



REFLECTIVE PRACTICE IN INTERNATIONAL TEACHING PRACTICUM: A CASE STUDY OF AN INDONESIAN PRE-SERVICE TEACHER IN THAILAND

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ABSTRACT

This article reports a reflective practice conducted by a pre-service teacher in an international teaching practicum in Thailand. The focuses of the study are on the aspects that she reflects and the contributions of doing reflective practice on her teaching practices during the international teaching practicum since this program provides opportunities for her to learn from and about multicultural context. This case study collected the data from a pre-service teacher's written reflection and analyzed qualitatively using thematic analysis. The results of this study revealed that the pre-service teacher reflects on some key aspects namely teaching strategies, classroom management, and socio-cultural dimension. The study also discovered that her reflective practice contributed on her teaching practices such as in providing appropriate teaching strategies based on students' needs and characteristics, eliminating classroom management issues, and raising her awareness on cultural differences between her and her students. In the end, the contribution of this study is to facilitate the pre-service teachers' development on reflective competence as a means of building teachers' professional development.

Keywords: International Teaching Practicum, Pre-service Teacher, Reflection, Reflective Practice

INTRODUCTION

The importance of reflective practice has been discussed by researchers and practitioners. Reflective practice is important for building teachers' professional development as it requires teachers to see their own and other practices as a platform for learning (Widodo & Ferdiansyah, 2018). Richards (2010) added that teachers need to acquire the ability to be able to reflect consciously and systematically on their teaching experiences as a key to long-term professional development. Moreover, the importance of reflective practice not only affects the teachers' improvement in their teaching process but also helps the students in their learning process. Farrell (2015) stated that teachers who are engaged in reflective practice can construct and reconstruct their own beliefs and practices to provide an optimum learning environment for their students.

Reflective practice is not only meant for in-service teachers but also for pre-service teachers who conduct teaching practicum. In initial teacher education (ITE), a teaching practicum is a tool for introducing pre-service teachers to the actual teaching profession

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(Widodo & Ferdiansyah, 2018). Teaching practicum can also lead pre-service teachers to build their professional development as professionalism can be acquired through both academic study and practical experiences (Richards, 2010). In other words, as a means of building teachers' professional development, pre-service teachers who conduct teaching practicum need to do the reflective practice.

A myriad study has documented reflective practice conducted by in-service teachers and pre-service teachers during teaching practicum program (Jones & Ryan, 2014; Farrell & Mom, 2015; Naci Kayaoğlu, Erbay, & Sağlamel, 2016; Vaughn, Parsons, Keyes, Puzio, & Allen, 2017; Widodo & Ferdiansyah, 2018; Farrell & Kennedy, 2019). In the ESL context, Farrell and Mom (2015) through their research suggested that promoting reflective practice especially on teachers' beliefs and classroom practices can shape their beliefs about successful teaching. In the EFL context, Widodo & Ferdiansyah (2018) reported that reflective practice in teaching practicum context can be a substance for both personal growth and professional development include the sense of agency, self-confidence and autonomy, and understanding praxis in context. However, a limited number of the study reported pre-service teachers' experience in reflective practice during the international teaching practicum (international context). Whereas, Parr, Faulkner, & Rowe, (2016) showed that international teaching practicum "can more effectively educate and encourage pre-service teachers to think beyond their narrow self-interests towards larger ethical and educational issues and, in the process, more effectively address diversity in their teaching practices" (p.2).

One of the students from a public university in Indonesia has experienced joining an international teaching practicum which was organized by private schools' partnership association in Southern Thailand. She went to Thailand and was assigned to teach English in a secondary school for five months. This program required her to plan and conduct the teaching and learning activity, and to reflect on her teaching practice so that she would be able to know her progress in teaching and to decide her plan for the next teaching to improve on her teaching performance.

