

Reflections on Enhancing Speaking Skills: An Autobiographical Narrative of Teaching Practice in a Private English Tutorial

Dini Khoirina¹, Dewi Rochsantiningsih², Kristian Adi Putra³

¹ Universitas Sebelas Maret, Surakarta, Indonesia; dinikhoirina28@student.uns.ac.id

² Universitas Sebelas Maret, Surakarta, Indonesia; dewi_roch@staff.uns.ac.id

³ Universitas Sebelas Maret, Surakarta, Indonesia ; kristianadiputra@staff.uns.ac.id

ARTICLE INFO

Keywords:

Reflective Practice;
Speaking Skills;
English Private Tutorial;
Teacher Professional
Development

Article history:

Received 2024-12-05

Revised 2025-03-20

Accepted 2025-06-30

ABSTRACT

This study investigates the role of reflective practice in enhancing the teaching of speaking skills within a private English tutorial context. Despite growing recognition of reflective teaching, limited research addresses its application in one-on-one tutorial settings. Adopting an autobiographical narrative approach, the researcher employed Cirocki and Widodo's (2019) reflective framework and Gibbs' reflective cycle (1988) over a three-month period. Data were collected through personal teaching diaries and audio recordings of lessons with two intermediate-level students. Structured reflection positively influenced lesson planning, in-class adjustments, and post-lesson evaluations. Student A, initially hesitant and disfluent, showed improved spontaneity and fluency. Student B, who struggled with confidence and vocabulary, demonstrated increased participation and lexical range. These improvements were closely tied to the teacher's evolving responsiveness and student-centered strategies enabled by reflective practice. The findings suggest that reflective teaching supports better identification of student needs and fosters adaptive instructional methods. While the small sample size limits generalizability, the study underscores the value of integrating structured reflection into teaching routines. Reflective practice proved instrumental in enhancing both teacher development and student speaking outcomes in a private tutorial setting. Its application has practical implications for private tutors and language institutions, encouraging the integration of tools such as diaries and lesson recordings into teacher training to promote continual professional growth.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Dini Khoirina

Universitas Sebelas Maret, Indonesia; dinikhoirina28@student.uns.ac.id

1. INTRODUCTION

Language education played a crucial role in global communication, with speaking skills being one of its most essential components. As Richards (2008) and Thornbury (2005) noted, developing speaking proficiency required more than linguistic accuracy; it also involved fluency, confidence, and the ability

to engage in meaningful interactions. However, teaching speaking skills presented unique challenges, particularly in private tutorial settings, where instruction was highly individualized and required continuous adaptation. Unlike traditional classrooms, English private tutorials were conducted in one-on-one or small-group settings, allowing tutors to tailor lessons based on learners' specific goals and proficiency levels (Benson, 2011; Gagné & Driscoll, 2015). This format provided flexibility and immediate feedback, which facilitated student progress but also placed greater demands on tutors to adjust their teaching strategies dynamically. Despite its growing relevance in language education, research on reflective practice in private tutorials remained limited, leaving a gap in understanding how tutors could systematically enhance their instructional approaches in such individualized contexts. These environments require teachers to navigate the diverse needs of learners while employing adaptive, learner-centered approaches (Tomlinson, 2017).

Reflective practice, introduced by Schön (1983), had been widely acknowledged as a fundamental tool for teacher development, enabling educators to critically evaluate and refine their pedagogical approaches. Studies had demonstrated its effectiveness in improving teaching methodologies, student engagement, and professional growth in formal classroom settings (Farrell, 2022; Hashim et al., 2023). However, its application in private tutorial contexts, especially for teaching speaking skills, remained underexplored. Unlike structured classroom environments, where reflection often occurred through institutionalized professional development programs, private tutors frequently operated independently, with limited access to structured reflection or peer collaboration. This study addressed this research gap by investigating the role of structured reflective practice in private tutorials and its potential impact on both teacher development and student learning outcomes.

