

# The Dispositions of Student-Teachers in Developing Competencies through Written Self-reflection Practice

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## ABSTRACT

*This study aimed at investigating how student-teachers develop their competencies through written self-reflection. It is a case study of descriptive research that investigates how student teachers develop their dispositions through self-reflection practice in the classroom. The data were collected through written self-reflection made by the student-teachers. There were 40 English student-teachers at English Education Study Program were taken as the subject. Results show that written self-reflection has assessed English student-teachers 'dispositions towards developing competencies. For Professional Competence, all English student teachers practice their language skills by doing the assignments given by lecturers regularly, seriously, collaboratively, and proudly. For Pedagogical Competence, all student teachers practice creative lesson plans, develop interesting teaching materials through peer teaching; whereas for Personality Competence all student teachers are aware of 18 indicators of personality and apply them in their daily activities by studying harder, respecting others, preparing for class, accepting to different opinions, being more patient and helpful. Similar to Personality Competence, English student teachers demonstrate positive dispositions towards social skills by doing real actions of 21 indicators of social skills such as greeting, speaking more politely, addressing lecturers/friends appropriately, engaging in a friendly dialogue in their daily activities. By written self-reflection, the student teachers have shown their performance of their dispositions and been aware of developing teacher competencies.*

## KEYWORDS

*reflective journal writing; teacher competencies; teacher disposition*

## INTRODUCTION

The role of Teacher Training and Education Faculty is to prepare student teachers to be professional teachers who have competencies namely the competence of professional, pedagogy, personality, and social skills as stated in Regulation of the Minister of National Education of the Republic of Indonesia Number 16, 2007. The institution is also responsible to produce qualified student teachers as educators who not only have knowledge and skills but also have dispositions.

In the past, Dewey has defined teacher dispositions as teacher moral exemplars. At present, teacher dispositions have been defined by several experts. Dispositions, according to Cline & Necochea (2006) are attitudes and perceptions of others that play a vital role in determining success in teaching. In addition, Cline and Necochea (2006:1) stated that teacher disposition is needed by the teachers have to adapt to the student contexts such as

student diversity and cultural differences. Furthermore, the National Council for Accreditation of Teacher Education (NCATE) in the United States defines teacher disposition as professional teacher attitudes, values, and beliefs expressed through both verbal and nonverbal behaviors as educators when interacting with students, student families, colleagues, and communities, all of which influence student learning and development (NCATE, 2010). They demonstrate open-mindedness, flexibility; ongoing professional development; cultural sensitivity; empathy, attitudes, insights, and pedagogical strategies (Major and Brock, 2003). Therefore, Teacher Education Program is expected to develop and assess professional dispositions based on observable behaviors in educational settings. Therefore, the identification of student-teacher positive dispositions is critical to the preparation of successful student teachers and should be considered a must in the teacher education program.

Several studies have proved that teacher dispositions have impacted student performance. Talbert-Johnson (2006) reports that student-teachers or teacher candidates without dispositions would be unacceptable, problematic. They may have content knowledge or teaching skills but they lack adequate preparation to become teachers. According to Phelps, (2006) a teacher college is not only responsible for giving knowledge and skills to student teachers but also responsible for guiding student teachers to be prospective teachers who are right to be teachers. Teacher dispositions are not brought from born (Ron Ritchhart, 2002), they must be trained, developed, and assessed. Student teachers' positive dispositions are needed to build teacher competencies which have been stated in Law Number 14 the Year 2005 regarding Teachers and Lecturers in Article 10 paragraph (1): "Teacher competence as referred to Article 8 covers pedagogic competence, personality competence, social competence, and professional competence gained through professional education. In other words, The graduates from Teacher College have to be trained not only in academic qualifications but also their positive behavior and ethics which are always reflected in the professionalism of teachers so that it can be a professional teacher model.

Self-reflection is a good way for students to learn about their experiences, learning preferences and think critically about what they have learned or done. It is a valuable source for teachers; too, since they can see what their student teachers had been doing towards their teacher competencies, and based on students' reflection they can see the attitudes of their student teachers. According to Wilson, Thornburg, and Riley (2005), Teacher Education Programs must give attention to the problems that student-teachers face. Student-teacher attitudes and dedication to become trained teachers should be monitored and examined in the future to ensure that the problem does not affect student learning in school. As a result, teacher education programs should assess not only knowledge and abilities, but also student teachers' dispositions such as favourable attitudes toward teacher competencies (Wayda and Lund, 2005).

