for developing context-sensitive pedagogical practice. Kumaravadivelu even emphasizes that so as to achieve its desired instructional goals, PMP people have to keep the practice of continual reflection and action, that is by seeing what works and what doesn't, with what group(s) of learners, for what reasons, and assessing what changes are necessary (Kumaravadivelu 2002). In particular, PMP's parameter of practicality is lived up and geared by reflective capabilities of teachers that capacitate them to do a critical appraisal through understanding and identifying problems, analysing and assessing information, considering and evaluating alternatives, and choosing the best available option (Kumaravadivelu 2001). It suggests that in order to teach in PMP way a teacher has to function fruitfully as a *reflective* individual (ibid.). In short, Kumaravadivelu posits that PMP is practically realized through a reflective model of teaching in the form of observational-reflective techniques (Kumaravadivelu 2003b). Phrased differently, theoretically it is PMP, and practically it is RP. Thus, RP serves as the practical mechanism for PMP.

In addition to RP as the first mechanism of PMP, I also presume and propose teaching creativity (TC) as the second mechanism of PMP. The idea of TC is actually embedded in the parameters of practicality and possibility. In the parameter of practicality, for instance, PMP practitioners are given space or empowered to freely create their own theory of practice. They may not and should not rely on the theories (precisely, established theories or approaches of teaching) conceptualized by external or central experts of teaching as they often neglect the unique contexts of teaching as they are generally designed for the whole world. In PMP, teachers may consider other approaches as references not as mandatory way of teaching. So, PMP practitioners are encouraged to develop their own way of teaching by considering any particular aspects in their teaching contexts. In this sense that PMP practitioners are empowered to be creative and innovative teachers, designing their teaching techniques in novel ways or adjusted ways that best fit their students' needs. The third parameter, the parameter of possibility, is particularly articulating the idea of TC since it upholds the element of empowerment. Kumaravadivelu (2006a) underpins that the pedagogy of possibility deals with liberation and empowerment of the learners, which is enabling them to critically appropriate forms of knowledge outside their immediate experience. It means that teachers in PMP era should stimulate their students to learn actively, interactively, dynamically and

autonomously. This is reasonably possible through the employment of teaching creativity (TC). Thus, in this study I took into account of two empowering teaching modes (RP and TC) as the operational mechanisms of PMP. In that sense, this study was conducted to portray the extent to which the implementation of RP and TC suggests the realization of PMP in Indonesian ELT practitioners. Arguably, PMP in many ways can be represented by RP and TC as its operational mechanisms. The proposition is that PMP, RP and TC are closely interlinked as they share much of the ideas of teaching and learning empowerment and engagement. Each of these concepts in this thesis is framed as bottom-up theory of practice in which teachers have freedom or independence to exercise and develop their practice while complying with the best interest of their students and the context where they are teaching.

In essence, I see PMP with PPP as an empowering pedagogical approach for ELT. However, it remains a theoretical construct not a practical construct of teaching, something very sound yet very abstract in the practice of ELT. So, I need to have a more tangible way, a more concrete form of PMP in practice. Or else, it will remain something promising, endless scientific discourse, and not down-to-earth theory of practice. As a researcher interested in the shift of the direction of the theoretical domain of ELT pedagogy, I need to be much clearer of what I see as the abstract nature of PPP. Therefore, I tried to find a more tangible way, a more concrete way of finding the particularity, the practicality and the possibility (PPP) in the practice of teaching. Actually, this one aspect exists and is sensible in the literature review elaborated and highlighted by Kumaravadivelu (1994, 1999, 2001, 2002, 2003a, 2003b, 2008a, 2006b). Unfortunately, Kumaravadivelu seems to leave the aspects of the practicality of his theoretical account to the practicing teachers to translate and transform it in reflective, creative and innovative ways. How the aspects of particularity, practicality and possibility (PPP) were materialized through the mechanism of RP and TC are spotlighted below.

7.4.1 Parameter of particularity

The stance on the parameter of particularity is firstly indicated in the perspectives of Indonesian ELT practitioners on the implementation of RP especially in the involvement of students in setting up classroom norms and rules in the first meeting of their class (see Chapter 4, Table 4.3). In this first classroom encounter, Indonesian ELT practitioners try to elicit their students' ideas on teaching materials, teaching approaches, teaching learning process and teaching learning evaluation. The practitioners want to know their opinions and agreements on how their class will proceed during the next fourteen meetings. The practitioners want to ensure that all their students get well-informed on how they will learn and assess their learning outcomes. The practice of the pedagogy of particularity can also be sensed in the conduct of RP as perceived by Indonesian ELT practitioners

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through the item of “conducting a small scale classroom problem-based classroom action research (CAR)” (see Chapter 4, Table 4.2). This CAR was initiated by the emergence of particular problems faced by particular students in particular classrooms. The RP meant to resolve classroom problems can suggest a particular attention to particular needs or circumstances of certain students.

The aspects of the parameter of particularity were also indicated in the practices of Indonesian ELT practitioners when exercising their teaching creativity. It means that they took into account both aspects of particularity and possibility. In this circumstance, the practitioners taught creatively by empowering their students by considering some particular aspects of teaching including students’ needs, language proficiency, and settings of teaching and learning progress rather than on the completion of the syllabus (see Table 4.4 in Chapter 4). All these were done when the practitioners were choosing a teaching technique and when adjusting teaching styles. All these students’ particular conditions influenced the decision making of the practitioners in terms of their creativity in teaching techniques, teaching materials and teaching styles, etc. Hence, the aspects of the parameter of particularity were materialized fruitfully through the mechanism of TC.

Another manifestation of the parameter of particularity performed through the mechanism of RP is “the creation of interesting teaching materials” (see Chapter 5, Section 5.5.2.3). Updating teaching materials in order to be much more appealing is the concern of Indonesian ELT practitioners. According to one of participants (see Section 5.5.2.3, Excerpt 13), creating an interesting material can mean that teachers keep searching for more appropriate materials for their students, that match students’ language proficiency and students’ needs which potentially stimulate students’ eagerness to study. The last instance of TC reflecting the aspect of the parameter of particularity is “the creative adjustment to the given school syllabus” (see Chapter 6, Section 6.5.1.3). Given the fact that she had to teach based on the provided syllabus, the Indonesian ELT practitioner put in priority the interest and needs of her students. Hence, she tried to enrich her syllabus by including other materials (mostly authentic) so that her students would be much readier to face their national examination. This creative capacity to adjust effectively to new situations (Sternberg & Spear-Swerling 1996) which was fruitfully implemented by the Indonesian ELT practitioner suggests that the aspect of PMP’s pedagogy of particularity was meaningfully realized via the mechanism of TC.

7.4.2 Parameter of practicality

The first kind of practicality aspect indicated by Indonesian ELT practitioners’ perspectives on their RP activity is the act of “evaluating and improving their teaching techniques” (see Chapter 4, Section 4.4.1, Chart 4.2). This deals with self-reflection and self-evaluation as a practitioner. It is a

mechanism of self-improvement in their own teaching practice. In this practicality aspect, the practitioner simply asked himself or herself such queries as “what worked well, what did not work well and why? This echoes the concept of RP on the aspect of teaching practicality. Pollard (2008) underlines that RP involves a willingness to engage in constant self-appraisal and development. Another RP activity performed by Indonesian ELT practitioners indicating the element of teaching practicality is the intention to hold end-of-class feedback session. This feedback session was provided by practitioners for their students to give their ideas on the delivery process of the lesson. It was meant to obtain feedback from their students who directly experienced their lesson. The feedback from the students was considered beneficial as a means to improve, modify and adjust their teaching techniques. With this direct feedback, the practitioners can better theorize their teaching practice and become decision makers who develop thoughtful plans to move new understanding into practical actions that benefit their students (Costa & Garmston 2002).

Another angle where the aspect of the pedagogy of practicality was performed was when the Indonesian ELT practitioners “asked their colleagues to observe their classes and give critical comments” (see Tables 4.2 & 4.3 in Chapter 4). In this peer-classroom observation, the focus was to see and identify strong and weak points of their teaching learning processes. In other words, the observers intended to assess the practicality of practitioners’ teaching materials, teaching techniques, and other classroom instruments. The results of the observation can be in the form of feedback and recommendation for future improvement. This certainly will help practitioners to be better informed of their teaching and have a more practical theory of practice. The next side denoting the parameter of practicality is the realization of both RiA, RoA and RfA (see Tables 4.2 & 4.3). It indicates that most of the Indonesian ELT practitioners assumed the practice of both types of RP in their teaching activities. They spontaneously reflected in their own teaching techniques while they were still teaching and also reflected on what they have done, on what ran well and what did not after the teaching learning process. These, too, were aimed to improve the practicality of their teaching aspects in the teaching learning process.

As noticed that the parameter of practicality empowers teachers to teach professionally in which their teaching activities should be based on their own theory of practice that they develop continually for years. To make this a reality in schools, usually the schools have the so-called teacher supervision program (see Chapter 5, Section 5.5.3.1.). The supervision is officially mandated by the school principals who assign a senior teacher to supervise or co-work junior teachers. Practically, it is like peer-classroom observation on which one teacher teaches and another one observes. At the end, the supervised teacher will receive some notes that need more attention and improvement. Based on these notes, the teacher will reflect on their teaching and make necessary evaluation and adjustment. As Ghaye (2011) notes, the feedback (in this case supervisory feedback) can trigger

(the supervised practitioners) to take some developmental plans and actions. Commonly, the teachers become empowered to be more prepared in their teaching since any note of their teaching will go to the principal's table. Every teacher naturally wants to look good and great before his or her school principal. This supervisory activity obviously shows the materialization of the parameter of practicality which is also mediated through RP.

Another example of RP that suggests the implementation of the parameter of practicality is when the Indonesian ELT practitioner tried to find a way to improve his students' speaking ability (see Chapter 5, Section 5.5.3.2). In his teaching of speaking subject, the practitioner found a couple or so of his students who were not quite active in practicing their speaking skills. In that moment, he did RiA trying to learn and understand why the students were a bit reluctant to speak. From that spontaneous reflection, he figured out a solution, namely changing speaking partner as frequently as possible. It was aimed to eliminate the boredom of his students by getting them different speaking partners. So, every student had to move around to find a new partner to talk to and to share new topics. So, the practicality aspect of his pedagogy was reached when he did reflection on the circumstance. It denotes that RP is a practical mechanism for the realization of PMP. This also indicates the very praxis of RP where thought is penetrated in action and vice versa (Freire 1972). This union of action and thought (van Manen 1991) potentially empowers the Indonesian ELT practitioner to generate his theory of practice. This is made possible due to the fact that he possess the pedagogical thoughtfulness which, in Kumaravadivelu's (2001) view, 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 choose the best available alternative, then subjected to further critical appraisal.

The next state where the parameter of practicality was performed via RP as its operational mechanism is subject matter teachers' forum (MGM), a sort of a community of practice (CoP) (see Section 5.5.3.3). In this MGMP which only exists in secondary schools, teachers of the same subject, for instance English, holds monthly or quarterly meeting to discuss and share their pedagogical problems which they encounter in their own schools. They help one another to resolve any emerging problem. They also update one another on any education related issues like new teaching approach, new educational policy, national and regional exam policy, etc. In it, they freely express their ideas, suggestions and recommendations which later they bring back to their own school. In this circumstance, the Indonesian ELT practitioners feel and become empowered to share their best ideas and practice for the sake of their professional development. In this MGMP, all teachers of English reflect and evaluate their teaching practice altogether. They come for the common goal, namely teachers' professional development. In brief, the pedagogy of practicality of PMP has been

implemented meaningfully via the mechanism of RP. Since professional development does not automatically continue in practice (Hunter & Kiely 2016), MGMP can be an alternative form to CoP.

7.4.3 Parameter of possibility

As understood that the parameter of possibility deals with the empowerment of learners (Kumaravadivelu 2006a). The aspects of the parameter of possibility can be sensed in the perspectives and practices of TC in the circumstances that follow. Based on the survey data (see Chapter 4, Table 4.4), Indonesian ELT practitioners empowered their learners by engaging them in interactive activities, giving their students more opportunities for independent learning, and providing their students with some cases to solve so that they can exercise to become problem solvers. In addition to facilitating students to be problem solvers, Indonesian ELT practitioners were themselves problem-solvers especially for subject matter-related problems faced by their students such grammatical and vocabulary problems (see Chapter 6, Section 6.5.1.5). All these findings indicate that Indonesian ELT practitioners have orchestrated the idea of PMP (the localized one) especially the last parameter, the pedagogy of possibility, through the mechanism of TC. All these are also in line with the stance of Kumaravadivelu (2003) who mentions that helping learners become autonomous is one way of maximizing their chances for success, which also can enable them to learn how to learn in order to realize their learning potential as well as to realize their human potential.

If we look back at the findings of factor analysis (FA) of RP for both secondary schools and university levels, we can also identify the aspects of the parameter of possibility. In the secondary schools, Indonesian ELT practitioners were very keen on empowering their learners to interact with their classmates. The practitioners usually ensured the interaction of learner-learner and teacher-learner (see Chapter 4, Tables 4.2 & 4.3). Another element of the parameter of possibility which was practiced by Indonesian ELT practitioners was when they encouraged their students to actively share their ideas with their classmates (see Table 4.4) especially for the university level. It suggests that the practitioners motivated their students to do knowledge and information sharing with their classmates. In this situation, the students were empowered to express their opinions, solutions, etc.

The next aspects of the parameter of possibility denoted through the mechanism of TC deal with two important things supporting creative teaching learning process. They are 1) teaching using authentic materials (see Chapter 6, Section 6.5.1.2) and 2) teaching using various strategies (see Chapter 4, Table 4.4). In the parameter of practicality, in Kumaravadivelu's (2003a, 2003b, 2006a, 2006b) view, teachers are empowered to shape and reshape their teaching practice so at the end

they will end up with a more informed practice. Therefore, as indicated in the data, the Indonesian ELT practitioners usually designed their teaching materials themselves by making use of relevant materials supplementing textbooks provided or recommended by their schools or universities. In addition, in their teaching activities, they were inclined to use different and varied teaching strategies (see Chapter 6, Section 6.5.1.4). They did not rely on any given strategy available, for instance, in the textbooks. Yet, they kept exploring other alternatives that they believe can live up to their class so that their students can learn effectively.

The other aspects of the parameter of possibility which are exhibited through the mechanism of TC involve stimulating students to learn cooperatively, encouraging students to actively ask questions and share their ideas, encouraging students to find out more of the lesson after class, engaging students in interactive activities, giving students more opportunities for independent learning, giving students freedom to initiate an activity relevant with the topic, challenging students to solve classroom tasks or problems in teamwork, and not judging directly students' ideas but encouraging them to explore their ideas (see Table 4.4). The other forms of TC denoting the realization of the parameter of possibility include brainstorming (see Chapter 5, Section 5.5.1.1) and working in group (see Section 5.5.1.2). According to Indonesian ELT practitioners, brainstorming enables their students to activate their minds and start focusing on their lessons. The practitioners also thought that brainstorming could help students to elicit more comprehensive ideas on the issues raised in the classroom. Most importantly, brainstorming can ignite students' enthusiasm and involvement in problem solving and learning. This empowers students to participate in their classroom activities. In addition to brainstorming, working in group (also see Section 6.5.2.2, Chapter 6) also embeds an empowering element. In the view of Indonesian ELT practitioners, group work can help to foster students' confidence as they share responsibility and a sense of group achievement. All these affirm that the students in the classes of Indonesian ELT practitioners were fully empowered to exercise their potential as the parameter of possibility grants liberatory autonomy (Kumaravadivelu 2001) for both teachers and learners. This learning empowerment was viable since the practitioners performed their teaching in creative and innovative fashions. This significantly verifies that PMP-based teaching especially emphasizing on the pedagogy of possibility permits teachers to design creative teaching strategies which position students as the center of learning. The parameter of possibility liberates and empowers not only teachers but also the learners (Kumaravadivelu 2006b).

Another type of learning empowerment indicating the realization of the parameter of possibility through the mechanism of TC is reviewing lessons using quiz (see Section 6.5.2.1, Chapter 6). Reviewing previous lessons is something common in teaching. Yet, reviewing lessons, grammar lessons, using quiz by online application is not often done as it needs specific skills in software application. Through this interactive quiz the practitioners' students became enthusiastic and

engaged in learning. These practitioners were creative since they can make use of technology in a creative way for the aim of teaching and learning (Richards & Cottarral 2016). Since this creative quiz could empower the students' learning, it suggests that the pedagogy of possibility was effectively demonstrated via TC. The last three modes of teaching that potentially empower students to learn deal with the act of giving stimulation. They include giving stimulation for active learning (see Section 6.5.2.3, Chapter 6), for interactive learning (see Section 6.5.2.4) and for dynamic learning (see Section 6.5.2.5). In all these stimulated learning the students of the Indonesian practitioners participated in their learning process and when they were working as a group or a team. It is in this teaching state that Kumaravadivelu emphasizes that creativity in language teaching can be defined as the ability to adapt to the particular, the practical and the possible (Kumaravadivelu 1994, 2001, 2002, 2003a, 2003b, 2006a, 2006b). Conclusively, like the parameters of particularity and practicality, the aspects of the parameter of possibility as the third main pillar of PMP have been orchestrated and practiced by the Indonesian ELT practitioners through the duo mechanisms of high impacting teaching: RP and TC.

7.5 Links of RP and TC to the concepts of PMP

As set out in the theoretical framework used in this research and as elaborated the previous sections, postmethod pedagogy (PMP) is proposed and conceptualized as foregrounding the other two main theoretical bodies: reflective practice (RP) and teaching creativity (TC). The assertion is that PMP, RP and TC have conceptual and practical interlinks as they are sharing much of their core ideas of both teacher and learner empowerment. Each of these concepts is widely framed as bottom-up theory of practice in which teachers have freedom or independence (autonomy) to exercise and develop their practice while complying with the best interest of their students and the context where they are teaching. How this framework, the interconnection of these concepts, actually works or more specifically, based on the data analysis, how the realization of RP and TC link to the concepts of PMP is visualized in Figure 7.1 below.

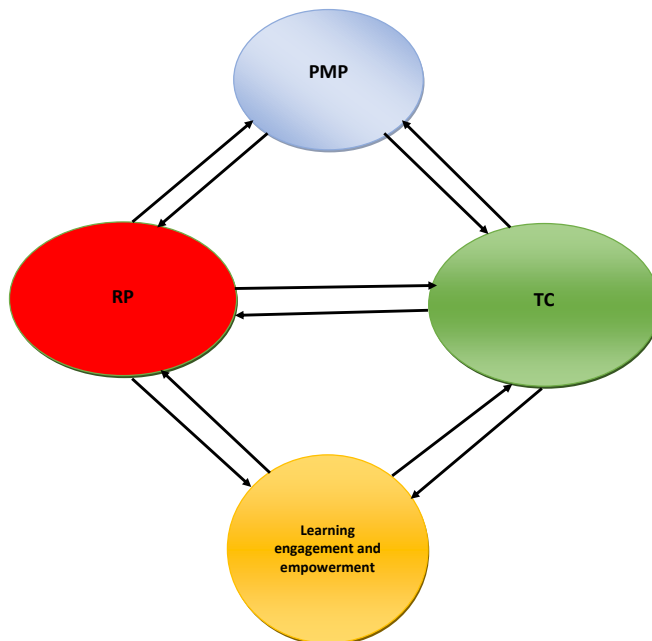


Figure 7.1 Interlinks of PMP, RP and TC

Figure 7.1 indicates clear interlinks among PMP, RP, and TC. At glance, the figure also suggests that PMP is the core idea in the framework, while its actualization in the field is manifested through the realization of RP and TC. On top of that, be it PMP, RP or TC holds a shared main objective: the fulfilment of learning engagement and empowerment, as indicated in the above figure. Based on the data analysis and Figure 7.1, the links of RP and TC to the notion of PMP is obviously visualized. Therefore, I divided the exposition of these links into two models: link of RP to PMP and link of TC to PMP, as spelled out below.

First, RP is linked to the concept of PMP in the aspect of teacher professional development (TPD) which is based on bottom-up approach. This implies that reflective practitioners did not take an external TPD organized by external agency and conducted outside their classrooms and schools. This rhymes with the finding of Hunter and Kiely's (2016) study mentioning that a teacher can speed their professional development as a classroom teacher since he or she can learn from his or her practice by thinking about it (reflecting on it). So, ideally, as found in this research, the kind of TPD done by reflective practitioners are the one that exists in their own class that they face daily. They develop their professionalism from their own context, their own classroom circumstances, and from their students. They customize their lessons, adjust their teaching techniques, and modify teaching styles and approach based on the actual needs, wants, and conditions of their students (see Chapter 5, Section 5.5.1). This is in line with Farrell's (2007) view that "a bottom-up approach to teacher professional development is based on the belief that experienced and novice language teachers can improve their understanding of their own teaching by consciously ... reflecting on

their teaching experiences” (p. 9). This TPD is closely linked to PMP especially on the TPD promoted through the parameter of practicality.

In Kumaravadivelu’s (2003a, 2003b) stance, this parameter has a focus on prioritizing aspects of practicality of teaching upon which aspects of theory of teaching are built up, which both have to be done by teachers themselves. It is aimed at a teacher-generated theory of practice. This is based on a proposition that “no theory of practice can be useful and usable unless it is generated through practice (Kumaravadivelu 2001: 541). This suggests that the TPD can potentially bloom when realized through their own teaching practice, not arranged by external experts. This implicitly mirrors the idea of Kumaravadivelu that a bottom-up TPD takes place when a language teacher assumes the role of autonomous theorizer rather than a mere ‘consumer’ of externally prescribed theories (Kumaravadivelu 2003b). In this sense, RP can also be regarded as a grounded process of TPD in which, as characterized by Kumaravadivelu, “local language teachers and teacher educators, using their professional and personal knowledge take the initiative to construct a pedagogy that is sensitive to their local needs, wants, and situation” (2003a: 545).

Second, RP is likewise conceptually linked to PMP in terms of teacher empowerment. Based on the data analysis, Indonesian ELT practitioners performed their RP in a private sphere (see Chapter 4, Section 4.5.1.3) and did their classroom evaluation and improvement of practice independently (see Chapter 5, Section 5.5.3.3 & Chapter 4, Tables 4.2 & 4.3). The notion of RP as self-empowering teaching mechanism has been prominent in ELT. Farrell and Bennis (2013) postulates that reflective teaching is principally aimed for the empowerment of teachers. Kiely et al. (2008) also exerts that reflective teaching is also a kind of self-empowering through which a pedagogical change in the form of an informed practice can take place. In this manner, Kiely et al. further add, the reflective practitioner is constantly 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. Self-empowering is also very visible in PMP, in the pedagogy of practicality, which seeks to overcome some of the deficiencies inherent in the theory-versus-practice (Kumaravadivelu 1999). It is empowering since this parameter aims for a personal theory of practice (Kumaravadivelu 2003a, 2003b), suggesting that ELT theory is meaningful and practical so long as it is built up and created by practicing teachers based on their teaching knowledge, skills and experiences that they gain from their day-to-day classroom and outside classroom practices. This self-empowering is also evident in Indonesian ELT practitioners, particularly in the practice of RiA in the form of lesson adjustment (see Chapter 5, Section 5.5.1) which is closely linked to the parameter of practicality. Kumaravadivelu underpins that:

“A teacher’s personal theory involves keeping one’s eyes and ears and mind open in the classroom to see what works and what doesn’t, with what group(s) of learners, for what reasons, and assessing what changes are necessary to make instruction achieve its desired goals. It involves continual reflection and action (Kumaravadivelu 2002: 39).

The emphasis on continual reflection and action indicates that the formulation of theory of practice intended in the parameter of practicality within PMP can be materialized most possibly through the activity of RP. It suggests that action is followed by thought and the reverse, thought by action. It means 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. It is the result of what van Manen (1991) called *pedagogical thoughtfulness*. This RP-oriented mode of practice of PMP has been confirmed by Kumaravadivelu when espousing that in 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, analyse 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). This suggests that RP (together with TC) is actually the backbone of PMP.

The third conceptual link of RP to PMP prevails in the manner of application (how the two concepts are put into practice). According to Kumaravadivelu (2003b), PMP is actualized through a *reflective model* of teaching in the form of observational-reflective techniques. In the same vein, Wallace (1991) clearly points out that RP promotes the ability of teachers to know how to develop a *reflective approach* to their own teaching, how to analyse and evaluate their own teaching practice, how to initiate change in their classroom, and how to monitor the effects of such changes. This link suggests that both PMP and RP use the same approach in their implementation. In other words, RP is the embodiment of PMP.

Fourth, RP is also linked to the concept of PMP entailed in the parameter of particularity. According to Larrivee (2000), 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. Such practice of inventing teaching strategies has been performed by Indonesian ELT practitioners (see Chapter 5, Section 5.5.3.2). In the concept of PMP, in designing their theory of practice, teachers need to consider the context of teaching, the particularities of the students before shaping and reshaping their theory of practice. Since the purpose of RP is the improvement of professional practice (Osterman & Kottkamp 2015), practitioners should have the ability to frame and reframe the practice *setting*, to develop and respond to this framing through action so that the practitioner’s wisdom-in-action is enhanced (Loughran 2002).

Lastly, RP is linked as well to the concept of particularity in PMP. In RP, we have so-called RoA, referring to the process of looking back on and learning from experience or action in order to affect future action (Schon 1983, 1987). This has evidence in the data analysis (see Chapter 5, Section 5.5.3.1 to 5.5.3.3). How this idea links to PMP is visible in the parameter of particularity. In the parameter of particularity all pedagogy is local and particular meaning that local exigencies and lived experiences are of high importance. That means “a language teaching program must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu” (Kumaravadivelu 2001: 538). This particularity, according to Kumaravadivelu (2001) seeks to facilitate the advancement of context-sensitive, location specific pedagogy. It is in this niche they are linked. In this parameter, teachers are supposed to identify students’ needs, observe their teaching activities, evaluate their results, identify challenges, get ways out and apply them to learn what runs and what does not run well (Kumaravadivelu 2006b). And this is the very idea of RoA, looking back and going over things again (Ghaye 2011).

In addition to RP, teaching creativity (TC) is also conceptually linked to PMP as shown in Figure 7.1. The data analysis gives some evidences on this. First, like RP to PMP, TC is also closely linked to PMP in terms of empowerment. The empowerment here refers to two types: teacher empowerment and learner empowerment. Teacher empowerment in TC can be in the form of creating teaching techniques using knowledge, imagination and past-experience, customizing teaching techniques by considering students’ needs, adjusting teaching styles by considering the settings of teaching, etc. (see Chapter 4, Sections 4.5.2.2 and 4.5.2.3), choosing relevant and interesting topics, adjusting the syllabus, etc. (see Chapter 6, Section 6.5.1). This teacher empowerment also covers the element of problem-solving, solving students’ problems (see Chapter 6, Section 6.5.1.5). The actuation of teacher empowerment in TC is in tandem with the teacher empowerment in PMP through the parameter of practicality. As mentioned earlier in RP-to-PMP connection, the idea of this parameter is that the pedagogy of practicality is the empowerment of teachers to create their own unique theory of practice. This pedagogy maximizes the symbiotic relationship between theory and practice that has a direct impact on the practice of classroom teaching (Kumaravadivelu 2001). Hence, in PMP the implication of teacher empowerment is that teachers are empowered to create their own theory of practice, a theory that has undergone a process of refinement by the practicing teachers. It is a sort of teachers’ best practice that has been shaped and reshaped and powerful enough to be used as an alternative to teaching method. In short, in terms of teacher empowerment, both RP and TC have shown their relationship. They are three in one.

Second, TC is also linked to the concept of PMP in terms of learner empowerment. For TC, the empowerment of learner is evinced in the data analysis (see chapter 6, sections 6.5.2.1 to 6.5.2.5)

most notably in the activities of reviewing lessons using quiz, facilitating group learning, stimulating active learning, enforcing interactive learning, and facilitating dynamic learning. Through these learning activities, Indonesian ELT practitioners could successfully energized the students' enthusiasm to learn. This implies that through these teaching creativities the Indonesian teachers have manage to empower their learners to get engaged in their learning. This learning empowerment is also an indispensable part of PMP especially through the exercise of its third parameter: the pedagogy of possibility. PMP and TC are empowering learners. PMP through the parameter of possibility, in Kumaravadivelu's (2006a) view, aim to liberate and empower the learners.

The ideas of both RP and TC are mostly embraced in Kumaravadivelu's (2006b) critical PMP where teachers, either individually or collectively, assessing local needs, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what doesn't (p. 69), practiced through an RP-like iterative flow of activities entailing observation, reflection and action (2001). Hence, based on the results of the data analysis, the way how RP and TC are linked to the concept of PMP becomes more tangible and sensible. I am quite confident to assert that the operational tools through which PMP can be materialized are essentially RP and TC as displayed in Figure 7.1. They are three-in-one pedagogical enterprise that can have a prospect and potential to magnify the productivity and effectiveness of ELT.

7.6 Learning empowerment

Kumaravadivelu (1994, 2001, 2003a, 2003b, 2006a, 2006b) has pointed out that the postmethod discourse with its three organizing principles for language teaching entailing the aspects of context (*pedagogy of particularity*), practice (*pedagogy of practicality*), and empowerment (*pedagogy of possibility*) aims at providing a more comprehensive context for language teaching in terms of its social engagement inside and outside the classroom. In relation to the idea of teaching learning empowerment, the focus is much more given to the second and third parameters. The central message in the pedagogy of practicality is the empowerment of teachers to create their own unique theory of practice, which is often not easy to materialize. This pedagogy (Kumaravadivelu 2001) maximizes the symbiotic relationship between theory and practice that has a direct impact on the practice of classroom teaching. Theory and practice mutually inform, and together constitute a dialectical praxis (Elliot 1991), an affirmation that has recently influenced L2 teaching and teacher education as well (Freeman 1998, cited in Kumaravadivelu 2001: 540). Like the parameter of practicality that empowers teachers, the pedagogy of possibility deals with liberation and empowerment of the learners (Kumaravadivelu 2006a). In that sense, in order for learning empowerment to materialize, teaching learning process needs not only teaching creativity but also

the creativity to exercise learner autonomy. Anderson and Chung (2011) drew a conclusion that creative classrooms emerge when teachers step back and allow students the space to question, to make links, to play with possibilities, to imagine, to take risks and to make mistakes—in other words, to make ownership of their learning. Indonesian ELT practitioners were identified to have performed the idea of learning empowerment via three main types of learning: active learning, interactive learning and dynamic learning.

Stimulating active learning

The first example of the active learning stimulation which is considered to be a part of learning empowerment is when P5 taught grammar class and had some kind of peer correction (Chapter 6, Section 6.5.2.3, Excerpt 30; also see Sections 4.5.2.2 and 4.5.2.3). In this example, Indonesian ELT practitioner showed how she stimulated her students to take part in the peer-checking activity actively. P5 asked her students to write sentences by working in pairs, checking each other (peer-correction). The students had to decide whether their friends' sentences were correct or not by giving reasons why a certain sentence was correct why it was not correct. P5 also promised to give rewards for the students who could make the highest number of sentences. This is in line with Starbuck's standpoint that creative teaching is about how teachers present themselves as someone who cares and enjoys teaching their subject, how they motivate their pupils to participate and understand, how they go about making learning more fun or engaging, how they spot opportunities to liven things up and how they encourage pupils to take responsibility for their work in a way that does not feel like a burden to the students and the teachers (Starbuck 2012). In an active learning class, students participate in the learning process and participate when they are doing something in the classroom (Bonwell & Eison 1991). Active learning is a mode of learning in which teaching focuses on involving students in the learning process. So, the idea of active learning is the involvement of students in the learning activities set up by teachers in the classroom.

