

**THE PERCEIVED INFLUENCE OF REFLECTIVE PRACTICE  
STUDENTS' SPEAKING SKILL  
( A Case Study of English Student Department )**

THESIS



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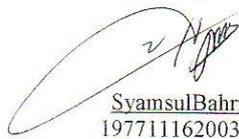
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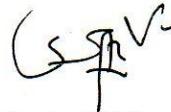
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Saya yang membuat surat pernyataan,



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## **Abstract**

This thesis entitled “**The Perceived Influence of Reflective practice on Students Speaking Skill**”. The aim of the research is to get information about the perceived influence of reflective practice based on students’ perceptions toward their English speaking skill. In completing the data, the writer applied qualitative research involving 6 participants. The participants of study were students of English department and the writer took them based on purposive sampling. The writer used semi-structured interview, which allowed guides to freely answer the questions. The overall results demonstrated that all participants had similar perception toward the influence of experiences of their English speaking skill, including changing the way they speak, increasing their confidence and direct errors correction. The majority of students reported that they liked learning speaking with reflective practice. Furthermore, the finding of this research suggested the language learner to apply reflective practice as the strategy in improving their speaking skill.

**Key words** : Influence, Speaking, Reflective practice.

# CHAPTER I

## INTRODUCTION

### A. Background of study

Language is a means of communication, as communication is the foundation of all human relationship, thus, language is important to connect people. At first, strangers start talking and getting to know each other, and then the relationships are formed when they have more interaction and communication. Communicating helps people to express their ideas and feelings, at the same time, it helps us to understand emotion and thoughts of the others. Effective communication is about more than just exchanging information, it is about understanding the emotion and intentions behind the information. As a result, we will develop affection or hatred toward other people. In communication, speaking is a direct way to deliver information for others.

Brown (2001, p. 267) cites that when someone can speak a language, it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Scott (2003) explains that speaking is the oral communicating as an activity involving two or more people in whom the participants are both hearer and speaker having to react to what they hear. Speaking has the role to motivate and activate learners for instructional materials, it has the role to contextualize the language usage and to meet language learner's need. Meanwhile for other instructional, for instance instructional media, speaking brings the teaching into real life situation, the teachers ease and facilitate the learning process, the learners manifest and produce meaningful and appropriate utterances as an indicator of the instructional success and the speaking components relates to which components of the speaking to be emphasized in a speaking class activity.

The role of reflection in education was grounded in the first half of the 20th century by John Dewey (1933), who distinguished between routine and reflective actions. He argued that

routine actions are unsystematic and habitual, whereas reflection “enables us to direct our activities with foresight and to plan according to ends-in-view to act in deliberate and intentional fashion, to know what we are about when we act”.

Therefore, The reflective practice influences speaking skill which it involves a number of skills (such as observation, self-awareness, critical thinking and self-evaluation), and has the outcome of integrating this understanding into future planning and goal setting (Mann et al., 2009). Reflective practice is ‘a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation’ (Boud et al., 1985, p. 19).

Reflective practice becomes an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It is the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection, a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding.

However, speaking skill is directed at students who plan to work in learning career or who already learn as a student at vocational colleges or universities of applied sciences. Education can also be made use of staff development tasks in companies and work communities. It includes organization, social worker or government, in different expert positions that required professional competences.

Actually, reflective practice is also a common Important thing in improving speaking skill, which is divided into two kinds of reflective, teaching and learning. This research focuses on reflective learning which enhanced critical thinking of students in improving their language. Reflective learning is a self-evaluation; whic a procedure to systematically observe, analyze and value of own professional action and its results in order to stabilize or improve

it. This can take place on an individual or on an organizational level. To self-evaluate means that people explore and evaluate their own professional work. In this case, through reflective learning the ability of student will be found in the way of they speak.

The reflective practice can be applied in the classroom not only by teacher (reflective teaching) but also by students (reflective learning). Reflective learning means a reflection activity by students to reflect their learning and what they get from learning process. Some functions of reflective learning given by Ellis (in Pinder: 2007): (1) to accept responsibility for their personal growth, (2) to help students see a clear link between the effort they put into their development activity and the benefits they get out of it, (3) to help students see more value in each learning experience, by knowing why they are doing it and what is in it for them, (4) to help students "learn how to learn" and add new skills over time.

Based on the theory above, it can be concluded that through the reflective learning student can recognize their strengths and identify weaknesses, which in turn, allows them to formulate strategies for challenging situations. The actions and feelings associated with the experience will be analyzed and evaluated critically. In relation with reflective practice for speaking that should be enhanced by students because it influences their action in speaking, In fact, the writer found that many English Department students of UIN Ar-raniry uses this method in learning speaking in their speaking. Therefore, the writer found with reflective practice students' perceives influences with their ability in speaking. In this study indicates to find out the students' perceived toward their learning speaking with reflective practice based on their perception.

In order to be able to speak well, students have to feel confident and understanding in practicing their English. By understanding and being confident, students will not fear of making mistakes when speaking. On the other hand, many students always feel unconfident, misunderstanding and fear of making mistakes when speaking. This fear and unconfident feeling can be caused by the inappropriate method used in practicing speaking. In fact, reflective practice as self-evaluation can facilitate them to know their mistake made in speaking.