This study provides preliminary information for the development of teacher competencies at FKIP UNTAN, particularly in the English language education program. Furthermore, while referring to Law Number 14 of 2005 regarding Teachers and Lecturers in Article 10 paragraph (1), the indicators of teacher competencies were modified from (NCATE, 2007), including professional competence, pedagogy, social competence, and personality. According to earlier research on student-teacher dispositions at FKIP UNTAN's English Education Study Program, student teachers' dispositions should be addressed and developed during their studies, despite the fact that teacher disposition has not been programmed by the faculty. Although the importance of teacher competencies has been stated in Education Law, in reality, Teacher Education Faculty in Indonesia focuses

mainly on activities in developing professional and pedagogic competencies of student teachers. Other competencies namely personality and social competencies are considered as the hidden curriculum. Therefore, there has been no program of disposition development as it belongs to personality and social competencies. As a result, there has been no assessment of student-teachers dispositions before to and after their time at this institution. While it is simple to assess student-teachers' knowledge and pedagogical skills, Yero (2002) and Talbert-Johnson (2006) noted that assessing teachers' dispositions is far more involved and challenging. There is no scientific consensus on how to define dispositions, and there is no uniform language to explain them (Thornton, 2006; Thompson, Ransdell & Rousseau, 2005).

For investigating dispositions, several models have been identified. However, according to Thornton (2006), there are five models for studying teacher dispositions: the Standards Language Model, which is a collection of checklists, rating scales, and rubrics; the Standards Language Model, which is a collection of checklists, rating scales, and rubrics; the Standards Language Model, which is a collection of checklists, rating scales, and rubrics; The Professional Behaviors Model is based on teacher qualities or behaviors such as attendance, work ethic, preparedness, punctuality, sense of humor, and suitable attire. To comprehend the intricacies and psychological nature of dispositions, the Self-Reflections Model employs reflective assessments (capacity to self-report in writing). Pre-service teacher candidates are addressed under the self- reflection Model.

This study has proved what Jasper (2003) has stated that self-reflection is undoubtedly useful both for one's personal and professional growth of an individual since it can enable individuals to identify their skills and limitations so that they can better understand and develop their skills. Therefore this research offers a solution on developing and assessing student-teacher disposition towards teacher competencies through self-reflection practice.

## **LITERATURE REVIEW**

### ***Disposition and Self-awareness***

Dispositions in this research are defined as positive attitudes, behaviors, actions, or views, or beliefs of a teacher towards teacher competencies. Some experts have defined teacher dispositions with similar ideas. Dispositions based on National Council for Accreditation of Teacher Education, 2008 are the professional attitudes, values, and beliefs towards students, families, colleagues, and community, demonstrated by educators through both verbal and non- verbal behaviors that affect student learning, motivation, and development as well as educator's professional growth. For the student teachers, disposition means positive attitudes, behaviors, actions, or views, or beliefs to develop teacher competencies: professional, pedagogic, personality, and social skills.

One's ability to perceive awareness of their attitudes, values, and beliefs, towards students, families, colleagues, and community, demonstrated through both verbal and non-verbal behaviors that affect student learning, motivation, and development as well as one's professional growth (National Council for Accreditation of Teacher Education, 2008). Teachers demonstrate meta- cognitive skills of inquiry, personal reflection, and interpersonal skills for collaboration and mentoring (Bond, 2011). Unlike other careers, education has extremely high expectations. To be a professional English language teacher, one has to have positive attitudes such as Strong Commitment, responsibility, systematic thinking, mastering teaching materials, and being a member of his professional community.

### ***Self-reflective Practice***

Reflective practice is now a major component of most teacher education and development programs worldwide (Farrell 2015) cited in Renandya and Widodo (2016: 83) the use of reflective practice in teacher professional development is based on the belief that teachers can improve their teaching by consciously and systematically reflecting on their teaching experiences. For student teachers, self-reflective practice is important as they become more aware of what is best to happen for their learning to become professional teachers. It can also be a bridge between experiencing and understanding or learning. As Race (2002) said that reflection deepens learning. The act of reflecting causes us to make sense of what we have learned, why we learned it, and how that particular increment of learning took place. Reflection is equally useful when our learning has been unsuccessful. Reflection can often give insights into what may have gone wrong with learning, and how on a future occasion we might avoid now-known pitfalls. Most of all, however, it is increasingly recognized that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general.

