



# Learning from Journals and Reflective Questions Strategy: A Reflection of English Speaking Class

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## ABSTRACT

Reflective teaching has been considered as a key measurement of the teaching and learning success. The addressed reflective questions and journals reflect on what the teachers and the students have done in their teaching and learning. This study is aimed at discussing the students' and teacher's reflection on their teaching and learning processes during their English-Speaking class. The data also draw conclusion on the students' achievement of their speaking skill mastery. This article also undertakes reflection process and the responses on the reflective questions through authentic assessment. Those responses are discussed based on critical reflective approach and a certain framework of reflective approach in more descriptive qualitative approach. The findings of the study suggest that (1) reflective teaching in speaking class is required to train the students' spoken language skills in their professional needs; (2) the students' speaking skills are influenced by the students' critical thinking skills to deal with their self-confidence to speak instead of considering their grammar and pronunciation faults, and (3) the use of journals and reflective questions is to prepare better learning activities merged to the students' learning needs and wants.

**Keywords:** *Customize Reflective Teaching; Speaking Skills; Journals*

## 1. INTRODUCTION

The first consideration of teaching is the process which is in line with the results as well. The process of the teaching and learning reflect on what the students and teacher have done in the class as the direct factor on the students learning achievements. The teaching and learning process is taken from the lesson plan driven from the syllabus and the curriculum presents the learning activities and the learning materials as well. The process of the teaching is organized based on the students' current condition and needs in the teaching and learning processes [1].

Different from normal condition, the teaching and learning process during the pandemic Covid-19 forces teachers and students to conduct more digital learning environment through challenges and opportunities [2]. Students and teachers are struggling in their teaching and learning process to get the goal of the lesson. New era stimulates the development of the teaching and learning due to different psychological and physical condition. The online classes through several digital platforms are developed to facilitate the students in learning to achieve their educational goals. The most problems faced by the students and the teachers deal with the unequal facility

especially in rural [3]. The students' learning motivation also directly influences the students' involvement in the class. Their independence and learning endurance are required to have better learning process as their internal motivation is high. Those problems need rapid solution to fill the blank of the learning during the pandemic through digital media.

In relation to the English lesson, students of pharmacy enrolled themselves in this course as their non-subject study course. The subject consists of two credits with one credit for theory and one credit for practical activity. The course includes the use of English for pharmacist dealing with handling the patients and drugs or medication. The skills of speaking and writing to organize effective and communicative communication to the patients are [4]. The course offers more activities on productive skills and provides more opportunities for the students to have real and contextual communication to the patients.

Based on the preliminary observation, the students of the pharmacy study program have low speaking skills. It can be seen from the way of the students in responding the questions addressed by the lecturer. The students showed low interest to the class that only two or three students from 40 students who were desired to be active

during the class. The class did not run well due to the less participation from the students. Then, from the results of the videos of the students' speaking practices, it can be concluded that the students are still struggling their pronunciation, intonation, accents, grammatical features for their speaking fluency and accuracy [5].

In addition, the class was done online due to the pandemic that resulted several problems. First, the students were not completely participating in the class. This could be seen from the students' self-motivation to turn on the video during the class. Then, the students were also not willing to respond to questions addressed for them. Moreover, the low digital facility of the students creates more problems in terms of the students' fluency and accuracy in understanding the learning materials and the possible communication developed by the students and the lecturers [6]. The varied position of the students' geographical condition cannot support the students' digital learning. Conducting teaching and learning process through unstable and low internet facilities cannot maximally achieve the goals of the learning.

To encounter the problems of the students' learning motivation and their digital learning facilities, there is a need to make mutual approach to dig deeper and better communication with the students. Teaching speaking deals with components of second language skills competences as proposed by Goh & Burns. Those are core speaking skills, knowledge of language and discourse, and communication strategies. Those aspects are involved in the teaching speaking cycle. It starts with focusing the learners' attention on speaking, providing input and output guide planning, conducting speaking tasks, focusing on language/ skills/ strategies, repeating speaking tasks, directing learners' reflection on learning, and facilitating feedback on learning [8]. Those are holistic and sequenced series of activities in speaking class that can influence the teaching approach and the technological devices used in line with the learners' characteristics.