Enforcing interactive learning

The ideal teacher for the interactive curriculum is the trustworthy facilitator or manager of the learning process, who enables learners to become active constructors of knowledge and not passive recipients of information (Waters & Vilches 2008). Most experts agree when students take an active role in the learning process the student's learning is optimized (Smart & Csapo 2007). Involved learning or interactive learning requires that students do not passively acquire knowledge rather the student is actively involved in the learning process (McCarthy 2010). Classroom environment is crucial to the fostering of creative abilities. According to Joubert (2001), creativity can be stimulated by an environment full of ideas, experiences, interesting materials and resources, and

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in a relaxing atmosphere where unique ideas are encouraged. When all these features come together, an empowering classroom with interactive and creative individuals can potentially emerge. Hence, this interactive learning most likely occur in conducive learning environment.

Indonesian ETL practitioners have shown that they have been able to design such an interactive class as indicated in the results of data analysis (see Chapter 6, Section 6.5.2.4; also see Chapter 4 in Sections 4.5.2.2 and 4.5.2.3). The example where teachers benefited from using games to generate interactive learning was narrated by P2. According to her, when teaching grammar class especially on “continuous tense or present participle” she used her favourite game “guessing game”. Through this game, students took turn interactively to guess what the acting student was actually doing (see Chapter 6, Excerpt 16). P2’ class became an interactive one since such a creative game potentially fosters students’ creativity where it is developed through mental play or thoughtful playfulness, involving conjuring up, exploring and developing ideas or possibilities (Joubert 2001). The reason why I involved the guessing game above as a creative mode of teaching was because the game can stimulate and energize students’ interest to experience an interactive learning. This game likewise can encourage creative thinking, thinking of a new sentence, a new demonstration and new guessing. On top of that, this game can also promote students’ creativity in both making action and making a guess. Craft (2002: 154) exerted that a play or game is considered creativity when it is “epistemic play” (where students explore the properties of materials and develop knowledge and skills which underpin later learning).

Dynamic learning

Dynamic learning is often understood as learning beyond classroom and often related to the use of technology. Teachers who make use of technology in their classrooms are aware that it provides an opportunity to differentiate instruction and change their classrooms into dynamic learning environments (Pitler, Hubbell, Kuhn, & Malenoski 2007). If applied effectively, technology implementation not only increases student learning, understanding and achievement, but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem solving skills (Schacter & Fagnano 1999). The example of the dynamic learning indicating the element of learning empowerment, as an important facet of teaching creativity is out-of-class assignment, practiced by P5 when giving assignment to her students. In this assignment, the idea of a dynamic learning is understood as a type of learning in which students get involved in both classroom learning and after classroom learning.

This dynamic learning is considered as a creative technique because “teaching for creativity is seen to involve teachers in identifying learners’ creative strengths and fostering their creativity” (Cremin 2009: 36). In this dynamic learning, initiated by P5, all her students were assigned to record a

conversation between them and the results had to be sent to her. Through this, her students had to transcribe their recording and identify their mistakes in both pronunciation and grammar, which they had to present in the next class (see Chapter 6, Section 6.5.2.5, Excerpt 32; also see Sections 4.5.2.2 and 4.5.2.3). In short, this dynamic learning fostering learning empowerment is a sort independent learning since this mode of learning has to be done outside classroom, which I refer to as a mobile or dynamic task. This dynamic learning approach seems to be an empowering approach in ELT since the students are given a task or a project to accomplish and has to be submitted and presented. It has the elements of creative teaching as it empowers students to learn independently. It is like a process and output oriented tasking. According to Khany and Boghayeri (2014), teaching can be deemed creative when a teacher combines existing knowledge in some novel or unique way or introduces new processes to cultivate cognition to get useful results.

7.7 An extended practical-theoretical framework of PMP

This research was designed and carried out on the basis of the framework of PMC, PMP, RP and TC. Actually, PMC and PMP are one interrelated aspect where PMC serves as the foundation for developing PMP as theoretical framework in ELT. RP, however, stands alone and was not previously and explicitly conceived as an underpinning element within PMP. The same is true for TC. However, based on the results of my extensive literature review of PMC, PMP, RP and TC, I presumed and came up with a proposal suggesting that RP and TC are core and indispensable elements of PMC and PMP. In my view, they are closely intertwined, they are complementing one another. Simply, they are just one big idea of Language pedagogical theory of practice that surpasses and outdates other pre-existing methods-based language pedagogy. Based on the results of this study, I saw and found other new elements within the framework. I came up with a new perspective on how ELT can be conceptualized and realized in in the years to come. This is what I call “an extended practical-theoretical framework of PMP” which certainly needs further empirical verification, validation and justification prior to receiving the label as a newly extended framework of PMP-based ELT. This extended theory is visualized in Figure 7.2 below.

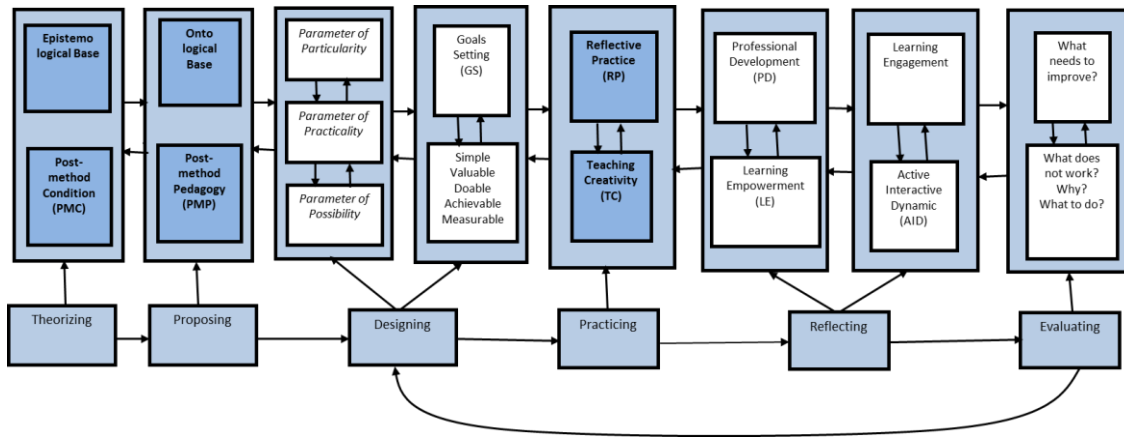


Figure 7.2 An extended practical-theoretical framework of PMP

The concept of this extended framework of PMP-based ELT is novel and genuine based on both theoretical framework used in this research and the findings of it. All in all, it starts from having an understanding of PMC (as a theorizing pedagogical principle), an awareness to leave the problematic method-based ELT and serves as the epistemological base of ELT. It then moves towards PMP-based ELT as a way forward and serves as the ontological base of ELT. This PMP is a kind of the proposed alternative methodology for ELT. This PMP should be understood through its three interrelated parameters of pedagogy: parameters of particularity, practicality and possibility. In the early phase of ELT after the analysis of PPP, there goes to goal setting or instructional aims and objectives, which should be decided before an instruction takes place. These goals should be formulated in simple languages, should be aimed at adding values and meanings for students' learning, should be practical where teachers find it easy to implement, should have the possibility to be achieved, and, above all, should be measured the extent to which the teaching learning goals have been met. These two becomes the area of designing process. The next part deals with reflective practice (RP) where teachers collectively or individually, publically or privately (possibly together with other colleagues or with students) constantly perform reflection while teaching (RiA), before and after teaching (RoA), and after teaching combining RiA and RoA with the intention for the improvement of future teaching with the blue print or action plan at hand.

Together with RP, teaching creativity (TC) constructs ELT practice with the focus on teaching materials (what to teach) and teaching strategies (how to teach) on the basis of overall students' needs and interests. In this framework, both RP and TC serve as the operational mechanisms of PMP. At this stage, both RP and TC should be exercised with full teacher empowerment so that ELT practitioners can optimize and maximize their pedagogical tasks and responsibility. They need to have a capacity and be granted freedom or authority to self-direct their teaching which can impact positively toward their students' learning. The realization of RP and TC with such full empowerment should aim at developing teachers' professional development as well as resulting learning

empowerment where students are engaged in their learning indicated by their active, interactive and dynamic learning activities. In the long run, it should aim to empower learners to learn independently so they can eventually transform themselves into so-called lifelong learners. All these teaching learning stages should always be evaluated by finding the area that needs improving in the next phase of teaching learning process. This can be done by identifying three main points: what does not work well, why it happens that way, and what to do to solve the problem and improve the practice. Last but not the least, the findings significantly suggest that both reflective and creative teaching are not always performed in a linear, systematic, formal, deductive way but more often in intuitive, circular, inductive, bottom-up ways. This implies that both RP and TC are very localized, contextualized, and customized approach of teaching where the elements of teachers' intuitive and imaginative capabilities play paramount importance. Such inductive theory of RP (Schon 1983, 1987) was visible in many forms in the practice of Indonesian ELT practitioners. In short, this extended practical-theoretical framework of PMP-based ELT will always constantly operate in a circular fashion: designing, practicing, reflecting and evaluating. Through this, it is believed that there will always be a better tomorrow in ELT and beyond.

7.8 Summary of the chapter

This chapter has presented four main findings of the study. The first deals with teaching evaluation considered very salient in the teaching practice especially as a part of RP. The second one addresses a very essential impact in the practice of RP especially for teachers, namely teacher professional development (CPD). It is a by-product development of RP implementation. This CPD is bottom-up one where teachers do not go or follow a fixed training program to develop themselves, but they are directly learning from their own immediate practices. They are self-learning by conducting self-observation, self-reflection, and self-evaluation so that they can make better decisions about their more informed practices. So as to be able to perform both RP and TC fruitfully, ELT practitioners need to exercise their full-fledged teacher empowerment, having freedom and authority to control their teaching learning process and activities. This teacher empowerment is the third finding of this research. In this research, the idea of empowerment is concerned more with teaching material design (what to teach) and selection of teaching strategies, techniques, styles and approaches (how to teach) on the basis the results of their reflection and creativity. The last finding is deals with learning empowerment. This is the prime goal of this PMP-based ELT framework, that is to ensure that the learners are enabled to learn actively, interactive and dynamically.

Chapter 8 Conclusions and Recommendations

8.1 Introduction

This concluding chapter consists of six sections. The first section lists the findings of this study based on the results of data analyses in Chapters 4, 5, and 6 and that of discussions in Chapter 7. The second section highlights the significance of the findings for both theoretical and practical development of ELT. The third part concerns with limitations of the study. The fourth part deals with directions and recommendations for further study. The fifth section emphasizes the implications of the study to the field of ELT. The final section, the summary of the chapter, sums up the contents of this final chapter.

8.2 Findings of this study

Based on the results of the data analysis in Chapters 4, 5 and 6 along with the result of the discussion of the data analysis in Chapter 7, I came up with two main types of findings. These two types of categories were actually based on two important aspects being investigated in this study. The first category refers to the perspectives of Indonesian ELT practitioners in regard to RP and TC within the framework of PMP. This then became the source of quantitative analysis or survey analysis, aimed at answering RQ1: In what ways Indonesian ELT practitioners view their ELT practice in light of RP and TC within PMP framework? The second category portrays the practice sides or the realization of RP and TC also within the same framework. In other words, these two kinds of findings are the actual results of quan-QUAL pattern of mixed-method approach (MMA). The first findings dealing with the perspectives of Indonesian ELT practitioners in terms of how RP is enacted show that there are two main factors resulted in the factor analysis (FA) for RP: *reflection in private sphere* and *reflection in public sphere* (see Chapter 4, Section 4.5.1.3), representing their perspectives on how ELT should be actualized in relation to RP and TC.

These findings are also reflected in the data display of pie charts which generally hint positive inclination supporting perspectives of most Indonesian ELT practitioners pertaining to the utility of both RP and TC in their classroom teaching practices (see Chapter 4, Section 4.4.1 and 4.4.2). From the second findings of the FA regarding the ways Indonesian ELT practitioners viewed the implementation of TC suggest two main factors as well. They are the factors of *learner empowerment* and that of *teacher empowerment* (see Chapter 4, Section 4.5.2.3). These two sorts of data provide robust and subjective justification of the assumption that the practice of RP and TC

in ELT classroom within the context of research does exist which serve as complementary perspectives on the localized practice of PMP. It suggests that ELT teachers have been using the practical ideas of PMP materialized through the use of RP and TC (though they were not that familiar with the term of PMP) as their teaching approach. This study also suggests other findings based on the results of qualitative data analysis through the content analysis (CA). These findings are subdivided into two classifications as follows.

The first classification is the CA on RP. Based on Table 5.3 in Chapter 5, the results indicate five layers or phases of analysis (bottom-up model). The findings indicated in this table are the extent to which Indonesian ELT practitioners are reflective in their practice. They are mostly reflective, firstly, in their *teaching process* in the forms of *Brainstorming*, *working in group*, and *changing learning material*. Secondly, they are also reflective in terms of the effort to *increase students' motivation*, *handle big classes*, and *create interesting materials*. Lastly, they are reflective in the case of *teacher supervision through classroom observation*, *improvement of students' speaking ability*, *involvement in MGMP (Subject Matter Teachers' Forum, a kind of community of practice (CoP))*. Following the structural idea of CA, the lists of findings form so-called categories. They consist of three kinds. The first is *customization in teaching process*. The second is *evaluation and improvement of teaching practice*. The last one is *planning and development for a more informed practice*. Based on these three categories, the main themes were identified. There are three related themes identified. They are *RiA*, *RoA* and *RfA*. Based on the ideas of the three themes, I explored and reflected on the likely embedded idea that can narrate and visualize the extent to which Indonesian ELT practitioners have been engaged in the practice of RP, technically known as an over-arching theme. For the CA of RP in this study, the over-arching theme which is my subjective interpretation of aforementioned indicators is *RP as the praxis of ELT in Indonesian context*. Of no doubt, it is a semantically paradigmatic second finding in this study.

The second classification of the findings is based on the CA on TC. The results of the CA suggest that Indonesian ELT practitioners have exercised their creative ideas in approaching their teaching learning activities. As seen in Table 6.2 in Chapter 6, the TC of Indonesian ELT practitioners can be captured in two modes of practice. The first mode is indicated in their *choosing relevant and interesting topics*, *using authentic materials*, *adjusting the syllabus*, *using varied teaching strategies*, and *Problem-solving*. The second mode is visible in their *reviewing lessons using quiz*, *facilitating group learning*, *stimulating active learning*, *enforcing interactive learning*, and *facilitating dynamic learning*. Accordingly, the first five acts within the first mode of TC can be labelled as *teaching empowerment*. In the same way, the second five acts within the second mode of TC can be marked as *learning empowerment*. These teaching and learning empowerment categories resulted in a theme, a representative parameter of an ELT practice in this study. Hence,

the theme promoting the notion of empowerment to both teachers and learners finally reads: *creative teaching for learning empowerment and development*. Sensibly, the creative act of teaching in itself contains an element of empowerment for the teacher. It implies that the TC did not, and will not, emerge by itself, but by the fact that the teachers themselves feel empowered to do things differently often stimulated by their good understanding of the contexts of teaching. So, it is not an empowerment free and not a context free creativity. Upon this conviction, I eventually laid down the over-arching theme for this TC as *contextualized creativity of Indonesian ELT practitioners*. Verily, the findings of both FA and CA on RP and TC are interconnected to a large degree. This suggests that what Indonesian ELT practitioners have perceived on the practice of RP and TC in their own contexts is justified by their own practices. In the same vein, based on the discussion in Chapter 7 grounded upon the data analysis in Chapters 4, 5, and 6, this study theoretically and experientially propounds that Indonesian ELT teachers are arguably postmethod oriented practitioners, performing their teaching activities reflectively and creatively.

8.3 Significance of the findings

Having gone through the rigorous processes of data collection, data codification, data analysis and interpretation, and discussion of the findings, this research came up with some significant findings as presented in Section 8.2. Undoubtedly, these findings bear some values and meanings especially for the domain of ELT in general and that in Indonesian context in particular.

8.3.1 For ELT in general

Arguably, the emergence of this framework has to a large degree, at least academically, made method-based paradigm a requiem, peacefully put into rest (Brown 2002). As a paradigm shift, the PMC, PMP seems to have lured the enthusiasm of ELT practitioners to warm welcome the presence of the new era in ELT, characterized by the empowerment of teachers to exercise their practice in a bottom-up fashion by taking into account what is particular, practical and possible within their unique teaching learning contexts and circumstances. However, irrespective of its reassuring potential for ELT practice, I sense that ELT practitioners have been left dubious on how this energizing concept can be practically realized among practicing teachers, not among theorizing practitioners. I am used to thinking like this: this alternative to method approach is sound theoretically, but soberly, it is practically impractical. As far as I am concerned, there has not been any research investigating and exploring the know-how this notion is realized empirically from the perspective of practicing teachers. On the basis of what Kumaravadivelu has repeatedly demonstrated in his seminal and inspiring work on ELT in regard to PMC and PMP, I captured two prominent elements that in many ways serve as the driving forces of the framework (the anti-thesis

of method-based pedagogy) he has developed. The two profound elements include RP and TC (see Kumaravadivelu 1994, 1999, 2001, 2002, 2003a, 2003b, 2006a, 2006b).

Likewise, on the ground of my extensive literature review, unfortunately, I have not found to date any research that considers these two elements as one indispensable package within the framework of PMC and PMP. Teachers in the field passionately need a teaching approach which is not only sound theoretically but more importantly practical in its realization. Therefore, that is the niche where the major strength of this research lies. In other words, this research has spearheaded the initiative to develop the idea of PMC and PMP not merely on the basis of what has been prescribed by Kumaravadivelu but much more on what is essentially embedded in the construct of PMC and PMP: a bottom-up teacher-based theory of practice. I was in the beginning speculating that RP and TC were the core elements of PMC and PMP. Having gone through this research, I have, will do so in the future, explored the truth which now I am convinced that they actually are.

The findings of this research are of significance for ELT in general especially in terms of three main things. First, the findings strengthen the position of PMP as an alternative approach to language teaching (see Chapter 6, Sections 6.5.1 & 6.5.2). That means the perspective of top-down model of ELT has less space in the mind of ELT practitioners or becomes obsolete and progressively to be changed with the bottom-up model of ELT. As shown in the results of data analyses in chapters 5 (table 5.2) and 6 (Table 6.2) as well as the discussion of the findings in Chapter 7 (Section 7.4), there is no information about the use of, say, well-established teaching methods such as communicative language teaching, task-based approach, etc. All of the participants approached their ELT in their own approach (see Chapter 5, Sections 5.5.2 & 5.5.3). They just taught based on what they thought relevant, meaningful and applicable on the ground of their teaching repertoire (see Chapter 6, Section 6.5.1). They just used their reflective and creative ability on the basis of their recollection of their teaching knowledge, skills and experiences. Second, the macro and micro strategies that have been offered and suggested by Kumaravadivelu (2001, 2002, 2003a, 2003b, & 2006a) can be taken into account as the technical procedures how PMP can be realized in the teaching activities by Indonesian and other ELT practitioners. However, to realize PMP in the real teaching practice is frequently challenging and demanding (Akbari 2007) especially for novice teachers. The findings of how RP and TC were employed as mechanisms of PMP by the Indonesian ELT practitioners (Chapter 5, Sections 5.5.1, 5.5.2 & 5.5.3 & Chapter 6, Sections 6.5.1 & 6.5.2) pave the way to propose an extended framework of PMP (see Chapter 7, Section 7.7). This framework, following the epistemology of PMC and ontology of PMP as an alternative to method-based teaching, can also be another alternative to Kumaravadivelu's global theoretical account of PMP. The findings include reflective evaluation, professional development, teacher empowerment, and learning empowerment. The idea is quite simple in which an ELT practitioner who wishes to be professional,

he or she has to do frequent reflective evaluation. The same is true for the second part, where a practitioner who wants to see his or her students learn English engagingly (with active, interactive and dynamic learning), he or she firstly has to have a sense of self-empowering, exercising more control or authority of his or her own teaching. Through this, he or she can design and deliver lessons more creatively so that the teaching can have more empowering impact on their students' learning. The students become empowered to learn and learn more from their teacher and their friends. Lastly, the findings of this research can be a theoretical and practical reference in both theory development and in the implementation of PMP, which is so far considered too theoretical and impractical to be used as it was theorized based on academic stuff, not teachers' day-to-day stuff. This research suggests, especially based on the research framework used, that PMP can be an empowering way of teaching especially through the combined mechanism of RP and TC.

8.3.2 For ELT in Indonesian context

The findings for ELT in Indonesian context likewise have three significant meanings. First, apart from what has been referenced to in their teaching practice, Indonesian ELT practitioners can have another alternative source for the theoretical needs of their ELT research and development particularly in terms of PMC and PMP. Second, the findings can be used as a practical guide on how localized PMP is actualized especially referring to the extended framework of PMP (Chapter 7, Section 7.7). Lastly, Indonesian ELT practitioners can have a friendly-use formula for their continuing professional development (CPD) program and effective classroom teaching and learning. RP → teaching empowerment and TC → learning empowerment. Or, PMP mirrors reflective, creative, and innovative teaching. In brief, the findings of this research can bring about strategic impact for both research and development in the level of academia and practical and operational added values in the domain of ELT.

8.3.3 Contribution to the body of knowledge

The contribution of the outcome of this study can be attributed to three different domains: PMP, RP and TC which are actually one entity as a framework of pedagogy (see Section 7.7). Since these empowering elements are put in one framework in this study, then it will fit to say that they are just three in one. It denotes that even they are presented separately they are actually one composite idea of theory of practice of teaching in ELT. This is so-called an extended theoretical-practical framework of PMP which can be accounted as a "reborn framework". Therefore, they will be presented one after the other starting from PMP, followed by RP and ended with TC.

The findings suggest that Dewey's idea on reflection finds its truth where he considered reflection as a practice which will result in the professionalization of the field and is a means to control "action that is merely repetitive, blind, and impulsive" (Dewey 1933: 17). This means through reflection Indonesian ELT practitioners have shown they evaluated their teaching, adjusted or changed it where necessary, identified what worked and what did not work well and why, and made some plan for future more informed teaching. According to Dewey (*ibid.*), reflection can end up with professionalization improvement. This experience-based theory of practice of RP underpins the value of shaping and re-shaping the practice in order to make sense of it. Besides, the two types of RP coined by Schon (1983, 1987) (RiA and RoA) plus RfA developed by Farrell (2007). All these theories on RP could be most welcome and endorsed by Indonesian ELT practitioners in their practice. In other words, although this research was not undertaken on the purpose of proving or disproving a theory of RP, but exploring and describing what really happened in the field, where a particular group of teachers taught English to a particular group of students learning in a particular institutions in a particular country, Indonesia. It is a coincidence that the teachers performed RP in the ways have been postulated and theorized.

Like RP, the theory of creativity and teaching creativity raised in this study mirrors the practice of Indonesian ELT practitioners. The strand of teaching creativity taken in this study is "little c creativity" (Craft 2001: 45), "everyday creativity" (Boden 1990: 32) which Boden termed as "psychological creativity" whose proposition stresses that creativity is a unique property of all people, not restricted to the idea of exceptional talent of exceptional people, which is canonical creativity. The creativity practiced by Indonesian ELT practitioners seems to replicate the idea of Sawyer articulating that creative teaching is an improvisational performance, and since it occurs within structured frameworks and routines, it is a "disciplined improvisation" (Sawyer 2004:13). In other words, the concept of TC can be referenced as a device to make appropriate and necessary adjustment, modification, and improvement in the practice of ELT. It stresses the stance that creativity in teaching is not a context-free and can be considered creative only when it adds value or improves the practice and quality of teaching.

Lastly, the findings of the current study deal with the framework of PMP. Despite its strong points that have weakened the framework of method-based pedagogy, PMP is subject to critical evaluation. Bell (2003), for example, strongly asserts that "postmethod, rather than being evidence of the maturation of teaching practices, is a further manifestation of the search for method and so is subject to the same criticism" (p. 326). In this respect, PMP being claimed as bottom-up theory of teaching seems to lack practice-based arguments and considered to resemble method-based paradigm seeking for best solution for teaching. In a similar vein, Akbari (2008) sharply argues that "if postmethod is really a bottom-up movement, then it must stop its abstract speculations and

base its claims on empirical data gathered from teachers and their world of practice” (p. 648). In one sense this criticism is central to the idea that claims PMP as the opposite of method-based approach which is conceptualized by experts or theoretician who knows little about the complex reality of teaching in the field. The findings of this study can be an alternative answer to that conflicting nuance in ELT since the data used in this research were gathered from practicing ELT practitioners.

The measures of what is defined as particular, practical and possible can be made plausible through the so-called reflective practice activities within which teachers evaluate their own teaching, seeing what has work well what has not work well and why. This self-evaluation should be based on openness, responsibility and wholeheartedness (Dewey 1933). The kind of teaching creativity exercised within the frame of PMP is psychological creativity or everyday creativity (Boden 1994), also known as little c creativity (Craft 2001) or in a more practical sense it is improvisational performance (Sawyer 2004). It is an enabling creativity that enables teachers to empower students to learn actively, interactively, comfortably and engagingly. The findings of this research suggest that TC is made possible mostly through open, responsible and wholehearted RP and both RP and TC (Sections 7.2, 7.3, 7.4 & 7.5) are engineered and mostly enabled within PMP. Hence, in PMP or precisely in the extended PMP, ELT practitioners are empowered to think and act autonomously through the lenses of the pedagogy of particularity, pedagogy of practicality and pedagogy of possibility (Sections 7.4 & 7.7)

8.4 Limitations to the study

In addition to its potential strengths this research can have on the theoretical and practical aspects of ELT within the context of Indonesia, this research without exception has a number of limitations worth articulating as the following.

First, the targeting number of respondents which was at least 300 teachers was not achieved. However, I just obtained 100 respondents considered to be relatively small to be used for statistical analysis especially the factor analysis (FA). Thus, it was difficult to obtain benchmark data on factors that affect teachers’ perspectives of RP and TC in their ELT practice. The small sample size made it difficult for statistical analysis to extract the factors showing significant relationships in the data. The low number of questionnaire respondents was due to the technical problems faced by Indonesian ELT practitioners in accessing the online survey. The printed version of the survey was also not effectively done as the sites of schools within which the teachers taught were so disperse and became a big challenge to reach the schools within the limited time allotment.

Then, with this small number, the factors resulted were not strongly defined although the results can still be used for making a generalisation or can have greater “explanatory power” (Strauss and Corbin 1990: 267) in the context of the research and the wider contexts. The general maxim in quantitative analysis is the more sample, the better as it yields much stronger representativeness when drawing a generalisation and conclusion. Since this is a qualitative research using mixed-method with the emphasis on its qualitative aspects, “embracing the uniqueness of the phenomenon and/or participant, rendering the generalization is irrelevant” (Cohen et al 2011: 242). Hence, the kind of generalization to be taken is “generalization by the recognition of similar patterns between the research and other contexts” (Larsson 2008: 33-5) in terms of theoretical constructions, themes, concepts, behaviours, assumptions made and in the interpretations of actions, events, or descriptions.

Third, the theoretical body of literature on RP and TC are abundant but limited on RP and TC in ELT, especially within the context of current study. Even, the research elements of both RP and TC in ELT are also considerably limited either in the research context or beyond. So far, there has not been any single study that investigates or explores both RP and TC in a combinational mode be it in the current context of study or beyond. These limitations certainly, though not necessarily so, bring about a challenge to re-construct the ideas of PMP, RP and TC in one coherent and cohesive theoretical framework worth exploring.

Fourth, due to time constraints, the time interval between the time for analysing the quantitative data and the observation period, technically challenging to do it in that limited hectic slot of time, the interview items were decided to be developed earlier or almost simultaneously with the questionnaire items so that semi-structured interview protocols might have failed to include particular and other relevant issues. Designing interview items while the researcher was at the research site was experientially an ineffective thing to do technically, though conceptually sounds good.

Fifth, since the distance between one school and another was quite far, the schedule of both observation and interview had to be reschedule and readjusted which certainly took more time. Besides, most teachers have full time teaching so very often some post-observation interview could not be conducted and had to be rescheduled a week later which caused “memory loss” in the parts of both researcher and participants. Place of interview sometimes could not be done at participants’ institutions and this cause rescheduling.

Lastly, it deals with the analysis, interpretation and discussions of the results of the content analysis. As a novice researcher, I found a real challenge in the CA in terms of classifying between top-down and bottom-up codes, categories and themes in so-called qualitative data analysis. I cannot say that

the procedure used was top-down, but I also cannot claim that it was fully bottom-up procedure. The reason was that my schemata or repertoire was initially filled with the ideas or notions of what I was going to search in the data. Probably, this was influenced by my readings in the selected literature. So, I would say I was using both or I was somewhere between being previously informed by my review of the literature and being aware that that I should free myself from that prior knowledge and let the data speak for themselves. This issue would arise when looking at the results of the CA. If it is the actual limitation, then it is your job as well mine to look at the state of affairs in a different way in further research.

8.5 Implications

The findings indicate that RP is a process of transformation and development with necessary changes in the pedagogical practices through which teachers can have a better informed teaching. It is a process whereby teachers can shape and reshape their professional perspectives which can affect their professional practices. So, RP is a tool for self- and collective professional development as in it teachers keep questioning the validity of their own perspectives and the efficacy of their own practices. Reflective practitioners within the frame of PMP are building their awareness that they need to constantly and consciously update and upgrade their epistemology and ontology of language teaching and learning through doing classroom research, reading academic reports in journal, attending conferences on teaching and learning, and sharing and discussing any current issues of the domain with other colleagues.

ELT practitioners under PMP (or extended) framework are those who are reflective and creative, openly and consistently challenging their own beliefs, assumptions, and habits on how teaching has been currently perceived and practiced. They are active in developing their best practices in their own context for their own students within their own schools within their social and cultural grounds and bonds. The basis for Indonesian ELT practitioners in their practices can take the systematic, linear form of RP spearheaded by Dewey (1916, 1933) or a more intuitive fashion of RP (Schon 1983, 1987) or combination of the two, or customize and adjust their own mode of RP. For TC, they can take into account the idea of Sawyer's (2004) improvisational teaching and believing that creativity is an exceptional talent of all people including teachers.

Again, on the basis of the findings of this research, the first biggest implication would probably be on the issue of continued professional development (CPD) as it is the first key finding of this research. The reason is that RP is the first important element of this research, where it is learnt as a process of professional development, which it is to understand and improve practice (Schon 1991). The findings of this research also suggest that a practitioner who wishes to be professional,

he or she has to engage in a cycle reflection, action, reflection and evaluation. Hence, English language teachers are supposed to engage themselves in an ongoing cycle of CPD be it collectively or individually. The kind of CPD suggested in this research is internally-driven one (see Chapter 5, Section 5.5 & Chapter 7, Section 7.3). Therefore, it is believed that all of the activities that teachers engage during the course of their careers to enhance their work. This internally driven CPD is realized through evaluation of teaching through RP. Through this first mechanism of PMP-oriented practice ELT teachers become empowered practitioners. The second important element of this study is the employment of TC as the mechanism of the realization of PMP. This aspect has an important role in living up and activating students' learning engagement. Like RP that empowers teachers to teach more critically and developmentally, TC empowers learners to learn more interactively and dynamically (see Chapter 6, Sections 6.5.1 & 6.5.2 & Chapter 7, Sections 7.4 & 7.5). Through TC mechanism, ELT practitioners are enabled to approach their teaching in a renewed fashion with innovation.