The influence of reflective practice on students' speaking skill is shown by the increase of their speaking abilities. This type of learning also helps to move the student from surface to deep learning and can include a range of activities, including self-review and peer review, because the student are closely linked to the concept of learning from the experience. And this study only focuses on exploring students' perceived influence of using reflective practice as their method in learning speaking.

Considering the problem, the writer intends to find out the perceived influencing of reflective practice on speaking skill based on students' perception. Therefore, this research entitled is “ **the Perceived Influence of Reflective Practice on Students' Speaking** “, The writer conducted the research in Department of English Language Education

## **B. Research Question**

The research question stated in this study is how does reflective practice influence student's speaking skill?

## **C. The aim of study**

Based on research question, the purpose of this research is to get the information about how the reflective practice influences the student speaking skill based on students' perception.

## **D. Significance of study**

The research is expected to be significant both theoretically and practically.

### 1. Theoretical Significance

This research was expected to give the contribution in improving speaking skill by doing reflective practice.

### 2. Practical Significance

The writer hopes this research can contribute for student in improving speaking skill. In this case, desire of student in speaking will appear curiously. Therefore, the writer expects to make the student to improve speaking skill through reflective practice.

#### **D. Terminology**

There are several terms in this study that should be explained to recognize more about the research problem and to avoid misunderstanding.

##### 1. Influence

Influence means to affect or change how someone or something develops, behaves, or thinks. Based on *Bridge Dictionary* the meaning of Influence is “the power to have an effect on people or things, or a person or thing that is able to do”.

##### 2. Speaking skill

Based on *Cambridge Dictionary* the meaning of improve is “(cause something to) get better”. According to Brown (1997), Burns & Joyce (1994), speaking is an interactive process of constructing the meaning that involves producing, receiving and processing information. As the result, improving speaking skill is the processes of constructing meaning that will produce information clearly get better.

According to Widdowson (1985, p. 57) that speaking is an oral communication that gives information which involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, and the communication involves the productive skill of listening. Furthermore, he also states that an act of communication through speaking is commonly performed in face to face interaction and occurs as a part of dialogue or rather than form or verbal exchange.

##### 3. Reflective practice

Dewey (1910, p. 6) stated that reflective practice refers to ‘the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it. This means that someone will have a questioning approach; or will consider why things are as they are, and how they might be.

Reflective practice is a way of allowing students to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analysing their experiences.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents the review of related literature on influenced reflective practice on students' speaking skill.

#### A. Speaking

##### 1. Definition of Speaking

Harmer (1999, p. 46-47) states that when two people are engaged in talking to each other, we can be sure that they in general way to suggest that a speaker makes a definite decision to address someone. Speaking may be forced on him in the way but we still say that he wants or intends to speak, otherwise he would keep silent.

Maybin (1992, p. 56) says that communication is an exchange between people, knowledge, information, ideas, options and feeling in which there must be concept and ideas, in the fellow speaker of what they are going to say. The speakers have a basic competence in communicating their ideas. If the students are able to communicate their ideas, they will be given opportunity to practice their English. According to Michael (1998, p. 103) language is a symbolic system used by communicators to construct and convey information. Good languages developed by a system, set of rules followed by the wearer.

Widdowson (1985 ,p. 57) states that speaking is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, the communication involves the productive skill of listening. And he also states that an act of communication through speaking is commonly perform in face to face interaction and occur as a part of dialogue or rather than form or verbal exchange.

From definition above, the writer concludes that speaking is a form to say or talk something with expressing ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other to contribute to the other. To do speaking activities, it must involve both speaker

and the listener or speaker only.

## **2. The role of speaking**

According to Manurung (2015) Speaking is one of English skills that covers instructional techniques, instructional materials, instructional media, the language used by teachers as well as learners, and the speaking components. Learning a foreign language needs the process that the learners should know and understand. When learners learn a foreign language successfully, it means they have ability in using the language that they learnt. According to Harmer (2007) learner's language is a language used by the learners. They will use all the language that they know when they speak and be able to communicate using it. Another opinion about learner's speaking ability is from Nunan (1995) who argued that speaking is an important aspect of language learning whether it is as a foreign or second language and the success of learning a language is measured with the ability of language learners to carry out conversation in the language being learned. This idea is in line with Richard's idea (2008) that speaking is an important skill in language learning that enables language learners to communicate not only in expressing point of view but also in giving responses.

Speaking is included into productive skills along with writing, whereas reading and listening are classified as receptive skills. As a productive skill, speaking is related to the ability of language learners to process information during the conversation (Harmer, 1991; Burns & Joyce, 1997; Brown, 2001). In communication, the speaker and the listener will have the same understanding about the messages. Therefore, concerning speaking ability used in communication by the language learners shows that speaking deals with the process. Speaking deals with learner's ability to process messages so that the utterance they produced are appropriate with the context of the conversation, so that the produced utterances meet the purpose of the conversation (Manurung, 2015).