Based on the previous studies and the phenomenon experienced by the student, this study explores the aspects that a pre-service teacher reflected on her teaching practice during the international teaching practicum through several reflection activities promoted by Burhan-Horasanlı & Ortaçtepe (2016) and Widodo & Ferdiansyah (2018) namely reflection-on-action, reflection-in-action, and reflection-for-action. Reflection-on-action is a reflection after an action or known as metacognitive action which requires teachers to rely on a memoir, look back on their past experience, and position themselves as learners and professionals. Reflection-in-action is a reflection during the action takes place or known as spontaneous reflection which requires teachers to identify what is happening and why this is occurring, reflect on the present conditions, and examine or reconstruct their beliefs and practices. Reflection-for-action is reflection before action including planning for upcoming teaching practice or known as proactive reflection which requires teachers to use the data from reflection-on-action and reflection-in-action, to identify weaknesses and strengths to make a plan for future actions, and adopt the role of an agent of change. Moreover, this study also explores the contributions of doing reflective practice on her teaching practice during the international teaching practicum. In the end, this study contributes to facilitating pre-service teachers' development regarding their reflective practice activity.

METHOD

An exploratory case study was chosen as the design of this study. An exploratory case study is used to investigate distinct phenomena which have limited previous studies and were not restricted to particular theories or hypotheses (Mills, Eurepos, & Wiebe, 2010). It was in line with the phenomenon of this study, reflective practice in an international teaching practicum in Thailand, in which there is only a limited number of preliminary studies regarding this issue. Also, there are not stable assumptions regarding the results of this study so that the findings of this study were not bounded by some particular theories and

explore broadly the aspects of reflection and the contributions of doing reflective practice in international teaching practicum context in Thailand.

As one of the students who has joined the international teaching practicum in Thailand, Retno (*pseudonym*) was chosen as the participant of this study. She is a 22-year-old female student of a public university in Indonesia majoring in English Education department. She has no teaching experience formerly. She was placed in an Islamic secondary school in Nakhon Si Thammarat Province, Southern Thailand. She taught several English subjects such as Basic English, English for Reading and Writing, and English for Tourism to the students of grade *Mathayum 1 – 6*. *Mathnasium* is equal to junior high school and senior high school in Indonesia. Regarding her workload, she taught her students 21 period per week in which one period comprises 50 minutes. In addition to teaching, she also routinely wrote reflective journal once or twice a week. Hence, she was chosen as the participant due to her engagement in reflective practice during the international teaching practicum.

The data of this study were collected from the reflective journal written by Retno. She wrote her reflective journal based on reflection framework by Smyth (1989) or known as DICR template (describing, informing, confronting, and reconstructing). She used the DICR form as her reflection template because she had been familiar with this type of reflection and it was promoted by her supervisor for the international teaching practicum program. The total of 19 reflections was made throughout her international teaching practicum.

Table 1: Reflection Template

Describing	Write what you felt when you began your teaching or what you learnt from the previous teaching.
Informing	Explore what the theme/topic you were teaching was about, in what ways you taught it to your students, and the reasons you chose that strategy.
Confronting	Describe how your students responded, how you reacted to it, and also how you assessed the students' performance of the task.
Reconstructing	Highlight the ideas as a result of your self-reflection on an action that you believed would be useful for your next teaching.

Source: Smyth (1989)

Furthermore, The data were analyzed qualitatively using thematic analysis by Braun & Clarke (2012). First, the researcher read and reread the reflective journal written by Retno to comprehend the data well. Then, the researcher identified and highlighted the data that potentially can answer the research questions and represent reflection process namely reflection-on-action, reflection-in-action, and reflection-for-action (Burhan-Horasanlı & Ortaçtepe, 2016; Widodo & Ferdiansyah, 2018). Afterwards, the researcher grouped the highlighted data from the previous step based on their similarities. In grouping those data, the researcher referred to the aspects based on the results of several studies of reflective practice which are in line with the findings of the present study. Those aspects are effective teaching strategies, classroom management (Jones & Ryan, 2014; Zhan & Wan, 2016), sociocultural aspects (Farrell & Kennedy, 2019; Kabilan, 2013; Zhan & Wan, 2016). Subsequently, the contributions of doing reflective practice were seen from the changes that the participant made after reflecting on each aspect throughout her reflective journal.

