

**IMPLEMENTING PST REFLECTIVE PRACTICE IN TEACHING  
EXPERIENCE: A STUDY ON ENHANCING TEACHER DEVELOPMENT**

**A THESIS**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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**IMPLEMENTING PST REFLECTIVE PRACTICE IN TEACHING  
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**IMPLEMENTING PST REFLECTIVE PRACTICE IN TEACHING**

**EXPERIENCE: A STUDY ON ENHANCING TEACHER DEVELOPMENT**

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled “Implementing PST Reflective Practice in Teaching Experience: A Study on Enhancing Teacher Development” does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, March 2025

The researcher,



Divla Amanda Marchelia

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**MOTTO**

*“Though the dark, there’s always a light.”*

-One Direction-

## **DEDICATION**

I dedicate this undergraduate thesis to my beloved family, especially my dear parents, Mr. Agus Kristiono and Mrs. Dwi Sulistyorini, who have always prayed for the best for me, never demanded anything from me, and have always been proud of my achievements, no matter what they are. Thank you for all the sacrifices you have made so that your daughter can become someone to be proud of. I also want to express my heartfelt gratitude to my sister, Mrs. Chintya Salsabila Novacesarizky, who has always supported and helped me in every way possible. I would not have been able to achieve this milestone without their endless love, encouragement, and unwavering belief in me. Thank you for being my motivation and my reason to push through and complete this journey. Moreover, I want to take a moment to appreciate myself for the perseverance and strength it took to reach this point. I am truly proud of myself for all the hard work, dedication, and resilience I have shown throughout this journey. Lastly, I just want to say: Finally, I did it! This achievement is not just mine, but ours. Thank you from the bottom of my heart.

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# **IMPLEMENTING PST REFLECTIVE PRACTICE IN TEACHING EXPERIENCE: A STUDY ON ENHANCING TEACHER DEVELOPMENT**

By

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## **ABSTRACT**

Reflective practice can enhance the teaching experience for pre-service teachers by serving as a valuable strategy to deepen their learning process. Thus, this study aims to further explore how pre-service teachers implement reflective practice to promote to deepen their knowledge during PST teaching experience. The participant, an English Education student with substantial experience as a pre-service teacher, provided valuable insights into this process. Data collection was conducted through self-notes, student feedback, and semi-structured interviews, which allowed for a comprehensive exploration of the participant's reflective practices. Thematic analysis was then employed to identify recurring patterns and underlying themes within the data. The participant utilized four key frameworks of reflective practice: 1) Reflection-in-action, 2) Reflection-on-action, 3) Reflection-for-action as describe by Schön (1991) and 4) Strategies for reflective practice outlined by Hyung and Thuy (2021) . Based on these frameworks, the researcher identified that the participant implemented three types of reflective practice by engaging in self-reflection, analyzing student feedback, and making instructional adjustments, particularly in relation to time management. These findings emphasize the essential role of reflective teaching in enhancing lesson effectiveness, refining time management strategies, and supporting the professional growth of pre-service teachers.\

Keywords: *pre-service teacher, reflective practice, teaching experience*

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of The Study**

Teaching practice plays a significant role in supporting pre-service teacher (later will be addressed as PSTs) development. According to Farrel (2009), teaching practice can effectively develop extensive knowledge and skills that can equip PSTs to perform in a real working context. What PSTs learn in college usually only partially presents the real school setting that they will face later in their real working life. Teaching practice helps them to connect what they have learned in college with their teaching practice experience (Salazar Noguera & McCluskey, 2017). The crucial aspect that they do not find when teaching practice on campus with real work in school is that on campus they only learn to create materials not in a specific form. In the real world of work, they also learn about educational management, such as organizing and employing both people and material resources to oversee, organize, plan, and put into place the framework necessary to carry out an educational system.

Teaching practice can be more meaningful for pre-service teachers by implementing reflective practice as one of the strategies to deepen the learning process. Reflective practice is the practice of periodically looking back and reflecting on the meaning of what has happened in our experience. Furthermore, there are three key components of reflective practice; time, experience, and expectations. These components also interact significantly. Teachers can

determine where they want to go (professionally) in the future by stopping, investigating, and finding where they are at that moment through reflective practice (Farrell, 2012). Beyond mere technical proficiency, an essential part of the reflection process is the capacity to build meaningful connections between theory and practice (Orland-Barak 2005). One way that reflection has spurred interest in the field of teacher education in recent years is through journaling. While recommendations for conducting reflective writing are readily available, there is limited information on potential challenges that researchers may face during data processing. Pre-service teachers may write ineffective reflections, which are primarily descriptive and devoid of much analysis if they are not provided with assistance when they practice writing reflections.