8.6 Directions and recommendations for further study

Although self-reflection and collective reflection emerged from the study, first of all, for further study there needs to be an explorative investigation on how the collective RP, especially the one done through MGMP, was organized, implemented and on the effect of the MGMP was felt by group members of that teachers forum. Secondly, considering the importance of RP for teachers' professional development, there needs to be a further research on a more systematic RP applied among all ELT teachers and how it affects practitioners' teaching creativity. Next, looking at how RP and TC are so closely related theoretically and practically, it seems necessary to have a further study on how actually RP affects TC within the Indonesian context and how far such idea influence the effectiveness of teaching learning process. While I agree that teachers need to be more critical about their practice, I also recognize from the data that other strands of reflection can be effectively applied for students.

The recommendations are divided into three main areas of concern: research and development areas within the field of PMP, RP and TC. First, for any researcher interested in investigating the perspectives of ELT practitioners using questionnaire is recommended to have more number of respondents at least 300 hundred or more respondents (the more respondents the better) in order to have robust data and based on which can have a more significant generalisation and explanatory power in justifying the representativeness of the sample toward the population of ELT practitioners from which the sample was taken and referred back to (Field 2009, 2018). With huge number of questionnaire data, the study can result in benchmark data on factors that affect teachers' perspectives of RP and TC in their ELT practice. To achieve this, a researcher needs to anticipate any

Chapter 8

probable technical problem might occur during the survey. Besides, the survey should be given more time in order to have a wider range of respondents. Best of all, a researcher needs to ensure the clarity, accuracy, and simplicity of the items so that the respondents can grasp the idea in every item swiftly and can finish the survey smoothly as most ELT practitioners have busy time or limited time.

Secondly, for any interested researcher it is recommended to have few cases using in-depth interview for qualitative data so as to have much richer data sources to get stronger justified conclusions. In other words, the number of sample can be made less (one or two cases) so it becomes a case study which allows the researcher to explore far deeper and more detailed data on the perspectives and realization of RP and TC in the participant's classroom.

Third, for any researcher interested in conducting online survey, it is recommended to do more piloting to ensure the practicality and efficacy of the questionnaire items. The idea was to make the survey protocols shorter, simpler and clearer. If possible, arrange with IT experts to have the web survey that allows the participants to return to the sections completed, or to return to the unfinished sections. Fourth, for any interested researcher, try if possible to get participants that are not distant to one another that will ease transportation and accommodation from one place to another. Fifth, when conducting classroom observation, it is recommended to have more than two observations in order to have more natural classroom setting.

The researcher suggests that ELT teachers need to have an opportunity to reflect both individually and collectively on their understanding and practice of both RP and TC in their everyday teaching to better articulate their understandings and to help a possible exchange of ideas between teachers. Their understanding accompanied by their reflections could form a sound foundation for their practice in the field which could help many other members. Through these reflective activities, they all can share and discuss their ideas and experiences of teaching so that they all can have a better informed mode of teaching practice.

It is recommended that an exchange of ideas and collaboration could take place to produce more and better creative ideas from teachers, by teachers and for teachers for the sake of more informed teaching resulted in more engaging and effective learning among students. It is also recommended that RP can characterize the practice of language teaching and learning in which teachers are both individually (journaling) and collectively (MGMP/teachers' forum) reflecting (in, on, and for) their teaching learning activities. Other activities such as peer-observation, periodic classroom observation, etc. are regularly programmed and activated. All these have the potential impact to minimize the gap between theory and practice of teaching. Ideally, ELT practitioners transform into reflective practitioners who can perform the entire process of teaching in the spirit of particularity,

conceptualize their teaching and realize their conceptualization on the basis of the paradigm of practicality, and feel empowered in their teaching practice and find ways to empower their students to learn within the idea of the pedagogy of possibility.

Probably, the rigour of research on RP and TC especially on how actually these two fundamental teaching elements were realized both consciously and systematically in the practice among ELT practitioners remains an interesting research topic that needs to be studied in greater depth. Then, those who are of interest to hold a similar research employing RP and TC as the core phenomena to be explored yet with different category of sample, they need to switch from teaching English to adult learners to young learners, to see the convergence and divergence of teachers' teaching practice. This probably would yield appealing findings that can help frame and construct the practical technical ideas of both RP and TC which can suggest to be implemented in wider scope even in nation-wide scope. Consequently, the educational policy can adopt this practice to be officially announced as the national norm of teaching learning practice. Last but not least, for any qualitative researcher interested in exploring PMP, RP and TC in ELT, the questions to be tinkered and pondered are: 1) Does RP actually influence TC or TC influence RP as perceived and practiced by ELT practitioners? 2) Is there any robust element that influences the success of the realization of PMP as an alternative approach to ELT? 3) Can, for example, an explorative practice approach (instead of RP and TC) be used as an operational device for PMP?

8.7 Summary of the chapter

In this chapter, I have already presented the conclusions of the findings of the research which are based on the answers of the first, second and third research questions. Afterwards, I highlighted the significance of the findings for ELT in general and that in Indonesian context. In addition, I also marked some significant contributions of the study, which is divided into two: contribution to the body of knowledge and contribution to ELT practice. Some limitations of the study as well as some recommendations for further inquiry were also presented. Lastly, I highlighted some implications of the study. Conclusively, the main message of this research is that to operate a bottom-up postmethod-oriented practice of teaching, ELT practitioners need to keep upgrading themselves to be more and more professional through day-to-day reflective teaching and at the same time they keep sharpening their teaching creativity anchored in the needs to empower their students' learning. Assumably, this circular teaching learning development will never end when teachers never cease learning how to teach in the best interest of their learners.

Appendix A ERGO Files

A1. End of Study/Annual Audit Form

University of Southampton, Research Governance Office: END OF STUDY/ANNUAL AUDIT FORM

For studies that required school ethics approval only.

Projects that required NHS ethics approval should use the NRES form available from the website <http://www.nres.npsa.nhs.uk>

1. Contact details

Name:	Muhamad Ahsanu	School	Modern Languages	Email	Ma9g15@soton.ac.uk	Telephone	07544008151
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2. Study details

Title of study:	Reflective Practice and Teaching Creativity within the Framework of Post method Pedagogy: Perspectives and Practices of Indonesian ELT Practitioners.
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Research Sponsor (if not UoS):	Sponsor reference number or UoS RGO number:	School Ethics reference number:
LPDP, Ministry of Finance, Indonesia		

3. Amendments/Adverse Events Summary report

Actual start and end dates. If different from your proposed dates, please explain:			
Any amendments? Changes to staff, locations, numbers or methods, please explain:			
Any adverse events or concerns? If yes, please explain:			
<i>No</i>			
Signature:		Date:	<i>07 August 2017</i>

Thank you

Please return completed form to the Research Governance Office by email (rgoinfo@soton.ac.uk) or by mail (RGO, Building 37, University of Southampton, Highfield, Southampton SO17 1BJ),

A2. CONSENT FORM

Study title: Reflective Practice-based Creativity in Language Teaching within Postmethod Pedagogy: Perspectives and Practices of EFL Practitioners in Indonesian Context

Researcher name: Muhamad Ahsanu

ERGO number: 29964

Please initial the box(es) if you agree with the statement(s):

<p>I have read and understood the information sheet (9 Oct – 10 Nov 2017 /8 <i>participant information sheet</i>) and have had the opportunity to ask questions about the study.</p>	
<p>I agree to take part in this research project and agree for my data to be used for the purpose of this study.</p>	
<p>I understand my participation is voluntary and I may withdraw (at any time) for any reason without my rights being affected.</p>	
<p>I understand that my interview will be audio recorded.</p>	
<p>I understand my responses will be anonymised in reports of the research.</p>	
<p>I understand that I may be quoted directly in reports of the research but that my name will not be used.</p>	

I understand that the information collected about me may be anonymised and used in future ethically approved research studies.	
I understand that I can request my details be deleted at any time.	
<i>I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of ethically approved research studies.</i>	


Name of participant (print name).....

Signature of participant.....

Date: 9 October up to 10 November 2017

Name of researcher: Muhamad Ahsanu

Signature of researcher:



Date: 7 August 2017

A3. Participant Information Sheet

Study Title: Reflective Practice and Teaching Creativity within the Framework of Postmethod Pedagogy: Perspectives and Practices of Indonesian ELT Practitioners

Researcher: Muhamad Ahsanu

ERGO number: 29964

Please read this information carefully before deciding to take part in this research. It is up to you to decide whether or not to take part. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

This PhD research project is to investigate and identify to what extent EFL practitioners in Indonesia have implemented the ideas of postmethod pedagogy most likely suggested from their reflective practice (RP) and teaching creativity in their classroom teaching activities.

This study tries to investigate the following questions: 1. In what ways do the EFL practitioners in Indonesia use RP in their classroom practice? 2. How much do they use Creativity in their classroom practice? 3. In what ways do the roles of RP and creativity suggest Postmethod Pedagogy (PMP) in their classroom practice? 4. What are the implications resulted for both curriculum development and teacher professional development?

This study is aimed at investigating and explaining the possible emerging elements of RP and teaching creativity of Indonesian EFL practitioners. The supposed prevailing elements can hint an idea or a conviction that PMP as a teaching approach, to a certain extent, has been realized consciously and unconsciously by Indonesian EFL practitioners.

Why have I been asked to participate?

Any potential participant for this study is offered to participate voluntarily. The reason why you are asked to participate is that you are purposively prospective participants since the area of your professional career is in English language teaching (ELT) domiciling in the target sample area. In this sense, you have a great potential to contribute to the success of this research project.

What will happen to me if I take part?

Taking part in this research project means a lot to you without any negative impact affected upon you. As a participant, you will experience three phases of research if you wish to do so voluntarily.

Firstly, you will be asked to fill out an online questionnaire asking about your perspectives and practices as an ELT practitioner. Then, if you choose to participate in the observation and interview sessions, you will be observed twice when teaching English to your class. Based on the observation results, you will be asked some questions concerning what you have chosen in your questionnaire, what you have said and done specifically in your classroom. Hence, you will have the first-hand experience as a research participant and share ideas with the researcher about ELT as what you think and do.

Are there any benefits in my taking part?

Taking part in this research project will give you at least three benefits: First, your hands-on knowledge about research especially mixed-method will be increased. Secondly, your understanding on RP, teaching creativity and postmethod pedagogy are improving. Lastly, my paradigm about professional development will nourish my perspectives of approaching ELT and my students.

Are there any risks involved?

The participants might feel nervous as they will be observed. However, this observation is not intended to evaluate their performance, not to find their drawbacks in teaching but to figure out what actually happens, what they actually say and do in their classroom. So, the risk if any will be very light psychologically. Another possibility is that they might feel fatigue since the interview is planned to schedule after each observation in order to keep the ideas fresh both in the mind of the researcher and participants (there will be a short break in between so when they feel ready to do it, the interview will begin or otherwise).

Will my participation be confidential?

It is clear from the beginning that the participants' participation will be confidential and anonymised. The confidentiality and anonymity are especially for the questionnaire. But for observation and interview, only confidentiality can apply since there will face-to-face contact and video- and audio-recording. The obtained data will be stored for more or less two years up to the study is completed. The people who can have an access for the data are the researcher himself and his supervisor (or later the internal and external examiner).

What should I do if I want to take part?

For the questionnaire, the potential participant can inform the researcher they want to take part by ticking a bottom box on the opening page indicating their willingness to participate in it. For observation, they can provide their e-mail address and mobile phone number at the very end of the questionnaire denoting that they want to take part in it. For the interview, they will have to

sign the consent form provided by the researcher with his printed name and date if they wish to participate in it.

What happens if I change my mind?

The participants have the full right to withdraw at any time without their rights being affected. However, fully anonymous data (e.g. anonymous questionnaires) cannot be withdrawn after they have been submitted. The researcher will not intend to retain and use data collected up to the point of withdrawal unless they allow the data to be used or else this will be destroyed. If someone withdraws part way through the research process, e.g. during an interview, the researcher will have an agreed negotiation to destroy or not destroy the data after the data collection process.

What will happen to the results of the research?

The results of the research might be published following UoS' terms and conditions. The participants may receive a copy of the results if they need it. The anonymised research data will not be made available for future research projects. The research data will be stored for a minimum of 10 years as per University of Southampton policy, or longer if required by funder or statutory obligation. The researcher is aware that publications and anonymised data relating to the research should be made available through the institutional repository.

Where can I get more information?

A potential participant who may have potential questions after reading this information sheet is advisable to contact the following:

Prof. Denis McManus, the Chair of the Ethics Committee, Faculty of Humanities, University of Southampton, SO17 1BJ, UK. Email: D.Mcmanus@soton.ac.uk

What happens if something goes wrong?

In the unlikely case of concern or complaint, the participant can contact the Research Integrity and Governance Manager (023 8059 5058, rgoinfo@soton.ac.uk).

Thank you.

The researcher is very much grateful for all the participants for taking the time to read the information sheet and considering taking part in the research.

A4. Research Risk Assessment Form

ETHICS IN RESEARCH RISK ASSESSMENT FORM



To be completed in accordance with the attached guidelines

This is not a Health and Safety Risk Assessment. If your project also involves Health and Safety Risks you will also need to complete a Health and Safety Risk Assessment form. Contact your supervisor for more information about this.

Activity: The activity will consist of four phases: First, Piloting the questionnaire then revise and improve it based on the results of the piloting. Second, the final version of the questionnaire will be sent to university lecturers and secondary school teachers that resemble the criteria of the actual sample to collect their ideas about their perspectives and practices of ELT via online mode. Third, classroom observation will be done for 16 times in 8 lecturers' and teachers' classes. Fourth, an interview will be held for 16 times following the previous lecturers' and teachers' classroom observation agenda. Fifth, documents study will be conducted to complete the data collection processes.

Locations: In the Sub-district of *Banyumas, Purwokerto*, the Province of *Jawa Tengah*, Indonesia.

Potential risks: There is not any serious potential risk, as it does not use any hazardous tools of any kind. Probably, it deals with confidentiality and anonymity as this study is concerned with questionnaire, observation and interview.

Who might be exposed/affected? Teachers of secondary schools and university lecturers will get exposed without being affected of whatsoever. Both the lecturers and teachers might be feeling uneasy and uncomfortable when an outsider is trying to observe his / her class. To a certain extent, students might get affected psychologically as there will be an evaluator / stranger observing their class. In addition, the focus is not on the students but the teachers and lecturers and they will be made well-informed that all the data will be used for research ONLY. As spelled out on the opening page of the online questionnaire, all the data will be treated highly confidentially and the respondents are fully anonymous, even the researcher will not know the identity of them.

How will these risks be minimised? The teachers and lecturers (the prospective sample) will be given a brief information about the kind of research: what is it to be done, how is it to be done, and why is it to be done in a certain way or so. The research will not affect anybody personally or professionally. Therefore, the teaching learning process has to run as naturally as possible. Hence, all necessary details have to be kept clear from the outset.

Risk evaluation: Low


Can the risk be further reduced? No

Further controls required: No further control is required as it has the lowest possible effect and precautions acts have already taken by making things clear about the research to the participants before the research is acted out.

Date by which further controls will be implemented: If necessary the further controls can be held on the first and second day of classroom evaluation and interview but the date is subject to change.

Are the controls satisfactory: Yes

Date for reassessment: In between October and November 2017

Completed by:	Muhamad Ahsanu		07 Aug 2017
	_____ Name	_____ signature	_____ date

Supervisor/manager: If applicable	Prof. Dr. Richard Kiely		
	_____	_____	_____
	Name	signature	date
 Reviewed by:			
	_____	_____	_____
	Name	signature	date

A5. Ethical Committee Approval

ETHICAL COMMITTEE APPROVAL
FACULTY OF HUMANITIES

OUTLINE OF PROPOSED RESEARCH WITH HUMAN PARTICIPANTS, TO BE SUBMITTED via ERGO
FOR

ETHICAL COMMITTEE APPROVAL

STUDENTS PLEASE NOTE: You will need to discuss this form with your Supervisor. In particular, you should ask him/her to advise you about all relevant ethical guidelines relating to your area of research, which you must read and understand.

ALL RESEARCHERS PLEASE NOTE: You must not begin your study until Faculty of Humanities ethical approval and Research Governance Office approval have been obtained through the ERGO system. Failure to comply with this policy could constitute a disciplinary breach.

1. Name(s): Muhamad Ahsanu

2. Start date: 17/09/2015 End date: 16/09/2019

3. Supervisor (student research only): Prof. Dr. Richard Kiely

4. How may you be contacted (e-mail and/or phone number)? Both

(ma9g15@soton.ac.uk / 07544008151)

5. Into which category does your research fall? Delete or add as appropriate.

IPhD

6 Title of project:

Reflective Practice and Teaching Creativity within the Framework of Postmethod Pedagogy: Perspectives and Practices of Indonesian ELT Practitioners

7 Briefly describe the rationale for carrying out this project, and the specific aims and research questions.

This study deals with the postmethod paradigm with its core principles: aspect of context (pedagogy of particularity), aspect of practice (pedagogy of practicality) and aspect of empowerment (pedagogy of possibility) (Kumaravadivelu 2006). This paradigm indicates that language teaching should be very context-based and bottom-up process-based, outlining that it is the teacher who should make the crucial learning and teaching decisions about what works and does not work in his or her classroom based on his or her own sense of plausibility or principled pragmatism (Kumaravadivelu 2003). The principled pragmatism is based on the pragmatics of pedagogy where the relationship between theory and practice, ideas and their actualization, can only be realized within the domain of application, that is, through the immediate activity of teaching (Widdowson 1990). Thus, the principled pragmatism that focuses on how classroom learning can be shaped and reshaped by teachers as a result of self-observation, self-analysis, and self-evaluation (Kumaravadivelu 2003). In this paradigm, two salient elements are highly suggested: reflective practice and teaching creativity (Kumaravadivelu, 1994, 1999, 2001, 2003a, 2003b, 2006a, 2006b). That is to teach English reflectively and creatively. Indonesia as an EFL context is presumed to have the potential to realize this teaching conceptualization. This country might have or might not have actualized this teaching mode in the teaching of English both in secondary schools and universities. Therefore, this study is intended to investigate the extent to which this teaching breakthrough has been put into practice by Indonesian EFL practitioners. The results are supposed to bring about empowering implications both for teacher professionalism and ELT curriculum development.

This study is aimed at investigating and explaining the perspective and perspective of EFL teachers in Indonesia in terms of their Reflective Practice and Teaching Creativity viewed from the notion of postmethod Pedagogy.

1. What are the perspectives of Indonesian ELT practitioners in terms of the realization of RP and TC in their language teaching within the framework of PMP?
2. In what ways do the EFL practitioners in Indonesia Reflective in their classroom practice?
3. In what ways do the EFL practitioners in Indonesia creative in their classroom practice?

4. In what ways do the findings of RP and TC suggest Postmethod Pedagogy (PMP) in their classroom practice?

8 What is the overall design of the study?

The design of this study is a mixed-method, the quan-Qual mode, in which the preliminary study is conducted quantitatively using questionnaire from which the qualitative investigation and explanation are based. The results of questionnaire are not only used for obtaining a preliminary picture on the perspective and practice of teaching practitioners but also supporting data to answer the research questions. The emphasis is on the qualitative part utilizing a case-study design with three main research instruments: classroom observation, semi-structured interview and documents analysis. This method has been chosen due to the nature of the research that the ideas of 200 teachers can be effectively collected through a survey or questionnaire in order to gain the width of the information and the detail of of the information of some selected cases can be practically gathered via direct observation and interview. This mix can bring about convincing arguments about the phenomenon being studied (Cf. Cohen et al. 2011; Dornyei 2002; Johnson & Christensen 2012; Merriam 1998; Oppenheim1992; Thomas 2011)

This study will start from 18 September 2017 to 19 January 2018

First, I will pilot the questionnaire, and then revise the questionnaire. Secondly, I will send the online link of the questionnaire to be filled out by teachers and lecturers. The results of the questionnaire will be analysed using SPSS. From the questionnaire, I will identify the respondents who have agreed to participate in both classroom observation and semi-structured interview. Next, I will observe 4 teachers' and 4 lecturers' classroom twice (in total 16 times). This observation will be in tandem with the interview for 16 times. Both the data from the observation and interview will be transcribed, coded and interpreted. Then, I will do a document study to complete the data collection. All the data from questionnaire, observation, interview and document study will be used to answer the research questions through thorough discussion.

9. What research procedures will be used?

(Provide a brief description of what participation will involve, for study participants, including duration of any activity/ task/ test. Please attach copies of any instrumentation to be used, e.g. interview schedules or questionnaires).

In the first place, the researcher will conduct a Piloting for the questionnaire via Online mode to some 200 university lecturers and secondary school teachers of English in some areas (not the

same as the area of the actual sample) in Indonesia. The results of this piloting will be used to improve the "quality" of the instrument before it is used for the actual data collection. Secondly, the researcher will do the Quantitative data collection via Soton i-Survey tool in the mid of August to some 200 university lecturers and secondary school teachers in Purwokerto, Indonesia. Finally, from the results, the researcher can pick 8 participants who have indicated their voluntary willingness to participate in the qualitative phase (classroom observation and interview). These participants also have to meet the criteria previously set by the researcher to be the participants. Fourth, the researcher will continue with classroom observation 16 times (twice for each participant) and 16 times of the interview. In this research, there is no research assistants getting involved. It is fully conducted by the researcher himself.

The duration for the classroom observation is 90 minutes / one classroom session, and 60 minutes / participant for the interview.

10 Who are the participants?

(What age are they? Where and how will they be approached, and how will they be recruited?)

The participants will be university lecturers and secondary school teachers of EFL. Their ages approximately range from 25 to 65. This data collection will take place in Purwokerto, Indonesia. They will be approached using voluntary system. There will an official letter (signed by my supervisor) from Department of Humanities, University of Southampton and a brief research proposal to be sent to the Head of Local Educational Affairs Department and the Head of Local Religious Affairs Department requesting for the permit to conduct the research in their institutional areas (secondary schools). The same type of letter will also be sent to the Dean of the Faculty of Humanities, Jenderal Soedirman University and the Dean of the Faculty of Education, Muhammadiyah University.

n.b. if work with children within the UK is planned, the researcher MUST obtain prior clearance from the Criminal Records Bureau (a CRB check). If work with children overseas is planned, clearance in line with national guidelines must be obtained.

11 How will you obtain the consent of participants, and (if appropriate) that of their parents or guardians?

For the online questionnaire, the participants will 'Tick' the box on the first / opening page of the questionnaire indicating that they have read, understood and agreed to participate in the survey. For the classroom observation and interview, they will also be asked to participate voluntarily by

putting (if they are willing to do so) their email address and active mobile number at the very end of the questionnaire.

12 Is there any reason to believe participants may not be able to give full informed consent? If yes, what steps do you propose to take to safeguard their interests?

It seems to happen very lightly since the choice is either to join or not to join. Hence, once they tick the box, for instance, there is no reason to doubt their interest. However, if it is necessary to get their printed full informed consent, then I will do it when the results of the online survey has been completed.

13 Detail any possible discomfort, inconvenience or other adverse effects

the participants may experience arising from the study, and how this will be dealt with.

Probably, such feelings as discomfort and inconvenience might arise when the classroom observation is conducted, as the students might feel uneasy with 'a stranger' observing their class. To minimize these, I will try not to minimize any possible disturbing act that can distract their learning concentration. For the teachers and lecturers, I will let them know in advance that this research will not affect them personally or professionally.

14 How will it be made clear to participants that they may withdraw consent to participate at any time without penalty?

In this research, the participants will be informed early in the survey front cover before they proceed to participate in the questionnaire, observation and interview. Therefore, this issue will be made clear in the beginning phase and they can withdraw their consent at any time they wish to do so.

15 How will information obtained from or about participants be protected?

All the information will be strictly protected in the sense that nobody has an access to the data except the researcher and his supervisor (for consultation). All the data are only used for this research and once the data have been utilized, all raw data or documents will be destroyed. All the data will be saved in the personal computer provided by the university, which has a very sensitive password that nobody can have the access in it.

16 If this research involves work with children, has a CRB check been carried out? No

17 Outline any other information you feel may be relevant to this submission.

All the proposed agenda are subject to change based on the actual settings and situation. The research time frame can be shorter and can be longer as unexpected circumstances can emerge at any time.

A6. Student Research Project Ethics Checklist 2016/17



Student Research Project Ethics Checklist 2016/17

This checklist should be completed by the student (with the advice of their thesis/ dissertation supervisor) for all research projects.

Student name: Muhamad Ahsanu

Student ID: 281188561

Supervisor name: Prof. Dr. Richard Kiely

Discipline: English Language Teaching

Programme of study: iPhD

Project title: Reflective Practice-based Creativity in Language Teaching within Postmethod Pedagogy: Perspectives and Practices of EFL Practitioners in Indonesian Context

YES

NO

1	Will your study involve living human participants?	v	
2	Does the study involve children under 18?		v
3	Does the study involve adults who are specially vulnerable and/or unable to give informed consent?(e.g. people with learning difficulties, adults with dementia)		v
4	Will the study require the cooperation of a third party/ an advocate for access to possible participants? (e.g. students at school, residents of nursing home)		v

5	Does your research require collection and/ or storage of sensitive and/or personal data on any individual? (e.g. date of birth, criminal offences)		v
6	Could your research induce psychological stress or anxiety, or have negative consequences for participants, beyond the risks of everyday life?		v
7	Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people)		v
8	Will the study involve discussion of sensitive topics? (e.g. sexual activity, drug use)		v
9	Will financial inducements (other than reasonable expenses or compensation of time) be offered to participants?		v
10	Are there any problems with participants' rights to remain anonymous, and/or ensuring that the information they provide is non-identifiable?		v
11	Will you have any difficulty communicating and assuring the right of participants to freely withdraw from the project at any time?		v
12	If you are working in a cross cultural setting, will you need to gain additional knowledge about the setting to work effectively? (e.g. gender roles, language use)		v
13	Are there potential risks to your own health and safety in conducting the study? (e.g. lone interviewing in other than public spaces)		v
14	Will the study involve recruitment of patients or staff through the NHS?		v
15	Does the research project involve working with human tissue, organs, bones etc that are less than 100 years old?		v

Please refer to the Research Project Ethics Guidance Notes for help in completing this checklist.

If you have answered NO to all of the above questions, discussed the form with your supervisor and had it signed and dated by both parties (see over), you may proceed with your research. A copy of the Checklist should be included in your eventual report/ dissertation/ thesis.

If you have answered YES to any of the questions, i.e. if your research involves human participants in any way, you will need to provide further information for consideration by the Humanities Ethics Committee and/or the university Research Governance Office. This information needs to be provided via the Electronic Research Governance Online (ERGO) system, available at www.ergo.soton.ac.uk.

CHOOSE ONE STATEMENT:

I have completed the Ethics Checklist and confirm that my research does not involve human participants (nor human tissues etc).

I have completed the Ethics Checklist and confirm that my research will involve human participants. I understand that this research needs to be reported and approved through the ERGO system, before the research commences.