FINDINGS AND DISCUSSION

This section delineates the aspects reflected by a pre-service teacher and the contributions of doing reflective practice on her teaching practice during the international teaching practicum which is clustered into three emergent themes. First, reflection on teaching strategies includes reflection on several aspects such as teaching methods, teacher's role, students' comprehension about teaching material, material selection, and

teaching media. It contributes to help pre-service teacher in choosing the best teaching strategies which are appropriate to the students' characteristics and classroom condition. Second, reflection on classroom management comprises reflection on several issues such as students' engagement in the classroom, students' disruptive behavior, and students' task allotment. It contributes to guide pre-service in implementing particular techniques to reduce the issues in classroom management. Third, reflection on the socio-cultural dimension includes reflection on social and cultural issues arose inside the classroom such as language difference and teacher-students' relationship. It contributes to stimulate pre-service teacher in raising her awareness of cultural differences between her and her students and maintaining a good relationship with her students. The data which described those findings were portrayed in the form of excerpts quoted from Retno's reflective journal, alongside the analysis and the discussion.

Reflection on Teaching Strategies

Teaching strategies became the most frequent aspect that Retno reflected throughout her reflective journal. Regarding this aspect, she reflected on teaching methods, teacher's role, students' comprehension about teaching material, material selection, and teaching media. During her teaching practice, she frequently faced situations in which there was a gap between the theories or concepts of a particular strategy and the actual practices. Here are some parts of her reflection describing those issues:

Excerpt 1

"I made a mistake by forcing them to have a role play when I knew their ability was low... I should design an activity that suits my students' abilities. I used to think that role play is good in any case to force students to speak. But then I realized that learning is not only about speaking" (Reflection No. 4: 18 June 2019).

"I want my students to find, learn, and build knowledge by themselves, and my duty is just to support them. But I should also be aware that I can't let a 2-month baby feed herself." (Reflection No. 4: 18 June 2019).

"One of the classes in Mo.5, all students in that class weren't able to mention the capital city of the USA. I thought that was too bad for second-grade students of senior high school. It was super famous and by this age, they should have known that. I was so upset at that time, but I was still able to control myself. In English for Tourism topic, I wanted to introduce them about some important places around the world" (Reflection No. 8: 11 July 2019)

"I want to prepare such kind of videos, games like Kahoot, and PowerPoint slides for delivering the material. Unfortunately, each class in this school does not provide projectors, and the only room that provides it is only in the meeting room. To overcome such issues, I redesign my material not to use a projector-based" (Reflection No. 1: 20 May 2019)

Regarding the implementation of teaching methods, on one occasion, she complained about her understanding of the role-play method. She formerly thought that role play was conceived as an effective way to develop students' speaking skills, but it did not work well in her classroom. She believed that this circumstance was due to her students' low English proficiency. Facing this situation made her realize that she needs to adjust the teaching activities with her students' abilities, and the focus of English language learning is not only on improving speaking skills. This issue also led her to reflect on her role in the classroom in which she thought that students should be able to learn individually, and her duty as a teacher was only supporting their learning. However, some of her students still needed to be guided in teaching and learning activities by the teacher. Hence, she could not apply this concept to all of her students.

On another occasion, she faced a situation where her students had a lack of understanding of a particular topic that she thought it was a common topic to know by her students. Therefore, she decided to deliver the topic to her students as a means of introducing the topic that was considered important for her students. At the earliest part of her reflection, she shared her desire to use technological media for assisting her teaching in the classroom. Unluckily, she found that the condition of the school facility did not support her need to use technology-based media such as *Kahoot* and *PowerPoint* presentations. Finally, she chose to remake the teaching material as well as the media that were applicable in her classroom by considering the condition of the school facilities. It described her reflection on material selection and the use of teaching media in her classroom.

