

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

THESIS

**By
FARIDA NORHASANAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD/1445 AH**

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

An Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfilment of the requirements for the degree of
Sarjana Pendidikan

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VALIDATION

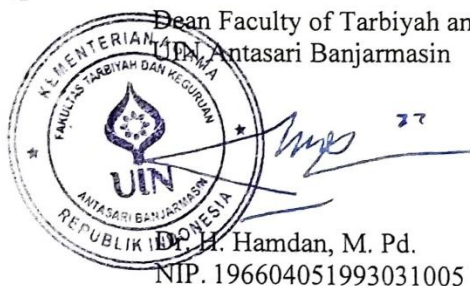
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ABSTRACT

Farida Norhasanah.170102031140. *EFL Teachers Reflection on Their Practice: A Study in JELTT Participants Teaching Context.* Thesis. English Education Department, Faculty of Tarbiyah and Teaching Training Antasari State Islamic University. Advisor Afifah Linda Sari, M.Pd.

Keywords: Reflection, Reflective Teaching, EFL Teachers

Reflective practice has emerged as a powerful tendency in teacher education. Teachers must assess their practices in order to progress their careers and improve student performance due to the complexity of teaching. The ability to reflect on a path of action in order to learn more is referred to as reflective practice

This study aims to investigate on what English teachers reflective teaching level and what are the challenges that EFL teacher faced in their reflective practice. The research was conducted in Banjarmasin, South Kalimantan, Indonesia, where the Jakarta English Language Teacher Training Program (J-ELTT) assists Indonesian madrasa and pesantren teachers in developing their careers, instructing in English, and implementing impact study projects. A semi-structured interview was used to collect the data, then analyzed to narrative analysis.

The findings showed that The level of reflection that EFL teacher used in the classroom in this research divided to two level: Descriptive reflection and Dialogic reflection. There are three challenges that the EFL teacher faced in doing their reflection in the classroom. The first challenge is difficulties with pedagogical logistics, the second challenge is conceptualization of terms, purposes and processes, and the last challenge that hinder teacher to practice reflective teaching is reflection approaches

ABSTRAK

Farida Norhasanah.170102031140. *EFL Teachers Reflection on Their Teaching Practice: A Study in JELTT Participants Teaching Context*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. UIN Antasari Banjarmasin. Dosen Pembimbing Afifah Linda Sari, M.Pd.

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Praktik reflektif telah muncul sebagai kecenderungan yang kuat dalam pendidikan guru. Guru harus menilai praktik mereka untuk memajukan karier mereka dan meningkatkan kinerja siswa karena kompleksitas pengajaran. Kemampuan untuk merefleksikan sebuah tindakan untuk belajar lebih banyak disebut sebagai praktik reflektif.

Penelitian ini bertujuan untuk menyelidiki sejauh mana tingkat pengajaran reflektif guru bahasa Inggris dan apa saja tantangan yang dihadapi guru bahasa Inggris dalam praktik reflektif mereka. Penelitian ini dilakukan di Banjarmasin, Kalimantan Selatan, Indonesia, di mana Jakarta English Language Teacher Training Program (J-ELTT) membantu para guru madrasah dan pesantren di Indonesia dalam mengembangkan karir mereka, mengajar dalam bahasa Inggris, dan mengimplementasikan proyek-proyek studi dampak. Wawancara semi-terstruktur digunakan untuk mengumpulkan data, kemudian dianalisis dengan analisis naratif.

Temuan menunjukkan bahwa tingkat refleksi yang digunakan guru EFL di kelas dalam penelitian ini dibagi menjadi dua tingkat: Refleksi deskriptif dan refleksi dialogis. Ada tiga tantangan yang dihadapi guru EFL dalam melakukan refleksi di kelas. Tantangan pertama adalah kesulitan dengan logistik pedagogis, tantangan kedua adalah konseptualisasi istilah, tujuan dan proses, dan tantangan terakhir yang menghambat guru untuk mempraktekkan pengajaran reflektif adalah pendekatan refleksi.

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لِحَمْدِ اللَّهِ عَالَمِينَ، رَبِّهِ وَالصَّلَاةِ وَالسَّلَامِ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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The Writer

LIST OF CONTENTS

COVER PAGE

THESIS TITLE	i
STATEMENT OF AUTHENTICITY.....	ii
PLAGIARISM CERTIFICATE	iii
APPROVAL.....	iv
VALIDATION.....	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	x
LIST OF CONTENTS	xi
LIST OF APPENDICES.....	xiv

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Definition of Key Terms	7
C. Research Question.....	8
D. Objective of Study.....	9
E. Significance of Study	9

CHAPTER II THEORETICAL REVIEW

A. Reflection and Reflective Teaching	11
B. The Level of Reflection Practice.....	14
1. The Lowest Level.....	15
2. The Lower Level	15
3. The Higher Level	16
4. The Highest Level	17
C. Strategies to Practice Reflection	19
1. Reflective Journal/Diary	19

2. Collaborative Learning.....	20
3. Recording Lesson.....	20
4. Teacher Educator feedback.....	21
5. Peer Observation	21
6. Student Feedback	21
7. Action Research	22
D. Challenges in Reflective Teaching Practice.....	22
1. Difficulties with Pedagogical logistics.....	23
2. Conceptualization of terms, purposes and processes	24
3. Reflection Approaches	26
4. Assessment and Feedback.....	26
E. Previous Studies	27

CHAPTER III RESEARCH METHOD

A. Research Design.....	32
B. Research Setting.....	32
C. Participant	33
D. Technique of Data Collection	34
E. Data Analysis	35
1. Data Reduction.....	35
2. Data Display.....	35
3. Conclusion Drawing/Verification	36

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings.....	37
B. Discussion	45

CHAPTER V CLOSURE

A. Conclusion	49
B. Suggestion	49

REFERENCES	51
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APPENDICES	54
CURRICULUM VITAE.....	73