Signature of student: 

Date: 7 August 2017

Signature of supervisor: Prof. Dr. Richard Kiely

Date:

Appendix B Correlation coefficients of RP questionnaire items

Correlation Matrix^a

	Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	
Correlation	Q01	1.000	.603	.702	.723	.814	.855	.797	.634	.744	.709	.790	.857	.807	.769	.829	.833	.839	.794	.848	.833
	Q02	.603	1.000	.475	.535	.661	.610	.521	.350	.561	.502	.692	.822	.663	.776	.879	.884	.664	.724	.701	.836
	Q03	.702	.475	1.000	.929	.839	.864	.904	.784	.940	.821	.827	.831	.770	.864	.879	.860	.819	.794	.795	.971
	Q04	.723	.535	.929	1.000	.857	.856	.881	.788	.903	.888	.853	.836	.757	.887	.884	.890	.793	.800	.794	.858
	Q05	.814	.661	.839	.857	1.000	.917	.895	.720	.891	.838	.898	.920	.827	.776	.948	.932	.882	.828	.866	.934
	Q06	.855	.610	.864	.856	.917	1.000	.922	.700	.864	.829	.897	.960	.861	.762	.919	.938	.876	.882	.885	.920
	Q07	.797	.521	.904	.881	.895	.922	1.000	.737	.890	.770	.840	.895	.787	.697	.892	.872	.849	.810	.852	.919
	Q08	.634	.350	.784	.788	.720	.700	.737	1.000	.783	.675	.687	.681	.635	.598	.756	.724	.672	.635	.663	.760
	Q09	.744	.561	.940	.903	.891	.864	.890	.783	1.000	.816	.847	.850	.809	.702	.915	.890	.835	.812	.812	.895
	Q10	.708	.502	.821	.888	.838	.829	.770	.675	.816	1.000	.812	.811	.712	.670	.847	.880	.740	.775	.748	.802
	Q11	.790	.692	.827	.853	.898	.897	.840	.687	.847	.812	1.000	.921	.847	.814	.923	.937	.893	.891	.885	.891
	Q12	.857	.622	.831	.836	.920	.960	.895	.681	.850	.811	.921	1.000	.886	.812	.929	.937	.902	.878	.914	.923
	Q13	.807	.683	.770	.757	.827	.861	.787	.635	.809	.712	.847	.886	1.000	.884	.874	.895	.930	.935	.917	.858
	Q14	.769	.776	.664	.687	.778	.762	.697	.598	.702	.670	.814	.812	.884	1.000	.805	.843	.876	.902	.894	.793
	Q15	.829	.679	.879	.884	.948	.919	.892	.756	.915	.847	.923	.929	.874	.805	1.000	.946	.902	.878	.893	.953
	Q16	.833	.684	.860	.890	.932	.938	.872	.724	.890	.880	.937	.937	.895	.843	.946	1.000	.913	.913	.910	.918
	Q17	.839	.664	.819	.793	.882	.876	.849	.672	.835	.740	.893	.902	.930	.876	.902	.913	1.000	.931	.952	.903
	Q18	.794	.724	.794	.800	.828	.862	.810	.635	.812	.775	.891	.878	.935	.902	.878	.913	.931	1.000	.925	.857
	Q19	.846	.701	.795	.794	.868	.885	.852	.663	.812	.748	.885	.914	.917	.894	.893	.910	.952	.925	1.000	.901
	Q20	.833	.636	.871	.858	.934	.920	.919	.760	.895	.802	.891	.923	.858	.793	.953	.918	.903	.857	.901	1.000
Sig. (1-tailed)	Q01		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q02	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q03	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q04	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q05	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q06	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q07	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q08	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q09	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q10	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q11	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q12	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	Q13	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	Q14	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	Q15	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	Q16	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	Q17	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	Q18	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	Q19	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	Q20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

a. Determinant = 3.910E-19

Appendix C Correlation coefficients of TC questionnaire items

Correlation Matrix^a

	Item 01	Item 02	Item 03	Item 04	Item 05	Item 06	Item 07	Item 08	Item 09	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	
Correlation	Item 01	1.000	.971	.918	.979	.947	.982	.928	.927	.922	.923	.442	.436	.465	.378	.538	.462	.450	.393	.346	.914
	Item 02	.971	1.000	.945	.979	.955	.982	.948	.949	.945	.946	.497	.514	.527	.449	.607	.538	.527	.452	.404	.943
	Item 03	.918	.945	1.000	.941	.961	.939	.975	.988	.986	.985	.445	.481	.498	.415	.586	.554	.511	.407	.355	.956
	Item 04	.979	.979	.941	1.000	.949	.979	.944	.946	.943	.942	.460	.463	.490	.405	.572	.507	.490	.397	.364	.945
	Item 05	.947	.955	.961	.949	1.000	.951	.954	.960	.954	.963	.473	.484	.521	.443	.613	.520	.525	.439	.398	.923
	Item 06	.982	.982	.939	.979	.951	1.000	.949	.946	.942	.945	.490	.495	.509	.433	.589	.529	.514	.431	.392	.935
	Item 07	.928	.948	.975	.944	.954	.949	1.000	.988	.976	.975	.443	.474	.469	.392	.586	.536	.503	.401	.348	.944
	Item 08	.927	.949	.988	.946	.960	.946	.988	1.000	.984	.983	.441	.471	.481	.399	.582	.530	.502	.405	.344	.952
	Item 09	.922	.945	.986	.943	.954	.942	.976	.984	1.000	.986	.415	.451	.468	.383	.554	.518	.472	.381	.313	.956
	Item 10	.923	.946	.985	.942	.963	.945	.975	.983	.986	1.000	.422	.457	.483	.402	.569	.520	.492	.389	.335	.961
	Item 11	.442	.497	.445	.460	.473	.490	.443	.441	.415	.422	1.000	.929	.891	.907	.905	.873	.890	.894	.767	.430
	Item 12	.436	.514	.481	.463	.484	.495	.474	.471	.451	.457	.929	1.000	.906	.908	.901	.907	.894	.921	.810	.479
	Item 13	.465	.527	.498	.490	.521	.509	.469	.481	.468	.483	.891	.906	1.000	.935	.909	.853	.879	.929	.857	.489
	Item 14	.378	.449	.415	.405	.443	.433	.392	.399	.383	.402	.907	.908	.935	1.000	.899	.842	.858	.920	.788	.401
	Item 15	.538	.607	.586	.572	.613	.589	.586	.582	.554	.569	.905	.901	.909	.899	1.000	.898	.933	.856	.770	.563
	Item 16	.462	.538	.554	.507	.520	.529	.536	.530	.518	.520	.873	.907	.853	.842	.898	1.000	.927	.826	.720	.524
	Item 17	.450	.527	.511	.490	.525	.514	.503	.502	.472	.492	.890	.894	.879	.858	.933	.927	1.000	.845	.788	.494
	Item 18	.393	.452	.407	.397	.439	.431	.401	.405	.381	.389	.894	.921	.929	.920	.856	.826	.845	1.000	.835	.399
	Item 19	.346	.404	.355	.364	.398	.392	.348	.344	.313	.335	.767	.810	.857	.788	.770	.720	.788	.835	1.000	.356
	Item 20	.914	.943	.956	.945	.923	.935	.944	.952	.956	.961	.430	.479	.489	.401	.563	.524	.494	.399	.356	1.000
Sig. (1-tailed)	Item 01	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 02	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 03	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 04	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 05	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 06	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 07	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 08	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 09	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 10	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 11	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 12	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 13	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 14	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 15	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 16	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 17	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 18	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 19	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

a. Determinant = 7.404E-24

Appendix D Reliability coefficients of RP

Based on the statistical output in Table A1 below, it can be learnt that the Cronbach Alpha value for the variable of RP is 0,991. This means that the research instrument has been considered very valid and reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.991	20

Table A1. Reliability statistics of RP

From the *Item-Total Statistics* Table A2 below, it can be learnt that all correlation coefficients are higher than 0.80, where the lowest range is 0.848 and the highest is 0.97. This certainly shows that all items are valid and reliable. However, the researcher did not take blindly as they were. Instead, he made some modification and adjustment based on the result of each item frequency distribution. As mentioned in the item analysis (see *item analysis* section) the researcher had to be aware of the items that were completely endorsed by every respondents and avoid the items that not chosen at all.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item01	87.36	391.152	.942	.991
Item02	86.69	401.933	.947	.991
Item03	87.78	383.663	.967	.990
Item04	87.53	386.428	.970	.990
Item05	87.06	400.797	.911	.991
Item06	87.08	398.707	.933	.991
Item07	87.33	397.143	.931	.991
Item08	87.25	391.736	.946	.991
Item09	87.53	387.228	.954	.991
Item10	87.86	386.180	.942	.991
Item11	86.81	395.704	.897	.991
Item12	86.94	395.483	.946	.991
Item13	86.64	406.694	.923	.991
Item14	86.61	416.930	.848	.992
Item15	87.97	379.342	.929	.991
Item16	87.44	395.568	.956	.990
Item17	87.47	394.599	.959	.990
Item18	86.78	407.321	.910	.991
Item19	86.58	408.307	.928	.991
Item20	87.06	391.997	.958	.990

Table A2. Item-Total Statistics of RP

Appendix E Reliability coefficients of TC

Based on the statistical output in Table A3 below, it can be learnt that the Cronbach Alpha value for the variable of PMP is 0,988. The same as the previous two reliability statistics tables, this data denotes that the research instrument has been considered very valid and reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.988	20

Table A3. Reliability statistics of TC

From the *Item-Total Statistics* Table A4 below, it can be learnt that all correlation coefficients are higher than 0.80, where the lowest range is 0.83 and the highest is 0.96. This certainly shows that all items are valid and reliable. Similar treatment was also given to these items where some revision and rearrangement was made right after these findings were revealed to ensure that they were correct tools to get valid and reliable data. Some wording and sentence structures were among the change priority. Overall, these data confirm that these research instruments were worthwhile for generating questionnaire data.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item01	96.22	206.178	.959	.987
Item02	96.00	208.514	.965	.987
Item03	95.81	216.618	.889	.987
Item04	95.64	222.980	.879	.988
Item05	96.06	216.568	.941	.987
Item06	95.81	217.361	.932	.987
Item07	95.86	226.352	.858	.988
Item08	95.86	222.866	.912	.988
Item09	95.58	225.279	.862	.988
Item10	95.53	223.971	.853	.988
Item11	95.81	217.933	.950	.987
Item12	95.97	225.399	.831	.988
Item13	96.14	209.780	.949	.987
Item14	96.14	213.894	.941	.987
Item15	96.22	207.435	.940	.987
Item16	96.00	214.571	.911	.987
Item17	95.69	222.333	.880	.988
Item18	95.75	223.736	.902	.988
Item19	96.06	213.368	.962	.987
Item20	95.81	217.075	.945	.987

Table A4. Item-Total Statistics

Appendix G Values of r-tables

df ^a	0.2	0.1	0.05	0.02	0.01	0.001	df ^a	0.2	0.1	0.05	0.02	0.01	0.001
1	0.951057	0.987688	0.996917	0.999507	0.999877	0.999999	35	0.215598	0.274611	0.324573	0.380976	0.418211	0.518898
2	0.800000	0.900000	0.950000	0.980000	0.990000	0.999000	40	0.201796	0.257278	0.304396	0.357787	0.393174	0.489570
3	0.687049	0.805384	0.878339	0.934333	0.958735	0.991139	45	0.190345	0.242859	0.287563	0.338367	0.372142	0.464673
4	0.608400	0.729299	0.811401	0.882194	0.917200	0.974068	50	0.180644	0.230620	0.273243	0.321796	0.354153	0.443201
5	0.550863	0.669439	0.754492	0.832874	0.874526	0.950883	60	0.164997	0.210832	0.250035	0.294846	0.324818	0.407865
6	0.506727	0.621489	0.706734	0.788720	0.834342	0.924904	70	0.152818	0.195394	0.231883	0.273695	0.301734	0.379799
7	0.471589	0.582206	0.666384	0.749776	0.797681	0.898260	80	0.142990	0.182916	0.217185	0.256525	0.282958	0.356816
8	0.442796	0.549357	0.631897	0.715459	0.764592	0.872115	90	0.134844	0.172558	0.204968	0.242227	0.267298	0.337549
9	0.418662	0.521404	0.602069	0.685095	0.734786	0.847047	100	0.127947	0.163782	0.194604	0.230079	0.253979	0.321095
10	0.398062	0.497265	0.575983	0.658070	0.707888	0.823305	125	0.114477	0.146617	0.174308	0.206245	0.227807	0.288602
11	0.380216	0.476156	0.552943	0.633863	0.683528	0.800962	150	0.104525	0.133919	0.159273	0.188552	0.208349	0.264316
12	0.364562	0.457500	0.532413	0.612047	0.661376	0.779998	175	0.096787	0.124036	0.147558	0.174749	0.193153	0.245280
13	0.350688	0.440861	0.513977	0.592270	0.641145	0.760351	200	0.090546	0.116060	0.138098	0.163592	0.180860	0.229840
14	0.338282	0.425902	0.497309	0.574245	0.622591	0.741934	250	0.081000	0.103852	0.123607	0.146483	0.161994	0.206079
15	0.327101	0.412360	0.482146	0.557737	0.605506	0.724657	300	0.073951	0.094831	0.112891	0.133819	0.148019	0.188431
16	0.316958	0.400027	0.468277	0.542548	0.589714	0.708429	350	0.068470	0.087814	0.104552	0.123957	0.137131	0.174657
17	0.307702	0.388733	0.455531	0.528517	0.575067	0.693163	400	0.064052	0.082155	0.097824	0.115997	0.128339	0.163520
18	0.299210	0.378341	0.443763	0.515505	0.561435	0.678781	450	0.060391	0.077466	0.092248	0.109397	0.121046	0.154273
19	0.291384	0.368737	0.432858	0.503397	0.548711	0.665208	500	0.057294	0.073497	0.087528	0.103808	0.114870	0.146436
20	0.284140	0.359827	0.422714	0.492094	0.536900	0.652378	600	0.052305	0.067103	0.079920	0.094798	0.104911	0.133787
21	0.277411	0.351531	0.413247	0.481512	0.525620	0.640230	700	0.048427	0.062132	0.074004	0.087789	0.097161	0.123935
22	0.271137	0.343783	0.404386	0.471579	0.515101	0.628710	800	0.045301	0.058123	0.069234	0.082135	0.090909	0.115981
23	0.265270	0.336524	0.396070	0.462231	0.505182	0.617768	900	0.042711	0.054802	0.065281	0.077450	0.085727	0.109385
24	0.259768	0.329705	0.388244	0.453413	0.495808	0.607360	1000	0.040520	0.051993	0.061935	0.073484	0.081340	0.103800
25	0.254594	0.323283	0.380863	0.445078	0.486932	0.597446	1500	0.033086	0.042458	0.050582	0.060022	0.066445	0.084822
26	0.249717	0.317223	0.373886	0.437184	0.478511	0.587988	2000	0.028654	0.036772	0.043811	0.051990	0.057557	0.073488
27	0.245110	0.311490	0.367278	0.429693	0.470509	0.578956	3000	0.023397	0.030027	0.035775	0.042457	0.047006	0.060027
28	0.240749	0.306057	0.361007	0.422572	0.462892	0.570317	4000	0.020262	0.026005	0.030984	0.036773	0.040713	0.051996
29	0.236612	0.300898	0.355046	0.415792	0.455631	0.562047	5000	0.018123	0.023260	0.027714	0.032892	0.036417	0.046512
30	0.232681	0.295991	0.349370	0.409327	0.448699	0.554119							

Appendix I Online questionnaire protocol (bilingual English-Indonesian)

ELT RESEARCH QUESTIONNAIRE



Welcome and thank you for taking part in this questionnaire!

Please read this information carefully before deciding whether to take part in this research. You will need to indicate that you have understood this information before you can continue. You must also be aged over 16 to participate. By ticking the box at the bottom of this page and clicking 'Continue', you are indicating that you are aged over 16, and you are consenting to participate in this survey.

We have tried to ensure that the questions in this study do not cause any distress. However, it is not uncommon to experience some anxieties or concerns when completing questionnaires about a certain topic, and support is available. If participating in this study raises any issues for you, we recommend that you contact the following resource: Isla Morris, Research Integrity and Governance Manager (02380 595058, rginfo@soton.ac.uk)

This questionnaire is projected for a study on “Reflective Practice-based Creativity in Language Teaching within Postmethod Pedagogy: EFL Practitioners’ Perspectives and Practices in Indonesian Context” for a PhD thesis in English language teaching in the Program of Applied Linguistics, Department of Modern Languages, Faculty of Humanities, University of Southampton, United Kingdom.

Overall, this questionnaire covers such elements as Postmethod Pedagogy (PMP), Reflective Practice (RP), and Creativity in Language Teaching. Each item in the three categories is in bilingual: English and Indonesian. Your answers will be treated confidentially and utilized for the sole purposes of the research. Your participation and contribution are highly appreciated.

I have read and understood the information about this study. In consenting, I understand that my legal rights are not affected. I also understand that data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. I finally understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact Prof. Denis McManus, the Chair of the Ethics Committee, Faculty of Humanities, University of Southampton, SO17 1BJ, UK. Email: D.Mcmanus@soton.acuk

I certify that I am 16 years or older. I have read the above consent form and I give consent to participate in the above described research.

A password is required to access this survey. Please enter password below

Please tick (check) this box to indicate that you consent to taking part in this survey

[Click here to start this survey](#)



. Section B: Reflective Practice (RP)

This section deals with your reflective practice (RP) as a language teacher / lecturer. RP is concerned with what you think, what you do, and what you think you need to do better in

your teaching activities. Therefore, please provide the responses that you think you really do in your teaching of English.

Question 1.

I conduct pre-lesson conferencing to discuss what I am going to teach in class and engage my students to give their ideas and suggestions.

Saya mendiskusikan materi-materi yang akan saya sampaikan dikelas dengan siswa/mahasiswa saya dan meminta pendapat dan masukan mereka.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 2.

Together with my students, I set up classroom norms and rules at the beginning of the lesson.

Bersama-sama dengan siswa/mahasiswa, saya membuat kesepakatan tentang norma dan aturan di kelas pada pertemuan pertama.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 3.

I ask my colleagues to observe my classroom and comment on my teaching.

Saya meminta teman kolega saya untuk mengobservasi kelas saya dan memberikan penilaian perihal pengajaran saya.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 4.

I observe my colleagues' classrooms and learn their methods how to do an engaging and effective teaching.

Saya mengobservasi kelas kolega saya dan mendalami metode mereka bagaimana melakukan pengajaran yang menyenangkan dan efektif.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 5.

I talk to my students about their learning styles and preferences.

Saya membahas tentang gaya belajar dan cara belajar yang disukai siswa/mahasiswa saya.

- Always
- Usually
- Often
- Sometimes

- Seldom
- Never

Question 6.

I identify critical incidents in the classroom and further explore them to find out the reasons and purpose of their emergence.

Saya mengidentifikasi kejadian-kejadian unik dikelas dan kemudian mendalaminya lebih jauh untuk mengetahui alasan dan tujuan kenapa hal-hal tersebut terjadi.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 7.

I think about classroom incidents and devise them as potential research topics.

Saya mencermati kejadian-kejadian unik di dalam kelas dan merancangnya sebagai topic-topik penelitian yang menarik.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 8.

Based on an interesting classroom problem, I myself conduct small-scale action research

Berdasarkan pada suatu permasalahan kelas yang menarik, saya sendiri melakukan penelitian tindakan kelas dalam skala kecil.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 9.

Based on such interesting classroom problem, I also carry out a classroom action research collaboratively with my colleagues.

Berdasarkan pada permasalahan kelas tersebut, saya juga melakukan penelitian tindakan kelas bekerjasama dengan kolega saya.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 10.

I participate in workshop related to teaching and learning issues.

Saya ikut serta dalam lokakarya yang terkait dengan isu-isu pengajaran dan pembelajaran.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 11.

I read (books, journal articles, internet sites on teaching and learning, etc.) to get ideas to improve my teaching performance.

Saya membaca (buku, jurnal, situs pengajaran, dsb.) untuk mendapatkan ide-ide dalam upaya meningkatkan performa pengajaran saya.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 12.

During the lesson, I hold an individual feedback session about the level of difficulties of the learning materials.

Ketika pembelajaran sudah berjalan, saya melakukan sesi umpan balik secara perorangan perihal tingkat kesukaran materi pembelajaran.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 13.

If a particular teaching technique does not work well, I evaluate and improve it where necessary.

Jika sebuah teknik pengajaran tidak berjalan sebagaimana mestinya, saya mengevaluasi dan memperbaikinya.

- Always

- Usually
- Often
- Sometimes
- Seldom
- Never

Question 14.

I try to ensure a meaningful learner-learner and teacher-learner classroom interaction.

Saya berusaha memastikan terjadinya interaksi yang konstruktif antara siswa dengan siswa dan antara siswa dengan saya selaku guru/dosen di kelas.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 15.

At the end of the lesson, I write a journal or a diary about classroom problems, critical incidents, etc.

Pada akhir pelajaran, saya biasanya menulis jurnal atau catatan harian terkait dengan permasalahan-permasalahan, kejadian-kejadian unik yang terjadi dikelas.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 16.

At the end of a lesson, I hold a feedback session regarding the teaching learning process especially on the way I deliver the lesson.

Pada akhir pelajaran, saya melakukan sesi umpan balik perihal proses belajar dan mengajar khususnya tentang cara saya menyampaikan pelajaran

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 17.

When the teaching learning process is taking place, I spontaneously *reflect in* the teaching approach I am using (the way I deliver the material, the way my students respond to my teaching and the possibility of adjusting my teaching style).

Ketika proses belajar mengajar sedang berlangsung, saya secara spontan merenungkan tentang pendekatan pengajaran yang saya pakai (cara saya menyampaikan materi, cara siswa/mahasiswa merespon pengajaran saya serta kemungkinan untuk menyesuaikan gaya mengajar saya).

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 18.

At the end of a lesson, I *reflect on* what works well, what does not work well and why it happens that way.

Pada akhir pelajaran, saya merenungkan tentang apa-apa yang berjalan dengan baik, apa-apa yang tidak dan mengapa terjadi demikian.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 19.

At the end of a lesson, I *reflect for* an improvement in the next teaching learning process.

Pada akhir pelajaran, saya merenungkan suatu bentuk peningkatan pada proses pembelajaran dan pengajaran berikutnya.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 20.

In the last meeting, I ask my students to fill out an evaluation form anonymously (concerning with their impression of the teaching learning process as a whole and their ideas for a betterment in the future).

Pada pertemuan terakhir, saya meminta siswa/mahasiswa saya untuk mengisi lembaran evaluasi tanpa menyebut nama mereka (terkait dengan proses belajar mengajar secara keseluruhan yang sudah mereka ikuti dan memberikan masukan untuk perbaikan dimasa yang akan datang).

- Always
- Usually
- Often
- Sometimes

- Seldom
- Never

Survey Progress
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ELT RESEARCH QUESTIONNAIRE

3. Section C: Creativity in Language Teaching

In this last section, you will be asked about your views and actual practices of your creativity in your English language teaching classroom. In a sense, every teacher is a creative teacher. Therefore, please explore your creative teaching dimension in the following items.

Question 1.

I use the textbooks provided by the school or study program when planning and designing my teaching syllabi and lesson plans.

Saya menggunakan buku-buku ajar yang diperuntukkan oleh sekolah atau program studi ketika saya merencanakan dan merancang silabus pengajaran dan rencana pembelajaran.

- Always
- Usually
- Often

- Sometimes
- Seldom
- Never

Question 2.

I use authentic materials (i.e. newspapers, magazines, comics, pictures or texts from internets, etc.) as supplementary materials.

Saya menggunakan bahan ajar otentik (seperti koran, majalah, buku komik, gambar atau teks dari internet, dsb.) sebagai bahan pelengkap pengajaran.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 3.

I engage students in interactive activities i.e. presentation, group discussion, pair-work, group-work, games, role-play, etc.

Saya melibatkan siswa/mahasiswa dalam kegiatan-kegiatan interaktif, seperti presentasi, kelompok diskusi, kerja berpasangan, kerja kelompok, permainan, permainan peran, dsb.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 4.

I take into account my students' diverse learning needs when choosing a certain teaching technique

Saya mempertimbangkan kebutuhan-kebutuhan belajar siswa/mahasiswa saya yang berbeda-beda ketika saya memilih teknik mengajar tertentu.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 5.

I teach my students using various teaching learning strategies.

Saya mengajar siswa/mahasiswa saya dengan menggunakan strategi pengajaran dan pembelajaran yang bervariasi.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 6.

I give my students more opportunities for independent learning (either in the classroom or outside the classroom).

Saya memberikan lebih banyak kesempatan kepada siswa/mahasiswa saya untuk belajar secara mandiri (baik didalam maupun diluar kelas).

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 7.

I encourage my students to find out more after class about the lesson I teach.

Saya mendorong siswa/mahasiswa saya untuk mempelajari lebih mendalam tentang materi pelajaran yang saya ajarkan dikelas.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 8.

I usually bring in to the class an interesting case for students to solve together.

(Saya biasanya menghadirkan suatu kasus yang menarik untuk dipecahkan oleh siswa/mahasiswa secara bersama-sama)

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 9.

I encourage my students to learn cooperatively with their classmates and help each other.

Saya mendorong siswa/mahasiswa saya untuk belajar dengan cara bekerja-sama dan saling membantu satu sama lainnya.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 10.

I encourage my students to actively ask questions and to share their ideas with the class.

Saya mendorong siswa/mahasiswa saya untuk aktif bertanya dan sekaligus menyampaikan ide-ide mereka kepada teman sekelas mereka.

- Always
- Usually
- Often
- Sometimes
- Seldom

- Never

Question 11.

I try not to directly judge my students' ideas, but encourage them to explore them further.

Saya mencoba tidak untuk langsung memberikan penilaian terhadap ide-ide siswa/mahasiswa saya, tapi mendorong mereka untuk mendalami ide-ide tersebut.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 12.

I encourage my students to see and solve learning problems from different angles.

Saya mendorong siswa/mahasiswa saya untuk menilai dan menyelesaikan permasalahan pembelajaran dari berbagai sisi.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 13.

I design classroom problem-based tasks commonly experienced by students and challenge them to solve the problems in teamwork.

Saya merancang tugas-tugas berdasarkan permasalahan kelas yang sering dialami oleh siswa/mahasiswa dan meminta mereka untuk memecahkannya secara berkelompok.

- Always

- Usually
- Often
- Sometimes
- Seldom
- Never

Question 14.

I use my knowledge, imagination and past-experience to create my "own" new teaching techniques.

Saya menggunakan pengetahuan, imajinasi dan pengalaman mengajar saya untuk menciptakan tekni-teknik mengajar yang baru.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 15.

I customize my teaching styles by considering the settings of teaching.

Saya menyesuaikan gaya mengajar saya dengan lokasi tempat mengajar.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 16.

I customize my teaching styles by considering my students' language proficiency.

Saya menyesuaikan gaya mengajar saya dengan mempertimbangkan tingkat penguasaan bahasa siswa/mahasiswa.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 17.

I customize my teaching techniques by considering students' needs.

Saya menyesuaikan teknik mengajar saya berdasarkan kebutuhan siswa/mahasiswa.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 18.

I give my students freedom and opportunities to initiate an activity that they like which is in line with the topic being discussed.

Saya memberikan kebebasan dan kesempatan kepada para siswa/mahasiswa saya untuk mengusulkan jenis kegiatan pembelajaran yang mereka sukai yang sejalan dengan topik yang sedang dibahas.

- Always
- Usually
- Often

- Sometimes
- Seldom
- Never

Question 19.

I focus more on the progression of the students' learning rather than on the completion of the syllabus.

Saya memfokuskan lebih banyak pada perkembangan belajar siswa/mahasiswa daripada menuntaskan materi pelajaran.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 20.

I assess my students' language performance by looking at their active and creative use of their English.

Saya menilai kemampuan berbahasa siswa/mahasiswa saya dengan menitikberatkan pada keaktifan dan kreativitas mereka dalam menggunakan bahasa Inggris.

- Always
- Usually
- Often
- Sometimes
- Seldom
- Never

Question 21.

Dear Valued Respondents,

Again, THANK YOU for completing this survey. Your responses are of high value.

If you feel you would like to participate VOLUNTARILY in the next phases of this research, OBSERVATION AND INTERVIEW, please feel free to type your *email address* and active *mobile phone number* in the box below.

Thank you.

Sincerely,

The Researcher

Bapak Ibu Respondents Yang Kami Hormati,

Sekali lagi, TERIMA KASIH karena sudah berpartisipasi dalam survey ini. Informasi yang Bapak Ibu berikan sungguh sangat bernilai bagi kami.

Jikalau Bapak Ibu berkenan untuk ikut berpartisipasi pada dua tahapan berikutnya, Observasi Kelas dan Wawancara dengan Sepenuh Hati, maka dengan sangat bahagia kami mempersilahkan Bapak Ibu untuk memberikan alamat *e-mail* dan *nomer HP* Bapak Ibu pada kotak dibawah ini.

Terima Kasih.

Salam Hormat Kami,

Peneliti

Email:

Survey Progress

100%

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Save and Finish

Save and Finish Anyway

Once this button is pressed you will not be able edit your responses

You haven't answered all the questions on this page

Once this button is pressed you will not be able edit your responses

Appendix J Observation schedules

Observation Schedules 2017

No.	Interviewee	Venue	Date	Time	Remark
1.	Teacher 1 (first session)	Senior High School	9 Oct 2017	In between 07.00 am to 11.30 am	Tentative
2.	Teacher 2 (first session)	Senior High School	10 Oct 2017	In between 07.00 am to 11.30 am	Tentative
3.	Teacher 3 (first session)	Senior High School	11 Oct 2017	In between 07.00 am to 11.30 am	Tentative
4.	Teacher 4 (first session)	Senior High School	12 Oct 2017	In between 07.00 am to 11.30 am	Tentative
5.	Teacher 1 (second session)	Senior High School	16 Oct 2017	In between 07.00 am to 11.30 am	Tentative
6.	Teacher 2 (second session)	Senior High School	17 Oct 2017	In between 07.00 am to 12.00 pm	Tentative

7.	Teacher 3 (second session)	Senior High School	18 Oct 2017	In between 07.00 am to 11.30 am	Tentative
8.	Teacher 4 (second session)	Senior High School	19 Oct 2017	In between 07.00 am to 11.30 am	Tentative
9.	Lecturer 1 (first session)	University	23 Oct 2017	In between 07.00 am to 11.30 am	Tentative
10.	Lecturer 2 (first session)	University	24 Oct 2017	In between 07.00 am to 11.30 am	Tentative
11.	Lecturer 3 (first session)	University	25 Oct 2017	In between 07.00 am to 11.30 am	Tentative
12.	Lecturer 4 (first session)	University	26 Oct 2017	In between 07.00 am to 11.30 am	Tentative
13.	Lecturer 1 (second session)	University	30 Oct 2017	In between 07.00 am to 11.30 am	Tentative
14.	Lecturer 2 (second session)	University	31 Oct 2017	In between 07.00 am to 11.30 am	Tentative
15.	Lecturer 3 (second session)	University	1 Nov 2017	In between 07.00 am to 11.30 am	Tentative
16.	Lecturer 4 (second session)	University	2 Nov 2017	In between 07.00 am to 11.30 am	Tentative

Appendix K Interview Schedules

Interview Schedules 2017

No.	Interviewee	Venue	Date	Time	Remark
1.	Teacher 1 (first session)	Senior High School	9 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
2.	Teacher 2 (first session)	Senior High School	10 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
3.	Teacher 3 (first session)	Senior High School	11 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
4.	Teacher 4 (first session)	Senior High School	12 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
5.	Teacher 1 (second session)	Senior High School	16 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
6.	Teacher 2 (second session)	Senior High School	17 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative

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7.	Teacher 3 (second session)	Senior High School	18 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
8.	Teacher 4 (second session)	Senior High School	19 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
9.	Lecturer 1 (first session)	University	23 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
10.	Lecturer 2 (first session)	University	24 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
11.	Lecturer 3 (first session)	University	25 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
12.	Lecturer 4 (first session)	University	26 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
13.	Lecturer 1 (second session)	University	30 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
14.	Lecturer 2 (second session)	University	31 Oct 2017	In between 13.00 pm to 15.30 pm	Tentative
15.	Lecturer 3 (second session)	University	1 Nov 2017	In between 13.00 pm to 15.30 pm	Tentative
16.	Lecturer 4 (second session)	University	2 Nov 2017	In between 13.00 pm to 15.30 pm	Tentative

Appendix L Semi-structured Interview

INTERVIEW PROTOCOL

Date _____ Time _____

Name _____ Gender _____

Phone Number _____ E-mail _____

Hi, my name is Muhamad Ahsanu. Currently, I am engaged in a PhD research study in the University of Southampton, United Kingdom. The project addresses the area of English language teaching entitled “*Reflective Practice-based Language Teaching Creativity within Postmethod Pedagogy: EFL Practitioners’ Perspectives and Practices in Indonesian Context*”.

Halo. Nama saya Muhamad Ahsanu. Saat ini, saya tercatat sebagai mahasiswa Doktor di Universitas Southampton, UK, dan sedang melakukan penelitian dalam bidang pengajaran Bahasa Inggris dengan judul: Kreatifitas Pengajaran Bahasa yang di Dasarkan pada Aktivitas Refleksi dalam Pembelajaran Pasca Metode: Perspektif dan Praktik para Praktisi Bahasa Inggris sebahai Bahasa Asing di Indonesia”

Your participation to share information and ideas on the given topic is highly valued. Please be informed that your responses are strictly confidential. The audiotape recording will only be available to the transcribers and me. Just in case you do not want a certain part of the interview to be recorded, feel free to let me know so that the recording device can be turned off. In addition, if you feel you do not want to continue with, and you wish to withdraw from, the interview you can tell me directly at any time you wish to do so.

Partisipasi Anda dalam berbagi informasi dan ide-ide pada topik diatas sangatlah dihargai. Perlu diketahui bahwasanya semua jawaban Anda bersifat sangat rahasia. Hasil rekaman audiotape hanya boleh diakses oleh pentaskrip dan saya sendiri. Seandainya Anda tidak menginginkan bagian tertentu dari wawancara tersebut untuk direkam, maka Anda bebas menyampaikannya kepada saya supaya alat perekamnya dapat dimatikan. Selain itu, jikan Anda merasa tidak ingin

melanjutkan Wawancara dan Anda ingin menarik diri dari wawancara tersebut, maka Anda bisa menyampaikannya secara langsung kepada saya kapan saja Anda inginkan.

The excerpts of the interview will only be used for the research purposes. Yet, under no circumstances will your identity or identified characteristics not be put in the final report. The recording will be destroyed at the completion of the project.

Hasil rekaman wawancara tersebut akan digunakan hanya untuk keperluan penelitian ini saja. Identitas Anda beserta ciri-ciri yang teridentifikasi tidak akan dicantumkan dalam laporan penelitian tersebut. Data hasil rekaman akan dihancurkan setelah penelitian ini selesai.

For such great contribution in the completion of this study, I am here to say THANK YOU.

Saya ucapkan TERIMA KASIH atas semua kontribusi Anda dalam menyelesaikan penelitian ini.