To examine reflective practice systematically, this study integrated two established reflective models: Cirocki and Widodo's (2019) three-phase reflective framework (reflection before, during, and after lessons) and Gibbs' (1988) reflective cycle. Both frameworks provided structured approaches for analyzing teaching effectiveness, but their combined application in individualized instructional settings had not been sufficiently explored. Gibbs' Reflective Cycle (1988) was particularly relevant as it offered a systematic six-stage process for reflecting on teaching experiences. The cycle consisted of Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan, guiding educators through an in-depth self-assessment of their practices. The Description stage required teachers to recount their experiences, while the Feelings stage encouraged them to acknowledge their emotional responses. The Evaluation phase focused on identifying what worked and what did not, followed by the Analysis stage, which aimed to interpret underlying reasons for the outcomes. The Conclusion stage allowed teachers to summarize key takeaways, and finally, the Action Plan stage encouraged them to implement changes for future improvement (Gibbs, 1988). By following this structured process, tutors could continuously refine their instructional strategies, making their teaching more adaptive and student-centered. Educators must employ innovative strategies, such as scaffolding, conversational practice, and pronunciation drills, to overcome these barriers (Richards & Rodgers, 2014; Hashim et al., 2023). However, addressing these issues in private tutorials demands reflective approaches that allow teachers to adapt dynamically to learners' needs.

Methodologically, this study employed an autobiographical narrative inquiry approach, which was particularly suited for exploring reflective practice. Narrative inquiry, as described by Clandinin and Connelly (2000), emphasized personal storytelling as a means of making sense of lived experiences. Autobiographical research allowed the researcher to act as both participant and investigator, providing first-hand insights into the reflective teaching process. Given that reflection was inherently personal and experiential, this approach enabled a deep, introspective analysis of how reflective practice influenced teaching strategies, decision-making, and professional growth. Data were collected through teaching diaries and audio recordings of lessons, which captured the researcher's real-time reflections on instructional challenges and student progress.

This study sought to answer the question: *To what extent did reflective practice influence the process and outcomes of teaching speaking skills in a private tutorial context?* By addressing this question, the research contributed to a more nuanced understanding of reflective teaching in private tutorial settings. The findings revealed that structured reflection enhanced lesson planning, facilitated in-lesson adaptability, and improved post-lesson evaluations, leading to greater student engagement, confidence, and fluency in speaking skills. These insights had practical implications for private tutors seeking to enhance their teaching effectiveness through systematic self-reflection. Additionally, language institutions offering private tutorial programs could benefit from incorporating reflective practice into tutor training initiatives, fostering a culture of continuous professional development.

Ultimately, this study underscored the transformative potential of reflective practice in private tutorial settings. By integrating structured reflection into daily teaching routines, tutors could refine their approaches, build stronger student relationships, and facilitate more effective language acquisition. The research also highlighted the need for further exploration of reflective teaching strategies in informal learning environments, paving the way for future studies on how private tutors could optimize their instructional methods through self-reflection, peer collaboration, and technology-assisted feedback mechanisms.

2. METHODS

This study adopted a qualitative research design with an autobiographical narrative inquiry approach to explore the lived experiences of the researcher. Autobiographical research involved the researcher reflecting on their own past experiences, positioning themselves as both the participant and the researcher (Clandinin & Connelly, 2000). This approach was particularly suited to this study as it allowed for a deep introspective analysis of how reflective practice shaped my teaching strategies and professional growth. Since reflection was a highly personal and experiential process, using autobiographical narrative inquiry provided a rich, first-hand account of the teaching-learning process. According to Barkhuizen et al. (2014), narrative inquiry enabled researchers to document, analyze, and interpret their experiences, capturing the complexities of classroom interactions and teacher development over time. Through this methodology, I was able to reflect on the challenges, successes, and instructional strategies employed during the lessons, gaining valuable insights into the evolving nature of my teaching practice and its impact on student learning.