Self-reflection has been considered an important role in teacher education. Harvey et al., (2010) stated that the notion of reflective practice is a means of professional development. He promoted self-reflection as an important tool for beginning teachers to improve their practice such as reflection for professional development, reflection to aid research on teaching, reflection to enhance the student learning experience, reflection as a teaching and assessment tool. Klimova (2014) concludes that reflection practice plays an important role in the final assessment of students' work and has some advantages such as: to be aware of their strengths, weaknesses, learning from mistakes, and planning for future learning, developing learning, understanding the subject.

In this research, the self-reflective practice has no fixed format but it only describes what dispositions to develop English teacher competencies, what improvement has been achieved, what solutions to plan. The descriptive writing consists of what actions, what weaknesses and strengths, what improvement, and what solutions to the problems. The aspects of dispositions to be assessed are adapted according to the National Council for Accreditation of Teacher Education, (2008) cited in Almerico et al (2016: 11) which covers: professionalism, a positive and enthusiastic attitude; effective oral and written communication skills, appreciation and value for diversity; prepared to teach and learn; collaborates effectively with peers and professors/has rapport, initiative learners; exhibits the emotional intelligence; reflects on learning; exhibits empathy, compassion, and caring for peers and lecturers; exhibits respect for peers and professors. However, these indicators are adapted specifically to the student-teacher context.

### ***Model of Self-Reflection Practice***

Self-reflection practice applied in this study is a form of the structural assignment which is used in the Course of Techniques in TEFL at the English Education Study Program, Faculty of Teacher Training and Education of the University of Tanjungpura in Pontianak. The goal of reflective practice is not only to discuss what a student teacher has learned but also to convey personal experiences and findings that have a connection to developing teacher dispositions towards teacher competencies.

Student teachers have to submit their self-reflection about their actions in developing teacher competencies: what they have learned, why they learned it, and how they will improve their weaknesses. The model of self-reflective practice is done in descriptive and recount text writing. In comparison with other academic papers, it is written in the first person singular since it is based on the self or personal experience of the writer

himself/herself. But the language used in writing is formal. This activity is integrated with structural assignment in the Course of Techniques in TEFL which values 20% of student Evaluation. Students are asked to reflect on what they have acted to develop their dispositions every week during the course to help to improve their dispositions.

### RESEARCH METHODS

This is a case study of descriptive research which investigated how student teachers showed their dispositions through self-reflection practice in developing their teacher competencies. It is a qualitative study. Through a one-semester teaching-learning process in Teaching English as Foreign Language (TEFL) subject, the narration of the written self-reflection of student teachers was analyzed.

A case study was applied in this research is used to get an intensive, analytical, and holistic description of a single, bounded unit. It was chosen because it offers a way to create a rich, holistic account of a real-life situation by increasing the understanding of a particular phenomenon (Merriam, 1998). In this research, the phenomenon was English student teacher dispositions of a fourth-semester student towards the development of teacher competencies through written reflection. The subjects of this research were 40 student teachers. Data collection were collected through classroom observation, field notes, interview, and written self-reflection. The main data collection was taken from the student-teacher assignment. In this assignment, the student teachers reflected on what they did during the week to develop their professionalism, pedagogic skills, social skills, and personality. They had to submit their written reflection every week for the whole semester (March to July). The format of self-reflection description can be seen as follows:

**Table 1.** Developing Dispositions

Name/NIM :	Semester/Class :	Date:
<b>Teacher Competences</b>	<b>Check-list (√)</b>	<b>Self-reflection Narration: My actions, my strengths, my weaknesses, my solutions</b>
<b>Professional Competence</b>		
1. Listening		
2. Speaking		
3. Reading		
4. Writing		
5. Grammar		
6. Vocabularies		
7. Pronunciation		
8. Spelling		
9. Grammar		
10. Pronunciation		
11. Obtaining learning achievement beyond the lecturer expectation		
12. Ask and answer questions correctly		
13. Dress professionally		
14. Never coming late to the class		
15. Attending the class regularly		
<b>Personality</b>		
16. hard work		

