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REFLECTIVE TEACHING AMONG INDONESIAN NOVICE EFL TEACHERS: HINDRANCES TO THE PRACTICE

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Abstract
Research and studies on teachers' reflective practice have increased over the decades. However, the factors contributing to the low levels and application of reflective practice among Indonesian novice EFL teachers have been very little explored. This study aims to explore the hindrances faced by novice EFL teachers to their practice of reflective teaching. This qualitative study used a survey method and an online questionnaire adopted and developed from the IETRTQ or Inhibitors to EFL Teachers' Reflective Teaching Questionnaire as the research instrument. The questionnaire was then administered to 30 Indonesian novice EFL teachers as the samples of this study. After collecting the data, simple descriptive statistics such as mean and frequency analysis were employed to provide a more qualitative analysis regarding the result. The findings of this study show that the lack of novice EFL teachers' reflective practices is due to some hindrances to their practice. The hindrances include a lack of knowledge factors, emotional and affective factors, and institutional factors. Further, it is expected that novice teachers, EFL study programs, EFL policy makers and trainers, teaching institutions, and future researchers can work cooperatively to contribute to the implementation of reflective practice of teaching.

Keywords: hindrances, novice EFL teachers, reflective practice

Introduction
Reflective practice has become more common across a variety of educational settings and professional contexts over the past few decades. Even if it has occasionally been used carelessly and erroneously to justify current behavior, it has evolved into one of the traits of competence in many professions, particularly in the field of education. Loughran (2000) even states that the bandwagon of reflection is seductive because it "rings true" (Loughran, 2000).

The definition of "reflective practice" varies significantly among different intellectual traditions and fields, though (Fook et al, 2006). Reflective practice is interpreted in a variety of opposing ways, even within the same discipline. Nevertheless, some consensus has been reached, indicating that reflective practice is the process of using lessons learned from past experiences to generate fresh interpretations of one's practice (Menon & Ngugi, 2022; Chen & Chen, 2022; Boyd

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& Fales, 1983; Boud et al., 1985; Jarvis, 1992; Mezirow, 1981). Examining presumptions of common practices is frequently necessary for this. Each practitioner must critically evaluate and be aware of their responses to practicing circumstances. The objective is to critically reflect on prior practice experiences to produce new ideas and develop subsequent practices (Tovey & Skolits, 2022; Farrell & Stanclik, 2023). This is then acknowledged as a process of lifelong or continuous learning (Billett, 2023; Le et al, 2023).

Zeichner and Liston (1996) noted that in the field of education, "a teacher cannot be said to be practicing reflective teaching activities if they do not question the values and philosophy that guide their work as well as the presumptions they have about teaching and learning". Reflective practice in teaching as well as its techniques, according to Crandall (2000), helps language teachers challenge the cliches and routines of language instruction, advance more knowledgeable methods, and develop a deeper understanding of the process of teaching practices (Farrell, 2007; Alharkan, 2023; Winans, 2022). Therefore, as stated by Braun and Crumpler (2004, p. 61), teachers risk repeating "ineffective teaching practices" if they don't engage in the non-reflective practice. Conversely, from the student's side, the way the students reflectively think empowers language learners to comprehend themselves, think critically, and resolve academic issues (Phan, 2009; Moghadam, Narafshan, & Tajadini, 2023). Therefore, it is thought crucial to provide teachers and students with specific ways that can aid in their ability to think about their way of both learning and teaching through appropriate media to reflect.

To overcome difficult situations that may occur in educational institutions, language teachers and students must both think and act reflectively and employ both their cognitive and socio-affective skills, yet they periodically encounter barriers that inhibit their reflection (Moon, 1999). However, the specific barriers to language teachers' reflective practice were very little explored and not often investigated. Due to a perceived gap in the research and literature, this study formulated one main research question: what hindrances do Indonesian novice EFL teachers face in practicing reflective teaching? Thus, this current explanatory study aims to find out the "hindrances" or factors that impede Indonesian novice EFL teachers from being reflective on their teaching practices.