Some participations of instruction approach research have proven that there is relationship between student's participation in the classroom with the student's

academic achievement. In accordance to Lim's idea (1992) that the linkage between student's classroom participation and their academic achievement is undeniable (Wudong, 1994 and Zhou, 1991). According to Krupa-Kwiatkowsky (1998, p. 133) he wrote that the interaction involves participation, personal engagement, and the taking of initiative in some ways or activities that in turn are hypothesized to trigger cognitive processes conducive to language learning. This shows that if the students are actively taking part in the speaking class, their academic achievement will improve.

Participation Interaction (henceforth PI) is an approach used in the language classroom to find out the interaction in it. PI approach is based on the theory of culture assimilation model proposed by Triandiss (1972); cultural self-awareness model proposed by Kraemer (1973) and PIC known as Perspective, Interaction, and Context-Specific proposed by Gudykunst, Hammer, Wiseman (1977).

### **3. The Characteristics of The Success in Speaking**

Scott (2003, p. 120) states that speaking for learner is not easy, at least four criteria should be covered by the learner in speaking activity, as shown as follows :

a. Learner talks a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This way seems obviously but often most time is taken up by teachers talk.

b. Participants is even

Classroom discussion is not dominated by monitory of talkative participants, they get a chance to speak, and contribution is fairly and evenly distributed.

c. Motivation is high

Learners are able to speak because they are interested in the topic and have something new to say about it, or because they want contribution to achieve their competence in speaking.

d. Language is an acceptable level

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and acceptable.

## **B. Reflective practice**

### **1. Definition of reflective**

The concept of reflection is represented by a number of different words that are in current parlance. We talk of reflection itself, reflective practice, reflective learning, reflective teaching and reflective writing. Reflection, as a process, seems to lie somewhere around the notion of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting—so, reflective learning as a term, simply emphasizes the intention to learn as a result of reflection.

The content of reflective practice is not a direct mirror of what happens in the head, but it is a representation of the process within a chosen medium—in this case, writing. The representation of reflection in the form of writing is likely to differ from that represented in other ways such as speech or in a drawing. In making a representation of personal reflection, we shape and model the content of our reflection in different ways and learn also from the process itself. In other words, there is a secondary learning (Moon, 2004, p. 80)

Reflective practice is a relatively new phrase that came into use particularly as a result of the work (Moon, 2004). Reflective practice emphasizes the use of reflection in professional or other complex activities as a means of coping with situations that are ill-structured and/or unpredictable. The idea of reflective practice was developed initially in nursing and teacher education and is increasingly being applied across the profession. It is, in essence, a professionalised form of reflective learning, but any kind of definition has remained problematic (Moon, 2004, p. 80).

On the basis of reasoning above, we will use the term, reflection and reflective learning interchangeably as the main terminology, recognizing that reflective

writing and reflective practice represent expansion of the ideas in different directions and these term will be used appropriately

Vygotskys' Theory of ZPD in reflection indicated that The idea of peer review or peer evaluation is based on the Vygotsky's ZPD (Zone of Proximal Development). This reflects the condition where the area of certain thing that can be done by the person alone and certain things that are to be done with others in furthering learning and development (Jacob, 1989). Based on Vygotsky's idea students can improve their performance with the presence of their peers because the feedback given by their peers can stimulate them not only to work alone but also with their peers.

Both Students and practitioners have different abilities to reflect and without some direction reflection can become diffuse and disparate in which the conclusions or outcomes may not emerge' (Boud & Walker, 1998, p. 193). Researchers have identified that reflection is a difficult skill that needs to be explicitly taught and modelled (Baird & Winter, 2005) and it is only possible in an environment that is safe, respectful and where confidentiality is assured (Sumsion, 2000). Students and practitioners need to know why reflection is valued, be prepared for reflection and know what to reflect on (Baird & Winter, 2005)

## **2. Reflection 'in' and 'on' Practice**

Dewey (1933) was among the first leading experts to identify reflection as a specialised form of thinking. He considered reflection to stem from doubt, hesitation or perplexity related to a directly experienced situation. For him, this prompted purposeful inquiry and problem resolution. Dewey also argued that reflective practice moved people away from routine thinking/action (guided by tradition or external authority) towards reflective action (involving careful, critical consideration of taken-for-granted knowledge). This way of conceptualising reflection crucially starts with experience and stresses how we learn from 'doing', i.e. practice. Specifically the argumentation of

dewey that we ‘think the problem out’ towards formulating hypotheses in trial and error reflective situations and then use these to plan action, testing out our ideas.

Dewey’s ideas provided a basis for the concept of ‘reflective practice’ which gained influence with the arrival of Schon’s (1983) ‘The reflective practitioner: how professionals think in action’. In this seminal work, Schon identified ways in which professionals could become aware of their implicit knowledge and learn from their experience. His main concern was to facilitate the development of reflective practitioners rather than describe the process of reflection. However, one of his most important and enduring contributions was to identify two types of reflection: reflection-on-action (after-the-event thinking) and reflection-in-action (thinking while doing).

In the case of reflection-on-action, professionals are understood consciously to review, describe, analyse and evaluate their past practice with a view to gaining insight to improve future practice. With reflection-in-action, professionals are seen as examining their experiences and responses as they occur. In both types of reflection, professionals aim to connect with their feelings and attend to relevant theory. They seek to build new understandings to shape their action in the unfolding situation, In Schon’s Ards.