17. Energetic		
18. Complete the tasks on time		
19. Initiating activities		
20. Enthusiastic		
21. No complaint		
22. Pride with my work		
23. Prepare for lessons		
24. Respect others		
25. Friendly manner		
26. Positive attitude to differences		
27. Open to different opinions		
28. Work independently as required		
29. Participate actively in group work		
30. Do not blame others for poor work		
31. Not an overreaction to criticism		
32. Patient		
33. Help others		
<b>Pedagogical</b>		
34. Reading books about curriculum, language teaching, and learning		
35. Constructing Lesson plan for peer teaching		
36. Developing teaching materials for peer teaching		
37. Selecting teaching techniques for peer teaching		
38. Preparing for lectures before coming to the class		
39. Giving positive attitude to different ideas during class discussion		
40. Interact with peers in the classroom in a friendly manner		
41. Accept new ideas during lectures or class discussion		
42. Listen attentively while others are speaking		
43. Speak politely		
44. Being a leader in group work		
45. Ask questions proactively		
46. Keep appointments		
47. Attempt to know names of peers and lecturers		
48. Attempt to understand the characters of peers		
49. Identify areas of weaknesses		
50. Identify areas for strengths		
51. Ask for feedback		
52. Improve weaknesses		

53. Attempt to find solutions and solve problems.		
54. Being responsible for work/tasks		
55. Spend the time to understand		
56. focus or concentrate on following the lectures		
57. Showing readiness in learning		
58. Struggling to complete their work		
59. Manage tasks well		
60. Manage multiple tasks well		
61. Bring needed materials for joining the class		
62. Ask and answer questions during class to demonstrate interest		
63. Listen attentively to lecturers and friends during group discussion		
64. Understand concepts by reading books recommended by lecturers		
65. Perform intrinsic motivation		
66. speak well in front of the class		
67. Reflecting and evaluating the strengths and weaknesses		
<b>Developing social skills</b>		
68. Greeting lecturers, peers, others		
69. No insulting others		
70. Does not use electronic devices of any type in/during class		
71. Criticize lecturers or peers constructively		
72. Speak politely		
73. Use correct vocabularies		
74. Use verbal and non-verbal communication		
75. Respectfully disagree by defen-ding perspective with logic and calm		
76. Address peers and lecturers appropriately		
77. Sensitive to the feelings of others		
78. Sharing and helping in group work		
79. Negotiate respectfully		
80. Accept and act on constructive criticism		
81. Engage in friendly dialogue		
82. Remain calm when discussing sensitive issues		
83. Do not perform too busy or stressed		
84. Do not bring personal problems to class		
85. Engage in friendly dialogue		
86. Sharing and helping in group work		

87. Perform intrinsic motivation		
88. Write emails politely		

**Directions:** Write how do you develop your disposition as a teacher candidate.

**Personality**

**Data Analysis**

Data were collected, analyzed, coded, and stored every week for one semester. The data were coded based on the teacher competence indicators. Next, the researcher analyzed each code. The next step was to organize thoughts and ideas. The researcher then determined which codes helped to focus thoughts and ideas about each question. The researcher analyzed all students' recount writings about their self-reflection that developed teacher competence.

There had been several steps taken to establish reliability and validity in this study. Through narrative analysis of the research and its findings, enough rich detail is provided to allow the reader to determine if the information is relevant and transferable to their situation and context (Fraenkel & Wallen, 2000). To achieve this, the researcher included samples of written self- reflection to present valid evidence to support the construction of a theory. The data were collected in a variety of forms to achieve triangulation. By searching for themes and credible interpretations supported by several forms of data the conclusions were reliable and trustworthy (Koroscik & Kowalchuk, 1997). The multiple methods of collecting data in this study included observations, field notes, student self-reflection writing, and student responses.

Member checking was done as a way to invite the participant to evaluate and verify the accuracy of the comments and interpretations by the researcher. Member checking was used throughout the study to make sure that the researcher correctly represented the student teacher's thoughts and meaning in their writing. The members checking in this study were lecturers who had taught other subjects in these two classes. During informal conversations, the researcher had asked questions about student teachers 'disposition performance towards the development of teacher competencies that had been observed during the term; allowing lecturers to provide clarification and background. Member checking is to be used to review data for accuracy and add additional thoughts or comments (Stake, 1995).

**RESULTS AND DISCUSSION**

The findings of the research are based on the result of the narrative analysis of written self-reflection, classroom observation, and interview. Data were taken from 3 months of written self- reflection. All students (100%) submitted the reflection form and wrote their reflection on the form. From their self-reflection, it is found out that all English student-teachers had developed the teacher competencies: Professional, Pedagogic, Personality, and Social. Table 3 displays student- teachers' actions (dispositions) towards the development of teacher competencies.

***Teacher competencies had been developed by student-teachers through self-reflection practice***

Teacher competencies have been developed by all student-teachers through self-reflection practice. All of the student teachers had submitted their written self-reflection to the researchers to be analyzed. Based on narrative analysis of the written self-reflection demonstrated by the student- teachers, it is found out that all indicators of teacher

competencies namely professional, pedagogic, personality, and social competencies have been developed. All student-teachers had performed positive dispositions towards teacher competencies: professional, pedagogic, personality, and social skills.