The study took place in a private English tutorial (EPT) setting at a non-formal language school in Indonesia, where I worked as an instructor. The research focused on my teaching journey with two intermediate-level students, whom I taught in one-on-one sessions over the course of three months. Lessons were conducted twice a week, with each session lasting 60 minutes. Student A struggled with fluency and articulation, frequently pausing mid-sentence due to a lack of confidence in structuring spoken responses. Student B faced vocabulary limitations, which often resulted in difficulties expressing ideas in full sentences. The lessons incorporated interactive activities such as guided conversations, vocabulary-building exercises, and pronunciation drills, all aimed at addressing these specific challenges. This private tutorial setting allowed for highly personalized instruction, requiring me to continuously adapt my strategies to meet individual student needs.

My reflections were structured using Cirocki and Widodo's (2019) reflective framework, which categorized reflection into three phases: before the lesson, involving planning, goal setting, and anticipating challenges; during the lesson, focusing on real-time adjustments and teacher-student interactions; and after the lesson, centering on evaluating outcomes and identifying areas for improvement. Additionally, Gibbs' Reflective Cycle (1988) was integrated into the analysis, providing a six-step process that guided my reflections: description, recounting the teaching experience and lesson details; feelings, identifying emotions and personal reactions to the lesson's success or challenges; evaluation, determining what worked well and what did not; analysis, interpreting reasons behind successful or unsuccessful teaching moments; conclusion, summarizing key takeaways and

instructional improvements; and finally, action plan, identifying concrete steps for refining teaching strategies in future lessons. By following this structured process, I was able to continuously refine my instructional strategies, making my teaching more adaptive and student-centered.

To document and analyze my reflections, I maintained a personal teaching diary and recorded audio sessions of each lesson. The teaching diary served as a real-time reflection tool, capturing instructional decisions, student progress, and personal observations. The audio recordings allowed for a detailed review of teacher-student interactions, helping identify patterns in communication, student engagement, and areas for pedagogical adjustment. Data were analyzed using Braun and Clarke's (2006) thematic analysis, which involved six steps: familiarization with the data, reviewing diary entries and lesson recordings multiple times; generating initial codes, identifying recurring patterns such as teacher adaptability, student engagement, and challenges in fluency or vocabulary use; searching for themes, grouping related codes into broader themes such as teacher adaptability in response to student hesitation or impact of reflective practice on lesson structure; reviewing themes, refining categories to ensure they accurately represented the data; defining and naming themes, clarifying how each theme connected to the research objectives; and producing the final report, synthesizing the findings to illustrate how reflective practice influenced my instructional strategies and student outcomes. For instance, one emerging theme was "adaptive teaching in real-time," which illustrated how my reflections during lessons led to on-the-spot changes in instruction, such as simplifying speaking tasks for Student A to reduce hesitation. Another theme, "student confidence through reflective adjustments," highlighted how Student B gradually participated more in discussions after I introduced structured vocabulary-building exercises based on my post-lesson reflections.

This research adhered to ethical principles, ensuring informed consent, confidentiality, and respect for participants' rights (Creswell & Poth, 2017). Before conducting the study, I obtained verbal and written consent from both students, explaining the research purpose, data collection process, and their right to withdraw at any time. To maintain confidentiality, pseudonyms ("Student A" and "Student B") were used instead of real names, and personal information was not disclosed. Additionally, the audio recordings were used strictly for research purposes and were securely stored to prevent unauthorized access. Reflexivity was also maintained throughout the study to acknowledge my dual role as researcher and participant, minimizing bias by continuously questioning my interpretations and cross-checking themes against raw data.

While this study provided valuable insights into reflective teaching in private tutorials, certain limitations needed to be acknowledged. First, the autobiographical nature of the research introduced subjectivity, as the findings were based on my personal teaching experiences rather than external observations. However, this limitation was mitigated by systematically following established reflective frameworks and ensuring that interpretations were anchored in structured reflection rather than anecdotal accounts. Second, the small sample size (two students) limited the generalizability of the findings. The study focused on deep, individualized experiences rather than broad statistical representation. Future research could expand the sample size to include multiple tutors and students across various private tutorial settings for a more comparative perspective. Third, the lack of peer validation posed a challenge to objectivity. Unlike studies conducted in institutional settings with peer observations, this research relied solely on self-reflection. To mitigate this, I used audio recordings to review lessons critically and ensure that reflections were evidence-based rather than purely subjective interpretations. Future studies could incorporate peer feedback or external evaluations to enhance credibility.