A number of methods of facilitating reflection, designed to support the process of reflection across a range of different contexts, have been outlined in the literature including journal writing, self-appraisal and portfolio preparation (Mann et al., 2009). Students and practitioners reflect more deeply when given specific prompts and coaching (Roberts, 2009; Russell, 2005) so the following activities have been designed to support this process.

a. Written reflection

Keeping a diary, journal or blog is frequently mentioned in the literature (e.g. Chirema, 2007; Hiemestra, 2001; Phipps, 2005) as a way of looking back at experiences in detail in order to learn from them and alter future behaviour accordingly. Specific prompts or cues (usually a series of questions) can support the

practitioner or student to move from describing experiences to analysing, making meaning and setting goals for the future Roberts, 2009). Warren, F and Dempsey (2009) developed a checklist of cues for practitioners to use to facilitate their written reflections and to evaluate their own journal entries. The levels and cues are based on Boud and colleagues' (1985) model of reflection.

b. Reflection on a critical incident

Mann and colleagues (2009) suggested experienced practitioners are more likely to reflect-in-action and it could be suggested that experienced speech pathologists may not find processes designed to facilitate reflection-on-action, such as journal keeping, as beneficial or feasible within a busy work life. Baird & Winter (2005, p. 155) argued that Setting aside time to reflect only on critical incidents, a situation 'that provoked surprise, concern, confusion or satisfaction' is more practical. Findlay and colleagues (2011) developed a number of Reflective Inventories for use by Radiotherapists which provide a set of prompts to guide the practitioner through a reflective writing. Using a Reflective Inventory resulted in a deeper level of reflection than a freeform reflection in a journal as measured by Boud and colleagues' model (Findlay et al., 2011) and one of these can be used to support deep reflection following a critical incident.

**3. Reflection following professional development**

A second Reflective Inventory uses reflection to support deep learning following professional development or any other kind of learning activity such as reading an article or book chapter (Findlay et al., 2011). They continue that this reflection encourages the practitioner to apply the new knowledge so encouraging deep learning as well as deeper levels of reflection.

**4. Reflection on a Clinical Encounter**

Student practitioners are less able to reflect-in-action than more experienced practitioners (Mann et al., 2009) and need more structure to support deep reflection

on their experiences. The author of this article along with speech-language pathology students developed a series of scaffolding questions to support students' ability to answer the clinical educator's question 'how did that session go?' Students use this series of questions to reflect on their clinical experiences (whether an assessment, intervention or consultation), making brief notes before then discussing with their clinical educator or peers. This tool could also be used by new graduate practitioners to support their reflections with their supervisor.

### **C. Further Ideas for Reflective Practice**

A range of other reflective practices have also been identified in the literature including telling stories or narratives (Watson & Wilcox 2000). This less structured approach to reflection often occurs in the lunch room or hallway and helps practitioners make sense of complex or challenging experiences. Discussion in a supportive small group increases the depth of reflection and therefore learning that occurs when sharing these stories (Mann & colleagues, 2009).

Sumsion, (2000) states another approach focuses on developing a personal statement of philosophy or code of personal ethics which could be revisited each year as part of an annual appraisal. This annual reflection allows the practitioner to re-evaluate the way in which their current work practices align with their overall philosophy and ethics as a practitioner. Creative ideas for reflection include using art, visuals (such as reflective photos), relaxation and visualisation, mind maps and drawings. These different ideas may support reflection in practitioners and students with different learning styles.

### **D. Supporting Reflective Practice.**

The term "Reflection" has been used widely colloquial in academic disciplines, such as psychology and education. Nevertheless, in both settings, it simply means the process of thinking deeply with one's awareness and conscious effort on an issue or event. The product of such a highly engaged cognitive process would be informing insights, strategies, plans and predictions on the issue one vigorously ponders upon.

Psychologists and educators further differentiate two kinds of reflective thinking: reflection-in-action and reflection-on-action. The former suggests a simultaneous monitoring when performing or practicing a task; the latter suggests a retrospective evaluation after the task is accomplished. Over some years working with students within the Information School that have developed a model of reflective practice, and materials for teaching and supporting reflection.

This arose from the problem encountered with students being asked to “reflect” but not understanding what reflection is, how to do it to achieve deeper learning, or being explained what the value or benefits might be for them. The problem seemed to be compounded by teaching staff themselves not understanding the theories behind reflective practice and therefore not knowing how to help the students.

It designed a reflective assignment within a year long module. The assessment requires students to reflect on their learning throughout the module and post entries to a reflective journal. Continuous feedback is given to students so that they know how well they are doing from the start, to encourage their input, and to support their critical reflection. Students are given a great deal of support starting with their engagement in a reflective writing workshop; they are:

- 1) explains the theories behind reflective practice, explaining the difference between descriptive, or surface level reflection, and deep critical reflection.
- 2) explains the benefits that engaging in deep reflection can bring in relation to learning and their continuing professional development.
- 3) gives the students the opportunity to practice reflective writing.