A. The Elements of Reflective Practice (RP)		
No.	Item	Responses
1.	<p>Good morning Mr. / Mrs. X. By the way, what class / semester do you teach?</p> <p><i>Selamat pagi Bapak / Ibu X. Ngomong-ngomong, kelas / semester berapa yang Anda ajarkan?</i></p>	
2.	<p>As an English teacher, what are the most significant challenges in teaching English?</p> <p><i>Sebagai guru Bahasa Inggris, apa tantangan terbesar yang pernah Anda hadapi dalam mengajar Bahasa Inggris?</i></p>	
3.	<p>When you want to teach, you make your lesson plan or at least you put it in your mind. By the time you do teaching, do you often feel the necessity to modify your lesson plans based on your unconscious and spontaneous reflection?</p> <p><i>Ketika Anda mengajar, Anda menyusun rencana pembelajaran atau paling tidak Anda menyimpannya dalam memori Anda. Pada saat Anda mengajar dikelas, apakah Anda sering merasa</i></p>	

	<i>perlu untuk memodifikasi rencana pembelajaran tersebut berdasarkan refleksi spontan Anda?</i>	
4.	<p>Can you tell please about one lesson that ran so well. Why did it happen?</p> <p><i>Bisakah Anda menceritakan kepada saya tentang satu pelajaran yang Anda ajarkan yang berjalan dengan begitu sukses? Mengapa hal tersebut terjadi?</i></p>	
5.	<p>In what ways do you help your students raise their consciousness about the importance of foreign language learning?</p> <p><i>Bagaimana cara Anda membantu siswa meningkatkan kesadaran mereka tentang pentingnya belajar Bahasa asing?</i></p>	
6.	<p>How often do you reflect (think deeply) on: what you have taught to your students?</p> <p><i>Seberapa sering Anda melakukan refleksi / renungan (berpikir mendalam) tentang apa yang sudah Anda ajarkan kepada siswa/mahasiswa Anda?</i></p>	
7.	<p>How often do you reflect on the technique you used to teach your lesson?</p> <p><i>Seberapa sering Anda melakukan refleksi terkait teknik yang Anda gunakan untuk mengajar mata pelajaran Anda?</i></p>	
8.	<p>Is reflection something you do as a routine or only accidentally?</p> <p><i>Apakah aktifitas refleksi merupakan sesuatu yang Anda kerjakan sebagai sebuah rutinitas atau hanya sewaktu waktu saja?</i></p>	
9.	<p>To what extent do you think the reflective practice has an impact on teachers' professional development?</p> <p><i>Sejauh mana menurut Anda kegiatan refleksi memberikan pengaruh pada pengembangan profesionalisme guru?</i></p>	

10.	<p>How do you value the idea of self-evaluation through self-reflection?</p> <p><i>Bagaimana Anda menilai ide/gagasan tentang program evaluasi diri melalui aktifitas refleksi diri?</i></p>	
11.	<p>When you have a classroom problem, do you try to deal with that problem alone or do you try to share it with your colleagues and gain solutions?</p> <p><i>Ketika Anda menghadapi permasalahan dikelas, apakah Anda mencoba untuk menangani permasalahan tersebut sendirian atau Anda mencoba untuk berbagi dengan teman sekerja Anda untuk kemudian mendapatkan jalan keluarnya?</i></p>	
12.	<p>Do you see the benefits of involving students in the decision of what to teach, how to teach, and how to evaluate in your classroom?</p> <p><i>Apakah Anda melihat keuntungan dengan melibatkan siswa/mahasiswa dalam membuat keputusan tentang apa yang akan diajar, bagaimana mengajar, dan bagaimana mengevaluasi pencapaian kelas Anda?</i></p>	
13.	<p>To what extent do you think students have to get involved in such decision-makings?</p> <p><i>Sejauh mana menurut Anda siswa/mahasiswa harus terlibat dalam membuat keputusan-keputusan tersebut?</i></p>	
14.	<p>There is an issue that when students get involved in those decision-makings, they will be more committed to their learning. Do you think so?</p> <p><i>Ada dugaan bahwa ketika siswa/mahasiswa ikut terlibat dalam membuat keputusan-keputusan semacam itu maka mereka akan menjadi lebih berkomitmen/bersungguh sungguh dalam pembelajaran mereka. Apakah menurut Anda demikian?</i></p>	

15.	<p>Many people believe that critical thinking is important for students. As an English teacher/lecturer, how do you train your students to be able to think critically? Is this one of the ideas that emerge when you do reflection on your teaching and learning?</p> <p><i>Banyak yang mengatakan bahwa berpikir kritis itu penting bagi siswa/mahasiswa. Sebagai guru Bahasa Inggris, bagaimana Anda melatih siswa/mahasiswa Anda untuk bisa berpikir kritis? Apakah ini salah satu bagian penting yang muncul ketika Anda melakukan refleksi terhadap pengajaran dan pembelajaran Anda?</i></p>	
16.	<p>Based on your teaching experience, how far teachers' reflective practice can result in students' engaging learning.</p> <p><i>Berdasarkan pengalaman mengajar Anda, seberapa efektifkah praktik refleksi terhadap peningkatan keterlibatan dan antusiasme siswa/mahasiswa dalam belajar?</i></p>	
17.	<p>Which of the following roles do you often take in your teaching (a manager, a facilitator, a guide, a motivator, a learning partner)? Why?</p> <p><i>Manakah dari peran-peran berikut yang sering Anda terapkan dalam pengajaran Anda (manajer, fasilitator, pembimbing, motivator, atau teman belajar)? Mengapa?</i></p>	
18.	<p>How do you look at the idea of asking your colleagues to observe your class and give you feedback?</p> <p><i>Bagaimana menurut Anda tentang ide utk meminta kolega Anda untuk mengobservasi kelas Anda dan memberikan Anda umpan balik.</i></p>	
19.	<p>To what extent do you think feedback can help you improve your teaching technique?</p> <p><i>Sejauh mana menurut Anda umpan balik dapat membantu Anda dalam meningkatkan teknik mengajar Anda?</i></p>	

20.	<p>Do you believe that feedback can develop our teaching professionalism especially feedback from your student? If so, how do you do this? Do you do this as an integrated part of your lesson?</p> <p><i>Apakah Anda percaya bahwa Umpan Balik dapat meningkatkan profesionalisme kita dalam mengajar khususnya umpan balik dari siswa/mahasiswa? Jika demikian, bagaimana Anda melakukan ini? Apakah Anda melakukannya sebagai bagian yang tak terpisahkan dari kegiatan pengajaran Anda?</i></p>	
21.	<p>Do you summarize your teaching activities by writing a journal after completing your teaching?</p> <p><i>Apakah Anda merangkum kegiatan mengajar Anda dengan menulis Journal setelah Anda mengajar?</i></p>	
B. The Elements of Creativity in Language Teaching		
No.	Item	Responses
22.	<p>Do you like starting your teaching with brainstorming or mind mapping of the topic of your lesson before furthering into detailed explanation?</p> <p><i>Apakah Anda suka mengawali pengajaran Anda dengan kegiatan Brainstorming atau mind mapping terhadap topic yang Anda ajarkan sebelum masuk pada kedalam uraian yang lebih rinci?</i></p>	
23.	<p>When you want to teach English, how do you know that the topics you have chosen are interesting for your students?</p> <p><i>Ketika Anda ingin mengajar, bagaima caranya Anda mengetahui bahwa topic-topik yang Anda pilih menarik bagi siswa/mahasiswa Anda?</i></p>	
24.	<p>To what extent do you think the level of learners' language proficiency determine the way you teach?</p>	

	<i>Sejauh mana menurut Anda tingkat penguasaan Bahasa siswa/mahasiswa Anda mempengaruhi cara Anda mengajar?</i>	
25.	<p>When you feel that your teaching does not go into the direction you want to, do you start thinking about trying a new, different technique?</p> <p><i>Ketika Anda merasa bahwa pengajaran Anda tidak berjalan sebagaimana seharusnya seperti yang Anda inginkan, apakah Anda mulai berpikir untuk mencoba teknik yang baru dan berbeda?</i></p>	
26.	<p>Suppose you have a student who is actually very smart but often coming late, ignoring your teaching and sometimes not attending your class without clear reason. What would you do in this case?</p> <p><i>Misalkan Anda memiliki seorang siswa/mahasiswa yang sebenarnya pintar tapi sering datang terlambat, menyepelkan pengajaran Anda dan kadang-kadang tidak menghadiri kelas Anda tanpa alasan yang jelas. Apa kira-kira yang akan Anda lakukan dalam kasus semacam ini?</i></p>	
27.	<p>Suppose you teach English in a remote area whose school lacks teaching learning resources and facilities, what are the first things for you to do?</p> <p><i>Misalkan Anda mengajar Bahasa Inggris disebuah wilayah yang terpencil yang sekolahnya tidak memiliki sarana dan prasarana yang memadai, maka apa hal-hal utama yang akan Anda lakukan terkait dengan proses pengajaran dan pembelajaran mata pelajaran Anda?</i></p>	
28.	<p>As an English teacher, do you see the need to feel sensitive to the contexts in which L2 learning takes place?</p> <p><i>Sebagai guru / dosen Bahasa Inggris, apakah Anda memandang perlu untuk merasa peka dengan konteks dimana belajar Bahasa asing tersebut berlangsung? Kenapa demikian?</i></p>	

29.	<p>To what extent do you think learners' needs determine the way you teach?</p> <p><i>Sejauh mana menurut Anda kebutuhan-kebutuhan belajar siswa/mahasiswa Anda mempengaruhi cara Anda mengajar?</i></p>	
30.	<p>To what extent do you think learners' social and cultural grounds determine the way you teach?</p> <p><i>Sejauh mana menurut Anda latar belakang sosial dan budaya siswa/mahasiswa Anda mempengaruhi cara Anda mengajar?</i></p>	
31.	<p>Which one do you find more rewarding for your teaching: (a) teaching using an established method, (b) teaching using a combination of teaching methods, or (c) teaching using your own technique? Why?</p> <p><i>Manakah yang Anda rasakan lebih efektif bagi pengajaran Anda: (a) mengajar menggunakan metode yang sudah populer, (b) mengajar menggunakan gabungan dari metode-metode yang ada, atau (c) mengajar menggunakan teknik Anda sendiri? Mengapa demikian?</i></p>	
32.	<p>As an experienced teacher / lecturer of English, do you tend to use one or two popular methods (i.e., communicative Language Teaching, Audiolingual Method) or a combination of varied teaching methods? Why so?</p> <p><i>Sebagai seorang guru/dosen Bahasa Inggris yang sudah berpengalaman, apakah Anda cenderung menggunakan satu atau dua metode ngajar yang sudah populer (spt, CLT, AM) atau menggunakan gabungan dari berbagai macam metode ngajar? Mengapa demikian?</i></p>	
33.	<p>How often do you create and use your own teaching techniques?</p> <p><i>Seberapa seringkah Anda membuat dan menggunakan teknik mengajar Anda sendiri?</i></p>	

	<p>Do you use it accidentally or spontaneously, or is it pre-planned systematically?</p> <p><i>Apakah Anda menggunakan teknik tersebut secara spontan, atautkah Anda sudah merencanakannya jauh-jauh hari secara sistematis?</i></p> <p>In what circumstances do you prefer using your own teaching techniques to any established teaching method?</p> <p><i>Dalam situasi dan kondisi yang bagaimanakah Anda lebih cenderung menggunakan teknik mengajar Anda sendiri daripada menggunakan metode-metode yang sudah umum dan populer?</i></p>	
34.	<p>How do you accommodate the different learning styles of your students in your teaching techniques?</p> <p><i>Bagaimana Anda mengakomodasi cara belajar siswa/mahasiswa Anda yang berbeda-beda dalam teknik pengajaran Anda?</i></p>	
35.	<p>Do you often change your teaching technique during your teaching? Why? Why not?</p> <p><i>Apakah Anda sering merubah teknik mengajar Anda selama Anda sedang mengajar? Mengapa? Mengapa tidak?</i></p>	
36.	<p>Does your imagination play an important role in the creation of teaching technique?</p> <p><i>Apakah imajinasi Anda sangat berperan dalam membuat teknik pengajaran baru Anda (yang mungkin pernah Anda buat)?</i></p>	
37.	<p>When you are still teaching in the classroom, do you often identify classroom problems? What are the problems typically like?</p> <p><i>Ketika Anda sedang mengajar didalam kelas, apakah Anda sering mengidentifikasi permasalahan yang muncul dikelas? Biasanya problem yang sering muncul seperti apa saja?</i></p>	

38.	<p>After finding out the problems, do you usually try to search for their solutions? If yes, with whom and how do you do it?</p> <p><i>Setelah menemukan permasalahan dikelas, apakah Anda berusaha untuk menemukan solusi-solusinya? Kalau Ya, dengan siapa dan bagaimana Anda melakukannya.</i></p>	
39.	<p>When you feel OK with the solutions, do you usually try them out or put them into practice to solve the problems?</p> <p><i>Ketika Anda merasa PAS dengan solusi-solusi yang Anda temukan, apakah Anda biasanya menguji cobanya untuk memecahkan permasalahan tersebut?</i></p>	
40.	<p>Have you ever had an experience where you found yourself completely blank not knowing what else to do to make your students understand what you are trying to explain and suddenly you came up with a very creative idea that could make your class run effectively? Like what? Can you explain it?</p> <p><i>Pernahkah Anda punya pengalaman dimana Anda merasakan benar-benar BLANK/HAMPA tidak tahu apalagi yang harus dilakukan untuk membuat siswa/mahasiswa bisa memahami apa yang Anda coba uraikan dan tiba-tiba Anda punya sebuah ide yang sangat kreatif yang bisa membuat kelas Anda menjadi sangat efektif? Seperti apakah ide kreatif tersebut? Mohon untuk diuraikan.</i></p>	
41.	<p>Supposed you are a very creative teacher in your classroom, how would you transform your creativity to your students?</p> <p><i>Misalkan Anda adalah seorang guru/dosen yang sangat kreatif dikelas Anda, bagaimana kira-kira Anda akan mentransformasikan kreatifitas Anda kepada siswa/mahasiswa Anda?</i></p>	
42.	<p>Have you oriented your teaching technique to create an autonomous learner, the one who is responsible for taking charge of his/her own learning?</p>	

	<i>Dengan teknik ngajar yang Anda gunakan, Apakah Anda sudah mencoba untuk mengarahkan siwa/mahasiswa Anda untuk menjadi pembelajar yang mandiri?</i>	
43.	<p>What schools/universities should have and do in order for teachers to be creative and innovative?</p> <p><i>Lalu apa kira-kira sekolah atau universitas yang harus dimiliki dan dikerjakan agar guru/dosen tersebut menjadi kreatif dan inovatif?</i></p>	
44.	<p>So, to what extent do you agree with the statement mentioning that reflective teacher is a creative teacher?</p> <p><i>Dengan demikian, apakah Anda setuju dengan pernyataan bahwa Seseorang mengatakan bahwa guru/dosen yang reflektif adalah guru/dosen yang kreatif?</i></p>	

THANK YOU for your participation

Appendix M Back translation

Original text	My translation version	Version 1 of back translation	Version 2 of back translation	Version 3 of back translation
<p>R : Researcher P: Participant</p> <p>R : Selamat siang Pak P #00:00:08-1#</p> <p>P : Ya selamat siang juga pak R #00:00:09-4#</p> <p>R : Gimana kabarnya</p>	<p><i>R: Researcher</i></p> <p>P: Participant</p> <p><i>R : Good afternoon Mr. P</i> #00:00:08-1#</p> <p>P : Yeah. Good afternoon too Mr. R #00:00:09-4#</p> <p><i>R : How do you feel after teaching? #00:00:11-0#</i></p>	<p><i>R: Researcher</i></p> <p>P: Participant</p> <p><i>R: Selamat pagi Pak R.</i></p> <p><i>P: Ya, selamat pagi juga</i> <i>Pak R</i></p>	<p><i>R: Researcher</i></p> <p>P: Participant</p> <p><i>R : Selamat Siang, pak R</i></p> <p>P : Ya, Selamat Siang juga, Pak R</p>	<p><i>R: Researcher</i></p> <p>P: Participant</p> <p><i>R : Selamat siang/sore pak P</i></p> <p>P : Ya. Selamat siang/sore juga pak R</p>

Appendix M

<p>setelah mengajar ? #00:00:11-0#</p> <p>P: Alhamdulillah baik dan senang ketemu dengan anak-anak mengajarkan hal baru dan juga mempraktekkan hal yang baru juga hehe #00:00:22-5#</p>	<p>P : Thanks God. I am fine and happy to meet my students to teach new things and to practice new things as well...he..he. #00:00:22-5#</p>	<p><i>R: Bagaimana rasanya sesudah mengajar?</i></p> <p>P: Alhamdulillah. Saya baik-baik saja dan senang bertemu mahasiswa untuk mengajari hal yang baru dan berlatih hal yang baru juga, he he.</p>	<p><i>R : Bagaimana perasaan Anda setelah mengajar?</i></p> <p>P : Alhamdulillah. Saya baik dan sangat senang bertemu dengan murid-murid, dapat mengajarkan dan mengajak mereka melakukan hal-hal baru</p>	<p><i>R : Bagaimana perasaan anda setelah mengajar?</i></p> <p>P : Alhamdulillah. Kabar baik dan saya senang bertemu murid-murid saya untuk mengajarkan hal-hal baru dan berlatih hal-hal baru he he.</p>
<p>R : Apa itu yang baru bagi mereka ? #00:00:24-5#</p> <p>P : Hehehe yang baru gini, ini kan selama setengah semester gitu ya kita belum jarang ketika mengajarkan suatu topik itu dengan diawali dengan ee game jadi biasanya saya langsung</p>	<p><i>R : What was that new thing for them? #00:00:24-5#</i></p> <p>P : He he he he the new thing is like this, during the first half of the semester we have not or seldom taught a topic preceded with eeee a game. So,</p>	<p>R: Ada hal baru apa untuk mereka?</p> <p>P: Hehehe Hal barunya begini, di paruh semester yang pertama kami tidak pernah atau jarang menggunakan game di awal mengajar materi. Jadi biasanya</p>	<p><i>R : Apa saja hal-hal baru tersebut?</i></p> <p>P : He he he he hal-hal baru tersebut adalah seperti berikut: selama setengah semester, kami jarang bahkan tidak pernah mengajarkan bahasan yang diawali dengan permainan.</p>	<p><i>R : Apa yang baru bagi mereka?</i></p> <p>P : Hehehe. Yang baru itu seperti ini, selama paruh pertama semester kami belum atau jarang mengajarkan topik yang diawali dengan eee sebuah permainan. Jadi, biasanya</p>

<p>me...apa namanya mempresentasikan materi melalui ee monitor atau LCD gitu ya Jadi kita hanya sedikit prolog kemudian setelah itu masuk ke materi, nah ini karna setelah MID mereka juga butuh refreshing gitu ya jadi saya mencoba untuk menampilkan game-game sederhana, karna kita berbicara masalah kata kerja jadi kita mencoba membuat game yang relevan dengan topik hari</p>	<p>usually I directly hmmm what is it? present material through eee monitor or LCD something like that. So, we do a short introduction then after that go to the main (teaching) material. And this class, because after MID semester and they also needed refreshing so I tried to present simple games. Because we talked about “verb” so we tried to make a game which was relevant with today’s topic, with this</p>	<p>saya langsung menyajikan materi dengan.. apa ya namanya, monitor atau LCD begitu. Jadi kita lakukan pengenalan singkat lalu setelah itu lanjut ke materi mengajar yg utama. Dan karena kelas ini diadakan sesudah MID dan mereka juga membutuhkan refreshing maka saya coba mengadakan game</p>	<p>Jadi, biasanya saya langsung hmmm apa ya? Menyajikan materi melalui monitor atau LCD atau sejenisnya. Jadi kami melakukan pendahuluan singkat kemudian masuk ke materi inti (pengajaran). Dan di kelas ini, karena setelah MID semester mereka juga membutuhkan penyegaran, jadi saya coba sajikan permainan- permainan sederhana. Karena kami</p>	<p>saya langsung hmmm apa ya? Menyajikan bahan pelajaran melalui monitor atau LCD, ya begitu lah. Jadi, kami lakukan perkenalan singkat, setelah itu langsung masuk ke materi (pengajaran) utama. Dan kelas ini, karena setelah semester MID dan mereka juga butuh hiburan jadi saya coba menyajikan permainan sederhana. Karena kami membahas tentang ‘verb’ jadi kami coba membuat permainan yang berkaitan</p>
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Appendix M

<p>ini, sesi kali ini gitu #00:01:05-6#</p>	<p>session like that. #00:01:05-</p>	<p>sedehana. Karena kita sedang membahas Verb maka kita coba membuat game yang sesuai dengan topik hari itu atau sesi itu.</p>	<p>membicarakan tentang “kata kerja” jadi kami mencoba membuat permainan yang masih terkait dengan bahasan hari tersebut, sesuai sesinya</p>	<p>dengan topik hari ini, dengan sesi ini seperti itu.</p>
<p>R : Apa setiap ee pertemuan 6 kedepan akan ada game setiap pertemuan ? #00:01:15-4# P : Kalo setiap pertemuan sepertinya ngga pak, jadi hanya kita selang seling saja, jadi kalo saya mengambil posisi begini kalo dalam ee mengajar ya, apalagi ini kelas regular ya,</p>	<p><i>R : Will it be every...eee...in the next 6 meetings there will be a game in every meeting? #00:01:15-</i> P : It seems not for every meeting , sir. So we just give it on every other meeting...So if I take a position in eeee....teaching, let alone this is a “regular” class...I don’t have a schedule that once in a</p>	<p><i>R: Itu tiap.. ee.. di 6 pertemuan berikutnya akan ada game tiap meeting?</i> P: Sepertinya tidak tiap pertemuan, pak. Jadi selang-seling saja.. jadi kalau saya sedang dalam posisi mengajar. Apalagi ini kelas reguler. Saya tidak punya jadwal yang sekali seminggu</p>	<p>R : Apakah setiap ....aaa...dalam 6 pertemuan selanjutnya akan ada permainan di setiap pertemuan? P : Sepertinya tidak untuk setiap pertemuan, pak. Jadi kami hanya memberikannya setiap dua pertemuan satu kali...jadi apabila saya memosisikan diri pada sebuah</p>	<p>R : Akankah dalam setiap...eee...dalam ke 6 pertemuan berikutnya akan ada permainan di setiap pertemuan? P : Kelihatannya bukan untuk setiap pertemuan, pak. Jadi kami hanya lakukan selang seling...jadi kalau saya mendapat giliran eee mengajar, apalagi ini merupakan kelas</p>

<p>berjalan tu aduh ngga ada jadwal yang saya tu selama ee seminggu sekali kita mencoba mee,..istilahnya menghindari predict, predictability(ragu) ya saya baca dibukunya sii siapa tu eee..siapa namanya itu cek si richard atau harmer itu ya (ragu namanya)jadi disitu ada usahakan setiap pengajaran(kurang jelas) tu mencari cara-cara agar ee langkah-langkah mengajar atau step-step dalam mengajar tu tidak</p>	<p>week we tried to....kind of avoiding predict, predictability (doubtful). Yeahh... I read in the book of...who is that?..eeee...what is his name? aha Richards or Harmer ...so in that book it reads “in every teaching try to find ways in order that ...eeee....the steps in teaching are not predicted, cannot be predicted by students. So, we usually...I, for instance, enter the class, then give greetings,</p>	<p>kita coba untuk.. semacam menghindari prediktabilitas (ragu). Yaa.. saya baca di bukunya..siapa itu.. e.. siapa ya namanya? Oh Richard atau Harmer.. jadi di buku itu dikatakan “setiap kali mengajar cobalah untuk menemukan cara bagaimana supaya..e.. langkah pengajaran tidak tertebak, tidak bisa ditebak oleh siswa. Jadi kami biasanya..</p>	<p>pengajaran, anggap saja di kelas “biasa” (secara umum)...saya tidak mempunyai jadwal yang satu kali dalam satu minggu kami mencoba untuk...menghindari prediksi, hal-hal yang dapat diprediksi (keraguan). Ya... saya telah membaca buku... siapa?... aaa... siapa namanya?...oh ya... Richards atau Harmer....Jadi, dalam buku tersebut menyatakan,”dalam setiap</p>	<p>regular...Saya tidak punya jadwal yang seminggu sekali bisa kami coba untuk...semacam menghindari ramalan (ragu). Yah...say abaca di buku karangan...siapa namanya? Eee...siapa namanya? Aha Richards atau Harmer...jadi dalam buku itu tertulis “di setiap mengajar cobalah untuk menemukan cara agar ..eee...tahapan dalam mengajar itu tidak bisa diprediksi, tidak bisa ditebak oleh siswa. Jadi, kami</p>
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Appendix M

<p>tertebak, ngga bisa tertebak oleh mahasiswa jadi kalo kita biasanya kan saya kan masuk kemudian sub greeting kemudian memberikan materi melalui buku atau dari ee power point nah kita mencoba di break gitu di apa namanya eee di istilahnya apa ya, diselingi ya jadi tidak selalu mengikuti pola itu jadinya mereka tidak jenuh, intinya seperti itu, kalo mereka tidak jenuh kan mereka akan antusias, tapi ketika bisa bisa menebak, mereka bisa nebak urutannya mereka akan jenuh, hafalnya setelah ini</p>	<p>then give materials in the books or by ..eee..PowerPoints..So...we tried to “break” what is it...eee..to be interspersed yeah...not always following that (fixed) pattern so that they do not get bored. That is the point. If they do not feel bored, they will be enthusiastic. But if predictable, they can predict the order (of the teaching) and they will be bored. In their memory, after this will be this, after this, will be this. So in their mind they have already known the pattern and they usually...because this is an activity which</p>	<p>saya misalnya masuk kelas, terus memberi salam terus memberi materi yang ada di buku atau memakai eee..powerpoint. Jadi interspersed ya.. tidak selalu mengikuti pola baku supaya mereka tidak bosan. Itu intinya. Kalau mereka tidak bosan, mereka antusia. Tapi jika bisa ditebak, mereka bisa tahu urutan mengajar dan akan jadi bosan. Mereka ingat, habis ini akan ini, setelah ini akan ini. Jadi pikiran mereka sudah tahu polanya dan</p>	<p>pengajaran, cobalah untuk menemukan cara agar...aaa...langkah-langkah dalam pengajaran tidak dapat diprediksi, tidak dapat diprediksi oleh para siswa. Jadi, kami biasanya...saya misalnya, masuk kelas kemudian menyapa, kemudian menyampaikan materi ajar yang terdapat dalam buku atau dengan...aaa... powerpoint.. Jadi...kami mencoba untuk “memecahkan” apa materi ...aaa.. yang harus disampaikan...ya...tidak selalu mengikuti pola (tertentu) sehingga mereka tidak bosan]. Itulah intinya.</p>	<p>biasanya...saya, sebagai contoh, masuk kelas, kemudian memberi salam, kemudian memberikan materi di dalam buku atau dengan...eee...Powerpoint. Jadi ...kami coba untuk ‘menyisip’ apa itu...eee...untuk diselingi ya. Tidak selalu mengikuti pola (baku) jadi mereka tidak merasa bosan. Itu maksudnya. Jika mereka tidak bosan, mereka akan merasa semangat. Tapi jika bisa ditebak, mereka bisa menebak urutan pelajaran dan mereka akan merasa bosan. Dalam pikiran mereka, setelah ini</p>
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<p>ini setelah ini ini jadi dalam benak mereka sudah tau polanya dan mereka biasanya karna ini adalah kegiatan yang terjadwal setiap minggu itu akan berimbas kepada suasana psikologis mereka atau suasana kebatinan mereka akan bosan gitu ya #00:02:39-8#</p>	<p>scheduled every week...that will impact the condition of their psychology or the condition of their inner mood...will be boring...like that.. #00:02:39-8#</p>	<p>biasanya mereka.. karena ini aktivitas yang dijadwalkan tiap minggu.. yang akan berakibat pada kondisi psikologis atau kondisi mood mereka..akan bosan begitu.</p>	<p>Apabila mereka tidak merasa bosan, mereka akan bersemangat. Namun jika dapat diprediksi, mereka dapat memprediksi urutan (pengajaran), mereka jadi bosan.</p>	<p>kemudian itu, setelah ini, itu. Jadi mereka sudah tahu pola dan mereka biasanya ... karena ini merupakan kegiatan yang sudah terjadwal setiap minggu...hal tersebut akan mempengaruhi kondisi psikologis mereka atau suasana hati mereka...akan merasa bosan....seperti itu.</p>
<p>R : Berarti diusahakan ada sesuatu yang baru ? #00:02:43-6# P : Iya iya gitu pak maksudnya</p>	<p><i>R : Meaning there was something new tried out?</i> #00:02:43-6#</p>	<p>R: Artinya ada hal baru yang dicoba? P: Ya, idenya seperti itu</p>	<p><i>R: Itu artinya ada hal baru yang sedang diujicobakan?</i></p>	<p><i>R : Artinya ada hal baru yang dicoba?</i></p>

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<p>gitu #00:02:46-3# R : Eee.. #00:02:46-3# P : Tapi ngga setiap pertemuan, mungkin katakanlah kan ini kan minggu ke 8 mungkin nanti ada lagi minggu ke yaa 10 atau minggu ke 12 atau nanti minggu terakhir gitu jadi tidak berjalan setiap minggu begitu, selang seling pak gitu ya #00:03:00-2#</p>	<p>P : Yes..yes,,that was the idea sir #00:02:46-3# <i>R : Eeehmm.. #00:02:46-3#</i> P : But not on every meeting, maybe, say, this is the eighth week, maybe there will another (game) on week 10 or week 12 or later on the last week, something like that. So, it doesn't happen every week like that...so..It is interspersed sir...like that. #00:03:00-2#</p>	<p>Pak. R: ehem P: Tapi tidak tiap pertemuan, katakanlah ini minggu ke delapan maka akan ada lagi game pada minggu ke 10 atau 12 atau minggu terakhir. Jadi tidak tiap minggu begitu. Selang-seling begichu.</p>	<p>P: ya...ya...demikianlah gagasannya, pak R : hmmm... P : tetapi tidak pada setiap pertemuan, mungkin, misalkan ini adalah pertemuan ke delapan, aka nada permainan pada minggu ke 10 atau minggu ke 12 atau nanti pada minggu terakhir, seperti itu misalnya... Jadi permainan tidak dilakukan setiap minggu...Jadi tersebar, pak...demikianlah...</p>	<p>P : Ya, ya, lebih kurang begitu. R : eeehmm P : Namu nbukan di setiap pertemuan, mungkin, katakanlah, ini minggu ke delapan, mungkin aka nada permainan (lain) di minggu ke 10 atau 12 atau minggu-minggu berikutnya, seperti itu. Jadi, tidak dilakukan setiap minggu seperti itu...jadi diselingin pak, seperti itu.</p>
<p>R : Itu akan menuntut kreatifitas seorang pengajar ? #00:03:05-5# P : Ya, karna kita akan mencari pak ya jadi kalo mengajar</p>	<p><i>R : That will demand creativity of a teacher? #00:03:05-5#</i> P: Yeah...Because we are trying to look for (something</p>	<p>R: Jadi perlu kreativitas guru dong? P: Ya, karena kita mencoba mencari sesuatu yang baru</p>	<p>R : Hal tersebut apakah akan membutuhkan kreatifitas guru?</p>	<p>R : Perlu kreatifitas dari guru? P: Yah. Karena kami mencoba untuk mencari</p>