The speaking skills are better mastered as the students develop their critical thinking skills in recent settings. It is required to understand the students' needs and wants more comprehensively through critical thinking and critical analysis on the students' current interest and consideration on the English as a foreign language. Students need to develop their critical thinking skills includes analysing, synthesizing, higher-order thinking, and assessing skills [9]. Thinking critically about the students' current achievement and their feelings on the learning processes. The reflection from both the students and the lecturer will stimulate better learning environment that influences the success of the learning.

The reflection process is suggested to be done in the teaching and learning of speaking to get the rid of the classes. The reflection will stimulate the students and the

lecturer to conduct better learning from the experience they have got. Reflection enables lecturers to construct knowledge through asking questions, criticize the responses, evaluate the responses, and develop better learning plan [10]. The reflection process also develops both the students and the lecture's awareness of the teaching and learning issues to get better future works. The use of students' reflection stimulates the students' learning autonomy and self-reflection [11].

The reflection can be done through journals and the reflection questions addressed to the students. The journal can be used as one of the sources to find the real condition of the students in their learning and the lecturer as well. Journal writing needs prospective teachers to develop knowledge through questioning their assumptions about their teaching and learning [12]. Journals are done by providing more opportunities for the students and teachers to think of what they have already done and make their better plan for the next agenda. Therefore, the use of journals in reflective approach is required. Reflective teaching is then a key success for the achievement of the learning and teaching goals.

In fact, the implementation of the reflective teaching is still low and without guidance for both the teachers and the students. There are several reasons why this kind of approach is less done by the teachers. Those problems are proved by the research findings of the same study that the reflective teaching is difficult to do due to institutional problem, self-directional problem, and problems with the reflective teaching principles [13]. First, the limited time allowance for both the teacher and the students to deal with the reflective questions at the end of the class. Mostly, teachers and students will focus on the students' achievement of today's class materials due to less or no time for today's evaluation. Second, there is no clear instruction that can be directly implemented by the teachers as they only have limited time to do the reflection and the preparation of the reflection process. They need to refer to the notion of their teaching and construct reflective questions to get the reflective feedbacks from the students. Third, the use of journals which have been done by the formal schools in Indonesian context creates new problems especially in the implementation. Teachers need more time to make the journals of each student which refers to making at least 30 journals per days and it is very time consuming. Fourth, the students are not familiar enough with the reflection process that the students do not provide clear and exact responses on their reflection questions. Those problems limit the teacher's choices in conducting reflection for their class.

Based on the elaboration of the current condition of the teaching and learning, this article is aimed at giving clear view on the students and teacher's reflection process during the speaking class. This includes the process of reflection done in the class, the responses of

the students' reflection questions, the reflection strategies conducted by the teachers during the speaking class, and the implementation of journals and reflective questions for the development of the classroom. Those are discussed in detail and briefly in this article to support the teachers and students in their teaching and learning achievement.

## 2. METHOD

This study employs the principles of qualitative approach through a case study as a strategic research methodology. The use of case study is to gain excess of the data, systematic process of data collection and the triangulation through multiple techniques [14]. Questionnaires were administered to find information of students to indicate how useful they find speaking activities and link the most appropriate activities for them during the speaking class. The questions were designed by carefully consider the principles and aspects on the reflective teaching, the use of journals in class, and the teaching of speaking. Those are useful for the domain of affective dimensions of the teaching and learning including beliefs, attitudes motivation, and preferences. Observation was also done during the data gathering. Observation deals with the act of observing different aspects of teaching speaking and the students' actions during their reflective section. All data were analysed qualitatively from the questionnaires, participant observation, and documentary sources.

## 3. RESULT AND DISCUSSION

### 3.1. *Reflective teaching*

Reflective teaching was considered in this study due to several reasons. Reflective teaching enables the teacher to plan, implement, and improve their teaching performance [15]. Reflective teaching facilitates the teacher to examine the teaching, assess the students' learning, and seek new ideas [16]. Teachers examine the students' learning and make best preparation for the teaching. Then, the teachers need to assess the students' learning based on what they have plan. The results of the teachers' examination and assessment is used as the development of new ideas. Through improved teaching strategies, the teaching and learning processes with the consideration of reflective teaching can achieve the goals of the teaching.