Literature review

Reflective thinking and teaching practices

The reflective practice of thinking is defined as knowing that one can be a useful source for developing knowledge (Fendler, 2003). In the fields of language teaching and learning in particular, reflective thinking is not a novel concept when it is seen from the concepts of several prominent theorists such as Dewey (1933) and Mezirow (1991). Meanwhile, based on Dewey's (1993) thought, reflective thinking is "an active, persistent, and deliberate evaluation of any belief or purported form of knowledge in light of the premises that sustain it and the conclusion to which it tends" (p. 9). Therefore, reflective thinking is centered on the practice of considering, evaluating, and making judgments about what has occurred and what is now occurring (Norton, 1997). Mezirow (1991) suggested three different types of thinking: producing meaning, reflecting, and critical reflecting. Making meaning results from routine expectations or knowledge,

reflecting correct procedural errors, and critical reflective practice is considered the type of mind that questions the underlying assumptions and premises of any possible perspectives and meanings and is produced.

Meanwhile, the idea of reflection itself serves as a strong foundation for reflective teaching practice (Namaziandost, Heydarnejad & Rezai, 2023; Gudeta, 2022; Graus et al, 2022). Therefore, it is crucial to first clarify what reflection comprises. Schön (1983) asserts that reflection entails both reflection-on-action and reflection-within-action. The former refers to using someone's professional knowledge base to think about what one is doing as they are doing it (Rolfe, Freshwater, & Jasper, 2001). As stated by Schön (1983), reflection-on-action entails reflecting after performing an activity to grow and expand someone's awareness of a certain phenomenon as well as evaluating and examining one's knowledge base. Thompson and Pascal (2012) say that the missing link in Schon's (Benner, Hooper-Kyriakidis, & Stannard, 1999) definition of reflection is forethought, or the need to plan and think ahead of time. They call this "reflection-for-action," a concept signifying the need for change and flexibility of action if something unexpected arises in a given situation that should be taken into account. Scholars (such as Akbari, 2007, Farrell, 2007, and Rodgers, 2002) have pointed out that "reflection-for-action" encompasses a wide range of meanings. This shows how hard it is to define the reflective practice of teaching, which Kumaravadivelu (1994) says is the result of reflective thinking in the field of language teaching. Examining the practices of teaching critically, generating ideas for improvement, and putting those suggestions into action are all components of reflective teaching (Akbari, 2007). It can be considered as a part of the process of widening and deepening the variety of questions a teacher asks about teaching practice. This, as suggested by Robertson and Yiamouyiannis (1996), is done by adopting a systematic and scientific approach, collaborating with other teacher partners who are facing the same concerns, and obtaining collaborative assistance. Accordingly, the reflective practice of teaching is "a cycle of thought and action based on professional experience" (Wellington, 1991, p. 4), “an important component of teacher preparation programs” (Sparks-Langer & Colton, 1991), and “a factor that primarily influences teaching practice” (Wellington, 1991). According to Farrell (2015), to come to reasonable conclusions about their practice, teachers must reflect on existing instructional techniques and their teaching activities. This collection of actions is intended to raise the caliber of teachers' instruction. As a result, teachers' practices of reflection are more than just trinkets to put in a room; rather, they are a set of beliefs and actions that are anticipated to enhance the standard of instruction and learning (Farrell, 2015).

Nevertheless, even though contexts appear as important parts of teachers' reflective procedures and practices, there is currently a dearth of study in this area (Moradkhani & Shirazizadeh, 2017). Contrarily, research findings in the context of the recent research conducted by Moradkhani and Shirazizadeh (2017) and Ashraafi and Marzban (2006) indicate that EFL teachers in Iran lack and do not engage in higher levels of reflective practices. To enhance the quality of teachers’ teaching instruction, which is considered the main objective of reflective teaching practice, Iranian EFL teachers must be able to engage in any reflection practices, notably at the higher levels, as demonstrated by the preceding studies. Therefore,

identifying the hindrances or obstacles that prevent them from engaging in reflective practice is necessary (Farrell, 2015).