<p>yang istilahnya apa adanya bisa cuman kita juga sama manusia gitu ya kita juga tau ketika kita diatur oleh orang dengan gaya yang sama juga kita akan jenuh apalagi ini berjalan selama 1 semester ya, kurang lebih 3 setengah bulan apalah dengan style yang sama itu orang akan jenuh dan efeknya mungkin mereka ngga akan menangkap materi gitu ya ngga bisa memahami materi</p> <p>#00:03:32-7#</p>	<p>new), Sir. Yeah..So if we teach what we call “as it is” we can do that, but we deal with human as we are, so know when are taught with the same teaching style, we will get bored as well let alone it lasts for one semester yeah which is more or less three and a half months or so. With the same style, people will be bored and the effect maybe they will not catch the material yeah they will not be able to understand the material.</p>	<p>Pak. Ya, kalau kita ngajarnya biasa-biasa saja kita sih bisa, tapi kita kan berhadapan dengan manusia seperti kita, jadi kalau ajar dengan cara yang sama terus kita akan bosan apalagi selama satu semester yang lamanya sekitar tiga setengah bulan. Kalau caranya sama orang akan bosan dan akibatnya mereka tidak menangkap pelajaran, ya mereka tidak memahami materinya.</p>	<p>P: Ya...Karena kami mencoba mencari (sesuatu yang baru), pak. Ya... Jadi apabila kami mengajar apa yang kami sebut “apa adanya” kami dapat melakukannya, namun kami berhubungan dengan manusia seperti halnya kami sendiri, jadi mengetahui ketika diajarkan dengan gaya mengajar yang sama, kami juga akan merasa bosan misalkan berangsur selama satu semester...ya...kurang lebih 3,5 bulan bahkan lebih. Dengan gaya yang sama, orang akan merasa bosan dan dampaknya mungkin mereka</p>	<p>(sesuatu yang baru) pak. Yeah...jadi kalau kami mengajar ‘apa adanya’ kami bisa lakukan itu, namun kita berurusan dengan manusia apa adanya, jadi tau kapan diajarkan dengan gaya mengajar yang sama, kita merasa bosan juga apalagi berlangsung sampai satu semester dan efeknya mungkin tidak bisa memahami mata pelajaran yah mereka tidak mampu mengerti bahan pelajaran.</p>
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Appendix M

			tidak dapat menangkap materi (yang diajarkan) ya mereka tidak akan dapat memahami materi.	
<p>R : Terus tadi menggunakan game itu namanya apa game itu ? #00:03:36-6#</p> <p>P : ee itu sebenarnya mungkin diterapkan bisa diterapkan di materi lain ya atau materi lain itu guessing game saja #00:03:44-4#</p> <p>R : Ooo,. #00:03:44-4#</p>	<p><i>R : Then, just now you used a game.....what is the name of the game? #00:03:36-6#</i></p> <p>P: Eeemm That (game) actually can be applied in another material. That was just a guessing game. #00:03:44-4#</p> <p><i>R : Ooo,. #00:03:44-4#</i></p>	<p>R: Nah, anda barusan memakai game...apa nama gamenya? P: Emm, itu sebenarnya bisa dipakai buat materi lain. Hanya tebak-tebakan saja. <i>R : Ooo,. #00:03:44-4#</i></p>	<p><i>R : Jadi, baru sekarang Anda menggunakan permainan...apa nama permainannya?</i></p> <p>P: hmmm...permainan tersebut sebenarnya dapat diterapkan pada materi lain juga. Permainan tersebut hanyalah permainan tebak-tebakan <i>R : Ooo,. #00:03:44-4#</i></p>	<p><i>R : Kemudian, barusan anda menggunakan permainan...apa namanya?</i></p> <p>P: Eeemm (permainan) tersebut dapat diterapkan di materi lain. Namanya main tebak-tebakan. <i>R : Ooo,. #00:03:44-4#</i></p> <p><i>ooo</i></p>

Appendix N Descriptive statistics of RP survey data for SHS

		Statistics																			
		Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
N	Valid	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.7045	6.0000	3.1591	3.1136	4.1591	4.8636	3.8636	3.1591	3.3182	4.2273	5.0909	4.8636	5.5682	5.7955	4.2273	4.7045	5.2727	5.7045	5.2500	4.1364
Std. Deviation		1.09075	.00000	1.09848	.89484	1.03302	.90453	1.02506	.91355	.73998	1.00842	.80169	.97863	.62497	.40803	1.05354	.95429	.84533	.46152	.75097	1.11211
Sum		207.00	264.00	139.00	137.00	183.00	214.00	170.00	139.00	146.00	186.00	224.00	214.00	245.00	255.00	186.00	207.00	232.00	251.00	231.00	182.00

Appendix O Descriptive statistics of TC survey data for SHS

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Item 01	44	261.00	5.9318	.25497
Item 02	44	240.00	5.4545	.50369
Item 03	44	258.00	5.8636	.34714
Item 04	44	238.00	5.4091	.75693
Item 05	44	246.00	5.5909	.49735
Item 06	44	238.00	5.4091	.72555
Item 07	44	263.00	5.9773	.15076
Item 08	44	258.00	5.8636	.34714
Item 09	44	261.00	5.9318	.25497
Item 10	44	256.00	5.8182	.39015
Item 11	44	245.00	5.5682	.50106
Item 12	44	238.00	5.4091	.54210
Item 13	44	220.00	5.0000	.74709
Item 14	44	227.00	5.1591	.88772
Item 15	44	251.00	5.7045	.46152
Item 16	44	261.00	5.9318	.25497
Item 17	44	253.00	5.7500	.43802
Item 18	44	211.00	4.7955	.97836
Item 19	44	226.00	5.1364	.76526
Item 20	44	244.00	5.5455	.50369
Valid N (listwise)	44			

Appendix P Descriptive statistics of RP survey data for university

Descriptive Statistics

	N	Mean	Std. Deviation
Q01	56	2.7143	.77961
Q02	56	5.0536	1.34055
Q03	56	1.5000	.80904
Q04	56	1.6071	.73059
Q05	56	2.6786	.93628
Q06	56	3.0357	.78542
Q07	56	2.2679	.84188
Q08	56	2.1250	.95465
Q09	56	1.6786	.76532
Q10	56	2.1429	.79609
Q11	56	3.4464	.91293
Q12	56	3.0000	.93420
Q13	56	3.9464	1.03431
Q14	56	4.3750	1.22938
Q15	56	2.4286	1.05928
Q16	56	2.6071	1.00324
Q17	56	3.6786	.97435
Q18	56	3.6786	1.08052
Q19	56	3.5714	1.04198
Q20	56	2.3393	1.06646
Valid N (listwise)	56		

Appendix Q Descriptive statistics of TC survey data for university

Statistics

		Item 01	Item 02	Item 03	Item 04	Item 05	Item 06	Item 07	Item 08	Item 09	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20
N	Valid	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
	Missing	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175
Mean		3.5893	3.7500	3.2857	3.7143	3.2857	3.6429	3.3750	3.3750	3.3036	3.2857	2.9286	3.1250	3.5536	3.4286	2.8571	2.3214	2.5357	3.9464	3.4464	2.9464
Std. Deviation		1.04057	1.22474	1.31722	1.15545	1.10724	1.15095	1.25861	1.31512	1.36074	1.30334	.93141	.95465	.97084	1.07631	1.11890	.93628	1.07812	1.01658	1.15868	1.13490

Appendix R Process of FA on RP for SHS and University

Part A: Process of FA on RP for SHS respondents

In the second run of FA (the first was combining both SHS and University as one cluster of sample which produced ambiguous or undistinguishable factors having high factor loadings/values on both factors hence it could not be further processed), the correlation coefficients could not be computed for all pairs of variables because there were fewer than two cases, at least one of the variables had zero variance, there was only one variable in the analysis as found in Q02 as seen in Correlation Matrix below.

		Correlation Matrix																			
		Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Correlation	Q01	1.000	.	.758	.726	.889	.948	.837	.818	.523	.887	.909	.942	.832	.749	.890	.920	.897	.793	.916	.897
	Q02	.	1.000	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Q03	.758	.	1.000	.928	.797	.748	.846	.924	.880	.848	.749	.713	.577	.541	.852	.822	.678	.599	.684	.819
	Q04	.726	.	.928	1.000	.735	.680	.778	.916	.857	.770	.666	.655	.547	.575	.761	.776	.604	.534	.683	.732
	Q05	.889	.	.797	.735	1.000	.895	.899	.810	.632	.947	.881	.896	.793	.576	.949	.874	.855	.735	.877	.952
	Q06	.948	.	.749	.680	.895	1.000	.857	.787	.553	.876	.883	.951	.840	.616	.887	.895	.841	.737	.839	.897
	Q07	.837	.	.846	.778	.899	.857	1.000	.868	.764	.886	.808	.839	.596	.432	.891	.790	.742	.552	.770	.914
	Q08	.818	.	.924	.916	.810	.787	.868	1.000	.818	.843	.774	.753	.612	.651	.831	.829	.695	.610	.754	.802
	Q09	.523	.	.880	.857	.632	.553	.764	.818	1.000	.680	.499	.511	.304	.221	.681	.597	.379	.282	.439	.681
	Q10	.887	.	.848	.770	.947	.876	.886	.843	.680	1.000	.923	.880	.750	.624	.979	.869	.853	.797	.875	.946
	Q11	.909	.	.749	.666	.881	.883	.808	.774	.499	.923	1.000	.905	.776	.698	.911	.857	.889	.829	.888	.873
	Q12	.942	.	.713	.655	.896	.951	.839	.753	.511	.880	.905	1.000	.852	.627	.888	.877	.861	.733	.870	.915
	Q13	.832	.	.577	.547	.793	.840	.596	.612	.304	.750	.776	.852	1.000	.740	.753	.873	.844	.837	.780	.722
	Q14	.749	.	.541	.575	.576	.616	.432	.651	.221	.624	.698	.627	.740	1.000	.598	.737	.772	.783	.778	.524
	Q15	.890	.	.852	.761	.949	.887	.891	.831	.681	.979	.911	.888	.753	.598	1.000	.878	.843	.763	.867	.965
	Q16	.920	.	.822	.776	.874	.895	.790	.829	.597	.869	.857	.877	.873	.737	.878	1.000	.852	.800	.852	.850
	Q17	.897	.	.678	.604	.855	.841	.742	.695	.379	.853	.889	.861	.844	.772	.843	.852	1.000	.867	.879	.825
	Q18	.793	.	.599	.534	.735	.737	.552	.610	.282	.797	.829	.733	.837	.783	.763	.800	.867	1.000	.755	.669
	Q19	.916	.	.684	.683	.877	.839	.770	.754	.439	.875	.888	.870	.780	.778	.867	.852	.879	.755	1.000	.849
	Q20	.897	.	.819	.732	.952	.897	.914	.802	.681	.946	.873	.915	.722	.524	.965	.850	.825	.669	.849	1.000

The matrix shows Q02 item has no value either horizontally or vertically, therefore, it has to be eliminated. The SPSS provides footnotes explaining that the values cannot be calculated statistically because there is one variable that is constant. This was due to the fact that all respondents just chose or ticked one option “Always” represented by figure 6 in the Likert Scale. When there was no variance in the choices of the respondents, the standard deviation would be zero. Consequently, there would be no correlation coefficients for this question in the correlation matrix. Therefore, FA could not be further computed. The only way to further process the FA was by eliminating Q02 from the list and rerunning the same procedures.

Having rerun the third FA without Q02, the following results were obtained. All the 19 questions have got their means and standard deviation as seen in Descriptive Statistics below.

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Q01	4.7045	1.09075	44
Q03	3.1591	1.09848	44
Q04	3.1136	.89484	44
Q05	4.1591	1.03302	44
Q06	4.8636	.90453	44
Q07	3.8636	1.02506	44
Q08	3.1591	.91355	44
Q09	3.3182	.73998	44
Q10	4.2273	1.00842	44
Q11	5.0909	.80169	44
Q12	4.8636	.97863	44
Q13	5.5682	.62497	44
Q14	5.7955	.40803	44
Q15	4.2273	1.05354	44
Q16	4.7045	.95429	44
Q17	5.2727	.84533	44
Q18	5.7045	.46152	44
Q19	5.2500	.75097	44
Q20	4.1364	1.11211	44

Hence, all of the questions have their correlation coefficients (see Appendix I.3), or none is left blank. Looking back to the descriptive statistics (see Appendix I.2), it was found that most of the means are big especially for items 11 (5.09), 13 (5.57), 14 (5.80), 17 (5.27), 18 (5.70), and 19 (5.25). This implies that that the process of FA can be continued.

Having observed the correlation coefficient matrix, as shown below, I found that most of the coefficients were relatively high, even a bit too high since many exceeded 0.90 which could cause multicollinearity, that is the presence of very high correlations arising from the inclusions of very similar tests/items (Kinnear & Gray 2009).

Correlation Matrix^a

	Q01	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	
Correlation	Q01	1.000	.758	.726	.889	.948	.937	.818	.523	.887	.909	.942	.832	.749	.890	.920	.897	.793	.916	.897
	Q03	.758	1.000	.928	.797	.748	.846	.924	.880	.848	.749	.713	.577	.541	.852	.822	.678	.599	.684	.819
	Q04	.726	.928	1.000	.735	.680	.778	.916	.857	.770	.666	.655	.547	.575	.761	.776	.604	.534	.683	.732
	Q05	.889	.797	.735	1.000	.895	.899	.810	.632	.947	.881	.896	.793	.576	.949	.874	.855	.735	.877	.952
	Q06	.948	.748	.680	.895	1.000	.857	.787	.553	.876	.883	.951	.840	.616	.887	.895	.841	.737	.839	.897
	Q07	.937	.846	.778	.899	.857	1.000	.868	.764	.886	.808	.839	.596	.432	.891	.790	.742	.552	.770	.914
	Q08	.818	.924	.916	.810	.787	.868	1.000	.818	.843	.774	.753	.612	.651	.831	.829	.695	.610	.754	.802
	Q09	.523	.880	.857	.632	.553	.764	.818	1.000	.690	.499	.511	.304	.221	.681	.597	.379	.282	.439	.681
	Q10	.887	.848	.770	.947	.876	.886	.843	.690	1.000	.923	.880	.750	.624	.979	.869	.853	.797	.875	.946
	Q11	.909	.749	.666	.881	.883	.808	.774	.499	.923	1.000	.905	.776	.698	.911	.857	.889	.829	.888	.873
	Q12	.942	.713	.655	.896	.951	.839	.753	.511	.880	.905	1.000	.852	.627	.888	.877	.861	.733	.870	.915
	Q13	.832	.577	.547	.793	.840	.596	.612	.304	.750	.776	.852	1.000	.740	.753	.873	.844	.837	.780	.722
	Q14	.749	.541	.575	.576	.616	.432	.651	.221	.624	.698	.627	.740	1.000	.598	.737	.772	.783	.778	.524
	Q15	.890	.852	.761	.949	.887	.891	.831	.681	.979	.911	.888	.753	.598	1.000	.878	.843	.763	.867	.965
	Q16	.920	.822	.776	.874	.895	.790	.829	.597	.869	.857	.877	.873	.737	.878	1.000	.852	.800	.852	.850
	Q17	.897	.678	.604	.855	.841	.742	.695	.379	.853	.889	.861	.844	.772	.843	.852	1.000	.867	.879	.825
	Q18	.793	.599	.534	.735	.737	.552	.610	.282	.797	.829	.733	.837	.783	.763	.800	.867	1.000	.755	.669
	Q19	.916	.684	.683	.877	.839	.770	.754	.439	.875	.888	.870	.780	.778	.867	.852	.879	.755	1.000	.849
	Q20	.897	.819	.732	.952	.897	.914	.802	.681	.946	.873	.915	.722	.524	.965	.850	.825	.669	.849	1.000
Sig. (1-tailed)	Q01		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q03	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q04	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q05	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q06	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q07	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	.000	.000	.000
	Q08	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q09	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.022	.075	.000	.000	.006	.032	.001	.000
	Q10	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q11	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q12	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	Q13	.000	.000	.000	.000	.000	.000	.000	.022	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	Q14	.000	.000	.000	.000	.000	.002	.000	.075	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	Q15	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	Q16	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	Q17	.000	.000	.000	.000	.000	.000	.000	.006	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	Q18	.000	.000	.000	.000	.000	.000	.000	.032	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	Q19	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	Q20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

a. Determinant = 3.45E-020

Actually, when checking check the determinant of the correlation (see the figure at the bottom) which is $3.45E-020$ (or 0.0003450) which is greater than the required value of 0.00001 , the FA could be processed. Besides, the Kaiser-Meyer-Olkin (KMO) is also very high as indicated in KMO and Barlet's Test below which is 0.912 bigger than 0.50 with the Significance of 0.000 smaller than 0.05 which implies that the sample can be further analysed.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.912
Bartlett's Test of Sphericity	Approx. Chi-Square
	1605.841
	df
	171
	Sig.
	.000

This denotes that the data are reliable for the next level of FA. Another aspect to see is the values of Measure of Sampling Adequacy (MSA) as seen in the output below. The values range from 0.86

To reduce this high imbalance, it was suggested in the next process to remove several coefficients that are higher than 0.90 in the R-Matrix.

I then ran the FA process for the fourth time. Based on the descriptive data as denoted in the descriptive statistics below, there were four questions that obtained the highest means (Q13 = 5.57, Q14 = 5.80, Q17 = 5.27 and Q18 = 5.70).

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Q01	4.7045	1.09075	44
Q03	3.1591	1.09848	44
Q04	3.1136	.89484	44
Q05	4.1591	1.03302	44
Q06	4.8636	.90453	44
Q07	3.8636	1.02506	44
Q08	3.1591	.91355	44
Q09	3.3182	.73998	44
Q10	4.2273	1.00842	44
Q11	5.0909	.80169	44
Q12	4.8636	.97863	44
Q13	5.5682	.62497	44
Q14	5.7955	.40803	44
Q15	4.2273	1.05354	44
Q16	4.7045	.95429	44
Q17	5.2727	.84533	44
Q18	5.7045	.46152	44
Q19	5.2500	.75097	44
Q20	4.1364	1.11211	44

All these means obviously indicate a high support and inclination of SHS teachers for reflective practice which automatically reflect their thinking that they felt they were reflective teachers. Having observed the first matrix in the fourth FA, the R-Matrix, I found that all correlation coefficients were above 0.30 and below 0.90 denoting that all the variables were strongly

Appendix R

correlated to one another without having the issue of multicollinearity, as indicated in the correlation matrix below.

Correlation Matrix^a

	Q01	Q03	Q04	Q05	Q07	Q08	Q09	Q10	Q13	Q14	Q15	Q17	Q18	Q20	
Correlation	Q01	1.000	.758	.726	.889	.837	.818	.523	.887	.832	.749	.890	.897	.793	.897
	Q03	.758	1.000	.928	.797	.846	.924	.880	.848	.577	.541	.852	.678	.599	.819
	Q04	.726	.928	1.000	.735	.778	.916	.857	.770	.547	.575	.761	.604	.534	.732
	Q05	.889	.797	.735	1.000	.899	.810	.632	.947	.793	.576	.949	.855	.735	.952
	Q07	.837	.846	.778	.899	1.000	.868	.764	.886	.596	.432	.891	.742	.552	.914
	Q08	.818	.924	.916	.810	.868	1.000	.818	.843	.612	.651	.831	.695	.610	.802
	Q09	.523	.880	.857	.632	.764	.818	1.000	.680	.304	.221	.681	.379	.282	.681
	Q10	.887	.848	.770	.947	.886	.843	.680	1.000	.750	.624	.979	.853	.797	.946
	Q13	.832	.577	.547	.793	.596	.612	.304	.750	1.000	.740	.753	.844	.837	.722
	Q14	.749	.541	.575	.576	.432	.651	.221	.624	.740	1.000	.598	.772	.783	.524
	Q15	.890	.852	.761	.949	.891	.831	.681	.979	.753	.598	1.000	.843	.763	.965
	Q17	.897	.678	.604	.855	.742	.695	.379	.853	.844	.772	.843	1.000	.867	.825
	Q18	.793	.599	.534	.735	.552	.610	.282	.797	.837	.783	.763	.867	1.000	.669
	Q20	.897	.819	.732	.952	.914	.802	.681	.946	.722	.524	.965	.825	.669	1.000
Sig. (1-tailed)	Q01		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q03	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q04	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q05	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q07	.000	.000	.000	.000		.000	.000	.000	.000	.002	.000	.000	.000	.000
	Q08	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	Q09	.000	.000	.000	.000	.000	.000		.000	.022	.075	.000	.006	.032	.000
	Q10	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	Q13	.000	.000	.000	.000	.000	.000	.022	.000		.000	.000	.000	.000	.000
	Q14	.000	.000	.000	.000	.002	.000	.075	.000	.000		.000	.000	.000	.000
	Q15	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	Q17	.000	.000	.000	.000	.000	.000	.006	.000	.000	.000	.000		.000	.000
	Q18	.000	.000	.000	.000	.000	.000	.032	.000	.000	.000	.000	.000		.000
	Q20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

a. Determinant = 1.14E-013

Field (2018) notes that correlations less than 0.3 might not fit with the pool of items, and that greater than 0.9 might be collinear. If both types exist, Field suggests to eliminate such variables. The absence of such multicollinearity was indicated by the determinant 0.0001140 (at the bottom of the matrix) which was higher than 0.00001 as the default value. This is the positive sign for the FA. To support this finding, it is also important to see the KMO below and its significant values.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	1117.638
	df	91
	Sig.	.000

Based on the table, the KMO was 0.89 which was well above 0.50 with the significance value of 0.000 lower than 0.05. This clearly indicates that the variables and the sample were reliable for further FA. The last important part to check before seeing the result of the FA was the matrix of Anti-image as denoted below especially on its MSA indicated by letter *a* on top of the figures stretched diagonally from upper left to lower right.

Anti-image Matrices

	Q01	Q03	Q04	Q05	Q07	Q08	Q09	Q10	Q13	Q14	Q15	Q17	Q18	Q20		
Anti-image Covariance	Q01	.047	.009	-.014	.012	-.018	-.007	.012	.006	-.022	-.017	.004	.003	-.019	-.019	
	Q03	.009	.049	-.025	.009	-.001	-.011	-.021	.006	.003	.004	-.009	-.014	-.013	-.004	
	Q04	-.014	-.025	.080	-.014	.005	-.002	-.027	.000	.002	-.020	.003	.007	.007	.007	
	Q05	.012	.009	-.014	.042	-.010	-.008	.010	-.006	-.038	.010	-.001	-.007	.000	-.010	
	Q07	-.018	-.001	.005	-.010	.045	-.022	.002	-.006	.014	.037	-.003	-.025	.021	.004	
	Q08	-.007	-.011	-.002	-.008	-.022	.041	-.017	.000	.007	-.037	.002	.018	-.002	.006	
	Q09	.012	-.021	-.027	.010	.002	-.017	.064	-.009	-.013	.028	.004	.007	.011	-.007	
	Q10	.006	.006	.000	-.006	-.006	.000	-.009	.022	.016	-.009	-.010	.003	-.023	-.005	
	Q13	-.022	.003	.002	-.038	.014	.007	-.013	.016	.147	-.013	-.005	-.004	-.029	.002	
	Q14	-.017	.004	-.020	.010	.037	-.037	.028	-.009	-.013	.089	-.004	-.039	.015	.007	
	Q15	.004	-.009	.003	-.001	-.003	.002	.004	-.010	-.005	-.004	.023	.008	-.006	-.010	
	Q17	.003	-.014	.007	-.007	-.025	.018	.007	.003	-.004	-.039	.008	.068	-.028	-.010	
	Q18	-.019	-.013	.007	.000	.021	-.002	.011	-.023	-.029	.015	-.006	-.028	.073	.021	
	Q20	-.019	-.004	.007	-.010	.004	.006	-.007	-.005	.002	.007	-.010	-.010	.021	.021	
	Anti-image Correlation	Q01	.891 ^a	.185	-.234	.274	-.391	-.168	.215	.182	-.262	-.265	.126	.058	-.328	-.599
		Q03	.185	.923 ^a	-.392	.200	-.012	-.251	-.377	.194	.033	.059	-.261	-.245	-.212	-.112
		Q04	-.234	-.392	.931 ^a	-.244	.075	-.029	-.376	-.007	.021	-.234	.067	.097	.092	.178
		Q05	.274	.200	-.244	.924 ^a	-.218	-.187	.195	-.211	-.479	.168	-.021	-.127	.009	-.329
		Q07	-.391	-.012	.075	-.218	.865 ^a	-.507	.038	-.190	.171	.582	-.079	-.461	.375	.143
		Q08	-.168	-.251	-.029	-.187	-.507	.887 ^a	-.331	-.005	.086	-.615	.052	.348	-.039	.191
Q09		.215	-.377	-.376	.195	.038	-.331	.870 ^a	-.242	-.130	.367	.113	.110	.156	-.187	
Q10		.182	.194	-.007	-.211	-.190	-.005	-.242	.909 ^a	.281	-.197	-.454	.084	-.567	-.226	
Q13		-.262	.033	.021	-.479	.171	.086	-.130	.281	.923 ^a	-.113	-.088	-.040	-.283	.044	
Q14		-.265	.059	-.234	.168	.582	-.615	.367	-.197	-.113	.782 ^a	-.097	-.505	.185	.163	
Q15		.126	-.261	.067	-.021	-.079	.052	.113	-.454	-.088	-.097	.936 ^a	.203	-.152	-.472	
Q17		.058	-.245	.097	-.127	-.461	.348	.110	.084	-.040	-.505	.203	.889 ^a	-.402	-.252	
Q18		-.328	-.212	.092	.009	.375	-.039	.156	-.567	-.283	.185	-.152	-.402	.837 ^a	.525	
Q20		-.599	-.112	.178	-.329	.143	.191	-.187	-.226	.044	.163	-.472	-.252	.525	.874 ^a	

a. Measures of Sampling Adequacy(MSA)

Based on the matrix, all the figures were higher than 0.50 as the minimum value standard. In short, the FA is now fully reliable to proceed. The matrix to identify how many factors were extracted is the Total Variance Explained as displayed below.

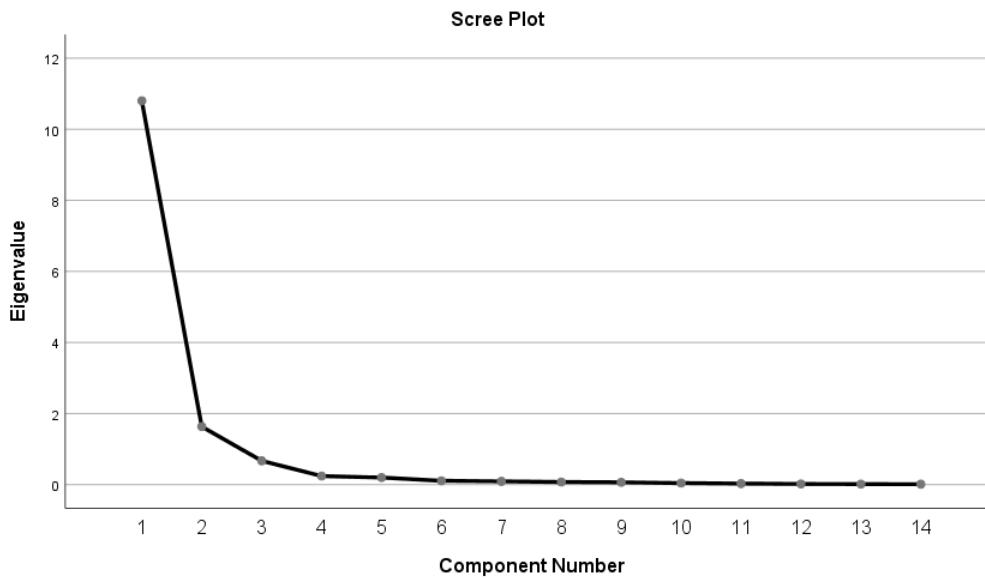
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.800	77.146	77.146	10.800	77.146	77.146	6.423	45.880	45.880
2	1.633	11.667	88.813	1.633	11.667	88.813	6.011	42.933	88.813
3	.669	4.781	93.593						
4	.242	1.725	95.318						
5	.199	1.418	96.736						
6	.107	.766	97.502						
7	.092	.654	98.156						
8	.074	.529	98.686						
9	.066	.470	99.156						
10	.043	.308	99.464						
11	.029	.210	99.674						
12	.020	.140	99.814						
13	.014	.100	99.913						
14	.012	.087	100.000						

Extraction Method: Principal Component Analysis.

Appendix R

In this matrix, there are two components (factors) whose eigenvalues are bigger than 1: factor 1 (10.800) and factor 2 (1.633). This denotes that there were only two factors generated from 14 variables with 44 samples. Such extraction is also indicated in the scree plot below.



So, the factors which are in the X-axis with the highest eigenvalue is the first factor/component and the second factor with second component having the second highest eigenvalue. The line starts to level out (little slope) in the third component which becomes the criterion for selecting the number of factors extracted.

Looking into the Component Matrix as seen below, as the next step, it was found that most of the variables in column 1 in which component/factor 1 is located indicate high correlation coefficients (well above 0.5) indicating strong correlation.

Component Matrix^a

	Component	
	1	2
Q01	.940	.185
Q03	.901	-.332
Q04	.851	-.345
Q05	.949	.020
Q07	.904	-.258
Q08	.913	-.247
Q09	.711	-.663
Q10	.967	-.001
Q13	.807	.451
Q14	.709	.476
Q15	.963	-.019
Q17	.886	.366
Q18	.799	.484
Q20	.940	-.067

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Logically, all of factor loadings belong to Factor 1. However, since there is one variable (Q09) whose factor loadings (0.71 for component 1 and 0.66 for component 2) were both strong, it was difficult to decide to which factor this Q09 variable had to be included. Therefore, I checked the data in the rotated component matrix as exhibited below indicating a clear division of both factors.

**Rotated Component
Matrix^a**

	Component	
	1	2
Q01	.551	.783
Q03	.881	.383
Q04	.854	.339
Q05	.672	.670
Q07	.832	.438
Q08	.830	.453
Q09	.972	.012
Q10	.700	.668
Q13	.271	.884
Q14	.183	.834
Q15	.710	.652
Q17	.388	.877
Q18	.243	.901
Q20	.726	.601

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 3 iterations.

Based on result of the rotated component matrix above, it was identified that there were 5 variables that indicated high factor loadings in factor 1 and low in factor 2 (Q03, Q04, Q07, Q08, and Q09); 4 variables with high factor loadings in factor 2 but low in factor 1 (Q13, Q14, Q17 and Q19). However, there were some variables that have both high factor loadings in both factors 1 and 2 (Q01, Q05, Q10, Q15 and Q20). Since these variables can go to either factor 1 or factor 2, I decided to eliminate them. The FA for SHS respondents on RP eventually generated two factors with fixed variables as shown in Table 4.2.

Part B: Process of FA on RP for university respondents

As mentioned in the beginning of this section, the FA for RP was conducted separately (one for SHS and another one for university respondents). The procedures of FA for university cluster were exactly the same as applied for SHS group. In the second run of FA for University respondents, the correlation coefficients seem to be very low especially the correlations between Q01 and all other variables or questions. All of them are below 0.50 except for Q02, which is 0.52 as seen in the correlation matrix below.