#### **D. The Implementation of Reflective Practice**

A number of models of reflection have been advanced in different fields of professional practice and education. Ghaye and Lillyman (1997) states models vary in their levels of prescription, explanation, criticality and reflexivity, but most share a focus on reflection as being essentially retrospective. Quinn (2000, p.82) suggests that the different models all tend to involve three fundamental processes:

- 1) Retrospection: i.e. thinking back about a situation or experience;
- 2) Self-evaluation, i.e. critically analysing and evaluating the actions and Feelings associated with the experience, using theoretical perspectives;
- 3) Reorientation, i.e. using the results of self-evaluation to influence future approaches to similar situations or experiences.

The selected objects of reflection enabled us to develop the reflection-based methodology of developing speaking skills. The proposed methodology is based on Galperin's Theory of Stage-by-Stage Formation of Mental Activity (Galperin, 1969), which in its turn is grounded on the ideas of Vygotsky's scientific school. The methodology is aimed at the development of students' speaking skills on the basis of reflection. This aim is achieved through the implementation of the system of exercises of the stage-by-stage development of reflection and speech production skills.

The implementation of this methodology was made possible by first singling out the objects of reflection in the process of developing first-year students' speaking skills. These objects also serve as the criteria of assessment and self-assessment of students' utterances.

To fulfill this task and to define the objects of reflection in speech production it was essential to turn to the linguistic research of discourse, its characteristics and its types. These issues form the first-year objectives in ESL teacher training universities in terms of speech production. Fasold (1990) states that the most common understanding of discourse is "language in use", and Candlin (1997, p. 9) views discourse as "language in use, as a process which is socially situated". This correlates with Deborah Schiffrin's (1994, p. 363) understanding of discourse as 'text used in context'. She distinguishes between the term "text" (linguistic material) and "context" (the environment in which linguistic productions occur). "In terms of utterances, then, "text" is the linguistic content, the context is thus a world filled with people producing utterances: people who have social, cultural, and personal identities, knowledge, beliefs, goals and wants, and who interact with one another in various socially and culturally defined situations".

This understanding of discourse made it possible for us to single out the criteria for speech production assessment based on discourse characteristics. Following Tischer et al.

(2000) distinguish text-internal and text-external criteria of discourse. The internal factors belong:

- 1) Cohesion, which is formal connectedness of a text. A great significance for teaching cohesive speech belongs to discourse markers, which Andersen (2001, p. 39) understands as “a class of short, recurrent linguistic items that generally have little lexical import but serve significant pragmatic functions in conversation,” In this research a great importance is attached to the fact that different discourse markers are used in descriptive, narrative and argumentative discourse accordingly.
- 2) Coherence, which is understood as the wholeness of a text that conveys its meaning.
- 3) Completeness of an utterance is understood as its finality, which is seen by the speaker. It is measured by the abundance of the expression of the speaker’s thought.
- 4) Type of speech. There are three main types of speech: description, narration and argumentation. This classification is based upon the objective relations between the phenomena in real life: a person perceives objective forms of matter existence in time (narration), space (description) and the cause-effect relations between notions (argumentation).

The external factors refer the following:

- 1) Addressee account, which implies direct influence of the addressee on the speaker’s selection of lexical and grammar structures and their speech strategy. As Mikhail Bakhtin (1984) pointed out any utterance including a monolog is built upon dialogic relationships.
- 2) Situationality, which means that the situation in which the discourse is produced, plays a crucial role in the production and perception of the message. a great emphasis is laid on the situation as social relationship between the interlocutors, their intentions, status and personal characteristics. All these factors influence the

lexical and grammatical constructions the speaker uses and the style of the discourse.

Remember the goals and objectives when deciding how to evaluate the speaking and oral presentations of the students. Make sure that the methods match up with good priorities.

Oral Evaluations - These may be given after each presentation, or to all speakers at the end of class. Student speakers receive immediate feedback, and teachable moments become part of the schedule. However, oral evaluations may be forgotten or misinterpreted by speakers in the "let-down" after the presentation performance.

Written Evaluations - these can be helpful by providing a record of response for each speaker, and it encourages those responding to be more thoughtful and deliberate. Using evaluation forms rather than free-form comments facilitates consistency in feedback and application of the full criteria from speaker to speaker, but can also inhibit creative listening by being so standardized. It may combine oral and written responses by, for example, using both student/peer oral feedback and faculty written feedback Peer Assessment :

Peer assessments of presentations can cover both content and delivery. For students giving oral presentations, peer response provides students with assistance in the following areas:

- 1) Each student has a better idea of how effectively they reached their audience.
- 2) Students learn from each other's presentation skills.
- 3) Students are encouraged to be active listeners for the full class.

Written Peer Evaluation - Students write a free-form paragraph response on what worked well and what needs improvement. Follow up with a handout that covers all areas of content and delivery. There is a sample handout in this packet. Oral In-Class Peer Evaluation :

- 1) Collectively establish class ground rules for peer responses. Student participation facilitates a shared process that allows students to feel safe to make and receive more in-depth critiques. Also, set time limits and make enforcement a collective responsibility.