The results of the study mentioned above have made significant contributions to the field, particularly in EFL contexts, and have paved the way for more research in this area, but they primarily emphasize experienced teachers. The results may not therefore be easily generalizable or applicable to other comparable contexts, particularly in the context of novice EFL teachers.

Lack of study on the drawback of inhibitors to the practice

Reflectivity has drawn more attention from academics in recent years due to its important function in education (Willingham, 2008). Some scholars focused their study on developing tools to measure reflection in EFL teachers and students (Akbari et al., 2010; Basol & Gencel, 2013; Xu, Li, & Curtis, 2015). Studies that examined the function of reflection in teaching and learning were also included in the associated literature (Akbari, 2007; Hickson, 2011; Jay & Johnson, 2002; Sparks-Langer & Colton, 1991). Particular classroom action research (Gore & Zeichner, 1991; Hagevik, Aydeniz, & Rowell, 2012), research using the approach of ground theory (Lee, 2005), research using surveys (Phan, 2006, 2008, 2009), and a case study conducted by Minott (2006) can be found in the literature. These studies have explored how to encourage reflective thinking in students, explored the connections between critical reflection and some other relevant factors like achievement, instructional strategy, and attitudes, and given an understanding of reflective practices. The associated literature, however, highlights a gap in the research on reflectivity's causal chain—namely, the possible hindrances in the practice, especially in a specific setting. In other words, relatively little research has been done on how language teachers see the potential hindrance to their reflective practices. One study, conducted by Moradkhani and Shirazizadeh (2017) in the context of the present study, as previously mentioned, focused on the factors to which EFL teachers attributed their participation in reflection or lack thereof only marginally and on a small scale, and it also only focused on the experienced teachers. The goal of this study, however, was to fill this gap by focusing on a more specific target group— novice EFL teachers, who are more thoroughly examined.

Novice teachers' perspectives on ELT

A novice teacher is a recent graduate of a teacher education program who begins teaching, according to Astuti (2010). The initial entering years are typically one to three years in the majority of beginner teaching literature. Regardless of the number of years, new instructors typically view their first few years of teaching as a confusing time. The difficulties that typically characterize beginning instructors' teaching and employment come from their lack of experience with their new teaching positions. Bartel (2004) notes that because we frequently fail to provide attentive support and purposeful development of teaching skills over time, the early years of teaching are frequently marked by a "sink-or-swim" or "survival" mentality.

Meanwhile, perception is defined as the process of figuring out the significance of what is perceived, according to Klazky (1984), as stated in Woolfolk (1999). According to Eggen and Kauchak (2001), perception is the method by

which humans give their experiences meaning. According to him, processing with perception continues after people pay attention to certain stimuli in their sensory memories. The word "apperception" can also be used in a pedagogical setting to refer to the act of absorbing information (Eggen & Kauchak, 2001).

Due to its role in assisting teachers in giving stimuli in their classroom environments, student behavior, and even their own teaching experiences and classroom practices a specific meaning, perception is seen as an essential parameter in the field of education. In this way, perception can help deepen instructors' comprehension of their classroom practices by successively outlining how they should complete tasks. Many earlier studies have demonstrated that thinking or perception plays an important role in teaching, according to Ahmad and Aziz's (2009) citation. The teaching-learning process will benefit greatly from the teacher's awareness and observation of his or her classroom environment and instructional strategy because it will give teachers suggestions and pointers for further development. To put it another way, perception aids in increasing teachers' knowledge of the need to analyze the entire teaching process and their understanding of the choices they make in the classroom. A reflective teacher should be aware of "what particularly it means to be a language teacher," according to Borg (2006), who lists this as one of the attributes they should have (Nunan & Lamb, 1996). Nunan and Lamb went on to say that reflective educators can keep an eye on, evaluate, and defend their activities (p.120). Borg (2006) underscores the importance of a reflective teacher's awareness of the role and responsibilities inherent in being a language teacher, and this attribute is in alignment with the qualities advocated by Nunan and Lamb (1996). Additionally, Nunan and Lamb highlight the capacity of reflective educators to continuously monitor, assess, and justify their instructional practices (p. 120). In essence, these attributes are pivotal in fostering effective language instruction and professional growth (Ardi et al, 2023).