Retno's reflection on teaching strategies was in line with Jones & Ryan (2014) which described that during teaching practicum, pre-service teachers' reflected on several teaching strategies they have tried to implement, the issues emerged in the implementation, the gap between theories and practices of those strategies, and the suggestions for themselves or others when facing the issues in the future. Additionally, Zhan & Wan (2016) reported that pre-service teachers were engaged in reflecting several teaching methods in their classroom practices. However, they pointed out that pre-service teachers mostly reflected on the "surface level" by seeing only the fruitfulness of particular methods rather than the value of their goals of learning. In this case, Retno differed as at the end, she also reflected the value of learning for her students, specifically when she reflected on the use of teaching methods, material selection, and the role of a teacher in the classroom. In reflecting those aspects, she tried to not only identify the problems that happened but also seek what was behind the unsuccessfulness of the use of particular strategies. It showed her engagement of "pedagogical level" of reflection, one level above "surface level".

Afterwards, what changes did she make as a response to her reflection on teaching strategies? Reflecting the implementation of particular methods and the role of a teacher in the classroom directed her to be able to identify her students' characteristics and she used it as a reference to choose the appropriate strategies to apply in the classroom. Besides, reflecting the use of teaching media encouraged her to be more flexible and creative in providing appropriate media for assisting her teaching activities. It was illustrated here:

Excerpt 2

"There were 2 characteristics of the class. The active and passive one. In the active class, the students liked to do an interactive strategy rather than a passive one. So, I combine the activity using games. The students looked enthusiastic to learn and they seemed like have fun a lot during a learning activity. The last one, I called the passive one because the characteristics of students were not like a lot of movement, they tend to be more focused when I made them in a group project" (Reflection No. 13: 9 – 22 August 2019).

"As usual, when it came to the material explanation which needs visualization, I would choose poster presentation since I thought this media suited my need" (Reflection No. 9: 18 July 2019).

The excerpt indicates that her reflection on teaching strategies contributed to her teaching practices in terms of providing her students with the appropriate teaching strategies. She was able to identify the diverse characteristics of her students and apply the right teaching methods based on their characteristics such as games-based learning for active students and group projects for passive students. Similarly, her decision to use poster presentation was the result of her ability to create teaching media which was applicable in her classroom based on the classroom condition.

It delineated the contributions of reflecting teaching strategies on improving her teaching practices during the international teaching practicum. It was supported by Cheng, Tang, & Cheng's (2012) study which found that reflecting on teaching strategies can

stimulate pre-service teachers to analyze the situations of their classroom and their practices, to emphasize students learning, and to construct and reconstruct their conceptions of teaching strategies. In this case, she was stimulated to recognize the classroom situations including the students' needs and characteristics as well as the facilities provided in the classroom which became the issues resulting in a gap between her conceptions of particular strategies and her teaching practices. After recognizing those situations, she then reconstructed her understanding and attempted to provide better teaching practices to improve the students' learning. Reflecting the issues on the theories and the implementation of particular strategies is important for teachers and give a positive impact on their teaching practices (König, Ligtvoet, Klemenz, & Rothland, 2017).

Reflection on Classroom Management

Retno reflected some issues that occurred in her classroom regarding her effort to create effective classroom management. In her reflective journal, she regularly described and reflected on the situations like her problem in managing her students' engagement in the classroom, students' disruptive behavior such as cheating issue, and students' task allotment. Those issues are referred to classroom management issues because it was in line with the concept that stated, a classroom environment that is well-structured, encouraging students' learning and productivity, engaging, and less disruptive behavior are some characteristics of effective classroom management (Gaias, Johnson, Bottiani, Debnam, & Bradshaw, 2019; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). These situations are shown in the excerpt below:

Excerpt 3

"...I should be doing more research relate to classroom management because I feel so weak in this part" (Reflection No. 4: 18 June 2019).

"I saw some of them was looking in the mirror or checking the phone while I explained the topic. It was quite annoying then I suddenly warned them" (Reflection No. 6: 21 June 2019).