		Correlation Matrix ^a																			
		Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Correlation	Q01	1.000	.519	-.086	-.009	.171	.106	.091	-.122	-.035	.008	.182	.050	.071	-.285	.107	.063	.164	.148	.205	.097
	Q02	.519	1.000	.444	.542	.782	.689	.519	.236	.637	.453	.767	.682	.671	.749	.777	.787	.709	.728	.733	.712
	Q03	-.086	.444	1.000	.892	.720	.744	.814	.553	.852	.649	.652	.674	.663	.539	.785	.739	.715	.728	.647	.790
	Q04	-.009	.542	.892	1.000	.796	.754	.795	.541	.843	.786	.786	.719	.597	.552	.832	.803	.682	.712	.611	.781
	Q05	.171	.782	.720	.796	1.000	.857	.780	.453	.843	.746	.852	.852	.714	.786	.893	.928	.782	.795	.769	.876
	Q06	.106	.689	.744	.754	.857	1.000	.865	.406	.776	.573	.738	.892	.719	.701	.834	.849	.728	.764	.774	.854
	Q07	.091	.519	.814	.795	.780	.865	1.000	.455	.785	.512	.646	.786	.685	.639	.746	.751	.750	.776	.755	.808
	Q08	-.122	.236	.553	.541	.453	.406	.455	1.000	.554	.383	.415	.387	.430	.440	.539	.489	.435	.463	.402	.565
	Q09	-.035	.637	.852	.843	.843	.776	.785	.554	1.000	.733	.756	.763	.782	.872	.891	.874	.785	.818	.736	.871
	Q10	.008	.453	.649	.796	.746	.573	.512	.383	.733	1.000	.711	.587	.383	.464	.702	.732	.435	.519	.404	.627
	Q11	.182	.767	.652	.786	.852	.738	.646	.415	.756	.711	1.000	.831	.700	.755	.870	.890	.757	.812	.759	.794
	Q12	.050	.682	.674	.719	.852	.892	.786	.387	.763	.587	.831	1.000	.790	.807	.864	.873	.799	.829	.841	.839
	Q13	.071	.671	.663	.597	.714	.719	.685	.430	.792	.383	.700	.790	1.000	.845	.818	.785	.903	.895	.872	.824
	Q14	.285	.749	.539	.552	.766	.701	.639	.440	.672	.464	.755	.807	.845	1.000	.796	.829	.877	.873	.880	.816
	Q15	.107	.777	.785	.832	.893	.834	.746	.539	.891	.702	.870	.864	.818	.796	1.000	.931	.823	.853	.795	.915
	Q16	.063	.787	.739	.803	.928	.849	.751	.489	.874	.732	.890	.873	.785	.829	.931	1.000	.836	.871	.827	.892
	Q17	.164	.709	.715	.662	.782	.728	.750	.435	.785	.435	.757	.799	.903	.877	.823	.836	1.000	.936	.936	.859
	Q18	.148	.728	.728	.712	.795	.764	.776	.463	.818	.519	.812	.829	.895	.873	.853	.871	.936	1.000	.909	.869
	Q19	.205	.733	.647	.611	.769	.774	.755	.402	.736	.404	.759	.841	.872	.880	.795	.827	.936	.909	1.000	.853
	Q20	.097	.712	.790	.781	.876	.854	.808	.565	.871	.627	.794	.839	.824	.816	.915	.892	.859	.869	.853	1.000
	Sig. (1-tailed)	Q01	.000																		
Q02		.000	.000																		
Q03		.283	.000	.000																	
Q04		.473	.000	.000	.000																
Q05		.104	.000	.000	.000	.000															
Q06		.218	.000	.000	.000	.000	.000														
Q07		.252	.000	.000	.000	.000	.000	.000													
Q08		.185	.040	.000	.000	.000	.001	.000	.000												
Q09		.399	.000	.000	.000	.000	.000	.000	.000	.000											
Q10		.476	.000	.000	.000	.000	.000	.000	.002	.000	.000										
Q11		.089	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000									
Q12		.357	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	.000								
Q13		.362	.000	.000	.000	.000	.000	.000	.000	.000	.003	.000	.000	.000							
Q14		.817	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000						
Q15		.216	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000					
Q16		.322	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000				
Q17		.113	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000			
Q18		.138	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		
Q19		.065	.000	.000	.000	.000	.000	.000	.001	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	
Q20		.239	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

a. Determinant = 1.301E-16

However, the determinant of this R-matrix (0.0001301) was higher than the required value of 0.00001. Also, its KMO (0.89, above 0.50) was quite high with the significant level (0.000) lower than 0.05 as indicated in KMO result below.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	1737.449
	df	190
	Sig.	.000

Up to this point, the data actually could be processed with the FA. Yet, it is important to have acceptable correlations before running the FA. So, there is a need to check its Measures of Sampling Adequacy (MSA) to confirm whether there is or there is not a MSA lower than 0.50. All the values of the Anti-image matrix are higher than 0.50 except for Q01, which is only 0.214^a as denoted in the correlation matrix below.

Yet, there was one more variable (Q08) that had coefficient lower than 0.30 as indicated in the correlation matrix above. This variable was then taken out again and the FA was rerun. The results of this fourth operation was quite promising as all the coefficients were higher than 0.30 as the minimum requirement for the FA as identified in the correlation matrix below.

Correlation Matrix^a

	Q02	Q03	Q04	Q05	Q06	Q07	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20		
Correlation	Q02	1.000	.444	.542	.782	.609	.519	.637	.453	.767	.682	.671	.749	.777	.787	.709	.728	.733	.712	
	Q03	.444	1.000	.892	.720	.744	.814	.852	.649	.652	.674	.663	.539	.785	.739	.715	.728	.647	.790	
	Q04	.542	.892	1.000	.796	.754	.795	.843	.786	.786	.719	.597	.552	.832	.803	.662	.712	.611	.781	
	Q05	.782	.720	.796	1.000	.857	.780	.843	.746	.852	.852	.714	.786	.893	.928	.782	.795	.769	.876	
	Q06	.609	.744	.754	.857	1.000	.865	.776	.573	.738	.892	.719	.701	.834	.849	.728	.764	.774	.854	
	Q07	.519	.814	.795	.780	.865	1.000	.785	.512	.846	.786	.685	.639	.746	.751	.750	.776	.755	.808	
	Q09	.637	.852	.843	.843	.776	.785	1.000	.733	.756	.763	.782	.672	.891	.874	.785	.818	.736	.871	
	Q10	.453	.649	.786	.746	.573	.512	.733	1.000	.711	.587	.363	.484	.702	.732	.435	.519	.404	.627	
	Q11	.767	.652	.786	.852	.738	.646	.756	.711	1.000	.831	.700	.755	.870	.890	.757	.812	.759	.794	
	Q12	.682	.674	.719	.852	.892	.786	.763	.587	.831	1.000	.790	.807	.864	.873	.799	.829	.841	.839	
	Q13	.671	.663	.597	.714	.719	.685	.782	.363	.700	.790	1.000	.845	.818	.785	.903	.895	.872	.824	
	Q14	.749	.539	.552	.786	.701	.639	.672	.464	.755	.807	.845	1.000	.796	.829	.877	.873	.880	.816	
	Q15	.777	.785	.832	.893	.834	.746	.891	.702	.870	.864	.818	.796	1.000	.931	.823	.853	.795	.915	
	Q16	.787	.739	.803	.928	.849	.751	.874	.732	.890	.873	.785	.829	.931	1.000	.836	.871	.827	.892	
	Q17	.709	.715	.662	.782	.728	.750	.785	.435	.757	.799	.903	.877	.823	.836	1.000	.936	.936	.859	
	Q18	.728	.728	.712	.795	.764	.776	.818	.519	.812	.829	.895	.873	.853	.871	.936	1.000	.909	.869	
	Q19	.733	.647	.611	.769	.774	.755	.736	.404	.759	.841	.872	.880	.795	.827	.936	.909	1.000	.853	
	Q20	.712	.790	.781	.876	.854	.808	.871	.627	.794	.839	.824	.816	.915	.892	.859	.869	.853	1.000	
Sig. (1-tailed)	Q02		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q03	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q04	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q05	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q06	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q07	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q09	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q10	.000	.000	.000	.000	.000	.000	.000		.000	.000	.003	.000	.000	.000	.000	.000	.000	.001	.000
	Q11	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q12	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	Q13	.000	.000	.000	.000	.000	.000	.000	.003	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	Q14	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	Q15	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	Q16	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	Q17	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	Q18	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	Q19	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	Q20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000

a. Determinant = 1.897E-15

In addition to the acceptable correlation coefficients, the R-matrix determinant (0.0001897) was also higher than the needed value of 0.00001. When checking the KMO, the value was also quite high (0.92) with the significance value lower than 0.05 as seen in the KMO result below.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	1632.785
	df	153
	Sig.	.000

Appendix R

Then we need to check the MSA values located beneath the diagonal line of the anti-image matrix below which were found to be well above 0.80, higher than the required value of 0.50.

		Anti-image Matrices																			
		Q02	Q03	Q04	Q05	Q06	Q07	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20		
Anti-image Covariance	Q02	.151	.038	-.012	-.039	-.043	.040	-.018	.044	-.027	.049	.023	-.016	-.032	.010	.002	-.020	-.024	.027		
	Q03	.038	.099	-.044	.003	-.024	.002	-.015	-.004	.011	.021	.000	.009	-.011	.009	-.019	-.004	-.003	-.001		
	Q04	-.012	-.044	.076	.008	.009	-.035	.007	-.030	-.031	.001	-.002	.012	-.011	-.004	-.002	.005	.011	.001		
	Q05	-.039	.003	.008	.066	-.002	-.027	-.003	-.030	-.010	-.009	1.471E-5	-.011	.005	-.015	-.015	.023	.016	-.014		
	Q06	-.043	-.024	.009	-.002	.067	-.037	.018	-.003	.018	-.040	-.015	.018	.006	-.020	.016	.008	.000	-.022		
	Q07	.040	.002	-.035	-.027	-.037	.088	-.023	.040	.013	.001	.026	-.012	.007	.017	.002	-.026	-.014	.005		
	Q09	-.018	-.015	.007	-.003	.018	-.023	.067	-.042	.022	.001	-.037	.038	-.008	-.018	.000	-.002	-.001	-.013		
	Q10	.044	-.004	-.030	-.030	-.003	.040	-.042	.121	-.018	-.003	.046	-.034	.001	-.005	.019	-.014	.002	.003		
	Q11	-.027	.011	-.031	-.010	.018	.013	.022	-.018	.104	-.028	-.004	.019	-.006	-.014	.004	-.019	-.012	.000		
	Q12	.049	.021	.001	-.009	-.040	.001	.001	-.003	-.028	.080	-.006	-.011	-.020	.006	.001	-.002	-.019	.021		
	Q13	.023	.000	-.002	1.471E-5	-.015	.026	-.037	.046	-.004	-.006	.080	-.032	-.014	.013	-.010	-.019	-.002	.008		
	Q14	-.016	.009	.012	-.011	.018	-.012	.038	-.034	.019	-.011	-.032	.093	-.004	-.014	-.009	-.012	-.010	-.016		
	Q15	-.032	-.011	-.011	.005	.006	.007	-.008	.001	-.006	-.020	-.014	-.004	.052	-.011	.001	.006	.015	-.027		
	Q16	.010	.009	-.004	-.015	-.020	.017	-.018	-.005	-.014	.006	.013	-.014	-.011	.051	-.004	-.011	-.006	.009		
	Q17	.002	-.019	-.002	-.015	.016	.002	.000	.019	.004	.001	-.010	-.009	.001	-.004	.054	-.018	-.028	-.001		
	Q18	-.020	-.004	.005	.023	.008	-.026	-.002	-.014	-.019	-.002	-.019	-.012	.006	-.011	-.018	.064	.001	-.005		
	Q19	-.024	-.003	.011	.016	.000	-.014	-.001	.002	-.012	-.019	-.002	-.010	.015	-.006	-.028	.001	.068	-.019		
	Q20	.027	-.001	.001	-.014	-.022	.005	-.013	.003	.000	.021	.008	-.016	-.027	.009	-.001	-.005	-.019	.083		
	Anti-image Correlation	Q02	.857 ^a	.310	-.115	-.386	-.423	.349	-.181	.324	-.215	.446	.212	-.135	-.358	.109	.022	-.204	-.241	.245	
		Q03	.310	.930 ^a	-.510	.036	-.287	.021	-.183	-.032	.104	.233	.005	.096	-.151	.128	-.263	-.052	-.041	-.008	
Q04		-.115	-.510	.921 ^a	.115	.127	-.430	.099	-.314	-.344	.012	-.025	.141	-.178	-.060	-.034	.079	.153	.015		
Q05		-.386	.036	.115	.933 ^a	-.029	-.359	-.044	-.333	-.123	-.124	.000	-.138	.085	-.255	.352	.241	-.186	-.186		
Q06		-.423	-.287	.127	-.029	.885 ^a	-.473	.273	-.035	.218	-.550	-.201	.232	.103	-.346	.269	.129	.002	-.302		
Q07		.349	.021	-.430	-.359	-.473	.879 ^a	-.299	.389	.135	.017	.313	-.128	.104	.253	.025	-.343	-.183	.062		
Q09		-.181	-.183	.099	-.044	.273	-.299	.902 ^a	-.470	.266	.008	-.509	.481	-.130	-.301	.003	-.024	-.010	-.173		
Q10		.324	-.032	-.314	-.333	-.035	.389	-.470	.846 ^a	-.158	-.030	.463	-.322	.016	-.065	.237	-.156	.025	.029		
Q11		-.215	.104	-.344	-.123	.218	.135	-.266	-.158	.944 ^a	-.305	-.039	.194	-.087	-.187	.055	-.229	-.142	.004		
Q12		.446	.233	.012	-.124	-.550	.017	.008	-.030	-.305	.920 ^a	-.070	-.126	-.316	.089	.013	-.031	-.260	.263		
Q13		.212	.005	-.025	.000	-.201	.313	-.509	.463	-.039	-.070	.908 ^a	-.364	-.215	.198	-.148	-.264	-.022	.096		
Q14		-.135	.096	.141	-.138	.232	-.128	.481	-.322	.194	-.126	-.364	.924 ^a	-.059	-.203	-.128	-.150	-.125	-.188		
Q15		-.358	-.151	-.178	.085	.103	.104	-.130	.016	-.087	-.316	-.215	-.059	.946 ^a	-.215	.016	.109	.248	-.408		
Q16		.109	.128	-.060	-.255	-.346	.253	-.301	-.065	-.187	.089	.198	-.203	-.215	.950 ^a	-.081	-.194	-.106	.142		
Q17		.022	-.263	-.034	-.255	.269	.025	.003	.237	.055	.013	-.148	-.128	.016	-.081	.945 ^a	-.310	-.462	-.022		
Q18		-.204	-.052	.079	.352	.129	-.343	-.024	-.156	-.229	-.031	-.264	-.150	.109	-.194	-.310	.947 ^a	.017	-.074		
Q19		-.241	-.041	.153	.241	.002	-.183	-.010	.025	-.142	-.260	-.022	-.125	.248	-.106	-.462	.017	.943 ^a	-.257		
Q20		.245	-.008	.015	-.186	-.302	.062	-.173	.029	.004	.263	.096	-.188	-.408	.142	-.022	-.074	-.257	.951 ^a		

a. Measures of Sampling Adequacy(MSA)

Since all values were higher than 0.50 denoting highly correlated coefficients, these definitely suggest that the variables of RP were acceptable and therefore the FA can be processed.

Based on the results of the aforementioned FA, some further important points need to take further into account. The first thing to see is the matrix of Communalities as displayed below. This matrix gives information how much of the variance in each item is explained (Pallant 2016).

Communalities		
	Initial	Extraction
Q02	1.000	.672
Q03	1.000	.794
Q04	1.000	.914
Q05	1.000	.880
Q06	1.000	.798
Q07	1.000	.732
Q09	1.000	.870
Q10	1.000	.814
Q11	1.000	.791
Q12	1.000	.837
Q13	1.000	.864
Q14	1.000	.877
Q15	1.000	.916
Q16	1.000	.922
Q17	1.000	.907
Q18	1.000	.909
Q19	1.000	.921
Q20	1.000	.897

Extraction Method: Principal Component Analysis.

All the values in the matrix are higher than 0.30 which indicate that each of the items fits well with other items in its component/factor. The next matrix to check to identify how many factors were extracted is the Total Variance Explained as exhibited below.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	14.003	77.794	77.794	14.003	77.794	77.794	12.958
2	1.314	7.298	85.092	1.314	7.298	85.092	10.305
3	.790	4.389	89.482				
4	.454	2.520	92.001				
5	.295	1.637	93.639				
6	.230	1.277	94.916				
7	.198	1.098	96.014				
8	.126	.699	96.713				
9	.105	.585	97.299				
10	.093	.518	97.817				
11	.084	.465	98.282				
12	.066	.368	98.650				
13	.059	.329	98.979				
14	.052	.289	99.269				
15	.046	.254	99.522				
16	.034	.191	99.713				
17	.030	.168	99.881				
18	.021	.119	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

In this matrix, there were two components (factors) whose eigenvalues were bigger than 1: factors 1 (14.003) and 2 (1.314). This means that there were only two factors retained from 18 variables with 56 samples. This also informs that the two factors could explain 77.794.73% from the 18 items. The remaining 22% plus were explained by other factors whose eigenvalues were less than 1. All the eigenvalues show a relative importance of each factor in calculating the variances of the 18 analysed variables and they were ordered from the highest to the lowest value, with the criterion that the eigenvalues lower than 1 were not used to account for the number of factors extracted from the whole variables. How the calculation of total variance explained by both retained factors is briefly spelled out below.

Appendix R

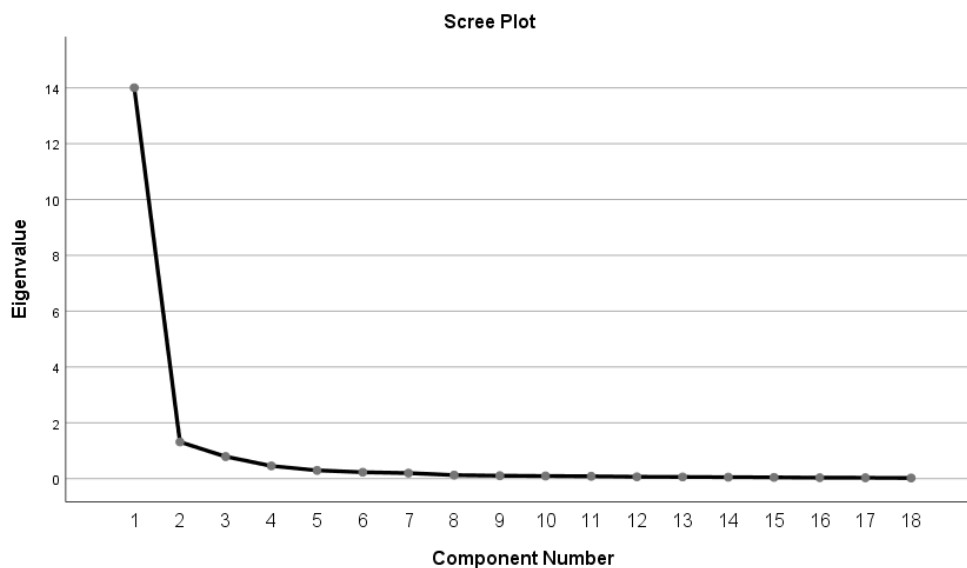
SPSS Output of Total Variance Explained above shows that there were 18 variables included in the factor extraction process. As understood previously, each variable has the variance of 1 so that the total variance becomes $18 \times 1 = 18$. If the whole 18 variances are extracted to become 1 factor, the variance that can be explained by the 1 factor (Santoso 2014). Since the number of variables was reduced to 18 items, while the values for factors 1 and 2 were 14.003 and 1.314, the percentage of the variance that can be explained by both factors are the following.

- $14.003/18 \times 100\% = 77.794\%$

If the 18 variables are extracted to be 2 factors, the results are as follows:

- $1.314/18 \times 100\% = 7.3\%$; so it becomes
- $77.794\% + 7.3\% = 85.094\%$

This implies that the total two factors can account for 85.094% from the 18 original variables. Meanwhile, the eigenvalues show a relative importance of each factor in calculating the variances of the 18 analysed variables. If we look at the matrix of Total Variance we will find that the order of the eigenvalues start from the highest value to the lowest value, with the criterion that the eigenvalues lower than 1 are not used to account for the number of factors extracted from the whole variables (see Santoso 2014). Hence, the matrix only evinces two factors whose eigenvalues are higher than 1 (factor 1 with the value of 14.003 and factor 2 with the value of 1.314). How such extraction was actually generated could be shown in the scree plot below.



Based on the scree plot above, we can learn that the factors which are in the X-axis with the highest eigenvalue is the first factor and the second factor having the second highest eigenvalue. The point where the line starts to fall with little slope, which is in the third component, becomes the criterion for selecting the number of factors extracted. To know which variables are retained in both components, we need to view the Component Matrix as seen below.

Component Matrix^a

	Component	
	1	2
Q02	.782	-.246
Q03	.822	.344
Q04	.846	.444
Q05	.932	.111
Q06	.891	.061
Q07	.847	.118
Q09	.909	.208
Q10	.688	.584
Q11	.888	.057
Q12	.913	-.068
Q13	.864	-.343
Q14	.860	-.370
Q15	.955	.066
Q16	.959	.041
Q17	.905	-.295
Q18	.929	-.213
Q19	.894	-.350
Q20	.947	-.012

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

As seen in the matrix, most of the correlation coefficients in column 1 (Component 1) indicate very strong correlations with very high factor loadings). Seemingly, they all belong to Factor 1, except for variable Q10 since it provides virtually similar factor loadings to Components 1 and 2 (0.69 and 0.58 respectively). Hence, this variable temporarily cannot be determined to which factor would be included. Consequently, we need to rotate the component matrix that usually indicates a clear division of both factors as shown below.

**Rotated Component
Matrix^a**

	Component	
	1	2
Q02	.751	.328
Q03	.395	.799
Q04	.347	.890
Q05	.630	.695
Q06	.633	.631
Q07	.562	.645
Q09	.549	.754
Q10	.136	.892
Q11	.633	.625
Q12	.733	.547
Q13	.877	.308
Q14	.892	.285
Q15	.678	.676
Q16	.697	.660
Q17	.877	.371
Q18	.841	.449
Q19	.904	.322
Q20	.722	.613

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Upon the results of the Rotated Component Matrix above, there were 6 variables showing high factor loadings in factor 1 and low in factor 2, and 3 variables with high factor loadings in factor 2 but low in factor 1. Yet, there were 9 variables having high factor loadings both in factors 1 and 2, therefore, they had to be discarded to avoid confusion. Thus, the FA of University respondents' TC emerged with two factors with fixed variables with 6 and 3 variables each (see Chapter 4, Table 4.3).

Appendix S Process of FA on TC for SHS and University

The output of the correlation coefficient matrix below show that there are no perfect correlation which certainly did not risk the multicollinearity (a situation in which two or more variables are very closely linearly related).

		Correlation Matrix ^a																			
		Item 01	Item 02	Item 03	Item 04	Item 05	Item 06	Item 07	Item 08	Item 09	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20
Correlation	Item 01	1.000	.971	.918	.979	.947	.982	.928	.927	.922	.923	.442	.436	.465	.378	.538	.462	.450	.393	.346	.914
	Item 02	.971	1.000	.945	.979	.955	.982	.948	.949	.945	.946	.497	.514	.527	.449	.607	.538	.527	.452	.404	.943
	Item 03	.918	.945	1.000	.941	.961	.939	.975	.988	.986	.985	.445	.481	.498	.415	.586	.554	.511	.407	.355	.956
	Item 04	.979	.979	.941	1.000	.949	.979	.944	.946	.943	.942	.460	.463	.490	.405	.572	.507	.490	.397	.364	.945
	Item 05	.947	.955	.961	.949	1.000	.951	.954	.960	.954	.963	.473	.484	.521	.443	.613	.520	.525	.439	.398	.923
	Item 06	.982	.982	.939	.979	.951	1.000	.949	.946	.942	.945	.490	.495	.509	.433	.589	.529	.514	.431	.392	.935
	Item 07	.928	.948	.975	.944	.954	.949	1.000	.988	.976	.975	.443	.474	.469	.392	.586	.536	.503	.401	.348	.944
	Item 08	.927	.949	.988	.946	.960	.946	.988	1.000	.984	.983	.441	.471	.481	.399	.582	.530	.502	.405	.344	.952
	Item 09	.922	.945	.986	.943	.954	.942	.976	.984	1.000	.986	.415	.451	.468	.383	.554	.518	.472	.381	.313	.956
	Item 10	.923	.946	.985	.942	.963	.945	.975	.983	.986	1.000	.422	.457	.483	.402	.569	.520	.492	.389	.335	.961
	Item 11	.442	.497	.445	.460	.473	.490	.443	.441	.415	.422	1.000	.929	.891	.907	.905	.873	.890	.894	.767	.430
	Item 12	.436	.514	.481	.463	.484	.495	.474	.471	.451	.457	.929	1.000	.906	.908	.901	.907	.894	.921	.810	.479
	Item 13	.465	.527	.498	.490	.521	.509	.469	.481	.468	.483	.891	.906	1.000	.935	.909	.853	.879	.929	.857	.489
	Item 14	.378	.449	.415	.405	.443	.433	.392	.399	.383	.402	.907	.908	.935	1.000	.899	.842	.858	.920	.788	.401
	Item 15	.538	.607	.586	.572	.613	.589	.586	.582	.554	.569	.905	.901	.909	.899	1.000	.898	.933	.856	.770	.563
	Item 16	.462	.538	.554	.507	.520	.529	.536	.530	.518	.520	.873	.907	.853	.842	.898	1.000	.927	.826	.720	.524
	Item 17	.450	.527	.511	.490	.525	.514	.503	.502	.472	.492	.890	.894	.879	.858	.933	.927	1.000	.845	.788	.494
	Item 18	.393	.452	.407	.397	.439	.431	.401	.405	.381	.389	.894	.921	.929	.920	.856	.826	.845	1.000	.835	.399
	Item 19	.346	.404	.355	.364	.398	.392	.348	.344	.313	.335	.767	.810	.857	.788	.770	.720	.788	.835	1.000	.356
	Item 20	.914	.943	.956	.945	.923	.935	.944	.952	.956	.961	.430	.479	.469	.401	.563	.524	.494	.399	.356	1.000
Sig. (1-tailed)	Item 01	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 02	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 03	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 04	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 05	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 06	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 07	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 08	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 09	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000
	Item 10	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 11	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 12	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 13	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 14	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 15	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 16	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 17	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 18	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 19	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Item 20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

a. Determinant = 7.404E-24

The determinant (7.404) is lots higher than the required value of 0.00001 and the value of Kaiser-Meyer-Olkin (KMO) measure of sampling is quite high too (.939) as indicated in the matrix below.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.939
Bartlett's Test of Sphericity	Approx. Chi-Square	4873.289

Appendix S

df	190
Sig.	.000

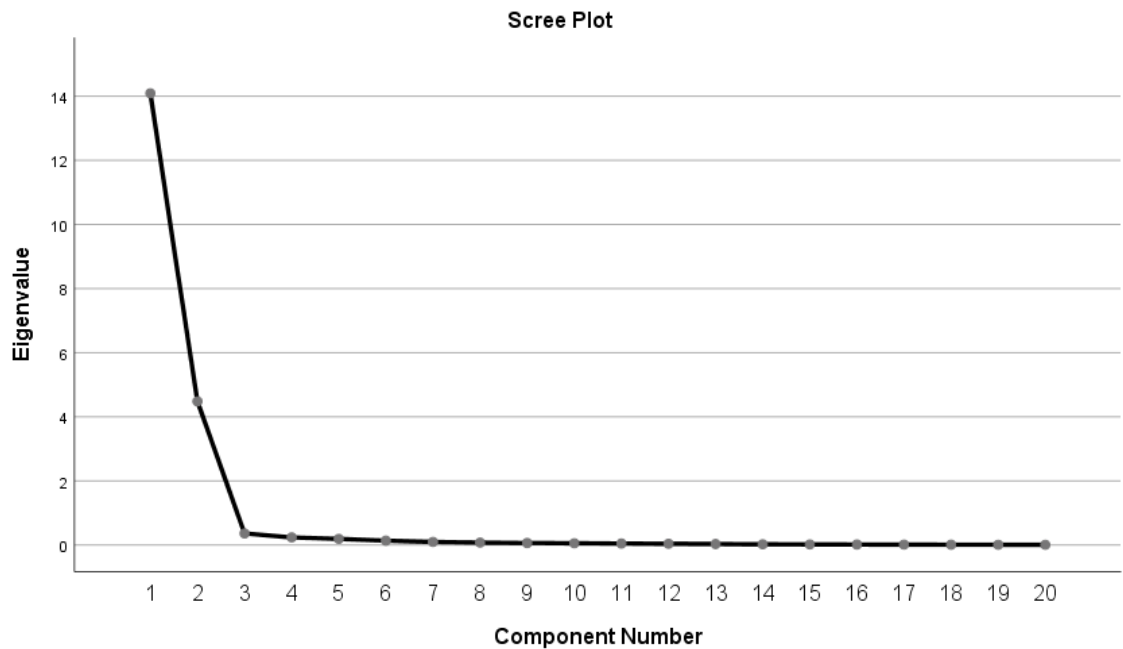
This certainly implies most of the respondents' choices are highly negatively skewed, tending to have a positive view of most of the questionnaire items. This tendency carries one important meaning. That is, the respondents were actually in line with (shared the ideas of) most of the given items informing the ideas of TC. They might feel that their perspectives were basically represented in the rated statements. Therefore, they mostly chose among "Always", "Usually" and "Sometimes" having quite similar meaning to "Strongly Agree", "Agree" and "neutral". Having these sort of data, I am confident that these data are understandable, explainable and interpretable. Since the determinant is higher than 0.00001 and the KMO is likewise high, I can then further processed this FA.

Based on the matrix of Total Variance Explained below, there are two components (factors) whose eigenvalues are bigger than 1: factors 1 (14.093) and 2 (4.482) respectively.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.093	70.466	70.466	14.093	70.466	70.466	10.456	52.280	52.280
2	4.482	22.408	92.874	4.482	22.408	92.874	8.119	40.594	92.874
3	.362	1.810	94.683						
4	.237	1.186	95.870						
5	.191	.957	96.826						
6	.137	.683	97.510						
7	.096	.478	97.988						
8	.075	.375	98.363						
9	.063	.316	98.679						
10	.055	.273	98.952						
11	.047	.237	99.189						
12	.039	.196	99.385						
13	.031	.155	99.540						
14	.021	.107	99.647						
15	.019	.095	99.741						
16	.014	.071	99.812						
17	.014	.068	99.880						
18	.010	.049	99.928						
19	.009	.044	99.972						
20	.006	.028	100.000						

Extraction Method: Principal Component Analysis.

This simply means that there are only two factors resulted from 20 variables with 100 samples. The factor extraction is also visualized clearly in the scree plot below.



The factors which are in the X-axis with the first highest eigenvalue is the first component, followed by the second component with the second highest value. Starting from the third component, the line starts to level out with little slope since its eigenvalue is less than 1. Automatically, the inclusion of factors ends in number 2. Afterwards, we need to observe the next matrix, which is the Component Matrix as shown below.