Significance of the study

It is indisputable that people's daily existence involves reflective practice. Every time we do or finish a daily activity, we engage in a reflective thought process (Schön, 1987). Reflective thinking is seen as a beneficial activity for language learners since it can help one achieve self-understanding and self-knowledge (Fendler, 2003). Through the use of a variety of problem-solving techniques, reflective thinking enables language learners to take a step back, reflect, identify, and, most likely, solve current educational issues (Phan, 2009, p. 929).

However, the teachers, especially language teachers, who examine their teaching performances and methods used critically, pose doubts about the appropriate way or sentences that are taught, encourage "more informed practice," and produce "tacit ideas and practical knowledge explicit," leading to "new ways of knowing and communicating" (Crandall, 2000, p. 40). Teachers who don't evaluate their methods "will be likely to teach how they were taught and, as a result, inadequate teaching tactics will be perpetuated," as stated earlier (Braun & Crumpler, 2004, p. 61).

Reflectivity is thought as an attribute of effective language learners and language teachers (Akbari, 2007; Kember et al., 2000); it is also thought to contribute to impactful language learning and teaching (Willingham, 2008; Gelder, 2005; Kember et al., 2000). For these reasons, it is important to pay attention to and conduct research on this topic. Additionally, according to studies, teachers who embrace reflective practices increase their self-awareness (Messmann & Mulder, 2015), employ more innovative instructional tactics, and are generally more developed professionally (Ardi, Widyaningsih, & Widiati, 2023; Körkkö, Kyrö-mmälä, & Turunen, 2016).

Nevertheless, there is currently a paucity of research in this field, even though settings appear to be crucial components for teachers' reflective methods and practices (Moradkhani & Shirazizadeh, 2017). In contrast, research results show that EFL teachers in Iran lack and do not engage in higher levels of reflection when viewed from the perspective of recent research (e.g. Moradkhani & Shirazizadeh, 2017; Marzban & Ashraafi, 2016). According to the findings above, Iranian EFL teachers must be capable of participating in any reflection practice, particularly at the more advanced levels, to enhance the quality of teachers' teaching instruction, which is considered the main objective of reflective teaching practice. As a result, it's crucial to pinpoint the obstacles (also known as the inhibitors) standing in their way (Farrell, 2015).

Then, the goal of this study is to fill in the gaps in previous research by focusing on what hindrances prevent novice EFL teachers from reflecting on their work.

Method

This study is qualitative research, adopting an exploratory research method, and aims to recognize the potential hindrances preventing novice EFL teachers from having a reflection**.** Moreover, simple statistical calculations were then employed to make it easy to describe the collected data.

Participants

The study's participants were 30 Indonesian novice EFL teachers from various private and public institutions. This study was conducted at the junior and senior high school levels spread throughout Indonesia. The participants were comprised of 20 (66,67%) females and 10 (33,3%) males. They were made up of 19 (63.33%) novice senior high teachers and 11 (36,67%) novice junior high teachers. They included 18 (60%) teachers with one year of teaching experience or less and 12 (40%) teachers with 1-2 years of teaching experience.

Instruments

This study implemented a questionnaire as a data-gathering tool to determine what barriers or hindrances inhibit novice EFL teachers from doing reflective practice in their teaching activities. The questionnaire consists of three main sections, namely the understanding and knowledge factor, emotional and affective factor, and institutional factor. Those three factors might play a big role in novice EFL teachers' reflective practice. The measure was then administered to 30 novice EFL teachers spread in Indonesia and all of them were willing to fill out and collect the questionnaire.