Reflective teaching is not a new term for the lecturer that should be facilitated by the lecturer for the maximum effort to achieve the goals of the teaching and learning. Lecturers are familiar with the use reflective teaching though it is difficult for them to deal with the reflective process during their teaching. Reflective teaching can be done before, while, and after the class [16]. There is a wide opportunity space for the lecturers to deal with the

reflection process. However, the time allowance for the lecturer to get the reflection done during the teaching and learning of speaking seems problematic. It is suggested that the time allocation for the teaching of speaking is more and there will be reflection portion.

To deal with the problems of the time allocation during the teaching of speaking and the reflection process, three aspects can be drawn as the students' and lecturer's initial reflection. Those are (1) the teaching and learning strategies that can be used by the students during the speaking class, (2) the students' practice of speaking outside the classroom, and (3) the students' and lecturer's point of views and feeling of the speaking class. The students' learning strategies in speaking class are varied from memory speaking strategy, affective strategies, and compensation strategies [17]. Those three considerations are the initial reflection for the lecturers and students to start new chapter of their speaking class.

In relation to the three aspects of the initial reflection, the responses show clearly and sharply on the students and lecturer's condition of their speaking class. First, the strategies used by the lecturer and the students during the speaking class is almost monotonous. The monotonous speaking will not stimulate the students to speak during the class [18]. The lecturer conducts the teaching of speaking by following the syllabus and the learning materials with less consideration of the students' current condition of their speaking proficiency. The students stated that their speaking is low, but they do not plan their strategies for their speaking improvement. Most of the students' practice their speaking skills using social media such as Instagram, YouTube and Tiktok. The technology-driven culture goes along with the pedagogical activities [19]. The students know their limitation on the practice of speaking so they need to find speaking partners all over the world. However, this strategy is only done a several of the students who are conscious the importance of speaking skills to support their jobs. Many of the students practice their speaking skill by having singing activities through western songs. Although not many of them prefer to sing, there are many students who do this strategy.

The second aspect deals with the students' practical opportunities outside the class. As mentioned earlier, the students have various activities to support their speaking practice. Many of them prefer to sing western songs and using social media to practice their speaking. Instruction delivered through music reinforce the target language, facilitate the cultural values of the target language, and stimulate the students to express themselves [20]. However, many of the students are also idle during their low speaking skills mastery. The students do not have high motivation to practice their speaking due to their limited knowledge of correct English use and their low self-esteem on the correct pronunciation and grammar. They also stated that they do not have sufficient

vocabulary mastery that can be used in their speaking practice. Therefore, most of the students do not have sufficient speaking activities to increase their speaking mastery.

Final aspect for the initial reflection lays on the students' and lecturer's point of view of their speaking mastery and speaking class. With limited opportunities for the students to practice the students' speaking skills, the students consider that the speaking skill is not highly needed for them in their daily communication. The students who are mostly from rural area assume that the use of English in their daily life is not so crucial that they are not interested in improving their English-speaking proficiency as they will not use their speaking mastery in their surroundings. In fact, mental strength of the students will encourage the students to be motivated learners [21]. The lecturer's point of view of the students' speaking mastery is almost the same as the students' responses. The lecturer needs to find the best strategies and activities to facilitate the students to improve the students' speaking skills.

### ***3.2. Critical Thinking Skills on Reflection***

Doing reflection for the students' learning process requires the students' critical thinking skills. Critical thinking is the ability to reason own capacity [22]. Reflection is a process of thinking about what has been done and analyse the context to develop better plan to achieve the goals of the students' learning. Reflection forces students to analyse what has happened in the class, what strategies they have used, the success of their learning process, the failure of their learning, and the obstacles they have faced during their class. The reflection focuses on the students' ability to criticize their speaking skills. They must think of the expected and the already mastered skills for their speaking performance. It is absolute that they need to see themselves objectively to really see what they have to do with their achievement.