Reflection by pre-service teachers has been intensively researched in EFL teacher education situations. Yoshihara et al. (2020) suggest that it can identify classroom issues for EFL teachers. According to a recent study by Yuan and Mak (2018), pre-service EFL teachers' reflective learning could be enhanced by assigning them specific activities including group lesson preparation, microteaching, and recorded reflections, by looking at the topics and levels of reflection that three EFL teachers discussed in their reflective writing. The research by Yasser Alsuhaibani, Donald Gillie, and Sultan Altalhab (2021) indicated favorable perceptions of utilizing reflection and outlined various benefits, despite all writing being predominantly descriptive, with only a few containing reflective elements. However, the present study is subject to several limitations, including the brief introductory guidance provided for reflecting

writing, resulting in pre-service participant teachers being unfamiliar with their assigned tasks.

## **1.2. Identification of The Problem**

The implementation of reflective teaching for pre-service teachers is still an underexplored area in teacher education. Although reflective practices have been examined in various contexts, much of the existing research focuses on short-term training programs or native-speaking environments (Borg, 2006), creating a gap in understanding how these practices apply in non-native contexts. Furthermore, studies on reflective teaching often involve small sample sizes, such as two to five participants (Farrell, 1998; Debreli, 2012; Abednia et al., 2013; Yuan & Mak, 2018). In this study, the researcher focuses on a single participant whose experiences align with the study's context. This approach provides an in-depth exploration of how reflective teaching impacts the professional growth of an individual pre-service teacher, offering valuable insights while highlighting the need for further research on this topic in non-native settings, particularly within more extensive and immersive teacher preparation programs.

## **1.3. Formulation of The Problem**

This study intends to address a research gap by exploring reflective practice through the following questions: How does the PST implement their reflective practice during their teaching practice?

#### **1.4 Objectives**

This study aims to explore how the PST implemented their reflective practice during their teaching practice.

#### **1.5 Signification of The Study**

This study gives a practical contribution to EFL pre-service teachers implementing reflective practice as one of the strategies to deepen the learning process when teaching practice. Teacher educators can also encourage PSTs to reflect on teaching experiences through these papers. This study also gives a theoretical contribution to those who want to study reflective teaching practice in the future.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Reflective Practice**

Hatton and Smith's (1995) approach suggests that PSTs may engage in shallow reflection, focusing on descriptive rather than critical aspects. Several studies have found that a lack of clarity about the objective of reflection, as well as a lack of depth in the reflective activity itself, can weaken any sense of professional significance. PSTs utilize the discipline of "reflection" to comprehend specific teaching-related challenges. It is a crucial element of many teacher education programs (Mansvelder-Longayroux et al., 2007) and a useful instrument for encouraging self-evaluation, transformation, and participation in research (Avalos, 2011). Reflective practice allows teachers to assess their current situation and determine their professional goals (Farrell, 2012, p. 7). According to Orland-Barak (2005, p. 27), reflection requires more than just technical skill, but also the ability to draw linkages between theory and practice, offering a rationale for action. Reflection can help teachers assess their teaching profession and get a better knowledge of the process. Mena-Marcos et al. (2013) suggest that deliberate reflection can assist prospective instructors in planning, analyzing, and evolving their practice. According to Loughran (2002, p. 33), reflective practice involves the interplay of time, experience, and learning expectations. This study's theoretical approach emphasizes the importance of reflective practice in teachers' professional lives and how it leads to increased performance. Based on Hatton

and Smith's (1995, pp. 48–49) study, a system for classifying teacher reports of their reflection on action was established.

Many academics thought that reflection was a highly helpful and productive way for instructors to raise their level of self-awareness. According to Pollard et al. (2014), self-awareness is a crucial component of reflective teaching. Teachers have strengths and shortcomings, and classroom experiences often bring them to light rather rapidly. Teachers who engage in reflective practice primarily get a deeper and more comprehensive understanding of their own teaching pedagogies, strategies, and tactics, as well as their own effectiveness as educators (Ferraro, 2000). According to Vazir (2006), reflection entails reconstructing past concepts and experiences to meet current educational needs. When a lesson does not go as planned, teachers typically reflect on why it happened, what they can do to prevent it, and how it will impact their future teaching practices. Núñez and Téllez (2015) emphasized that RT contributes to teachers' increased self-assurance and optimism. By using RT, teachers can identify their areas of practice weaknesses, and strengths and choose the most effective way to teach lessons, which improves both teaching methodology and student outcomes. Furthermore, teachers can enhance their instruction by reflecting on their practices and developing new ones. As a result, RT is an essential component of long-term professional development (Jones & Ryan, 2014).