Procedures

There were several steps taken in conducting the study. Firstly, the list of questions for the questionnaire aligned with the objective of the study was formulated. The questionnaire was developed and formulated using IETRTQ as the basis. The study's participants were then given access to the questionnaires through the Google Form that had been made before. The relevance of participation in the study and instructions on how to respond to instruments were succinctly presented, along with the study's goal, to the participants. The study only allowed participants who gave their consent by signing the consent form. Despite being a part of all questionnaires, we gave participants our words written in the consent form so that their answers would be kept private. After collecting the data, simple descriptive statistics such as mean and frequency analysis were employed to give the big picture of the result.

Findings and Discussion

Findings

Simple statistical calculations were performed to provide an answer to the research question of what novice EFL teachers perceived as potential barriers to their reflective practice of teaching. The results of which are tabulated in Table 1, Table 2, and Table 3. The results were obtained from 30 novice EFL teachers, 63,3% (19) of them are novice senior high teachers, and the rest (36,67% or 11) are novice junior high teachers. Table 1 shows the possible "lack of understanding or knowledge factors" that play a big role in novice EFL teachers' reflective practice. Followed by Table 2 which illustrates the "affective and emotional factors" that novice EFL teachers face when they are about to reflect on their teaching. Last, Table 3 shows how "institutional factors" also influence novice EFL teachers in reflecting their teaching practice.

Table 1. Novice EFL teachers' perception of the lack of knowledge factors as the hindrance to their reflective practice of teaching.

No	Items	SD (%)	D (%)	NI (%)	A (%)	SA (%)
1	Novice teachers are not familiar with using any type of media to reflect their teaching	**6,7** (2)	**33,3** (10)	**36,7** (11)	**13,3** (4)	**10** (3)
2	Novice teachers lack the theoretical foundation for doing reflective practices	**0** (0)	**16,7** (5)	**16,7** (5)	**53,3** (16)	**13,3** (4)
3	Novice teachers are unfamiliar with the outcomes of reflective practice	**16,7** (5)	**23,3** (7)	**6,7** (2)	**33,3** (10)	**20** (6)
4	Novice teachers' misbeliefs about doing reflective practices are due to strong beliefs in conventional methods of teaching English	**13,3** (4)	**30** (9)	**20** (6)	**20** (6)	**16,7** (5)
5	There are no in-service training programs on language teaching developments including 'reflective practice' for novice language teachers	**6,7** (2)	**6,7** (2)	**13,3** (4)	**50** (15)	**23,3** (7)
6	Some novice teachers have not been reflectively trained	**0** (0)	**6,7** (2)	**16,7** (5)	**66,7** (20)	**10** (3)
	Mean	**7,2 (2)**	**19,4 (6)**	**24,4 (7)**	**33,3 (10)**	**14,7 (5)**

Table 2. Novice EFL teachers' perception of the emotional and affective factors as the hindrance to their reflective practice of teaching

No	Items	SD (%)	D (%)	NI (%)	A (%)	SA (%)
1	Some novice teachers suffer from burnout	**0** (0)	**3,3** (1)	**13,3** (4)	**40** (12)	**43,3** (13)
2	Some novice teachers lack a sense of responsibility	**30** (9)	**33,3** (10)	**20** (6)	**6,7** (2)	**6,7** (2)
3	Some novice teachers are demotivated to improve their teaching methods because their students don't seem interested in learning.	**13,3** (4)	**26,7** (8)	**23,3** (7)	**23,3** (7)	**13,3** (4)
4	Some novice teachers lack motivation	**3,3** (1)	**0** (0)	**6,7** (2)	**46,7** (14)	**43,3** (13)
5	Some novice teachers think that making reflections on their instruction is a waste of time because the students aren't engaged and eager.	**6,7** (2)	**13,3** (4)	**10** (3)	**36,7** (11)	**33,3** (10)
6	Some novice teachers are overconfident in their ability to instruct in a foreign language. They believe they are all-knowing.	**33,3** (10)	**33,3** (10)	**6,7** (2)	**13,3** (4)	**13,3** (4)
7	Some novice teachers are lazy for thinking reflectively with/without any media for reflection	**10** (3)	**3,3** (1)	**13,3** (4)	**40** (12)	**33,3** (10)
8	How much the novice teachers think reflectively depends on what kind of person they are. Some teachers are not used to practicing reflection	**0** (0)	**0** (0)	**13,3** (4)	**50** (15)	**36,7** (11)
	Mean	**4,8 (1)**	**10,3 (3)**	**16,2 (5)**	**38,5 (12)**	**29,6 (9)**