The initial reflection lays on the students' consideration of their learning goals. Many of them do not have clear goals of their learning since they answer the question in terms of the learning process not the outcomes of the class. They expect to have more fun and enjoyable learning activities to support their speaking skills. However, they also stated that they wish to have useful knowledge to be able to master the speaking skills. They understand that the mastery of grammar also influences their speaking performance so they wish that they can learn grammar much better. Many of them formally want to have good score in order not to retake the same course. This response is not satisfying for the lecturer since the main purpose of the class is not only on passing the class but also to achieve expected speaking mastery.

The students' personal reflection on their learning achievement is also considered in this study. Many of the students argue that they need to have their final score to see their learning achievement. It means that the reflection of their learning achievement will take longer time since the final score will always be released at the end of the class. In another case, students feel that they have achieve their goals if they can use the target language without using dictionary to speak and write quickly. Many of them believe that their understanding on the learning materials and doing the task completely are hints for their success on their language learning, this is in line with the findings of a study conducted by Agus and Lulut that the reflective practice lets teachers and students interact and share to construct knowledge and evaluate their professional development.

Moreover, the response shows that the students are familiar with making a list that they have done and accomplished. The list will show how they have worked and appreciate themselves with the success that will be helpful for them. It will motivate the students to face obstacles and solve the problems wisely. It refers to the current understanding that the students have dealt with their own troubles in language learning, and they have worked with the problems and face their daily life needs in relation to the use of English as a foreign language in Indonesian context. From this response, the students are conscious they need to acknowledge to be ready with the problems in their life. It is the future generation challenges to respond problems through developing knowledge, skills, and abilities to address them [24].

The development of the students' higher order thinking skills is also under the consideration of this study. The students' higher order thinking skills are required to enable the students thinking about themselves. Critical thinking skills partially contribute to the students' fluency, accuracy, pronunciation, comprehension, and vocabulary [25]. The higher order thinking skills are the skills of criticizing what has happened and analysing what is missing to reconstruct the plan for future development. One of the thinking skills in higher order thinking skills is the ability to reflect on what has happened in their speaking class. The students stated that they lacked their speaking skills, and they need to have more activities in their speaking class. It means that the students realize that they must have additional activities to support their speaking skills.

Practically, during the speaking class, some of the students were active to respond to the questions addressed. Though only some of the students were active, many of them were not enthusiast in responding the questions since they need to criticize the questions and the answers. For the active students, they are willing to think more on the topic discussed and share their ideas to others. The students had discussion with their partners and the lecturer during the speaking class to come with

common ground. The students' participation during the speaking class is the initial hint that the students are trying to criticize themselves with their own thinking skills.

The students' reflection facilitates the students to think more to the deep level of thinking. It is done to support the students in organizing the ideas into logical structure and integrate the information with the existed knowledge they ((Denny; Storch; van den Boom, Paas, van Merriënboer, & van Gog). This is to enable the students understand and master the speaking skill better. The students' ability to think and integrate the new information with the existed ones stimulates the students to think critically through their higher order thinking skills.

### ***3.3. The Role of Journals in Learning***

#### **3.3.1. Journal Activities**

In relation to the experience in the language learning, students stated that they have different learning experiences. Many of them joined more classes with memorizing vocabulary and pronouncing it loudly. They have their vocabulary list, and they were expected to memorize all the words in the list. Secondly, the practice on speaking directly through questions and answer session is also done by the students but it is difficult for them to response the questions because of their lack of vocabulary and grammatical mastery. It is also noticed that the students are required to follow the class have been developed by the lecturer without giving their opinion on the expected classes. from this response, the students want to have more activities as their preference.

Speaking class deals with more on making conversation especially in pharmacy context. Based on the data, many students prefer to develop their speaking skills through conversation. 45.2% respondents claimed they are good at having conversation with the class. It means that the students need to have partners for their speaking class. It is in accordance with the respondents' responses on the learning process dealing with the collaboration they want to have during the speaking class. 52,7% respondents like to have more activities done with their pairs. From this information, it is valid that the students have more paired conversation activities to support their development of speaking mastery.

The use of learning media is also considered by the students in their speaking class. 51,6% of the respondents prefer to have multimodality for their learning media. The use of films, music, and pictures stimulates the students to be active in their speaking class since they have clear picture of the topic being discussed and it will stimulate the students to make imagination on their understanding. This will increase the students' motivation to respond the speaking activities. The possible and fluent communication are the key success of

good language mastery. The use of multimodality which offers sound, pictures, and narration recognize as clear image on the topic discussed and it is easier for the students to get the rid of the topic.

