

APPENDICES

Appendix 1: Transliteration

No	Surah/Verse	Terjemahan
1	Al-Hasyr verse 18	(18) Wahai orang-orang yang beriman, bertakwalah kepada Allah dan hendaklah setiap orang memperhatikan apa yang telah diperbuatnya untuk hari esok (akhirat). Bertakwalah kepada Allah. Sesungguhnya Allah Maha Teliti terhadap apa yang kamu kerjakan.

Appendix 2: Research Instruments

Interview Question

No	Question Type	Interview Question
1	Level of reflection that teachers use in the classroom	<ul style="list-style-type: none"> a. How do you examine the concept of reflection in teaching and the way has it helped you to improve your activity? b. How has your reflection exercise changed since you started your activity to this point? c. What factors or situations make you reflect on? d. What results do you study due to your reflection? e. When do you reflect on your teaching practice? (in/ on/ for) f. What are some benefits you gain from reflection? Why do you think so? g. Have you ever used any reflective teaching tools such as dairy/journal, peer-observation, study-group, student-feedback, etc.? h. If yes, why do you opt for these activities? If no, why don't you use these activities? i. How do you reflect your teaching practice? j. How do you construct the meaning of teaching in your life?
2	Challenges that	<ul style="list-style-type: none"> a. Are there any limitations at the manner of

	<p>teachers face in the classroom</p>	<p>your reflection? If sure, what are they?</p> <p>b. What are the challenging things/ difficulties you face in your reflective teaching?</p> <p>1) Are you face challenges toward difficulties with pedagogical logistics like planning and organization class, time limitation, lack of collaboration and communication etc.?</p> <p>2) Are you face challenges toward conceptualization of term, purposes and processes in reflection such as understanding the meaning or reflection, the purposes of reflection and problem in the process of reflective teaching ?</p> <p>3) Are you face challenges in reflection approaches ?</p> <p>4) Are face challenges in assessment and feedback ?</p>
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Appendix 3: Interview Result

DATA DISPLAY

Interview

No	Question	Jawaban
1	How do you examine the concept of reflection in teaching and the way has it helped you to improve your activity?	<p>P1</p> <p>Depends on the result of the students, if the result are good so I make the reflection in different way with the bad result and the way it has it help me to improve my activity its because I examine the reflection more like we are just discussing about the material that we have learned</p>
		<p>P2</p> <p>I usually asks my students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires that I can ask every month.</p>
		<p>P3</p> <p>In the last semester I use reflection like questioner to the students how my teach run in this semester, how is my method, how is my material and the others. So that I know my mistake in teaching, so that I can improve and it will be fun for my teaching after I used reflection teaching.</p>
		<p>P4</p> <p>Reflection in teaching involves assessing the effectiveness of my methods and has enhanced my teaching by allowing me to adapt and improve based on insights gained.</p>

		<p>P5</p> <p>Reflection in teaching is a crucial component for professional development and continuous improvement. It involves a thoughtful and deliberate process of looking back on one's teaching practices, experiences, and outcomes to gain insights and make informed decisions for future improvement.</p>
2	How has your reflection exercise changed since you started your activity to this point?	<p>P1</p> <p>Ada. Secara tidak significant langsung ada hasilnya</p>
		<p>P2</p> <p>During this year, asking students' feedback every month has gone well and is very useful for future teaching and learning activities.</p>
		<p>P3</p> <p>Perubahan dalam siswa mereka sekarang lebih bisa berbahasa Inggris, lebih fluently.</p>
		<p>P4</p> <p>Since starting the JELTT program, my reflection activities have become more structured, focusing on specific teaching strategies and their impact on student learning.</p>
		<p>P5</p> <p>For English teachers or any educators engaging in reflection exercises, the impact can be substantial. Reflecting on classroom dynamics and management</p>

		strategies helps me to identify areas for improvement. Whether it's creating a more inclusive environment or refining behavior management techniques, reflection contributes to a more positive and organized classroom atmosphere.
3	What factors or situations make you reflect on?	<p>P1</p> <p>She think it also depends on what the result of my students achieve, I think its depents on the factor of the score and their behavior is changer or not and how can they know the material well</p>
		<p>P2</p> <p>Input from students can provide valuable perspectives that may prompt me to reflect on my teaching methods.</p>
		<p>P3</p> <p>Because I found the students sometime like feel boring or like ask me to make game, that's the problem makananya setiap akhir semester itu pasti ada refleksi, kemudian ada juga karna pengen tahu apakah metode atau cara pengajaran kita selama ini ada yang bikin mereka merasa sesuatu</p>
		<p>P4</p> <p>Factors triggering reflection include challenging classroom situations, student responses, and the need for continuous improvement in my teaching practices.</p>
		<p>P5</p> <p>Teachers may engage in reflection based on various factors and situations to continually improve their practice. For me, when a lesson doesn't achieve the</p>