Table 3. Novice EFL teachers' perception of the institutional factors as the hindrance to their reflective practice of teaching

No	Items	SD (%)	D (%)	NI (%)	A (%)	SA (%)
1	Some language teaching institutions do not provide novice teachers with a "Reflection Session" regarding before-and-after activities in the classroom.	**6,7** (2)	**0** (0)	**16,7** (5)	**50** (15)	**26,7** (8)
2	Managers and novice teachers do not share a common notion of how to teach a foreign language.	**13,3** (4)	**13,3** (4)	**23,3** (7)	**30** (9)	**20** (6)
3	Managers tend to be rigid about how to educate, but novice teachers tend to be creative. They must follow the directives of the managers.	**0** (0)	**20** (6)	**23,3** (7)	**33,3** (10)	**23,3** (7)
4	Due to the overwhelming amount of material on the syllabus, novice instructors tend to focus more on covering the curriculum than keeping a teaching reflection notebook.	**3,3** (1)	**0** (0)	**3,3** (1)	**70** (21)	**20** (6)
5	Some institutions have rules and regulations that are too rigorous to allow novice teachers to act in any way they choose and think creatively.	**0** (0)	**10** (3)	**16,7** (5)	**46,7** (14)	**26,7** (8)

6	Novice teachers appear to be programmed robots controlled by the institute's administrators and are not permitted to make decisions based on their reflections.	**3,3** (3)	**10** (3)	**13,3** (4)	**36,7** (11)	**30** (9)
7	Some novice teachers are discouraged from thinking critically by their low salaries. As a result, they are no longer interested in the work.	**0** (0)	**0** (0)	**6,7** (2)	**20** (6)	**73,3** (22)
8	Job uncertainty affects novice language teachers, which demotivates them from reflecting and teaching thoughtfully.	**6,7** (2)	**13,3** (4)	**26,7** (8)	**26,7** (8)	**26,7** (8)
9	Some novice teachers do not view self-reflection as a chance to enhance their teaching techniques in a particular institution	**3,3** (1)	**26,7** (8)	**16,7** (5)	**33,3** (10)	**20** (6)
	Mean	**12,1 (4)**	**14,3 (4)**	**13,4 (4)**	**32,1 (10)**	**28,1 (8)**

As indicated, tables 1,2 and 3 show novice EFL teachers' perception of the lack of knowledge factors, emotional and affective factors, and institutional factors as the hindrances to their reflective practice of teaching, most novice teachers' answers are centered in the "agree" and "strongly agree" scale with more than 45% responses in each group of factors. It also shows that novice EFL teachers do agree with most of the items in the questionnaire. It can be said that novice EFL teachers mostly perceived that the items stated in the questionnaire could be possible hindrances to their reflective practice of teaching and be potential inhibitors to prevent them from reflecting on their teaching activities. The cumulative percentage of the novice teachers' answers on the "agree" and "strongly agree" scales indicates that all three groups of factors, including knowledge, affective and emotional, and institutional factors were perceived as strong prevention or hindrances for novice EFL teachers to practice the reflection on their teaching.

Discussion

The research question tries to find out the potential hindrances that prevent novice EFL teachers from reflecting on their practices of teaching. It also aims to explore novice EFL teachers' reasons for not enjoying their reflective practice of teaching. The findings show that there are three groups of factors that are considered the main hindrances to novice EFL teachers' practice of reflection. The first group is related to the lack of knowledge factors possessed by novice EFL teachers shown by the incapacity in understanding the application of reflective practice due to the lack of theoretical or practical training. The second group is related to the factor of affective and emotional matters experienced by novice EFL teachers shown by the existence of low motivation and their burnout when teaching. The last group illustrates how constitutional factors affect novice EFL teachers to practice reflective teaching, shown by rules, regulations, and low salaries that inhibit them from reflecting. Most answers in each factor are centered in the "agree" and "strongly agree" scales with a total percentage of more than 45% of the respondents. These reports indicate that most items chosen by novice EFL teachers are considered significant factors to hinder their practice of reflection. Then, the following will explicate a detailed report.