Surprisingly, many of the students expect more explanation from the lecturer instead of having independent learning. 51.8% respondents chose to have their lecturer's explanation during their classes. it can be concluded that the students still depend on their lecturer and have limited interest on the independent learning strategy. It is claimed that the independent study will enlighten the students with their independency and self-directed learning. it can be assumed that the existed learning materials are varied, and the students have limited critical thinking skills to criticize the articles they have found on the internet. To read, understand, and criticize the text are the basic activities before the students choose the appropriate and valid information to belief. Therefore, the students prefer to have the learning materials explained by the teachers.

However, the information above is a bit contradictive with the data about the students' independency for the learning. 34.4% respondents stated that they like to have more individual learning activities. From this information, it can be concluded that the students believe in their own competence to complete the tasks and use it as their own learning achievement. There are several reasons why the students prefer to have more individual learning activity. Those include the use of online learning limit the students' opportunities to develop good communication and understand each of their classmates' competences in the target language. The students are still confused on their own mastery and their classmates as well. Then, the limited internet facility and media also create problems for the students to deal with group works during the class. Working with themselves is faster and efficient in cost.

From different point of view, lecturers had another assumption and experiences on the students' speaking activities and their involvement as the hints of the students' learning motivation. The lecturer explored that the students were not motivated to join the class due to the difficulties they have found. As false beginners, many students were not capable in using English in speaking production. Many of the were confused on the use of the grammatical features in speaking and miss pronunciation. The preferred to miss their opportunities to speak up during the class and once they were asked to respond to the questions, the students used their native language, Bahasa Indonesia, to support their ideas. They found it difficult to speak and use the correct words and their pronunciation.

### 3.4. The Students' Critical Thinking

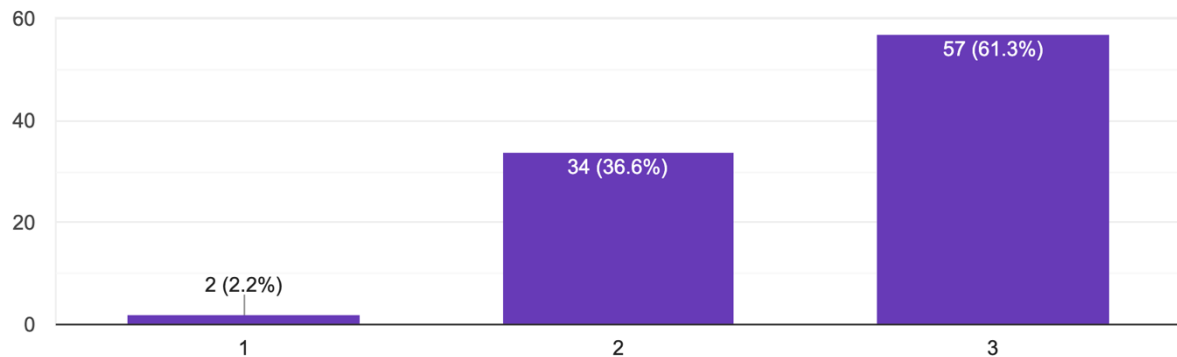
#### 3.4.1. The Students' reflection

Another consideration on this study deals with the students' reflection during the speaking class. The skills of the students' reflection are the baseline for the students' personal development. These skills include the ability to think about thinking which means that the students think about what they have done and get dealing with that their mastery of the students' speaking skills. The reflection is also about the students' ability to think critically about the problems in their speaking skills development and their problem-solving skills. The reflection is aimed at enabling the students to think about their learning progress, the learning problems, and the

solution for the improvement of the students' speaking skills. Based on the data about the students' preference in their speaking problems dealing with the difficulties in pronunciation, 52.7% of the students chose to repeat the correct pronunciation by themselves. The use of digital media as their digital dictionary enables the students to have independent study. Many of the students consider that having discussion with their partners may become one solution for their problems. They argued that it is fast, efficient, and simple. Compare to the use of dictionary, the students need to have more time and credit to browse. Therefore, 61.3% of the students prefer to ask their partners to solve their problems in pronunciation. The differences of the students' problem solving become input on the students' learning activities organized by the lecturers.