### ***Dispositions that develop teacher competences***

The students performed dispositions by positive attitudes, behaviors, actions, or views, or beliefs towards the development of teacher competencies. The results of the analysis are seen in tables: two, three, four, and five. Table 2 displays the student-teachers dispositions towards Professional Competence through written self-reflection. For Professional Competence, most of the student-teachers practice language skills regularly every week; by completing assignments on time, practicing English collaboratively with friends, learning English independently through the internet or electronic books. These are several examples of dispositions: *I wrote an essay writing assignment; I discussed in group work; I watched BBC news; I joint intensive reading at a language center.* Table 3 shows student-teachers 'dispositions towards Pedagogic Competence through Self-Reflection. For Pedagogic Competence, the student-teachers read the necessary books related to pedagogy, practice teaching through peer teaching assigned by a lecturer, being aware of good attitudes during lecturers. For example, *I attempted to know the names of peers and lecturers; I selected and practiced techniques of teaching creatively; I said thank you if my friends gave comments on my peer teaching; I always kept an appointment with friends and lecturers.*

Based on Table 4 the student-teachers 'dispositions towards Personality Competence through written self-reflection, it is found out that the student teachers demonstrate the dispositions such as working harder, being helpful person, never complaining about overload assignment, staying calm for critics, and accepting it as an improvement. For example, *I departed to school early at 6.00 and back home late after sunset; I helped my friends in completing project work; I never complained about much assignment; I accepted and said thanks to the critics in RD subject for my improvement; I took my poor achievement as a lesson for improvement; I initiated activities in the group; I stayed calm.*

It is clear from Table 5 that the student-teachers 'dispositions towards Social Competence through written self-reflection have been developed. The student-teachers have demonstrated their actions such as being polite, saying greetings to others, being enthusiastic; disciplined, using language appropriate, respecting, controlling emotion, and being motivated. Most of the actions of dispositions are as follows:

*I greeted and smiled at lecturers or friends (being polite). I listened and talked enthusiastically (enthusiastic)*  
*I spoke politely in my presentation and gave opinions during my friends 'presentations (polite)*  
*I chose correct words when speaking and in my presentation (polite) Sensitive to the feelings of others (understanding others)*  
*I said thank you to the critics/suggestions given to me (respect) I controlled my emotion (stability)*  
*I studied at weekend (work hard)*

The following are the results of the research described in tables two, three, four, and five:

**Table 2.** Student Teachers' Dispositions towards Professional Competence through Self-Reflection

<b>Professionalism</b>	<b>Self-reflection</b>
Listening	I watched BBC news, I sang songs, I watched youtube, I listened to VOA, I watched films on TV, I practiced it through class presentations, I listened and focused on difficult words, I practiced on ENGvid, I watched debate class, I practiced through peer teaching, I practiced IELTS
Speaking	I practiced with friends, I imitated conversation from a book, I taught kids, I practiced with family, I practiced it in debate class, I practiced alone with mirror, I discussed in group work, I spoke in TEFL simulation, I spoke faster than before, I made a video recording and posted it to IG, I practiced in front of a mirror before having class presentations, I practiced speaking through peer teaching, I answered lecturers' questions, I made video of my talking, I chatted in online games, I practiced in debate class,
Reading	I read comics, I read IGN, I practiced reading text from reading assignments, I read any texts/articles from the internet (e.g. storybird.com), I read a newspaper (New York Times, Jakarta Post), I read a novel, I changed to read a printed novel not novel via smartphone, I started to collect printed novel, I read words from a dictionary, I joint intensive reading at the language center, I read IELTS texts,
Writing	I wrote essay writing assignment, I wrote self-reflection assignment from TEFL subject, I wrote comments on Facebook and Instagram, I focused on punctuation and sentence structure in writing essay assignments, I practiced writing in EL Instruction subjects, I practiced writing for IELTS texts, I wrote an email
Grammar	I practiced grammar from lecturer's writing correction, I learned grammar from the British Council web, I practiced grammar from a grammar book, I identified sentence structure from reading books, I learned grammar from YouTube, I learned grammar from grammar checker application from my smartphone, I learned grammar from British Council MOOC web, I learned grammar from IELTS, I learned grammar from peer teaching, I learned grammar from learning english.britishcouncil.org, now I practiced grammar one aspect every week from grammar book recommended by lecturers.
Vocabularies	I developed my vocabulary from watching English movies, I looked up a dictionary, I developed vocabulary from reading and writing assignments, I learned vocabulary from video, I collected new vocabulary from speaking class and wrote them in my notebook, I learned vocabulary from a TV news program, I developed my vocabularies from IG, I made notes about new words,