Component Matrix^a

	Component	
	1	2
Item 02	.919	-.342
Item 06	.911	-.359
Item 05	.911	-.352
Item 03	.908	-.381
Item 08	.904	-.395
Item 07	.901	-.393
Item 10	.899	-.405
Item 04	.899	-.388
Item 09	.892	-.418
Item 20	.890	-.380
Item 01	.877	-.405
Item 15	.841	.464
Item 16	.789	.487
Item 13	.783	.562
Item 17	.782	.532
Item 12	.772	.580
Item 11	.750	.586
Item 14	.720	.628
Item 18	.717	.626
Item 19	.644	.585

Extraction Method: Principal Component Analysis.
a. 2 components extracted.

As shown in the matrix, there are two columns based on the number of factors extracted: components 1 and 2 with its own factor loadings. In Factor 1, there are 20 out of 20 variables that gained high factor loadings (from .644 to .919) representing the high eigenvalues in the Total Variance Explained matrix. In Factor 2, however, there are only 7 variables that have high values (Items 11, 12, 13, 14, 17, 18 and 19). The problem is that the whole 7 variables that go to factor 2 also share high values in factor 1. This state creates difficulty for me in deciding to which factor the 7 variables have to be included. To resolve this, as suggested by Field (2013), I had to check the value of each variable for each factor in the Rotated Component Matrix, as indicated below.

**Rotated Component
Matrix^a**

	Component	
	1	2
Item 09	.960	.219
Item 10	.958	.234
Item 08	.956	.245
Item 07	.952	.245
Item 03	.950	.258
Item 04	.947	.247
Item 01	.940	.220
Item 06	.939	.278
Item 20	.936	.248
Item 02	.935	.296
Item 05	.935	.283
Item 14	.182	.938
Item 18	.181	.935
Item 12	.252	.932
Item 13	.272	.925
Item 11	.231	.924
Item 17	.289	.900
Item 15	.378	.883
Item 16	.323	.870
Item 19	.148	.858

Extraction Method: Principal
Component Analysis.
Rotation Method: Varimax with
Kaiser Normalization.

a. Rotation converged in 3
iterations.

Based on the rotated component matrix, I identified a proportional and balanced distribution for each factor. For factor 1 there are 11 variables included because their highest factor loadings were in Factor 1. For Factor 2, there are 9 variables of which their biggest factor loadings are in Factor 2.

**Rotated Component
Matrix^a**

	Component	
	1	2
Item 09	.960	.219
Item 10	.958	.234
Item 08	.956	.245
Item 07	.952	.245
Item 03	.950	.258
Item 04	.947	.247
Item 01	.940	.220
Item 06	.939	.278
Item 20	.936	.248
Item 02	.935	.296
Item 05	.935	.283
Item 14	.182	.938
Item 18	.181	.935
Item 12	.252	.932
Item 13	.272	.925
Item 11	.231	.924
Item 17	.289	.900
Item 15	.378	.883
Item 16	.323	.870
Item 19	.148	.858

Extraction Method: Principal
Component Analysis.
Rotation Method: Varimax with
Kaiser Normalization.

a. Rotation converged in 3
iterations.

Appendix T Lesson plan of P3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	:	SMA Negeri 1 Purwokerto
Mata Pelajaran	:	Bahasa Inggris
Kelas/semester	:	XII/1 (satu)
Materi Pokok	:	Teks pembahasan ilmiah (<i>discussion</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial
Alokasi Waktu	:	12 pertemuan (24 JP)

A. Kompetensi Inti

- 1) KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- 2) KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- 3) KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- 4) KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pembahasan ilmiah (*discussion*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks pembahasan ilmiah (*discussion*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.
- 4.14 Menyunting teks pembahasan ilmiah (*discussion*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.15 Menyusun teks pembahasan ilmiah (*discussion*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1 Menunjukkan semangat mengikuti pembelajaran dengan baik.
- 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran dengan baik.
- 2.2.1 Menunjukkan perilaku santun dalam kegiatan pembelajaran.
- 2.2.2 Menunjukkan perilaku disiplin dalam pembelajaran.
- 2.2.3 Menunjukkan perilaku percaya diri dalam berkomunikasi.
- 2.2.4 Menunjukkan perilaku bertanggung jawab dalam kegiatan pembelajaran.
- 2.3.1 Menunjukkan sikap peduli lingkungan sekitar.
- 2.3.2 Menunjukkan sikap cinta damai dalam berkomunikasi.
- 3.11.1 Membaca beberapa macam teks tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial untuk mendapatkan informasi khusus dan ide pokok dari teks *discussion*.

- 3.11.2 Mengidentifikasi teks discussion yang ditemukan dari berbagai sumber dengan menyebutkan fungsi sosial, topik, struktur teks dari tiap-tiap teks.
- 3.11.3 Mengidentifikasi struktur discussion text.
- 3.11.4 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks discussion dari berbagai sumber.
- 4.13.1 Mengidentifikasi ide/gagasan baik itu sisi pro dan kontra dari discussion text
- 4.14.1 Menganalisa text discussion berdasarkan struktur teks dan unsur kebahasaannya.
- 4.15.1 Menuliskan beberapa teks discussion.

D. Tujuan Pembelajaran

Melalui proses membaca/menyimak, menanya, mengeksplorasi, mengasosiasikan dan mengomunikasikan, peserta didik mampu:

- 1) Membaca beberapa macam teks tentang orang, bintang, benda, gejala dan peristiwa alam dan sosial untuk mendapatkan informasi khusus dan ide pokok dari teks *discussion*.
- 2) Mengidentifikasi teks discussion yang ditemukan dari berbagai sumber dengan menyebutkan fungsi sosial, topik, struktur teks dari tiap-tiap teks.
- 3) Mengidentifikasi struktur discussion text.
- 4) Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks discussion dari berbagai sumber.
- 5) Mengidentifikasi ide/gagasan baik itu sisi pro dan kontra dari discussion text
- 6) Menganalisa text discussion berdasarkan struktur teks dan unsur kebahasaannya.
- 7) Menuliskan beberapa teks discussion.

E. Materi Pembelajaran

Fungsi sosial

Memperoleh gambaran dan pandangan yang seimbang tentang obyek dan orang yang dibahas

Struktur teks

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- a. Menyebutkan isu yang dibahas dan ulasan umumnya
- b. Serangkaian argumentasi yang mendukung atau tidak mendukung, setuju dan tidak setuju, serta yang berbeda-beda, disertai rinciannya
- c. Menyebutkan kesimpulan atau saran

Unsur kebahasaan

- (1) Kosakata terkait dengan topik yang dibahas.
- (2) Kata sambung untuk menunjukkan perbandingan, kontras, dan urutan, a.l. *on the other hand, conversely, because, consequently, thus*, dsb..
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan

Topik

Institusi, benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

F. Metode Pembelajaran

1. Scientific approach (mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasikan).
2. CLT

G. Media, Alat, dan Sumber Pembelajaran

1. Media

Berbagai benda penemuan secara nyata atau gambar dan power point slides untuk menjelaskan.

2. Alat

Laptop, LCD, gambar benda, poster, Foto

3. Sumber Pembelajaran

- a. Sudarwati and Grace: *Pathway to English 3*. Jakarta: Penerbit Erlangga. Hal. 164-184.

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

- 1) Peserta didik mengutarakan pendapatnya terhadap berbagai isu yang ada di kegiatan share your experiences no. 1 (kegiatan share your experiences, hlm. 164).
- 2) Peserta didik bertanya kepada teman-temannya terhadap pendapatnya mengenai isu-isu pada kegiatan share your experiences no. 2 (hlm. 164).
- 3) Peserta didik mengidentifikasi ungkapan untuk menyatakan pendapat setuju dan tidak setuju pada kegiatan share your experiences no. 3 (hlm. 164).
- 4) Peserta didik mendengarkan pernyataan dan mencocokkan gambar dengan pernyataan tersebut (kegiatan 1. Hlm. 165).

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- 5) Peserta didik bersama guru mengamati isu-isu yang sedang berkembang di masyarakat dan menanyakan pendapatnya mengenai isu-isu tersebut.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

- 1) Peserta didik mengisi dialog rumpang berdasarkan rekaman video yang didengarnya (kegiatan 2, hlm. 165).
- 2) Peserta didik mengidentifikasi pro dan kontra terhadap infotainment (kegiatan 4, hlm. 166).
- 3) Peserta didik mendengarkan monolog dan membetulkan kalimat yang salah (kegiatan 5, hlm. 165).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga**Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)**Mengamati**

- 1) Peserta didik mengamati berbagai argumen kemudian menentukan apakah argumen tersebut termasuk pro atau kontra (kegiatan 6, hlm. 167).
- 2) Peserta didik mengamati penjelasan mengenai discussion (hlm. 167).

Menanya

- 1) Peserta didik membuat sisi pro dan kontra dari argumen yang ada pada kegiatan 6 (hlm. 167) dengan cara mengumpulkan pendapat dari teman-temannya.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Keempat

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Menanya

- 1) Peserta didik bersama guru berdiskusi mengenai debat, bagaimana cara berdebat, usur kebahasaan, dll (hlm. 167).

- 2) Peserta didik secara berpasangan membuat dialog berdasarkan isu yang telah ditentukan pada kegiatan 7 (hlm. 169).

Penutup (10 menit)

- 5) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 6) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 7) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 8) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kelima

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

- 1) Peserta didik mengamati penjelasan mengenai *connectives word* (hlm. 170).

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- 2) Peserta didik mengidentifikasi penggunaan *connectives word connectives word* yang ada pada teks 1 dan 2 yang ada pada kegiatan 7 (hlm. 169).

Mengeksplorasi

- 1) Peserta didik membaca beberapa isu kemudian menentukan topik dari isu tersebut pada kegiatan 9 (hlm. 171).
- 2) Peserta didik mengisi KWL chart (hlm. 172).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Keenam

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengeksplorasi

- 1) Peserta didik membaca teks kemudian mengidentifikasi unsur dari teks tersebut pada kegiatan 13 (hlm. 173).
- 2) Peserta didik menjawab pertanyaan berdasarkan teks pada kegiatan 14 (hlm. 174).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketujuh**Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengeksplorasi

- 1) Peserta didik menganalisa struktur kebahasaan yang ada pada teks di kegiatan 13 (kegiatan 15, hlm 174).

Mengasosiasi

- 1) Peserta didik mempelajari struktur teks discussion dan menjawab pertanyaan berdasarkan teks tersebut (kegiatan 16-18, hlm. 175-176).
- 2) Peserta didik bertanya kepada teman-temannya mengenai pendapatnya terhadap penggunaan internet dalam pembelajaran.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedelapan

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)**Mengasosiasi**

- 1) Peserta didik memcocokkan frasa untuk membuat kalimat yang utuh pada kegiatan 19 (hlm. 177).
- 2) Peserta didik membaca teks kemudian membuat pernyataan kontrasif pada kegiatan 20 (hlm. 178).
- 3) Peserta didik menggunakan kata *connectives* dan *comment adverbs* dengan melakukan kegiatan 21 (hlm. 178).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kesembilan**Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

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- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengasosiasi

- 1) Peserta didik mempelajari isu yang ada pada kegiatan 22 (hlm. 179) dan menjawab pertanyaan mengenai isu tersebut (kegiatan 23, hlm. 180).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kesepuluh

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengasosiasi

- 1) Peserta didik secara berkelompok melakukan kegiatan 25 (hlm. 181).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kesebelas**Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)**Mengkomunikasikan**

- 1) Peserta didik melakukan role play yang ada pada kegiatan 26 (hlm. 181).
- 2) Peserta didik membuat daftar argumen pro dan kontra dari dialog tersebut.

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- 3) Peserta didik bersama guru berdiskusi mengenai isu penggunaan kalkulator di sekolah.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Keduabelas

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengkomunikasikan

- 1) Peserta didik menulis discussion text berdasarkan isu yang telah ditentukan pada kegiatan 27 (hlm. 182).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

I. Penilaian

1. Rubrik Penilaian Sikap Spiritual

Bersyukur	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Mengikuti pelajaran dengan antusias				
2	Belajar dengan hati gembira				
3	Mengatasi kesulitan belajar dengan semangat				
4	Menyelesaikan tugas dengan semangat				

2. Rubrik Penilaian Sikap Sosial

Disiplin	Deskripsi	Skala nilai
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		Selalu	Sering	Jarang	Tidak Pernah
1	Saya selalu hadir di kelas bahasa Inggris tepat waktu.				
2	Saya selalu fokus ketika pelajaran sedang berlangsung.				
3	Saya selalu mengumpulkan latihan tepat waktu.				
Percaya diri	Deskripsi	Skala nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya tidak mudah putus asa ketika mengerjakan latihan yang sulit.				
2	Saya memiliki pandangan yang positif terhadap diri sendiri.				
3	Saya memiliki pengendalian diri yang baik dan ketekunan yang baik dalam belajar.				
Tanggung jawab	Deskripsi	Skala nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya menyelesaikan tugas dan kewajiban dengan kesadaran yang tinggi.				

2	Saya membuat perubahan yang lebih baik daripada hari kemarin.				
Peduli	Deskripsi	Skala nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya menawarkan bantuan kepada teman yang memiliki masalah dalam pelajaran.				
2	Saya tidak bersikap egois dalam menjalin komunikasi dengan teman dan guru.				

3. Pengetahuan

- a. Teknik penilaian : Tes tertulis
- b. Bentuk instrumen : Mengisi teks rumpang, menentukan benar atau salah, mencocokkan, dan menjawab pertanyaan
- c. Kisi-kisi :

No	Indikator	Butir Instrumen
1.	Peserta didik dapat menentukan gambar yang sesuai dengan monolog yang diperdengarkan.	Activity 1
2.	Peserta didik dapat melengkapi teks rumpang dengan informasi yang didengar dari teks lisan.	Activity 2

3.	Peserta didik dapat mengidentifikasi pernyataan pro dan kontra berdasarkan dialog.	Activity 4
4.	Peserta didik dapat mengidentifikasi kesalahan yang ada pada pernyataan.	Activity 5
5.	Peserta didik dapat mengidentifikasi pernyataan pro dan kontra berdasarkan argumen.	Activity 6
6.	Peserta didik dapat membuat dialog pro dan kontra berdasarkan teks.	Activity 7
7.	Peserta didik dapat mengidentifikasi topik dari berbagai isu.	Activity 9
8.	Peserta didik dapat menganalisa text discussion berdasarkan struktur teks dan unsur kebahasaannya.	Activity 13
9.	Peserta didik dapat mengidentifikasi ide/gagasan baik itu sisi pro dan kontra dari discussion text	Activity 14
10.	Peserta didik dapat menganalisa text discussion berdasarkan unsur kebahasaannya.	Activity 15
11.	Peserta didik dapat mengidentifikasi ide/gagasan baik itu sisi pro dan kontra dari discussion text	Activity 17
12.	Peserta didik dapat mengidentifikasi ide/gagasan baik itu sisi pro dan kontra dari discussion text	Activity 18
13.	Peserta didik dapat mencocokkan frasa.	Activity 19
14.	Peserta didik dapat membuat pernyataan kontradiksi dari sebuah isu.	Activity 20
15.	Peserta didik dapat membuat dialog menggunakan connectives dan comment adverb.	Activity 21

16.	Peserta didik dapat menganalisa text discussion berdasarkan struktur teks dan unsur kebahasaannya.	Activity 23
17.	peserta didik dapat mengisi teks rumpang dengan argumennya.	Activity 24
18.	Peserta didik dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks discussion dari berbagai sumber.	Activity 25

4. Keterampilan

- a. Teknik Penilaian : Unjuk Kerja
- b. Bentuk Instrumen : Tes kemampuan berbicara
- c. Kisi-kisi:

No.	Keterampilan/Indikator	Butir Instrumen
Berbicara		
1.	Peserta didik dapat melakukan role play	Activity 26
Menulis		
1.	Peserta didik dapat membuat discussion text	Activity 27

- d. Konversi keterampilan membaca dan mendengarkan.

Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

- e. Rubrik Tes Keterampilan Berbicara

Appendix T

No.	Kriteria	Performa rendah 7	Performa baik 8	Performa sangat baik 9	Skor
1.	Pelafalan	Banyak kesalahan yang berpengaruh pada pemahaman.	Dapat dipahami	Seperti penutur asli	
2.	Intonasi	Tidak ada variasi dalam intonasi	Menggunakan banyak variasi dalam intonasi	Intonasi akurat	
3.	Tata bahasa	Banyak kesalahan tata bahasa yang menyebabkan ketidakjelasan isi.	Hanya beberapa kealahan namun tidak menyebabkan kesalahpahaman terhadap isi.	Sedikit kesalahan tata bahasa dan tidak menyebabkan kesalahpahaman isi.	
4.	Isi	Gagal untuk menyampaikan ide	Dapat dipahami, menambahkan beberapa ide pendukung	Konteks tepat	
Total skor					
Skor akhir = Total skor : 4					

f. Rubrik Tes Ketrampilan Menulis

No.	Kriteria	Performa rendah 7	Performa baik 8	Performa sangat baik 9	Skor
1.	Isi	Ide tidak logis, tidak teratur	Ide logis namun dengan ide pendukung yang tidak relevan.	Ide logis dengan ide pendukung yang relevan.	
2.	Susunan teks	Tidak teratur	Susunan rapih namun dengan elaborasi ide yang tidak jelas.	Susunan rapih dengan elaborasi ide yang jelas.	

3.	Tata bahasa	Banyak kesalahan tata bahasa yang menyebabkan ketidakjelasan isi.	Hanya beberapa kealahan namun tidak menyebabkan kesalahpahaman terhadap isi.	Sedikit kesalahan tata bahasa dan tidak menyebabkan kesalahpahaman isi.	
4.	Kosakata	Kosakata masih dasar, kurang tepat	kosakata berkembang	Menggunakan kosakata yang tepat.	
5.	Mekanis	Beberapa kesalahan ejaan dan tanda baca	Hampir menggunakan kapitalisasi, tanda baca, dan ejaan yang efektif.	Menggunakan kapitalisasi, tanda baca, dan ejaan yang efektif.	
6.	Kerapihan dan ketepatan waktu	Tidak dapat dibaca, telat mengumpulkan	Tulisan jelas, mengumpulkan dengan tepat waktu	Tulisan rapih, mengumpulkan waktu dengan tepat.	
Total skor					
Skor akhir = Total skor : 6					

g. Konversi keterampilan berbicara dan menulis:

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap

Appendix T

A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Purwokerto, 3 Oktober 2016

Mengetahui,

Kepala SMA Negeri 1 Purwokerto

Mohammad Husain, S.Pd. M.Si

NIP. 19630202 198803 1 007

Penyusun

TIM MGMP BAHASA INGGRIS

Appendix U Lesson plan of P5

SATUAN ACARA PERKULIAHAN/LESSON PLAN

Grammar in Spoken Discourse

Pertemuan ke	:	4
Mata Kuliah	:	Grammar in Spoken Discourse
Kompetensi Dasar	:	At the end of the course, students are expected to know full verb and linking verb, as well as using them in conversation.
Indikator	:	<ol style="list-style-type: none"> 1. Be able to identify full verb, 2. Be able to identify linking verb, 3. Understanding the differences between full verb and linking verb, 4. Be able to use full verb and linking verb in conversations.
Pokok Bahasan/ Materi	:	<ol style="list-style-type: none"> 1. What is Full Verbs 2. What is Linking Verbs 3. Full Verbs in Conversation 4. Linking Verbs in Conversation
Tahap-tahap kegiatan	:	<ol style="list-style-type: none"> 1. Pendahuluan <ol style="list-style-type: none"> 1. Opening <ul style="list-style-type: none"> : Warm start by greeting the class with <i>salaam</i> and start the activity by saying <i>basmala</i> together. 2. Ice Breaker <ul style="list-style-type: none"> Teacher asks the students about what activities they usually do at certain times, and do pantomime of their activities while others guess the activities. 3. Lead-in

Appendix U

Teacher gives some understanding of verbs and how to differ between full verb and linking verb.

2. Isi
 1. Presentation
: Teacher explains the definition of verb and explain the kinds
 2. Controlled Practice
Teacher give some examples of full verbs and linking verbs and ask the students to differ them.
 3. Semi-Controlled Practice
Students are given chance to guess whether the verb in conversation a full verb or a linking verb.
 4. Free Practice
Students create their own conversation by considering the use of full verb and linking verb.

 3. Penutup
 1. Feedback
: Teacher asks students whether the discussion lead them more to understand full verb and linking verb.
 2. Closure
Teacher closes the class by leading the students to say *hamdalah* together and greet them warmly by saying *salaam*.
- Penilaian** :
- Jenis Tagihan : king conversation in group
- Bentuk Instrumen : cticing the conversation
- Bahan Pustaka** :
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Purwokerto, 3 September 2017

Penyusun

Titik Wahyuningsih, S.S., M.Hum

NIK. 2160272

Appendix V Lesson plan of P8

RENCANA PEMBELAJARAN MATA KULIAH

INTERMEDIATE INTEGRATED COURSE PRACTICUM

UNIVERSITAS	: JENDERAL SOEDIRMAN
FAKULTAS	: ILMU BUDAYA
PROGRAM STUDI	: S1 PENDIDIKAN BAHASA INGGRIS
TAHUN AKADEMIK	: 2017/2018
SEMESTER	: GASAL
MATA KULIAH	: INTERMEDIATE INTEGRATED COURSE PRACTICUM
KODE M.K/SKS	: ----- / 2
PENGAMPU MATA KULIAH	: SLAMET RIYADI, S.S.M.PD
	DRS. AGUS SAPTO NUGROHO, M.ED.TESOL
	DRS. ASHARI, M.ED
	KARYADI, S.PD,M.PD

KONTRIBUSI MATA KULIAH TERHADAP KOMPETENSI LULUSAN

Mendukung kemampuan berkomunikasi ilmiah secara lisan maupun tertulis dengan menggunakan bahasa Inggris yang baik dan benar.

DESKRIPSI MATA KULIAH

Mata kuliah ini berisi materi yang membantu mahasiswa dalam meningkatkan kemampuan menggunakan empat skill Bahasa Inggris secara terintegrasi untuk mengungkapkan hal hal yang bersifat deskriptif dan argumentatif.

KOMPETENSI UMUM MATA KULIAH

Setelah mengikuti mata kuliah ini, mahasiswa mampu berkomunikasi dalam level intermediate dengan menggunakan empat skill Bahasa Inggris dengan baik dan benar..

KOMPETENSI KHUSUS MATA KULIAH

1. Mahasiswa mampu memahami bacaan secara komprehensif
2. Mahasiswa mampu mendengarkan percakapan maupun tuturan bentuk lain dalam Bahasa Inggris dan dapat meresponse dengan baik

3. Mahasiswa mampu berbicara dalam Bahasa Inggris dalam topik topik tertentu dengan menggunakan aturan grammar yang memadai
4. Mahasiswa mampu menulis baik secara formal maupun non formal berbagai kegiatan sesuai dengan topik tertentu menggunakan kaidah tata Bahasa Inggris yang baik

OUTCOME

Mahasiswa mampu berkomunikasi secara efektif dan memadai menggunakan productive maupun receptive skill yang dimiliki secara lisan maupun tertulis

Pertemuan ke-	Kompetensi Khusus	Topik	Subtopik	Metode	Media	Waktu (Menit)
1	Mahasiswa memahami definisi mata kuliah dan kontrak pembelajaran	Kontrak pembelajaran	Pengenalan terhadap mata kuliah, silabus, dan kontrak pembelajaran	Paparan dosen dan diskusi	LCD dan <i>whiteboard</i>	100

2	Mahasiswa mampu menggunakan Present Simple and Continuous, State and Activity Verbs. Vocabulary on Education untuk berkomunikasi baik secara lisan maupun tertulis	Learning Style	<p>Present Simple and Continuous</p> <p>State and Activity Verbs.</p> <p>Vocabulary on Education</p> <p>Reading on a Different way of learning</p> <p>Are you becoming a Digital Gold Fish</p> <p>Boys and Girls in Education</p> <p>Listening on A Radio Programme</p> <p>Speaking on School</p>	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100
3	Mahasiswa mampu menggunakan kemampuan vocabulary khususnya berbagai kegiatan olahraga yang didukung pengetahuan grammar tentang defining relative clause dan past activities tenses untuk berkomunikasi	Into Sport	<p>Grammar on Defining Relative Clause</p> <p>Present perfect and Past Simple</p> <p>Vocabulary on :Various sporting activities</p> <p>Reading :Many on kinds of Sports</p> <p>Listening on People Sporting Likes and Dislikes, and Radio Interview</p> <p>Writing on Descriptions of Sports</p>	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100

	baik secara lisan maupun tertulis					
4	Mahasiswa mampu menggunakan bentuk questions dengan look like, be like, dan does like serta Vocabulary on family matters untuk berkomunikasi baik secara lisan maupun tertulis	Family Matters	<p>Grammar on making comparison and Questions with look like, be like, and like</p> <p>Vocabulary on family relationship</p> <p>Reading :on family stories</p> <p>Listening on TV Shows, Personalities</p> <p>Speaking on describing a person, describing personalities and family relationship</p> <p>Writing on My family</p>	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100
5	Mahasiswa mampu menggunakan ekspresi yang bersifat obligation dan menggunakan make dan let yang ditunjang	Working Life	<p>Grammar on Obligation, and <i>Make</i> and <i>Let</i></p> <p>Vocabulary on jobs</p>	Integrated activities (Diskusi, role play, Latihan: listening)	LCD dan <i>whiteboard</i>	100

Appendix V

	kemampuan Vocabulary on job untuk berkomunikasi baik secara lisan maupun tertulis		<p>Reading on The job I Like</p> <p>Speaking on Giving advice, and Job interview</p> <p>Listening on TV Programme</p> <p>Writing on My Future Job</p>	reading dan writing)		
6	Mahasiswa mampu menggunakan future expression, first conditional yang didukung vocabulary yang berkaitan dengan protecting environment untuk berkomunikasi baik secara lisan maupun tertulis	Getting There	<p>Grammar on future with will and going to and First conditional and future time clauses</p> <p>Vocabulary on protecting the environment</p> <p>Reading on getting around my city</p> <p>Listening on the environment</p> <p>Speaking on environment and eco holiday</p> <p>Writing on your experience of dealing with environment</p>	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100
7	Mahasiswa mampu menggunakan Present perfect yang didukung dengan Vocabulary on social relationship	Meeting Up	<p>Grammar on present perfect with for and since</p> <p>Vocabulary on social relationship and feeling</p>	Integrated activities (Diskusi, role play, Latihan: listening	LCD dan <i>whiteboard</i>	100

	untuk berkomunikasi baik secara lisan maupun tertulis		Reading on sharing your problem Listening on description relationship Speaking on describing relationship Writing on describing relationship	reading dan writing		
8. Ujian Tengah Semester			Ujian tertulis			120
9	Mahasiswa mampu menggunakan passive voice yang didukung kemampuan . Vocabulary on food, nutrition, dan health untuk berkomunikasi baik secara lisan maupun tertulis	Fast Food	Grammar on the passive, and having something done Vocabulary on preparing food, and nutrition and health Reading on fast food, and street foods Listening on preparing food , and a TV program (on food) Speaking on describing food Writing on food (specialties) of my town	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100
10	Mahasiswa mampu menggunakan konstruksi first and	Living Space	Grammar on first and second conditional Vocabulary on describing building, and annoying habits	Integrated activities (Diskusi, role	LCD dan <i>whiteboard</i>	100

Appendix V

	second conditional yang didukung dengan kemampuan vocabulary yang berkaitan dengan describing building dan annoying habits untuk berkomunikasi baik secara lisan maupun tertulis		Reading on live style Listening on radio phone, and description of a building Speaking on my house Writing on describing a house	play, Latihan: listening reading dan writing)		
11	Mahasiswa mampu menggunakan konstruksi <i>used to</i> dan past continuous yang didukung dengan kemampuan vocabulary tentang accidents and first aid untuk berkomunikasi baik secara lisan maupun tertulis	Help..... Help	Grammar on <i>used to</i> and past continuous Vocabulary on accidents and first aid Reading on unfortunate action and endurance Listening on a lecture about first aid Speaking on nsrrsting a story about an emergency Writing on an informal letter	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100
12	Mahasiswa mampu menggunakan konstruksi reported speech yang didukung kemampuan	In the News	Grammar on reported speech Vocabulary on news features, and celebrities and media	Integrated activities (Diskusi, role play, Latihan: listening	LCD dan <i>whiteboard</i>	100

	vocabulary tentang news feaures dan celebrity on media untuk berkomunikasi baik secara lisan maupun tertulis		Reading on newspaper article, and celebrity news stories Listening on radio news program Speaking on expressing opinion Writing on a celebrity news	reading dan writing)		
13	Mahasiswa mampu menggunakan konstruksi gerunds and infinitives yang didukung kemampuan vocabulary pada cultural events untuk berkomunikasi baik secara lisan maupun tertulis	For Art Sake	Grammar on gerunds and infinitives Vocabulary on cultural events Reading on art festivals Listening on a radio program Speaking on describing of a cultural event Writing on description of a culture	Integrated activities (Diskusi, role play, Latihan: listening reading dan writing)	LCD dan <i>whiteboard</i>	100
14	Mahasiswa mampu menggunakan konstruksi third	What's Next	Grammar on third conditional, and quantifiers	Integrated activities (Diskusi, role	LCD dan <i>whiteboard</i>	

Appendix V

	conditional dan quantifiers yang didukung kemampuan vocabulary pada <i>word families</i> dan <i>describing objects</i> untuk berkomunikasi baik secara lisan maupun tertulis		Vocabulary on word families, and describing objects Reading on world inventions Listening on descriptions (inventions) Speaking on the inventors Writing on the inventors I know	play, Latihan: listening reading dan writing)		
15	Mahasiswa mampu merefleksikan kemampuan yang telah diperoleh dalam pembelajaran Integrated Course Practicum terutama pada sisi productive skill speaking untuk berkomunikasi baik secara lisan maupun tertulis Dan secara keseluruhan melihat kembali kekurangan yang dimiliki dalam pembelajaran MK ni	Review	All topics and skills along the semester	Diskusi Presentasi, role play		

16.	<i>Ujian Akhir Semester</i>	Ujian tertulis	120
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KOMPONEN PENILAIAN

Appendix V

Komponen Penilaian Hasil Belajar Mahasiswa terdiri atas :

- Kehadiran : 10 %
- Keaktifan : 20 %
- Tugas Terstruktur : 10 %
- Ujian Tengah Semester : 30 %
- Ujian Akhir Semester : 35 %
- Total :100 %**

STANDAR PENILAIAN

- Nilai akhir didapat dari penjumlahan semua aktivitas yang telah dijalani oleh seluruh mahasiswa dengan batasan sebagai berikut:

Interval Nilai	Konversi	Nilai Huruf	Keterangan
≥ 80	4	A	Sangat baik
75-79	3,5	AB	Baik Sekali
70-74	3	B	Baik
65-69	2.5	BC	Sedang baik
60-64	2	C	Sedang
55-59	1.5	CD	Kurang Sedang
46-54	1	D	Kurang
≤ 45	0	E	Buruk

BENTUK SOAL

esei tertutup, esei terbuka, dan oral

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Glossary of Terms

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