		desired learning outcomes, teachers may reflect on the effectiveness of their instructional methods, materials, and strategies.
4	What factors or situations make you reflect on?	<p>P1</p> <p>She think the result is my students love different way I teach , they want me to teach them with varios activity and varios method, they don't like when I just teach them in one way or one teaching method, so I have to make different media, teaching method, etc</p>
		<p>P2</p> <p>Membuat saya berpikir untuk memperbaiki hal² yang masih kuran</p>
		<p>P3</p> <p>I think the result is good</p>
		<p>P4</p> <p>Through reflection, I've learned to tailor my approaches to diverse learners, identify areas for instructional refinement, and foster a more engaging learning environment.</p>
		<p>P5</p> <p>Engaging in reflection as a teacher can yield various positive outcomes that contribute to professional growth and improved teaching practices. From my past experiences, teachers can identify what worked well and what areas need improvement. This leads to the refinement of teaching practices, making lessons more effective, engaging, and aligned with learning objectives.</p>

<p>5</p>	<p>When do you reflect on your teaching practice? (in/ on/ for)</p>	<p>P1</p> <p>Nothing</p>
	<p>P2</p> <p>Keterbatasannya saya tidak tahu apakah feedback yang diberikan students saya itu jujur atau hanya sekedar menjawab saja.</p>	
	<p>P3</p> <p>Using questioner, discussion, and ask another teacher and observation</p>	
	<p>P4</p> <p>One limitation is the potential for subjective bias; however, I mitigate this by seeking diverse feedback and using a variety of reflective tools.</p>	
	<p>P5</p> <p>While reflection is a valuable tool for professional development, English teachers may encounter certain limitations in the process. These limitations can affect the depth and effectiveness of reflection. For me, they are identify areas for improvement through reflection, external factors such as resource constraints or lack of support may limit my ability to consistently implement changes.</p>	
<p>6</p>	<p>What are some benefits you gain from reflection? Why do you think so?</p>	<p>P1</p> <p>I think its before teaching and while teaching and after teaching</p>

		<p>P2</p> <p>Biasanya setiap akhir bulan</p>
		<p>P3</p> <p>Every meeting I reflect my teaching is it good or not. Dan yang benar benar di refleksi itu saat akhir semester setelah lihat nilai mereka atau setelah ujian ternyata kaya gini, kira kira apa yang kurang apa perlu di tambah.</p>
		<p>P4</p> <p>I reflect on teaching practices regularly, both after individual lessons and during dedicated sessions to analyze broader teaching patterns.</p>
		<p>P5</p> <p>I often reflect at the conclusion of a unit or term</p>
<p>7</p>	<p>Have you ever used any reflective teaching tools such as dairy/journal, peer- observation, study-group, student-feedback, etc.?</p>	<p>P1</p> <p>Make she easier to realize that not all of my teaching practice are perfect so I know how this advantage in my material and how it can improve</p>
		<p>P2</p> <p>Membuat saya jadi tahu. Membuat saya bersemangat untuk memperbaiki yang masih kurang baik.</p>
		<p>P3</p> <p>We know the lack of our teaching and we know what's the students need and what the student want, but sometime reflection teaching is just reflect whats the students want karna siswa banyak maunyasementara keperluan mereka adalah hal</p>

		<p>yang lain.</p> <p>P4</p> <p>Benefits include improved instructional strategies, increased student engagement, and a deeper understanding of effective teaching methods, fostering continuous professional growth.</p> <p>P5</p> <p>In my opinion, from the reflection teachers can identify what strategies and methods work well and what areas need adjustment. This leads to the refinement and improvement of teaching practices, making lessons more effective and engaging.</p>
8	<p>If yes, why do you opt for these activities? If no, why don't you use these activities?</p>	<p>P1</p> <p>Yes, mostly I use direct students feedback like “ do you have any feedback for my teaching, my material or etc ?” and they just basically told me like “ yea I love your teaching method or we love the way that we learn”. I just ask that feedback while I am teaching.</p> <p>P2</p> <p>Ya, saya selalu menggunakan student's feedback.</p> <p>P3</p> <p>Use all of it ex journal, like study group bisa seperti diskusi ke murid seperti apa yang kurang dan bagaimana, students feedback I used in the last semester, and observation I an observ what students want and students need in my teaching and some time I ask another teacher seperti bagaimana murid di dalam kelas biasanyaapakah memangsukanya game.</p>