"Eventually, some students took that easy by copying the other's work (cheating issue was a regular problem in every class I've come in). For some students, they did master the topic and 5 minutes was too long. They ended up giving their works to their friends. I warned them. They obeyed but I knew some of them still trying to do it" (Reflection No. 7: 10 July 2019).

"Even though the sharing session had gone quite well, I also should concern about the issue around, in this case, was task allotment. In the next group project, I think it would be better if the teacher also gave each member of the group a duty. So, every person has their work and focus on one thing" (Reflection No. 8: 11 July 2019).

She realized her weakness in classroom management since the earliest part of her reflective journal. She knew that there was something to do with her classroom management due to several issues occurred in her teaching and learning activities. At some point, she found her students did not engage in her explanation. Also, she occasionally faced a situation where her students showed disruptive behavior by copying their friends' works, even she stated that cheating issues had been a regular problem in every class that she taught. Her response to these situations was always giving warning right after she found the issues occurring. It exemplified the process of reflection-in-action or reflecting on the issues during the teaching and learning activities that were carried out.

Another issue found regarding classroom management was the problem of managing students' task allotment. The group project was one of the most common methods used by her during her teaching practices. Task allotment problems had become a common issue in this form of teaching activity. It was not the teaching strategies issue because she admitted

that the method was well-implemented in her classroom. Conversely, the problem was in managing her students' task allotment during the group project in which not all group members did the task since they relied on one or two students in each group. As a result, she could not maximize students' productivity as one of the aspects of classroom management. She recognized this situation and her planning for the next teaching activity was revising the activity of group projects where she would give a different task to each student. In this stage, she showed her engagement in reflection-for-action by providing the plan for the next teaching based on the issues happened in previous teaching activity.

Nevertheless, regarding her reflection on classroom management, she was focused more on identifying technical issues that distract her classroom management. Only a little attention was given to the discussion about what she was supposed to do to manage her classroom effectively. Whereas, pre-service teachers need to discuss various ideas for creating effective classroom management such as prohibiting the use of the electronic device in the classroom and negotiating about students' behavior guidelines to be fruitful in reflection on classroom management (Jones & Ryan, 2014). It indicated that her reflection on classroom management was still at the "surface level" of reflection (Zhan & Wan, 2016).

In spite of the fact that she reflected more on the issue rather than the strategy on how to create effective classroom management, she still made an effort on reducing those issues through implementing several teaching techniques. The relation between implementing particular teaching techniques and effective classroom management was promoted by Sammaknejad & Marzban (2016) which indicated that adapting several teaching techniques could help pre-service teachers in managing their classroom better. It was also the further action that had been formerly considered and planned by her in reflection-for-action process regarding classroom management issues. The evidence of her effort was documented in her reflection, as quoted here:

Excerpt 4

"Every member of the group has their work. One had to identify the characteristics, plot, problem, etc. based on the indicators that the teacher had given. From this, I hoped every student will not rely on certain members of the group to do the task but requiring all members to work together. It works... From the result of the activity, I observed that everything went so nice. I managed to make my class focused more on the activity rather than anything else" (Reflection No. 11: 5 – 9 August 2019).

"I called each group to come forward and read their own stories. Another group, they should ask at least 1 question, if not, their grade will be cut. The question was free whether it related to the story or the experience of that group making that story. I made that rule to keep their attention to class only and no other things. And it worked quite well" (Reflection No. 16: 9 – 13 September 2019).

On one occasion, she applied the rules that required her students to get involved in all learning process not only when they presented their work, but also when they listened to other groups' presentation by asking a question to the presenters. The implementation of these rules was intended to keep her students' attention to the learning process. Moreover, she tried to change the students' task allotment in a group project as in the previous teaching, she found some issues related to this aspect. She decided to give every member of the group different tasks to accomplish. By applying this technique, her students could work productively in the form of a group project and all students could take part in the project since they had their task to do. Her students also started to focus on the work meaning that they engaged in the learning activity. Consequently, classroom management issues were somewhat eliminated by adapting such teaching techniques.