**Table 3.** Student Teachers' Dispositions towards Pedagogic Competence through Self-Reflection

<b>Pedagogic skills</b>	<b>Self-reflection</b>
Reading books about curriculum, Methods, techniques, evaluation of language teaching and learning	I read books about TEFL and Curriculum; I read articles from ELT journal assigned by lecturers of TEFL and ELID
Practicing to construct Lesson plan for peer teaching activities	I made a lesson plan based on the Eclectic Method, Text-based, task-based in ELID subject; I made lesson plan by scientific method model assigned in TEFL subject
Using varieties of sources in creating teaching materials for peer teaching activities	I searched English teaching techniques which are relevant to materials for Techniques in TEFL subject and ELID from the internet and books,

Trying out new teaching techniques for peer teaching from language teaching sources	For peer teaching in Techniques in TEFL subject, I applied techniques in TPR, I applied Neurolinguistics Programming, I applied Audio-lingual, I selected Predicting the Title techniques, I selected and I tried out teaching techniques for peer teaching from ELT books,
Preparing for lectures and assignments before coming to the class	I cleaned the whiteboard; I took remote control for LCD; I download eBooks to be read; I never forget to bring attending cards; I read chapters assigned by a lecturer,
Showing positive attitude to the different ideas during class discussion	I listened and accepted other opinions in-class discussion; I accepted different ideas in debate class; I did not get angry when friends gave negative comments in peer teaching; I accepted different ideas in discussing Material Development assignments.
Interact with peers in the classroom in a friendly manner	I had no conflict with classmates; I had a conversation with friends after class; I interacted with peers in discussing the lesson friendly, I said thank you if my friends gave comments on my peer teaching,
Accept new ideas during lectures or class discussion	I accepted ideas from friends and I revised the mistakes suggested by lecturers; I accepted my friends 'ideas in group discussion; if the ideas were reasonable I accepted them in a group discussion about the Material Design assignment this week.
Listen attentively while the lecturer or others are speaking	I smiled, I nodded, I maintained eye contact; I gave responses to the speakers; I asked questions,
Speak politely	I used polite words; I answered questions politely in my presentation; I asked and answered questions given by lecturers politely; When I was talking to lecturers I started by saying excuse me.
Being a leader in group work	I was a leader in the writing group; I was a leader in group work discussions.
Ask questions proactively	If I didn't understand I asked; in a participating class discussion I raised my hand and I asked
Keep appointments	I kept my promise for coming to do the assignment together; I kept my promise to lecturers in submitting assignments; I always keptan appointment with friends and lecturers
Attempt to know names of peers and lecturers	I knew all of my friends 'names; I felt uncomfortable if I didn't know my friends' names; I asked others to know the names

**Table 4.** Student Teachers' Dispositions towards Personality Competence through Self-Reflection

Personality	Self-Reflection
Study hard	I finish an assignment before the deadline; I found references for a presentation from the internet: I prepared for reading subject; I wrote outline; I wrote my writing draft; I checked the grammar before submitting; I studied together to understand lecturers; I departed to school early at 6.00 and back home late after sunset; I discussed my project work (Research on ELT) together in a group; I organized my work based on my target.
Energetic	I got up early; I had breakfast; I gave presentations interestingly; I always smiled at others; I was cheerful; I was active in the class; I was very active in debate class as an observer, I always do my best, I worked in a group on Saturday night