By integrating autobiographical narrative inquiry, structured reflective frameworks, and thematic analysis, this study provided a comprehensive exploration of reflective teaching practices in private tutorials. It demonstrated how continuous reflection enhanced lesson adaptability, improved student engagement, and facilitated professional growth. Despite limitations, the research offered practical insights for private tutors seeking to refine their teaching strategies through structured self-reflection.

This study also underscored the need for further exploration of reflective teaching strategies in informal learning environments, paving the way for future studies on how private tutors could optimize their instructional methods through self-reflection, peer collaboration, and technology-assisted feedback mechanisms.

3. FINDINGS AND DISCUSSION

The findings of this study illustrated how reflective practice significantly shaped teaching strategies and contributed to measurable improvements in student outcomes. By systematically analyzing teaching experiences through the three stages of Cirocki and Widodo's (2019) framework—reflection before, during, and after lessons—paired with Gibbs' reflective cycle (1988), the researcher was able to adapt and refine instructional approaches effectively. These two students (Student A and Student B), who aimed to enhance their speaking skills, served as the context for my reflections rather than the direct subjects of the study. The first student faced challenges with fluency and articulation, while the second struggled with confidence and vocabulary limitations. By examining my teaching process within this context, I sought to understand how reflective practices informed my strategies and adaptations.

3.1. *The Role of Reflective Practice in Enhancing Teaching Strategies and Student Outcomes*

The findings of this study demonstrate how structured reflective practice influenced the planning, execution, and evaluation of teaching strategies in a private tutorial setting. These insights are aligned with the three stages of reflection outlined in Cirocki and Widodo's (2019) framework: reflection before, during, and after lessons. Evidence from the teaching diary and audio recordings illustrates the transformative impact of reflective practice on addressing student-specific challenges and fostering professional growth.

3.1.1 Reflection Before the Lesson

The results showed that reflection before lessons played a crucial role in shaping the teaching process. Data from the personal teaching diary indicated that the researcher used this phase to plan lessons based on the specific needs of the two students. For example, one student, who struggled with fluency, was provided with role-play scenarios to encourage spontaneous speaking, while the other student, who lacked confidence, was assigned structured dialogues and vocabulary drills. These strategies were informed by insights derived from pre-lesson reflections, aligning with Cirocki and Widodo's (2019) emphasis on pre-lesson planning as a foundation for effective teaching. For instance, in one diary entry, the researcher wrote:

"Student A tends to hesitate when speaking, likely due to a fear of making mistakes. I need to introduce simpler role-play activities and provide sentence starters to help build confidence. For Student B, who often struggles with vocabulary, I will focus on incorporating more guided speaking tasks with visual prompts to scaffold her learning." (Teaching Diary entry 1)

Before a session, this planning translated into a conversation with Student B to set expectations:

"Today, we're going to start by reviewing the new vocabulary from last time. Then, we'll practice using those words in short sentences. I know it can be tricky at first, but remember, it's okay to make mistakes because that's how we learn. We'll take it one step at a time. Let's just focus on trying to speak as much as we can, and I'll guide you if you need help." (Conv 1. with student B)

Similarly, the researcher reassured Student A before beginning a role-play exercise:

"We're going to act like we're at a coffee shop today. I'll play the customer, and you'll be the cashier. I'll give you some phrases to use, and we can practice them together before we start. Don't worry if you feel stuck—I'll be here to help you." (Conv 1. with student A)

These interactions showed how pre-lesson reflections informed the teaching process, ensuring that the planned activities addressed the students' needs. They also exemplified the importance of creating a supportive environment to reduce anxiety, consistent with learner-centered principles emphasized by Tomlinson (2017).