From the three groups of factors in the questionnaire, the item with the highest percentage in the "strongly disagree" scale is item number six in the *emotional and affective factors* group, with 33.3% responses. The most responses on the "disagree" scale are at item number 1 of the *knowledge factors* group, item number 2 and 6 of the *emotional and affective factors* group with 10 responses. Then, the most responses on the "no idea" scale are at item number 1 of the *knowledge factors* group with 11 novice EFL teachers' responses. The highest percentage on the "agree" scale with 70% responses is at item number 4 of the *institutional factors* group. The last one is the highest percentage on the "strongly agree" scale with 73% of responses which is at item number 7 of the *institutional factors* group.

Starting with the *lack of knowledge* factors. Novice EFL teachers' lack of knowledge was considered one of the least frequent hindrances to their reflective practice of teaching. There were cumulatively 15 novice EFL teachers who agreed and strongly disagreed with most items in the *lack of knowledge* group. Most of them agree that some novice EFL teachers have not had proper theoretical and practical training in making reflections and reflective teaching. Insufficient amount of training on how to practice reflection affects the novice EFL teachers' insufficient practice of reflection, especially in their teaching, because they only get knowledge less than what they are supposed to get. This report is in line with what Colyle (2022) says "reflective teaching is an approach to teaching, learning and problem solving in which teachers, using their existing knowledge, analyze, discuss, evaluate, change and enhance their reflective teaching, and consequently improve their teaching practices." As a result, Coyle (2002) claims that one of the main pillars of reflective practice in teaching is the teachers' current knowledge.

The study's findings in this regard are also consistent with those of Minott (2006), who claimed that reflective teaching and knowledge were related. In addition to being a requirement for the ability to reflect, knowledge is what reflective teaching seeks to achieve (Minott, 2006). The basis of this knowledge is centered on one's knowledge and understanding, also known as self-awareness, understanding of subject matter, knowledge or understanding of learning and instruction, knowledge of students, and the understanding of school and society contexts.

However, there are different orientations of responses on items number one, three, and four. We found that the novice EFL teachers were familiar with any kinds of media to reflect their teaching practices, such as journals, diaries, and other types of self-reflection tools shown by 40% of the total responses "disagree" and "strongly disagree" with the item number one. This finding is different from the previous study conducted by Afshar and Farahani (2018) which shows that the unfamiliarity with the reflection tools becomes one of the inhibitors for teachers to reflect their teaching practice. Besides, there are total responses of 40% that "disagree" and "strongly disagree" with item number three. This means that novice EFL teachers showed positive attitudes towards the outcomes of reflective practice. On the other hand, the total 43,3% responses who "strongly disagree" and "disagree" on item number four shows the novice EFL teachers' belief in the modern way of teaching with the application of reflective practices. Those indicate that novice EFL teachers are quite familiar with the reflective practice, as well as

the media to do it and the outcomes of doing it. However, the reasons that lead to a low quantity of reflective practice are the lack of in-service training programs and even reflective or non-reflective activities in their previous pre-service teacher training programs. Those reasons cause novice EFL teachers to have not enough strong information and knowledge regarding any developments in language learning and teaching especially in the matter of reflective teaching practice, so they do not know how to frequently reflect on their practice of teaching. As Zeichner and Liston (1996) stated, "those teachers who are not engaged in examining, framing, attempting to solve dilemmas of classroom and who do not raise questions about the values and assumptions cannot be considered as reflective teachers".

Next are *emotional and affective* factors. The results revealed that affective and emotional factors comprised a separate category of the hindrances mentioned by EFL teachers. To put it another way, the emotional and affective states that EFL teachers go through could prevent them from reflecting on their teaching. Lack of motivation, being burned out, considering reflective practices to be time-consuming activities, and a lack of novice EFL teachers' habits in reflecting their teaching practices are viewed as indicative and possibly illustrative cases of emotional and affective factors that prevent novice EFL teachers from practicing the reflection.