- 2) Require that students take notes during the presentation on content and delivery.
- 3) After the presentation, the speaker should be the first to share. She should begin with what she thinks went well, then discuss what she would do differently, and conclude with what she would like assessments of.
- 4) Open up the class to responses, beginning with reactions to the speaker's stated concerns.

Applying the objects of reflection to speaking played the key role in promoting reflective practice. The students admitted that they used to "have a lot of difficulty thinking over their speech as they didn't know what to start with and how to get rid of their mistakes". It led to their frustration, confusion and unwillingness to continue working on speaking skills. The students' answers proved that the methodology helped them understand the role of reflection in developing speaking skills and encourage them to reflect while speaking (reflection-in-action), after speaking (reflection-on-action) and before speaking (reflection-for-action). As one of the students admitted, reflection helped her control the process of speaking.

In addition, reflecting practice meaning allows the listener to reflect the speaker's experiences and emotional response to those experiences. It links the content and feeling components of what the speaker has said. Speakers are helped through reflecting as it not only allows them to feel understood, but it also gives them the opportunity to focus their ideas. This in turn helps them to direct their thoughts and further encourages them to continue speaking. The implementation of reflective practice allowing students to step back from their learning experience to help them develop critical thinking skills and improve their speaking on future performance by analysing their speaking experiences.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The purpose of this research is to find out about the influence of reflective practice on speaking skill based on students' perception of English department, at Ar-Raniry State Islamic University. The writer collected the data by using qualitative research. The writer used qualitative research since this study only found out about the opinion of student to the use of reflective practice in the learning speaking. The writer believes that qualitative methods would provide the multidimensional data necessary to gain an understanding of the dynamics of students' towards using reflective practice in learning speaking.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the writer making interpretations of the meaning of the data. The final written report has a flexible structure (Creswell, 2014, p. 32).

#### **B. Population and Sample**

A population is strictly a finite collection of the units from which information is sought in the survey with additional specification (Lavrakas, 2008, p. 589). Likewise, Creswell (2012) stated that the population is the broadest level of data resources, in which a group of individuals possesses one characteristic that distinguishes them from other groups. At a more specific level, researchers do not always study an entire population, they can obtain the target population. From the target population, researchers choose a sample. At the most specific level, researchers select a few individuals as samples of studied people from the target population. The population of this research are all student of English language education department in UIN Ar-Raniry.

The sample is the group of participants in a study selected from the target population from which the writer generalizes the target population six English student were recruited purposively as a sample by ensuring that all the students have applied a reflective practice in their speaking (Creswell, 2012). Therefore, in this thesis the writer chose the sample using purposive sampling since the writer selected participants who have experience or knowledge of the issues being addressed in the research (Creswell, 2012). Therefore, there were four participants selected in this study by observing the students then asking them regarding students who have applied reflection practice in their learning of speaking.

### **C. Methods of Data Collection**

Data collecting means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. The paramount concern in this process is the need to obtain accurate data from individuals and places. This step will produce a collection of numbers (test scores, frequency of behavior) or words (responses, opinions, quotes) (Creswell, 2012).

Therefore, face-to-face in semi-structure interview was the primary sources of data in this study to obtain a better understanding of the various participant's perspective. As well as to answer the research question, the writer asked ten questions covering understanding of reflective practice, the perception of reflective practice, kind of reflective practice they used. Their opinion about, does reflective practice improves their speaking ?. Then, the benefits of using reflective practice method, and the effectiveness of making reflective practice as an evaluation and assessment tool in the speaking.

### **D. Method of Data Analysis**

Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures:

1. Data Reduction.

Data reduction is the process whereby the mass of qualitative data you may obtain in interview is reduced and organised, for example coding, writing summaries,

discarding irrelevant data and so on.

## 2. Data Display

Data display is the process of showing the data simply in the form of words, sentences, narratives, table, and graphic in order the data collected is mastered by the writer as the basic to take appropriate conclusion.

## 3. Drawing and Verifying Conclusion

In this process, analysis should allow the writer to begin to develop conclusions regarding the study. These initial conclusions can then be verified, which is their validity examined through reference to the existing field notes or further data collection.

Therefore, The research findings in this research will be analyzed by using open coding technique. It is a big source of descriptions that must be managed and controlled when doing grounded theory and case study research. Open coding allows the writer to see the direction in which to take his research so he can become selective and focused conceptually on a particular social problem (Glaser & Hon, 2016). This technique is used to extract the data from writing. In sort, the procedure allows the writer to explore both the formulaic features and the guides' perception.

The collected data of the interview were analyzed, concluded narratively. The data was divided into several sections. Each section was arranged into sub-section. The writer analyzed the data by reading it several times and conducting an analysis each time, because each time the writer read the data, it developed a deeper understanding of the information supplied by participants. Also, during the interviews, students' similarities, themes and interesting responses were written down. As well as, digital recording was used to ensure the data fully transcribed.

## **E. Brief Description of Research Location**

The research took place at Ar-raniry State Islamic University is the Islamic According to the President Decree number 64 of 2013, UIN Ar-Raniry was transformed previously as

IAIN (The State Institute for Islamic Studies) Ar-Raniry.