3.1.2 Reflection During the Lesson

In-lesson reflection results demonstrated the researcher's ability to adapt teaching strategies dynamically based on real-time observations. For example, audio recordings captured moments where the researcher modified activities, such as simplifying role-play tasks for the first student who hesitated, or introducing repetition drills to address pronunciation errors for the second student.

The researcher responded by simplifying the task and modeling sentences for the student to repeat:

"Let's make this easier. I'll say a sentence first, and you can repeat it after me. Then we'll try it together in a conversation. For example, if I say, 'What would you like to order?' you can answer, 'I'd like a cup of coffee, please.' Let's practice that first, and then we'll add more options later." (Conv 2. with student A)

As the activity progressed, the researcher used positive reinforcement to encourage Student A:

"That's great! You said that perfectly. Let's try adding another sentence now. You can say, 'Would you like anything else?' after I give my order. You're doing really well—keep it up!" (Conv 3. with student A)

With Student B, the researcher adapted to vocabulary-related challenges during conversational exercise:

"You're doing a great job trying to use the new words! Let's pause for a moment and review 'delicious.' Can you think of another way to say that a dish tastes good? How about we try using 'tasty' in a sentence instead? Don't worry, you're improving with every attempt." (Conv 2. with student B)

The teaching diary reflected on these moments:

"During today's lesson, I noticed that Student A became more comfortable as I broke the activity into smaller steps and modeled the sentences. Similarly, Student B responded well when I provided additional examples for new vocabulary, which helped her feel less pressured to recall words immediately." (Teaching Diary entry 2)

These adjustments, documented in the diary and confirmed by audio data, highlighted the importance of real-time adaptability. Gibbs' reflective cycle (1988) supported these findings, particularly in its evaluation and analysis stages, which emphasize the need to assess and adjust practices as they occur. The researcher's ability to adapt to the immediate needs of students also aligned with Farrell's (2019) assertion that in-lesson reflection fosters awareness and enhances teaching effectiveness.

3.1.3 Reflection After the Lesson

Post-lesson reflections highlighted the importance of evaluating teaching outcomes to inform future plans. The data collected from post-lesson reflections showed how evaluating the outcomes of each session informed future lesson planning. The diary entries revealed specific examples, such as recognizing the positive impact of praising small achievements on student confidence. For instance, the second student, initially hesitant to engage, demonstrated greater participation after receiving targeted praise for correctly pronouncing challenging words. Audio recordings further validated these reflections by highlighting changes in student responses over time.

The diary entries detailed instances where the researcher noted areas of success and opportunities for improvement:

"Student B showed significant improvement in pronunciation after the phonetic drills we practiced today. However, she struggled to maintain fluency during extended speaking tasks. For the next session, I'll design shorter conversations with prompts to gradually build her confidence." (Teaching Diary entry 3)

These observations were supported by feedback from the students themselves. During a discussion at the end of the lesson, Student B remarked:

"I liked practicing the new words today, especially when you gave me examples. It made it easier to remember them, but I still feel nervous when I have to use them in longer sentences." (Student B's quote)

Similarly, after completing a role-play activity, Student A shared:

"I was scared at first because I didn't know what to say, but when you helped me with the phrases, I felt better. I think I need to practice more to get faster at speaking." (Student A's quote)

Post-lesson evaluations, guided by Gibbs' conclusion and action plan stages, led the researcher to refine strategies, such as incorporating more conversational practice and reducing error correction during fluency-building activities. These adjustments underscored the iterative nature of reflective practice and its ability to foster continuous improvement in teaching, consistent with the findings of Widodo and Tanti (2021).