When I don't understand something in English, I ask someone to explain it to me.

93 responses



**Figure 1** Students' Preferences on their Difficulties

The final discussion on this study is the consideration of the students' independence in their development of their speaking skills. The students' betterment during the speaking class is the results of the students' monitoring and modification of their actions to improve their speaking skills. In relation to the types of reflection, the two types of reflection process (reflection-in-action and reflection-on-action) [12] were done during the speaking class. The reflection-in-action was done by providing the students time to think during the lesson of what they have learned and share their experiences with their classmates. The reflection-on-action was done at the end of the learning period to find appropriate solution for the students' problems in speaking class. The thought and identified the problems during the class and promote a solution for their betterment in learning speaking. The combination of the two types of reflection positively influences the students' speaking skills.

From the discussion on the reflective teaching during the speaking class, it is crucial to discuss the portion of

the reflection. The use of reflection-in-action and reflection-on-action consumes more time during the students' limited learning time. Around 100 minutes, the students have to learn and reflect on what they have learned. It needs reasonable portion for the learning phase and the reflection as the students' evaluation. The lecturer was also critical to spare the exact portion of the learning process and the reflection. With two types of reflection, it is noted that the time allowance for the students to have the formal class is in the right amount since the students are adults and it is easier for the lecturer to stimulate the students to think of their own improvement and evaluate themselves for their own betterment.

Regarding the purpose of making personal journal during the teaching and learning, the process of teaching is aimed at gathering events and ideas for the later reflection. It means that the events are the sources of the reflection which is done by criticizing the activities the students and the teacher have got. It is also a process of writing that can trigger the students' and the lecturer's

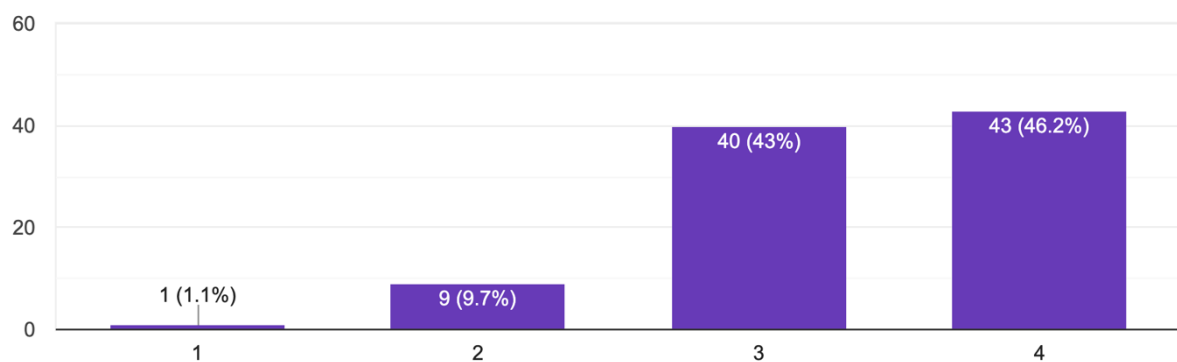
insights about the teaching and learning, the members of the teaching and learning will think of what they have already planned, conducted, and achieved and develop better constructed plan of learning.

The process of making journal consumes around ten minutes with more emphasis on what the students have got and experiences. The students vividly explained their experience with the language and ambiance of the speaking class. After the students write the entries of their journals, they review the journal entries. The students review what they have already done and think of what

might be done for the students' betterment. This is in line with the steps of writing journals proposed by Richards and Lockhart. Of course, the reflection steps done during the speaking class gives different learning experiences for the students since they have not got reflection section in their learning. The reflection was done at the end of the semester as the students analyse their learning report. This is more on the students' quantitative improvement on their final test. Sometimes, this kind of reflection cannot provide clear picture of the students' achievement as the students may have the test wrong.

I like the teacher to help me talk about my interests.