UIN Ar-Raniry was firstly established on 5th of October 1963. It is located at JL. Ar-Raniry Kopelma Darussalam, Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has contributed in developing Islamic thought in Southeast Asia, especially in Aceh. UIN Ar-Raniry which is currently chaired by Prof. Farid Wajdi Ibrahim, MA as the rector, as an Islamic educational institution which has passed thousands scholars and some professors.

As an Islamic University, it is not only concerned with Islamic affairs but also concerned with general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, namely Ilmu Tarbiyah dan Keguruan Faculty, Syariah dan Hukum Islam Faculty, Ushuluddin Faculty, Dakwah dan Komunikasi Faculty, and Adab dan Humaniora Faculty, Ilmu Sosial dan Pemerintahan Faculty, Ekonomi dan Bisnis Islam Faculty, Psikologi Faculty, Sains dan Teknologi Faculty The aim of Ilmu Tarbiyah dan Keguruan Faculty is to educate pious Muslim, to become an expert in education and teaching of Islam in order to be able to develop and proficient in implementing knowledge in various educational institutions.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

The purpose of this research is to find out about the perceived influence of reflective practice on speaking skill of English department students, at Ar-Raniry State Islamic University. This chapter discusses the research findings based on the data obtained from the interviews and it attempted to answer the questions of the study.

#### **A. Brief Description of Research location**

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5<sup>th</sup> in 1963. It is located in JL. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The status of this Islamic university changed on October 1<sup>st</sup> in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA. As the rector, has nine faculties. Among the Faculties, Faculty of Education and Teacher Training is the faculty that concentrates on education and educational expert preparation. The faculty consists of several departments under its authority; one of them is Department of English Language Education or *Pendidikan Bahasa Inggris (PBI)*.

The Department of English Language Education (*PBI*) has the objectives to prepare its undergraduate students to be educational experts and professional teachers especially for English major order to achieve the goal, the curriculum has been arranged as proper as possible. For instance, many important subjects are provided for the students, such as four English skills (listening, speaking, reading and writing), educational subjects (educational knowledge, educational philosophy and educational methodology), curriculum and material analysis, and other courses to support the students to be a competent English teacher. It is aimed at producing well-behaved, qualified, creative, and competitive graduates as future English teachers. In addition, hopefully they will be able to give contribution for the development of education in Aceh province particularly.

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed, has 32 permanent and 35 adjunct lecturers and 918 students who come from several regions of Aceh and other provinces in Indonesia. The data about the enrolled students at Department of English Language Education of Ar-Raniry State Islamic University, is described in the table below.

## **B. The Data Analysis Procedure**

The interview was analyzed qualitatively in order to explore the participants point of views. Based on the data of interviews, there are several interesting findings regarding the questions explored in this study. The writer will elaborate the features of the reflective practice regarding the data interview.

The interview had been done by asking six participants. The writer recorded interviewees' answers and opinion with an audio recorder. Then, the writer transcribed them into the transcript. Each interviewer spent more than 10 minutes to respond the questions and orders from the interviewer. Each participant got the same questions that should be answered. These questions were on purpose designed as easy as possible to respond. Further, to find the deep information, several additional questions were asked based on the interviewee's answer in accordance with the topic. They are purposively selected student of English language education department In UIN Ar-Raniry. They are mentioned anonymously ZQ, AZ, RM, MF, MS and PF.

## **C. The Analysis of Interview**

Regarding to the research question, the writer found several points about the influence of reflective practice on speaking skill based on English students' perception of English department. Including, changing the way they speak, increased their speaking skill and direct errors correction..

### **1. Change the way of speaking**

Based on the interview, all participants said that the reflective practice has

positive impact for speaking ability which mainly give the opportunity development in capacity of speaking. Further, the way of speaking will be changed gradually. This case has the purpose in the way of speaking to be better which enhanced the experience of what have existed. As MF suggested that

I think when we are talking about the topic what the lecture give about the topic to us and then I speak about that topic at that time I don't know which part is wrong about the sentences but when we use peer reflection my friend can correct what was wrong about my sentences and this is the affect of using the reflection. And it becomes the positive impact in increasing our ability in speaking. And so he added that “ reflective practice can change the way of our speaking, because with it we can fluently or correctly about the grammatical, words and sentences. It caused that we have learned about the mistakes that we have made before.

Similarly, MS argued that

Thereflective practice can change the way I speak because someone or my peer or even my self get the evaluation or the reflection of what I have talked or the mistake that I made in my speaking. This case will change how I speak to be better in my ability.

In brief, based on the explanation above, it can be concluded that they find the good impact of reflective practice on their speaking ability, because when they get mistake in speaking, they will evaluate directly about the mistake that they have made. Therefore, the way of their delivering ideas will change to be better gradually. because they always do the improvement of what they get from their mistake.

### **3. Increased the confidence**

In this part, all participant shared the similar opinion regarding the increasing of using reflective practice in speaking, they agreed that being as learner speaking through reflective practice will increase their confident and improve their capacity in speaking skill. In this case, AZ argued that;

I think so much necessary about learning speaking with this way, because I have less confident to speak English firstly but now it was better, since I used

reflective practice as my method in learning speaking, my confidence has improved and I have been able to speak with my friend even personally, or group. All of this because I always learn by doing peer review, I always try to be brave in delivering the ideas to my peer, then when I got a mistake my peer corrects it directly. I always try to learn like this if I have time with my friend. That was what made me confident to speak.