3.1.4 Impact on Students' Speaking Skills

The findings clearly indicated that the reflective practices employed in this study led to measurable improvements in the students' speaking abilities. The first student demonstrated enhanced fluency and spontaneity, as evidenced by audio recordings showing longer and more coherent speech during role-play tasks. The second student displayed marked improvements in pronunciation and vocabulary usage, alongside a noticeable increase in confidence, as recorded in post-lesson audio sessions. Audio recordings captured Student A speaking more fluently and with less hesitation during role-plays. For instance, in a final session, Student A confidently stated:

"I'd like to order a sandwich, please. Can I also have a cup of tea? Yes, I'll pay with cash."

Student B demonstrated increased vocabulary usage and confidence in expressing her ideas. In a recorded conversation about favorite foods, she stated:

"I think the pasta I had yesterday was really tasty. It had a lot of cheese, and the sauce was very delicious."

The teaching diary supported these observations, with an entry noting:

"Student A's fluency has improved remarkably. She now speaks without pausing excessively and is willing to attempt full sentences independently. Student B has gained confidence in using new vocabulary and is beginning to string longer sentences together. Positive reinforcement and consistent scaffolding were key to achieving these results."

These results provided direct answers to the research question, confirming that reflective practice significantly influenced the teaching process and outcomes. The findings were consistent with existing research by Richards and Farrell (2011), which highlighted the transformative potential of reflective teaching in addressing individual learner needs.

3.1.5 Professional Growth and Teacher Development

The research also revealed how reflective practice contributed to the researcher's professional growth. The data from the teaching diary showed a deeper understanding of the researcher's teaching philosophy and an increased ability to adapt methods to student needs. This growth aligned with Farrell's (2019) concept of reflective practice as a tool for fostering teacher identity and resilience. Teaching diary entries captured this evolution, with one entry noting:

"Reflecting after each lesson has made me realize how important adaptability and encouragement are when teaching individual learners. I've developed a stronger awareness of my teaching methods and how to adjust them based on students' needs."

The process deepened the researcher's understanding of their teaching philosophy and fostered a commitment to lifelong learning, consistent with Farrell's (2019) assertion that reflective practice enhances teacher identity.

Discussion

This study aimed to investigate how reflective practice influenced the teaching process and outcomes in a private English tutorial context, focusing on improving students' speaking skills. The findings illustrated that structured reflective practice, guided by Cirocki and Widodo's (2019) framework and Gibbs' reflective cycle (1988), enhanced lesson planning, real-time adaptability, and post-lesson evaluations. These results aligned closely with the objectives outlined in the introduction, demonstrating that reflective practice effectively addressed individual learner needs and contributed to both student success and teacher development.

To provide a fuller understanding of the teaching context, it is essential to consider the students' backgrounds and specific learning needs. Student A, a university student, struggled primarily with fluency and articulation, frequently hesitating mid-sentence due to a lack of confidence in structuring spoken responses. Student B, a high school student, faced vocabulary limitations, which often resulted in difficulties expressing ideas in full sentences. Both students enrolled in the private tutorial program to improve their spoken English, motivated by academic and career aspirations. The individualized nature of the private tutorial allowed the researcher to tailor lessons to their needs, implementing targeted interventions such as guided conversations, role-plays, and pronunciation drills. Ethical considerations were also prioritized throughout the study. Before the research began, informed consent was obtained from both students, ensuring they understood the study's purpose, data collection methods, and their right to withdraw at any time. Confidentiality was maintained by using pseudonyms, and personal information was not disclosed in any part of the study. The audio recordings of the lessons were securely stored and used strictly for reflective analysis, ensuring ethical integrity in handling participant data.