Finally, this can be evidence of the contribution of doing reflective practice on her teaching practice in terms of classroom management. She formerly identified the issues that appeared on classroom management, then learned from those issues so that she finally

could reduce those issues through the implementation of a particular teaching technique. The reflective practice helped pre-service teachers to try and evaluate various methods that can embody effective classroom management (Jones & Ryan, 2014). Moreover, reflective practice can eliminate issues in classroom management faced by teachers in their classroom practices (Sammaknejad & Marzban, 2016). However, she did still need to maximize her classroom management strategies such as classroom setting, classroom decoration, chairs arrangement, applying rules and communicating the rules to the students since those strategies will lead to effective classroom management which is important for teachers as a means of supporting their students to learn in the best way (Sieberer-Nagler, 2015).

Reflection on Sociocultural Dimension

International teaching practicum in Thailand brought Retno, as a pre-service teacher from Indonesia, to teach in the environment with a different value of social and cultural, and led her to face several issues related to sociocultural dimension. Those issues also affected her teaching and learning activities, especially in the interaction with her students. In general, the cultural issue that she found during the international teaching practicum was language differences. She spoke the Indonesian language as her native language, while her students spoke the Thai language as their native language. This circumstance directed several cultural issues related to language differences in the classroom context. Meanwhile, social issues were generally in the teacher-student relationship.

Excerpt 5

"Sometimes my heart hurt when I explained material as clear as possible, as detail as possible but the students didn't get anything from what I said" (Reflection No. 3: 20-24 May 2019).

"Some of them did ask me about the things but they uttered it in Thai and no one could translate it to English. Normally if I found this case in other classes, I would ask some students who good at English to translate it but in this class was no one could. They used Google translate but the point wasn't there. I was screwed up. I felt useless and I thought that I failed to teach that class" (Reflection No. 4: 18 June 2019).

"From this meeting, I've learned that building relationships with students is important. Some students approached me so well but some not. I should get along with all types of students here." (Reflection No. 5: 20 June 2019).

Language differences drove the problems in the communication process between teacher-students and delivering the materials. In the early stage of her teaching, she only used English as the medium of instruction, while her students in some classes were at a low level of English ability. No matter how clear and detail she explained the material to her students, in the end, she said that her students got nothing from her explanation. On some occasions, she found it difficult to understand her students' questions. She described that in some classes, she could ask her students to translate the questions using an online translation tool, but it was not always helpful since such a tool sometimes gave unsatisfactory results.

Regarding the social issue, she admitted that she did not build a close relationship with all of her students. She found that only some of her students approached her well in the teaching and learning activity, while the others did not do the same. It was normal since she complained about this situation in the early parts of her reflective journal or the initial phase of her international teaching practicum. However, she considered the social relationship with her students was important and she needed to concern about it.

Cultural differences influenced her reflective practice as it generated some issues in her classroom activities. It was following Zhan & Wan (2016) that sociocultural factors

inhibited reflective practice among pre-service teachers in a local context in China. They added the information that pre-service teachers regularly reflected on the importance of maintaining harmonious social relationships among them within the group. Farrell & Kennedy (2019) also stated that the teacher reflected on cultural differences and social relationships with local teachers during teaching overseas. Meanwhile, Retno concerned merely on maintaining social relationships with her students.

The researcher considered that she only reflected on the basic aspects of sociocultural dimension. Whereas, international teaching practicum can emerge wider issues in terms of social and cultural aspects (Kabilan, 2013). She was likely to have boundaries in reflecting this aspect and did not explore the socio-cultural dimension in wider context such as social relationships between her and local teachers, school staff, and parents. It could be a weakness of the reflective framework used by her which only led her to focus on the issues happened in the classroom. On the other hand, the researcher found that her reflection toward sociocultural dimension constantly involved the emotional aspects of her reflection. She expressed that she was miserable, depressed, and even feeling useless when she thought that she was unsuccessful in carrying out the teaching and learning activities. It indicated that her reflection on the sociocultural dimension was at "critical level" of reflection as she concerned with the moral and ethical effects of her teaching practice to her students.