The studies of Bartlett (1990) seem to support this conclusion, that "being interested in the problems to be resolved is a necessary principle for the educators who want to engage in reflective practices." Thus, novice EFL teachers do not have much time to reflectively think when they lack motivation, interest, habits, and enthusiasm, primarily because of financial constraints and professional concerns. This is considered to become one of the key elements influencing reflection. The lack of this has been discovered in a study conducted by Moradkhani and Shirazizadeh (2017) to be one of the key elements adversely affecting both novice EFL teachers' perceptions in public and state Iranian schools. This result is consistent with the theories put forth by Jensen and Joy (2005), who claimed that reflective practices included not only cognitive aspects but also emotional, social, cultural, and political thinking aspects.

The last factor is *institutional* factors. Reflective teaching requires teachers to use and develop their emotional abilities as a way to better their instruction. On the same principles, Markham (1999) contends that reflective practice necessitates that educators exchange their viewpoints with one another. Consequently, it is essential for teachers to openly express their opinions, engage in discussions about their feelings, and actively participate in the exchange of feedback within a collaborative framework (Day, 1999). This collaborative approach, often referred to as "collegial support" in research on teacher development, is considered one of the most pivotal factors impacting the ability of novice EFL teachers to engage in reflective practices. This significance is underscored by the ecological perspective, which emphasizes that teachers' well-being is profoundly shaped by the personal and systemic contexts that envelop them (Ardi et al., 2023).

The teaching environments or institutions were seen by novice EFL teachers as yet another potential barrier to their reflective practices. That is, a lack of reflection opportunities in language institutions, a top-down, unequal relationship

among both institute administrators and teachers, the weighty workload required by the syllabus, the stringent policies and procedures of some institutions, the authorities of some institutes forbidding teachers from acting on their reflections, and low salaries were all thought to be potential barriers to novice EFL teachers' reflective teaching. The biggest challenge to reflective practice, according to Baldwin (2004), is "managerialism," which is described as the rigid, ineffectual, and dehumanizing control that managers have over teachers and the school environment.

Conclusion

Reflective practice is the process of using lessons learned from past experiences to generate fresh interpretations of one's practice. The practice of self-reflection is then acknowledged as a process of lifelong or continuous learning. However, not all teachers and educators, especially Indonesian novice EFL teachers, practice reflective teaching. The findings of this study show that the lack of novice EFL teachers' reflective practices is due to some hindrances to the practice, such as a lack of knowledge, emotional and affective factors, and institutional factors. Those can be seen from the frequent responses given by the novice EFL teachers, who mainly "agree" and "strongly disagree" with most items in the questionnaire.

Therefore, this study provides some recommendations that are, hopefully, applicable to the EFL study programs, EFL policy makers and trainers, teaching institutions, and of course future researchers. The first recommendation is for the EFL study program. The EFL study program should place more emphasis on teachers' and learners' reflective practices and give them more opportunities to reflect so they can deepen their understanding and awareness before attending real teaching practice at schools. The second recommendation is for EFL policymakers and trainers. It is advised that EFL policy-makers and EFL instructors or trainers work together to devise and provide teachers with certain techniques and tactics for practically putting theoretic reflection knowledge into practice in real-world classroom settings. The third recommendation is for the teaching institutions. Teaching institutions could give the teachers the freedom to teach and reflect, provide a convenient working environment, and support them financially by raising their salary or any kind of allowances to help increase their sense of commitment to their job and enable easier reflection on their activities.

However, this study may address some possible limitations. Firstly, the results of the study were exploratory and it only involved 30 Indonesian novice EFL teachers. Secondly, the participants of this study were only limited to junior and senior high school novice teachers. Therefore, it is expected that future researchers can conduct similar yet deeper additional research aiming to quantify the barriers to reflective practices in other EFL environments by adding and involving more participants for better and diverse results.

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