In addition, PF stated that

When I speak with my peer, and my peer will review what I have spoken and this cause will improve my confidence and decrease my speaking stammering when I speak to another person.

It can be concluded that confidence is one of the increasing aspects of reflective practice in learning speaking. They agreed that learning speaking through reflection will improve their capacity in speaking because it was important for students to be confident when they speak to their friend. It indicated that they practice and reflect on what they talked. And it becomes to be confidence in speaking. Conducting further research, At this stage reflection for acting in speaking helped students anticipate possible difficulties; such as less confidence and unclear utterance. Reflection-in-action helped them realize all the requirements during speech production process.

#### **4. Direct errors correction**

All participants said that when they get a mistake in their speaking, the errors will be corrected directly, either done by his partner or himself in correcting it. MS clarified that;

Sometimes when I speak with my friend, after we speak we evaluate what we have talked, so he will tell me what the error that I got when I was speaking, and me too do like him. And also he gives me suggestions how I talked. And both of us get correction directly about what we have spoken.

Similarly, RM argued that”

In my learning speaking I always try to develop my speaking skill, I was difficult at first but when I do conversation with my partner and fix the

mistake each other directly, this learning model of speaking makes my speaking capacity is improved either utterance, grammatical, and etc.

Based on Dewey ( 1933 ) states that enduring contributions was identified two types of reflection: reflection-on-action (after-the-event thinking) and reflection-in-action (thinking while doing). From the clarification above, it indicated to reflection-on-action (after the event thinking). Because They do reflection after they talked, reflective practice can correct errors directly in speaking because when student practice this method in their learning speaking the error in their speaking will be fixed directly. Furthermore, their ability to speak will increase certainly.

#### **D. Discussion**

The writer collected the data successfully by using the interview. After conducting the research, it can be seen that there are many opinions and preferences of those six participants. Toward this, the writer elaborated some important points as parts of the research findings in order to answer the research questions. The research question of this thesis is about the influence of reflective practice on students' speaking skill.

Generally, based on the result of interview conducted, the writer found that there are similar perspective of influencing reflective practice toward their English speaking skill, such as changing the way they speak, increased their confident, correcting the errors directly. All participants stated that implementing reflective practice in the learning speaking absolutely necessary. The result of the data also show the positive impact of assigning reflective practice on students since they have learned this method in the speaking class. Furthermore, All participants argued that after applying this method on their learning speaking, their speaking skill increased to be better.

As Boud et al., ( 1985, p. 19) argued that reflective practice is 'a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation. The participant used several kind of reflectice practice on their learning speaking such as self-review, peer review, group review

and etc. But the most of all they still get the same influence from those methods they used, the capacity of their speaking involved from their learning experience and they can measure the performance of their speaking.

In addition, the students have different types of reflective practice they used in learning speaking. Most of all have similar purpose that their perceived increased their ability in speaking based on their perception. On other words, the positive influence toward using reflective practice in their learning speaking process. It is very helpful toward their learning progress for example by implementing those types of reflective practice they used in their learning in which they can measure their performance of speaking either in the classroom or in environment.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestion are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

#### A. Conclusions

According to the result in the previous chapter, some conclusion can be inferred.

- 1) All participants showed the positive influence toward using reflective practice in their learning speaking process. It is very helpful toward their learning progress for example by implementing reflective practice in their learning in which they can measure their performance of speaking either in the classroom or in environment.
- 2) The writer found that all participants argued that reflective practice have taken the important place in learning speaking. They emphasized that learning speaking through reflective practice will have impact on their English speaking skill, because it will change the way of speaking, increasing the confidence and direct errors correction. One crucial advantage of applying reflective practice is that it give feedback for speaker so that they can adjust and improve the way of their learning. Reflective practice can be a tool to measure the extent to which the achievement of students in the learning speaking.
- 3) Reflective practice can be a benchmark for student toward the way of their learning speaking.

#### B. Suggestions and Implication

The writer suggests possible limitations or weaknesses of the study and makes

recommendations for future research. One of the first limitations of this study It might be happened since there were some question asked is not clear enough. afterwards, limitation of this study is the size of the sample. There were merely six participants in this research which limit making any generalizations from these findings.

Implications for future research may include the use of the findings for practice in learning speaking and the need for further research for example by gathering more extensive data, by asking additional questions of participants and by including the students as additional participants since there were several limitations in this research.

In addition, the writer hopes that the research is not only useful for English department students, but also for all of student who learn English speaking skill.

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FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

**Surat Keterangan**

**No: B-065/UN.08/KJ.PBI/TL.00/01/2018**

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-492/Un.08/TU-FTK/TL.00/01/2018 tanggal 10 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : M. Nurkhalis  
NIM : 231 324 352  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**The Influence of Reflective on Students' Speaking Skill (A Case Study of English Student Department)**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris



**T. Zulhikar**



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