Furthermore, her reflection on the sociocultural dimension led her to several beliefs and actions regarding this aspect. After facing issues related to sociocultural dimension, she started to consider the importance of using students' native language in the teaching and learning process. Also, she made a little effort in maintaining social relationships with her students. Here is the evidence:

Excerpt 6

"Besides, I need to highlight some issues to improve my teaching practice later. First, the native language is considered important in learning a language. I shouldn't forget to always always always prepare some vocabulary or expressions relate to the topic in the Thai language." (Reflection No. 4: 18 June 2019).

"I explained it detail since when I asked them what is meant by modality, they had no idea about it. I also prepare some Thai language to help them understand more. For example, the word 'can' usually show ability then I prepared what is meant by ability in the Thai language" (Reflection No. 15: 2 – 6 September 2019).

"This idea was exciting since they couldn't guess who had to perform first but then the order to be the obligation. They laughed with each other and from this, I could maintain my relationship with them too." (Reflection No. 11: 5 – 9 August 2019).

She agreed that she needs to bring her students' native language to the classroom. She started to consider the importance of providing the teaching materials in the Thai language to ease her students comprehending the material itself. Alongside the use of native language in the teaching materials to facilitate her students' understanding, she also attempted to deliver the teaching materials better since she was aware that her students need a more detailed explanation in material delivery. In the end, her students got better comprehension, and she was able to solve the cultural issue that happened in her classroom. In line with Gay (2010), to solve the cultural issue in the classroom, teachers must identify and reflect on why and how the issue happened as well as seek the strategy as the solution for the issue. Though, regarding social issues, she did not pay attention to the solution of those issues. It can be seen from the excerpt that what she found can support her social relationship was not intended to solve the issues. It was only the side effect of applying a particular teaching activity.

In conclusion, her reflection on the sociocultural dimension gave a better progression in her cultural awareness. It builds her understanding and appreciation of the cultural differences in education. In agreement with Lee (2009), reflecting on sociocultural

dimensions also leads pre-service teachers to appreciate the cultural differences between them and the people around the area in which they are teaching in. Eventually, she can provide better learning for her students which was suit their needs in terms of their cultural differences. Unfortunately, she did not maximize her reflection in this aspect to develop her interpersonal skills which can lead to better social relationship. Meanwhile, the international teaching practicum has provided pre-service teachers with the circumstance and chance to develop their interpersonal skills especially interaction skills as they frequently interacted with teachers, staff and students of different races, culture and identity (Kabilan, 2013).

CONCLUSION

Teaching strategies becomes the most frequent aspect of Retno's reflection, following by classroom management as the second. It indicates that aspects of teaching still become the main focus of her reflection during the international teaching practicum. However, the context of international teaching practicum also leads her to reflect on the social-cultural dimension. The reflective practice she had conducted has contributed to her ability to implement appropriate teaching strategies due to students' needs and characteristics; eliminate classroom management issues, and also develop her awareness of cultural differences

The present study focuses on the experience of a pre-service teacher in conducting reflective practice during the international teaching practicum. However, the results of the study regarding socio-cultural dimension were limited to social and cultural issues that happened inside the classroom. Hence, the future studies are suggested to investigate the reflection on the socio-cultural dimension as the international teaching practicum can emerge wider issues of social and cultural aspects in a multicultural setting (Kabilan, 2013). Besides, the reflection framework used by the participant of this study focuses on reporting the issues that happened in classroom activities. Thus, the researcher recommends the future studies to utilize more critical reflective framework which can explore more on wider issues in sociocultural dimension such as Farrell's (2015) reflective framework in which one of the features of the framework, reflection beyond practice, focuses on exploring social, cultural, moral, and political aspects that impact the practice of pre-service teacher both inside and outside the classroom.

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