The study further highlighted the importance of tailoring instructional methods to individual students. Reflection before lessons provided opportunities to plan personalized activities based on

anticipated challenges. These findings were consistent with Tomlinson's (2017) principles of differentiated instruction, which emphasized the need to adapt teaching methods to cater to diverse learner profiles. The significance of pre-lesson planning lay in its ability to create a supportive environment for learners, reducing anxiety and fostering engagement, as observed in both students' progress throughout the study. Reflection during lessons enabled the researcher to make real-time adjustments to teaching strategies. This finding aligned with Farrell's (2019) assertion that effective teachers continuously reflected and adapted based on immediate classroom dynamics. For instance, when Student A hesitated during a role-play exercise, the researcher simplified the activity, demonstrating how real-time reflection alleviated learner stress. This adaptability was crucial in language teaching, where student responses often dictated the flow of lessons. Ur (2022) emphasized that in-the-moment flexibility was vital for maintaining student engagement and addressing unforeseen challenges. The study's results expanded on this perspective by showing how reflective practices not only improved student outcomes but also built the teacher's confidence in responding dynamically to learner needs. Post-lesson reflections allowed the researcher to evaluate the effectiveness of teaching strategies and plan improvements for future sessions. These findings aligned with Gibbs' conclusion and action plan stages, which emphasized the importance of synthesizing insights to inform subsequent actions. For example, recognizing that positive reinforcement significantly boosted Student B's confidence led to more frequent use of this strategy in later sessions. This iterative approach mirrored the findings of Widodo and Tanti (2021), who highlighted the role of reflective practice in fostering continuous improvement in teaching. The consistency between the results of this study and prior research supported the hypothesis that reflective practice was an essential tool for enhancing pedagogical effectiveness.

Unlike previous studies that focused on a single reflective framework, this research uniquely integrated Cirocki and Widodo's (2019) three-phase model with Gibbs' (1988) reflective cycle. While Cirocki and Widodo's model structured reflection across different teaching stages (before, during, and after lessons), Gibbs' model provided a deeper emotional and evaluative dimension, allowing the researcher to systematically explore personal reactions, student interactions, and lesson effectiveness. The combination of these two models offered a more holistic approach to reflective practice, ensuring that both practical teaching strategies and emotional responses were critically examined. This integration contributed to a broader understanding of how structured reflection could enhance teaching effectiveness in private tutorial settings, where teachers often work independently without peer collaboration or institutional support.

The findings of this study aligned with prior research on reflective practice in education. Farrell (2019) and Cirocki and Widodo (2019) both emphasized the transformative potential of reflection in improving teaching methods and addressing learner-specific challenges. Similarly, the observed improvements in students' speaking skills—such as increased fluency, better pronunciation, and enhanced confidence—were consistent with Richards and Farrell's (2011) findings, which linked reflective teaching to greater learner success. However, this study provided additional insights by integrating two reflective frameworks—Cirocki and Widodo's (2019) model and Gibbs' (1988) reflective cycle—to comprehensively analyze teaching practices. There were also minor differences compared to some prior studies. For example, while Farrell (2019) emphasized the role of peer collaboration in reflection, this study focused solely on individual reflection, as it was conducted in a private tutorial setting. This distinction highlighted how reflective practice in private tutorials is more self-driven, requiring teachers to develop their own reflective habits rather than relying on institutionalized support. Future research could explore how collaborative reflective practices among private tutors might further enhance teaching outcomes.

Despite its contributions, this study had several limitations. First, the autobiographical nature of the research introduced subjectivity, as the findings were based on personal reflections rather than external observations. While systematic reflection frameworks were used to minimize bias, future

research could include peer observations or student feedback to provide additional validation. Second, the small sample size (two students) limited the generalizability of the findings. The study focused on deep, individualized experiences rather than broad statistical representation. Future research could expand the sample size to include multiple tutors and students across various private tutorial settings for a more comparative perspective. Lastly, the lack of external validation posed a challenge to objectivity. Unlike studies conducted in institutional settings with peer observations, this research relied solely on self-reflection. To mitigate this, I used audio recordings to review lessons critically and ensure that reflections were evidence-based rather than purely subjective interpretations. Future studies could incorporate peer feedback or external evaluations to enhance credibility.