93 responses



**Figure 2** students' preferences

One of the most faced challenges in reflective section during the speaking class is the students' openness on the questions addressed by the teacher. As mentioned earlier, the students are free to reflect their points and identify where to start and when to stop through relevant strategies [22]. Several questions were given for the students and the teacher that they should develop comfortable context for the students to let them answer the questions honestly. From the data, 89,3% of the respondents (see Figure 2) prefer to start the conversation by talking about their personal interest. The teacher can start the reflection section by asking what interest the students to join the speaking class. The teacher, then, can move on the detailed questions asking about the students' vivid explanation for their reflection.

The data in terms of the students' speaking skills completely present that the students consciously consider that mastering the oral skills is important in many ways. The mastery of speaking skills for the students is to support the development of their career. The ability to respond to clients' communication through one the international language is required to expand the services of the company. Then, the mastery of the speaking skills also enables the students to provide more information for the clients since the source of knowledge is mostly

delivered in English. The deeper and wider the information we have the better we serve the clients. The mastery of speaking skill is also to expand the company coverage as the company may communicate with the foreigners to approach wider clients. In short, the students realize that the mastery of speaking skills will support their professional career.

In the other hand, the students experience that it is not easy to master the speaking skills since they only have limited opportunities to train their speaking skills. They face many challenges to apply their speaking skill which make them difficult to make speaking English as a habit. The difficulties of using accurate grammar in their speaking and correct pronunciation make the students afraid of producing utterances. They need more time to think of the grammar and the pronunciation that make their speaking mess due to many fillers and silent moment. One main problem for this phenomenon is due to lack of the students' self-confidence. Many students do not have high self-confidence to use their English proficiency especially in oral production. Therefore, improving the students' confidence in speaking should be the initial process of developing the students' speaking skills.

The development of the students' self-confidence can be done in varied ways. First the use of game positively influences the students' participation and their confidence to speak in front of the class. Games can improve the students' intrinsic motivation and self-confidence in speaking [27]. Second, the use of different teaching strategy can also affect the students' self-confidence. The implementation of think pair share teaching strategy stimulate the students' self confidence in speaking class [28]. Then, applicable strategies such as using group works, group discussion, role play, and songs can also motivate the students to speak since their self-confidence raises. This is similar to Christie and Listyani that improving the students' self-confidence can be done through role-play, small group discussion, storytelling, and songs. Moreover, the development of the students' vocabulary mastery contributes the success of the students' self-confidence in speaking. The mastery of the vocabulary is considered by the students for their self-confidence in speaking both in group work or individual ones [30]. Those aspects influence the students' performance on their speaking.

The students' self-confidence is drawn from their beliefs on their speaking class. Based on the data gathered about the students' belief about the nature of English, the speakers of English, the self, the learning goals, and teaching and learning. this is in line with the learners' belief elaborated by Tomlinson (1998). The students' belief about their learning goals influenced the process of their learning. in the same way, the students' belief about their own learning with the nature of English and English Speakers stimulate the students to plan, act, and evaluate their learning to approach the purpose of their learning.

Moreover, the implementation of reflective teaching using journals and reflective questions stimulates the teacher to provide more engaging learning activities that are suitable with the students' needs and wants in learning speaking. It also improves the students' consciousness on their learning since many of them seldom or never reflect personally on what they have done and achieved. The reflection questions provide clear description on the students' learning achievement and share its problems that can be solved for the betterment of the teaching and learning. the journals will also provide vivid language

(1) the students realize that speaking class is required to train the students' spoken language skills in their professional needs; (2) the most challenge the students face in their learning is their opportunities to deal with their self-confidence to speak instead of considering their grammar and pronunciation faults, and (3) the use of journals and reflective questions is to prepare better learning activities merged to the students' learning needs and wants.

#### 4. CONCLUSION

The teaching of speaking is required as the baseline of the mastery of the language especially in professional context. Teachers need to conduct more meaningful teaching and learning through reflective teaching to enable the students reflect on what they have learned. The ability thinks of what the students and teacher have done in reflective teaching demands the critical thinking skills. The students' critical thinking skills influence the success of the reflective teaching during the speaking class. Thus, developing the students' critical thinking skills stimulate the students' language mastery. In addition, the reflection process alternatively can be done using journals. Journals are written by the teachers and the students about their experiences on today's class. They may write anything happens during the class and the journals become the data for the students and teachers to prepare their future learning filling the miss and adding more goals of the learning.

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