		<p>P4</p> <p>I utilize tools such as journals, observations, and student feedback to gain multifaceted perspectives on my teaching methods.</p>
		<p>P5</p> <p>yes</p>
<p>9</p>	<p>How do you reflect your teaching practice?</p>	<p>P1</p> <p>Because I am not using strict rules in my class so they can just freely speak up about their opinion towards the material, towards anything that we can improving our learning system so they can comfortable and they can easier to understand what I am doing, what I am going to say and I think its really important to know students feedback in face to face because it can help them increase their confidence and as well built close relationship between the teacher and the students</p> <p>P2</p> <p>Karena, menurut saya itu sangat diperlukan agar saya dapat tahu apa yg students rasakan selama kegiatan belajar mengajar.</p> <p>P3</p> <p>I choose student feedback because I want to knew the student want and student need, how is my teaching, how is my problems, how is my lack in teaching.</p> <p>I choose study group because I want to know more about their opinioun about my teaching, setelah study group kita gunakan lagi questioner karna kalau ngomong itu group itu mereka ada yang malu untuk mengungkapkan .</p>

		<p>In questioner I don't use their name to give their opinion about my teaching .</p> <p>And observation karena penting untuk kita melihat bagaimana mereka belajarnya</p> <p>And interview to the other teacher itu penting karena kita harus mengukur di di pembelajaran lain bagaimana, membandingkan.</p>
		<p>P4</p> <p>I choose these tools for their comprehensive insights into various aspects of teaching, promoting a holistic approach to reflection.</p>
		<p>P5</p> <p>Because it can make me more easy in giving the students feedback, knowing the gap in teaching, etc.</p>
<p>10</p>	<p>How do you construct the meaning of teaching in your life?</p>	<p>P1</p> <p>I reflect it by my journal, yes, it can make me easier what kind of thing that I missed, what kind of thing that I didn't put on my teaching plan and what I can do better for the next.</p>
		<p>P2</p> <p>Biasanya saya memberikan beberapa pertanyaan refleksi mengenai pembelajaran selama 1 bulan.</p>
		<p>P3</p> <p>I reflect by talk to the student and other teacher, and I also talk to the head master of school because I think its important to know how is the students situation in the class.</p>
		<p>P4</p> <p>Reflection on teaching practices involves analyzing</p>

		<p>lesson planning, instructional delivery, and student interactions to refine and enhance my teaching strategies.</p>
		<p>P5</p> <p>I keep personal reflection journals to document their thoughts and observations about lessons, student interactions, and classroom dynamics. Regularly writing down reflections can help in identifying patterns and trends over time.</p>
<p>11</p>	<p>Are there any limitations at the manner of your reflection? If sure, what are they?</p>	<p>P1</p> <p>The meaning of teaching to be an architect because we built our environment for the first time when we teach and the first impression when we teach for the first time is really important, it will bring our class to which way we want to arrive, we have to decide the kind of teaching method or the kind of vibes that we want to share in the class that we want to bring the class in the positive or negative way or fun way or serious. We have to understand that.</p> <p>P2</p> <p>Tidak ada yg saya bangun, saya hanya mencoba untuk selalu mengajar dengan penuh kasih.</p> <p>P3</p> <p>Teaching is transfer the knowledge and we have to ensure that the person understand what we convey.</p> <p>P4</p> <p>Building meaning in teaching involves aligning my pedagogical approach with educational goals, fostering a sense of purpose and fulfillment in my career.</p>

		<p>P5</p> <p>I keep personal reflection journals to document their thoughts and observations about lessons, student interactions, and classroom dynamics. Regularly writing down reflections can help in identifying patterns and trends over time.</p>
12	<p>What are the challenging things/difficulties you face in your reflective teaching?</p>	<p>P1</p> <p>The challenge things is on myself because I cannot manage my time well yet and I also have to brainstorming first and it will take time and we also have to have critical thinking and it have to practice and practice so we will have the critical thinking as a teacher.</p> <p>P2</p> <p>Kadang kalau ada comment atau feedback yg kurang baik dr siswa jadi bikin saya overthinking, kayak semacam apakah aku gagal mengajarkan sesuatu pada murid.</p> <p>P3</p> <p>The challenge is kita menemukan lebih banyak students want daripada need, karna dari siswa mereka mau apa yang mereka inginkan seperti mereka lebih mau dan suka game sementara kadang kalau game itu kita gunakan setiap pertemuan akan menghabiskan banyak waktu sementara kita punya target capaian, seperti bukunya harus habis dipelajari . ada juga murid yang ingin guru berbicara ada bahasa indonesianya dalam mengajar dan dalam pembuatan soal, dan harus menjelaskan materi secara pelan pelan sedangkan kalau terlalu pelan kita bias lupa apa yang ingin di ucapkan. Dan para siswa mau cukup belajar sedikit saja agar saat ulangan juga sedikit padahal harusmemenuhi</p>