The findings of this study have practical implications beyond private tutorials. The principles of structured reflection could be applied in group classes, online learning environments, and even cross-cultural teaching contexts. For instance, teachers in larger classrooms could implement structured reflection through teaching journals to analyze their instructional strategies and student engagement levels. In online education, where real-time adjustments are more challenging, teachers could use digital reflection logs to track their responses to student participation patterns and adapt their methods accordingly. Furthermore, language institutions could integrate reflective teaching workshops into teacher training programs, encouraging educators to systematically assess their methodologies and share insights with peers. By integrating structured reflection into daily teaching routines, tutors could refine their approaches, build stronger student relationships, and facilitate more effective language acquisition. The research also highlighted the need for further exploration of reflective teaching strategies in informal learning environments, paving the way for future studies on how private tutors could optimize their instructional methods through self-reflection, peer collaboration, and technology-assisted feedback mechanisms.

4. CONCLUSION

This study demonstrated how reflective practice enhanced teaching effectiveness in private English tutorials, particularly in improving students' speaking skills. By integrating Cirocki and Widodo's (2019) reflective framework and Gibbs' (1988) reflective cycle, the research showed that systematic reflection helped tailor lessons, adapt in real-time, and refine teaching strategies. The study reinforced the value of reflection as an ongoing process that not only addressed immediate teaching challenges but also contributed to long-term professional growth. Despite the study's focus on individualized instruction, its findings have broader implications for language teaching in group and online settings, where maintaining individualized attention can be more challenging. Teachers in group classes could implement structured reflection techniques, such as post-lesson self-assessments and peer observations, to identify effective strategies for engaging diverse learners. In online teaching, interactive tools like real-time polling apps, AI-based engagement trackers, and video analysis software could help instructors monitor student participation and adjust their methods accordingly. The findings also highlight the potential for integrating reflective practice into teacher training programs, encouraging educators to develop self-awareness and adaptive teaching skills. Additionally, curriculum designers and policymakers in language education could incorporate structured reflection modules into professional development courses, ensuring that teachers have the tools to assess and improve their methodologies systematically. Moving forward, technology could play a key role in reflective teaching by offering data-driven insights; AI-based feedback systems, automated lesson transcriptions, and digital teaching portfolios could provide real-time performance analysis, making reflective practice more accessible and efficient. By combining traditional reflective methods with modern technology, educators can develop dynamic, student-centered teaching approaches that foster continuous improvement and enhance learning outcomes in various instructional settings.

Conflicts of Interest: No personal circumstances or interest may be perceived as inappropriately influencing the interpretation of the research result.

REFERENCES

- Barkhuizen, G. P., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. Routledge.
- Bailey, K. M., & Prabhu, N. S. (2022). Reflective teaching and professional resilience: Insights from experienced educators. *Journal of Language Teaching Research*, 14(3), 219–238. <https://doi.org/10.1080/0143927X.2022.2093578>
- Black, P., & Wiliam, D. (2018). *Assessment and classroom learning*. Assessment Reform Group.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cirocki, A., & Widodo, H. P. (2019). Reflective practice in English language teaching in Indonesia. *Indonesian Journal of Applied Linguistics*, 9(2), 233–244. <https://doi.org/10.17509/ijal.v9i2.20222>
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Marchlewska, M., Farrell, T. S. C. (2019). *Reflective practice in ELT*. Equinox Publishing.
- Farrell, T. S. C., & Kennedy, B. (2019). Reflective practice frameworks in TESOL teacher education. *TESOL Journal*, 10(1), 1–9. <https://doi.org/10.1002/tesj.378>
- Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic.
- Hashim, F., Samsudin, A. Z., & Musa, H. (2023). Expanding reflective practice: A model for culturally responsive teaching. *Asia Pacific Journal of Education*, 43(3), 450–467. <https://doi.org/10.1080/02188791.2023.1919123>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- Tomlinson, C. A. (2017). *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- Ur, P. (2022). *A course in English language teaching*. Cambridge University Press.
- Widodo, H. P., & Tanti, D. (2021). Reflective teaching in EFL teacher professional development: Voices from Indonesia. *Reflective Practice*, 22(4), 415–429. <https://doi.org/10.1080/14623943.2021.1927975>