Complete the tasks on time	I did my assignment as soon as possible to reach a good score as my target; I submitted the tasks on time; I completed my tasks like daily life'
Initiating class activities	I cleaned the classroom; I asked the class to learn vocabulary from YouTube when the lecturers not coming I initiated the activities during group work; I gave the first comments for my friend presentation; I established a community entertainment; I was the first person in the class who raised a hand when the lecturers gave opportunities to ask and give opinions; I revised my assignment
enthusiastic	I was active in asking and answering questions during class simulation; When nobody wanted to do presentation first, I initiated to do it first; I came on time to the class; I prepared my energy for following lectures; I listened attentively to lecturers; I did not chat with friends during lectures; when the lecturers gave us problem-solving, I completed the assignment as soon as possible/immediately; I asked and answering during friends' presentation; I kept performing peer teaching although the lecturer did not come; I was an active observer in debate class; I went to campus early; I listened and gave feedback to my friend presentation; I did my assignment enthusiastically without complaining; I was curious for new ideas.
Never complain	I had positive thinking given many assignments by lecturers; I did a lot of assignments as best as I could.
Pride with the work	I did not cheat; I did the assignment by myself; I completed the tasks on time; I read 10 articles to complete writing assignment; I was proud when lecturers gave me positive comments on my work; always do my best; I prepared well before doing my oral performance; I had good performance in debate class
Prepare for class	I spend time preparing for presentation; I read eBooks, journals suggested by the lecturer; I read the materials before class to avoid blank during lecturers; I checked the things for study in the bag; I made a list of assignments and did it one by one; I prepared well for peer teaching, I always prepared lesson before going to bed
Respect to others	I listened to others; I greeted my friends; I kept attention to friends' presentation although it was not clear; I followed the lesson actively and completed the task on time; I had conversations politely; I respected my friends 'opinions; I accepted my friend suggestions; I gave positive action; I did not make noises; I followed my friend presentation actively
Friendly manner	I behaved politely; I asked friends politely during a presentation; I smiled; I greeted acquainted people, I greeted my lecturers; I was closed with friends; I created a good relationship with friends.
Positive attitude to differences	I listened and opened my mind in group discussions; I was tolerant of other religions; I gave polite arguments in debate class.
accept to different opinions	In the debate subject, I tried to respect different opinions; I took different opinions as information; I accepted other opinions in-class discussion; I was to be an open person in-class discussion in EL Instruction.
Complete the individual assignment independently	I made my lesson plan individually, I did my tasks given by lecturers by myself; I did not copy other work.
Participate actively in group tasks	I discussed group assignments together; I gave my opinions in group discussion; I gave some suggestions in discussing Material Development; I participated in the group discussion; I helped others in the group; I initiated activities in the group
Never blame others for poor achievement	I helped a group member who could not finish his job; I took my poor achievement as a lesson for improvement; I studied more; I fixed my mistakes by myself; I encouraged group members who were not ready for debate performance,
Stay calm for criticism	I was not a perfect student; I accepted and said thanks to the critics in RD subject for my improvement; I stayed calm

Patient	I avoided being angry for impolite behavior; I never complained about much assignment; I controlled my emotion; I accepted critics in group discussion happily; I solved problems patiently,
Help others	I helped my friends in completing project work; I was ready to help people when they needed my help; I helped friends how to act in drama subject; I helped friends in installing software

**Table 5.** Student Teachers' Dispositions towards Social Competence through Self-Reflection

Social skills	Self-reflection
Greeting lecturers, peers, others	I greeted and smiled at lecturers, friends; I greeted friends and lecturers when giving a presentation in the class; I said formal greetings for lecturers and informal greetings for friends
Never insulting others	I created good relations with others; I had no conflict; I listened and talked enthusiastically, I respected others; I tried to speak politely.
Not using electronic devices of any type in/during class except assigned by lecturers	I used handphones only assigned by lecturers; I avoided using HP and focused on following lectures; I turned off my HP in the class.
Criticize lecturers or peers constructively	I used polite words when giving critics.
Speak politely	I used formal language to the lecturer in Belajar dan Pembelajaran subject; I politely discussed with friends in Reading class; I spoke politely in my presentation and gave opinions during my friend's presentations.
Use correct vocabularies	I chose correct words when speaking and in my presentation
Use verbal and non-verbal communication	I used body language to help the listeners understand what I was saying.
Showing disagreement by defending perspective with logic and calm	I used a lower tone; I did not use harmful words, I used my logical thinking; I showed my disagreement politely and friendly; I listened carefully then gave comments, being calm, giving positive feedback.
Address peers and lecturers appropriately	I address by Sir/mam with lecturers, a nickname for friends, younger/older sister/brother for those older than me,
Sensitive to the feelings of others	During group work discussion, I looked at others 'face expression; I asked whether any something wrong; I closed to friends; I looked at situation and condition before making a joke; I comforted others who looked miserable.
Negotiate respectfully	I negotiated politely in ELID class to select which KD to use in the RPP assignment; I negotiated politely in debate class I tried to get solutions together in group work,
Accept and act on constructive criticism	I accepted and acted constructive criticism in demonstrating teaching techniques in TEFL subject; I revised lesson plan based on suggestions or critics from friends and lecturer, I said thank you to the critics/suggestions given to me.
Engage in friendly dialogue	I shared experiences with friends; I practiced speaking with friends; I tried to make the dialogue comfortable; I made jokes politely.
Remain calm when discussing sensitive issues	I gave no responses if the BEM activity had no clear purpose; I was quiet; I explained my ideas calmly
Never perform too busy or stressed	I kept calm and managed time in finishing an assignment, relaxed, I did not want to make others worried because of me; I kept calm and got ready to perform; I smiled, I finished my task earlier; I controlled my emotion,