		<p>capaian.</p> <p>Challenge nya lebih ad apada siswa nya yang banyak maunya.</p>
		<p>P4</p> <p>Challenges in reflective teaching include time constraints, balancing multiple responsibilities, and addressing the diverse needs of students in the classroom.</p>
		<p>P5</p> <p>knowing the psychical needs of the students, handle the classroom.</p>

Appendix 4: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

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SURAT KETERANGAN

Nomor: B-349/Un.14/III.1.f/PP.00.9/05/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Farida Norhasanah
N I M : 170102031140
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Malungai Raya, Kec. Gunung Bintai Awai, Kab. Barito Selatan, Kalimantan Tengah.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

“EFL TEACHERS' REFLECTIONS ON THEIR TEACHING PRACTICES: A STUDY IN J-ELTT' PARTICIPANTS TEACHING CONTEXT”

Pada Hari/Tanggal : Rabu/12 April 2023
Tempat : Google Meet (Online)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 04 Mei 2023

Ketua,



Afifah Linda Sari

Appendix 5: Certificate of Comprehensive




**FAKULTAS TARBİYAH & KEGURUAN
UIN ANTASARI BANJARMASIN**

**SERTIFIKAT
UJIAN KOMPRHENSIF**
 NO : B-9888/Un.14/III.b/PP.00.9/11/2023

Wakil Dekan Bidang Akademik dan Kelembagaan
 Fakultas Tarbiyah & Keguruan UIN Antasari Banjarmasin
 Menerangkan Bahwa :