Never bring personal problems to class	I never bring personal problems to class except with very close friends; I concentrated on following lecturers; I never shared personal problems with others; I enjoyed the class; I smiled
Engage in friendly dialogue	Being friendly when talking to friends; I laughed; I made a joke,
Sharing and helping in group work	I shared and helped friends in group discussions of sociolinguistics, essay writing assignment, research methodology.
Perform intrinsic motivation	I did my best in completing assignments; I prepared before attending lectures, I studied at weekend; I was never frustrated,
Write emails politely	I used greeting and self-introduction; I used formal and polite language; I never forget saying thank you at the end of my email.

### **Discussion**

This study has proved that written self-reflection by student teachers has some advantages for both student teachers and lecturers (Klimova, 2014). For the student teachers have chances to practice self-reflection in their recount text writing. They could write their experiences. They can learn about their experiences, and think critically about what they have done. They become aware of their strengths and weaknesses. They are aware of developing English (listening, speaking, reading, writing, and other aspects of the English language. They become aware of their learning styles. It helps student teachers to develop their personalities and make them more responsible for their learning. It is a valuable source for the lecturers, too, since they can assess their students' dispositions and identify strategies of their students in developing teacher competencies. Self-reflection written by student teachers serves as a source of personal feedback for the lecturers to learn more about student-teacher personality, language skills, identify students' educational needs, discover students' learning styles, and also about lectures. Although student teachers are not familiar with self-reflection which includes the fact that some student teachers may feel uncomfortable about it, or they may not reveal all their weaknesses and strengths or they might be reluctant to do such reflection at first, but if all lecturers in all subjects give the self-reflection practice, the student teachers will get used to it. Moreover, as stated by experts Reflection is an integral part of teacher education and most teacher training programs because it is considered a key component to improve teaching quality (Weber et al. 2018).

### **CONCLUSION**

Self-reflection is useful for training student-teachers to develop their competencies. It can enable the student teachers to identify their competencies and limitations so that they can better understand and develop their competencies to become more competent practitioners. Self-reflection indicates deep learning and teaching. Teacher competencies have been developed by student teachers through self-reflection practice. The student teachers had performed positive dispositions towards teacher competencies: professional, pedagogic, personality, and social skills. Through written self-reflection demonstrated by the student teachers, it is found out that all indicators of professional, pedagogic, personality and social skills have been developed. The development of teacher competencies is crucial to prepare student teachers to be a professional teachers. The written self-reflection enabled student teachers to demonstrate dispositions such as positive actions, behaviour, views, beliefs towards teacher competencies namely professional, pedagogic, personality, and social.

The results of this study challenge the lecturers in the Faculty of Teaching and Education to assign self-reflection practice for their student teachers. It is their responsibility to develop the student-teachers to have knowledge, skills, and dispositions.

Promoting the development of dispositions and assessing them in their courses. Evaluation of dispositions using self-reflection is a model believed to provide greater insight into how pre-service teachers view themselves and their associations with others (Thornton, 2006). Diez contests that the reflective model is most effective in "linking responses to evidence" (2007, p. 196). Lecturers of any courses need to create the space in which reflection takes place. Without that space, student teachers do not have the opportunity to cultivate dispositions as recommended by the researcher.

The self-reflection assessments in this study allowed English student teachers to process and reflect on their dispositions weekly. Self-reflections are important in the learning process and the self-reflection practice of regular writing helps student teachers recognize how they are building knowledge, skills, and dispositions for their future as English teachers. These learning tools provided an essential learning opportunity due to the nature of the feedback provided by the cooperating peer, lecturers, or instructor.

The reflection documents are used as assessment tools of knowledge, teaching skills, and dispositions. To ensure that student teachers provided evidence of developing an understanding of knowledge, teaching skills, and dispositions. Written self-reflection implemented by the researcher offered opportunities for the students to demonstrate their understanding of dispositions. The hope is that all study programs at Teaching and Education Faculty promote self-reflection practice for their students.

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