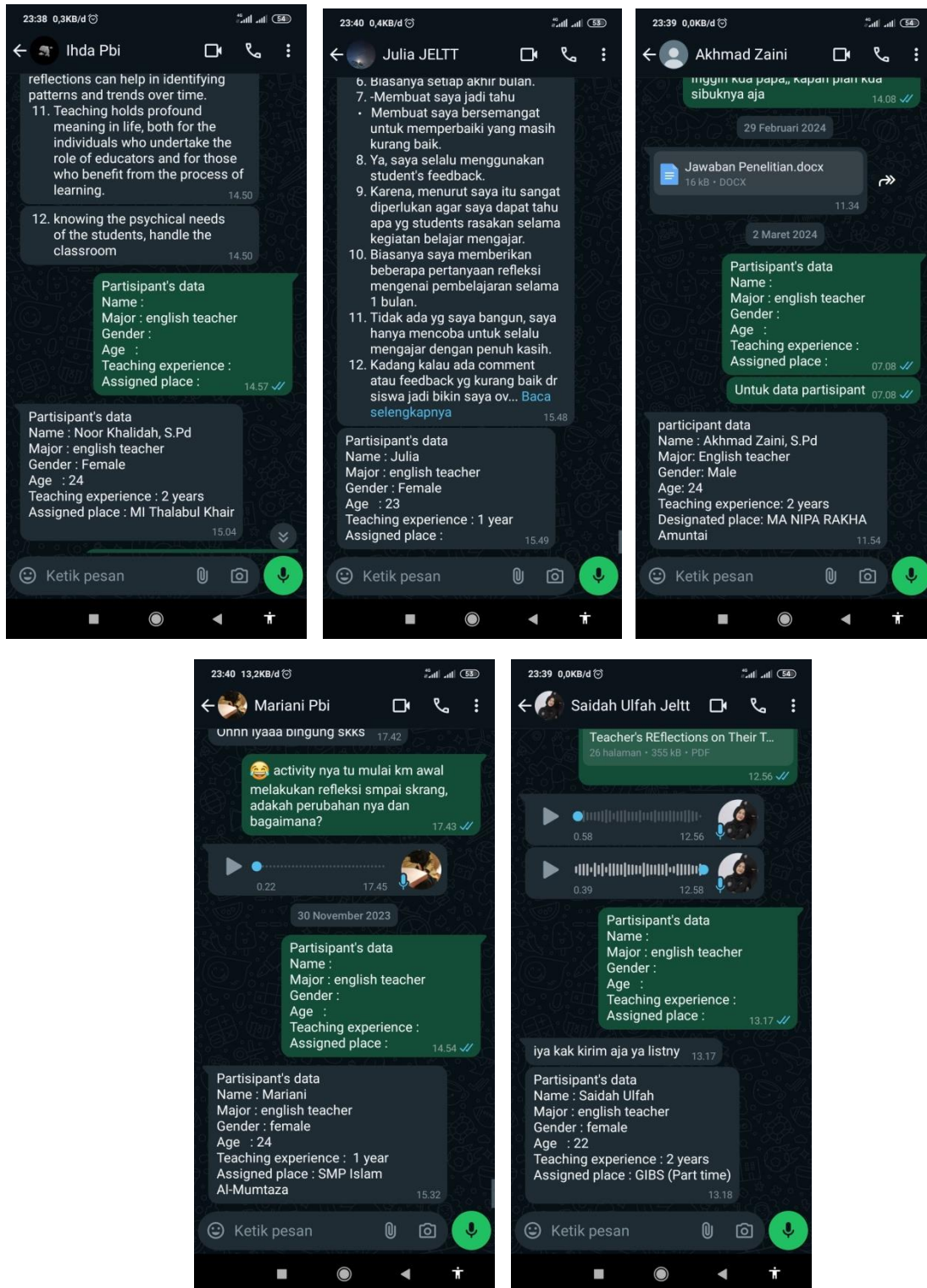
Farida Norhasanah
 NIM. 170102031140

*Program Studi TBI
 Yang bersangkutan benar telah mengikuti Ujian Komprehensif
 yang dilaksanakan pada 30 Oktober - 3 November 2023.
 Berdasarkan hasil rekapitulasi Ujian Tertulis (55,00) dan Ujian Praktik Keagamaan(75,38),
 yang namanya tersebut di atas dinyatakan
LULUS dengan Nilai Akhir 65,19
 Demikian sertifikat ini dibuat untuk dipergunakan sebagaimana mestinya.*

Banjarmasin, 14 November 2023
 Wakil Dekan Bidang
 Akademik & Kelembagaan


 Prof. Dr. Ahmad Muradi, M.Ag.
 NIP. 19780808 20050110 06


Appendix 6: Research Documentation



Appendix 7: Thesis Consultation Notes

**BUKU KONSULTASI
BIMBINGAN SKRIPSI**

NAMA : FARIDA NORHASANAH
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 PROGRAM STUDI : S1 PENDIDIKAN BAHASA INGGRIS
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 TANGGAL SEMINAR PROPOSAL : 12 APRIL 2023
 DOSEN PEMBIMBING BIDANG : AFIFAH LINDA SARI, M.Pd
 JUDUL SKRIPSI :
 EFL TEACHERS' REFLECTIONS ON THEIR TEACHING PRACTICES:
 A STUDY IN JELITT PARTICIPANTS TEACHING CONTEXT


UIN
 ANTASARI

UNIVERSITAS ISLAM NEGERI ANTASARI
 FAKULTAS TARBIYAH DAN KEGURUAN
 BANJARMASIN
 TAHUN 2024 M/1445 H


UIN
 ANTASARI

LEMBAR KONSULTASI

REKAPITULASI KEGIATAN KONSULTASI
 DOSEN PEMBIMBING: AFIFAH LINDA SARI, M.Pd

No.	Tanggal	Bab/Bagian
1	12 May 2023	Instrument penelitian dan bab IV
2	1 Desember 2023	Bab I, II, III, dan IV
3	26 Februari 2024	Bab II
4	27 Februari 2024	Bab IV
5	28 Maret 2024	Bab IV
6	29 Mei 2024	Bab V

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
1	12 May 2023	1. Lanjutkan menghubungi participant untuk interview 2. Tuliskan hasil penemuan interview di bagian findings, jangan masukkan teori di dalam findings. Teori di masukkan ke dalam discussion	<i>Jah</i>
2	1 Desember 2023	1. Tuliskan hasil level reflection yang di temukan di research saja 2. Ikuti panduan penulisan skripsi	<i>Jah</i>
3	26 Februari 2024	Tambah kan teori untuk research question kedua	<i>Jah</i>
4	27 Februari 2024	Selesaikan bab 4 bagian findings	<i>Jah</i>
5	28 Februari 2024	Selesaikan bab 4 bagian discussion	<i>Jah</i>
6	29 Februari 2024	Selesaikan bab V	<i>Jah</i>

CURRICULUM VITAE

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Banjarmasin, June 2024

Farida Norhasanah