Schön (1991) expands on Dewey's (1933) notion of reflection to distinguish between "reflection in action" and "reflection on action." Therefore, in 1991, Van Manen initiated reflection for action as a fundamental contributor to

reflective practice. Reflection-in-action, sometimes called active or interactive reflection, refers to intentional thought and modification during practice. Reflection-on-action, as the name implies, entails thinking about how to improve practice after completing prior sessions. The teacher assesses the success of the activity/lesson by making independent assessments. Reflection-for-action enables teachers to not only handle problems during instruction but also anticipate potential future challenges.

There are various methods that PSTs can reflect on their teaching practice (Cirocki and Widodo, 2019; Nambiar & Melor, 2017; Nguyen et al., 2015; Sinno, 2016). First, the teaching journal is a self-discovery method that uses diary tools to record information about events, including the steps involved, significant details, and feelings about the incident. Through analysis and interpretation of the writings, themes, and patterns become apparent to help with future planning. Besides teaching journals, teachers can also use portfolios to collect professional papers, including lesson plans, units of study, student work samples, teaching philosophy, and achievements that demonstrate knowledge, skills, and beliefs. E-portfolios foster a sense of ownership and individuality by allowing teachers to capture their reflections, assignments, reading materials, and electronic teaching aids in their preferred method. Then the teacher also needs student feedback that can be collected through questionnaires, chats, or interviews. Teachers can inquire about students' perceptions of classroom activities. Students' ideas and impressions can provide a unique and valuable viewpoint when teaching. Student feedback is crucial for instructors to reflect on and improve their work, as they are

the primary beneficiaries of education and have ongoing interaction with their teachers. Besides that action research can involve thoroughly examining educational processes using inquiry methodologies. This technique allows teachers to explore and reflect on their teaching to enhance their knowledge and professional development. Another method is video-recording lessons that might be a beneficial "reality check" for teachers. They can be replayed to explore different topics or obtain new perspectives on teaching. They support an observer's comments and demonstrate a teacher's growth. When teachers encounter discrepancies between their ideal teaching practices and their actual practice, they are more likely to adopt change. Teachers also need peer observation/coaching to trust and open relationships with students to analyze, enhance, and promote reflective practice in teaching. Because of their experience in a particular area, each teacher in this approach is given the option to serve as a coach. Besides observation or coaching, teachers can use study groups to focus on professional reading, debate, and observation to enhance teaching skills. Study groups are made up of 6-10 teachers who meet on a regular basis to discuss topics of common interest. Teachers explore innovations in curriculum, instruction, and evaluation to improve their knowledge and apply best practices in their classrooms. Classroom walkthrough observation can also involve a supervisor visiting and observing the activities in the classroom. It facilitates professional exchanges between the supervisor and the in-charge instructors about classroom instructional approaches. Lastly, workshops can be beneficial to provide teachers short-term learning opportunities to improve their teaching practices. Workshops

provide instructors with opportunities to learn from experts and use their expertise in their classrooms. Additionally, teachers can evaluate their views and opinions on teaching and learning, and reflect on their own teaching practices.

## **2.2 Previous Study**

As previously indicated, because RT is still a relatively new or undeveloped concept among academics in Indonesia, a methodical, thorough examination of the pertinent topic has yet to be proposed. Tosriadi et al. (2018) conducted a qualitative case study that examined the reflective practice experiences of 4 Indonesian in-service EFL teachers. He found that EFL teachers in Indonesia used teaching journal/reflective journaling, peer observation, audio/video recording, and action research. However, other studies from other nations have already been undertaken in this sector. Extensive studies have been conducted on pre-service teachers' reflections in EFL teacher education settings.

A recent study by Yuan and Mak (2018) found that giving pre-service EFL teachers particular assignments including group lesson planning, microteaching, and recorded reflections could improve their reflective learning by examining the subjects and depth of introspection covered by three EFL instructors in their writings. Yasser Alsuhaibani, Donald Gillie, and Sultan Altalhab's research from 2021 showed positive attitudes toward using reflection and listed several advantages, even if all of the writing was primarily descriptive and only a small percentage had reflective features. However, several things could be improved in the current study, such as the brief introduction instructions given. This study was

carried out using an EFL teaching practicum course at a Saudi university. The study included fifty potential instructors who were nearing the end of their undergraduate programs.

The paper from Dumlao & Pinacatan 2019 explores the reflective journal writing experiences of thirteen BSE majors majoring in English language teaching pre-service teachers while they were practicing in a foreign classroom. Based on qualitative data, the results indicated that the three main ways in which pre-service teachers regarded journal writing as a reflective activity were personal growth, self-efficacy, and professional formation. According to the study, journal writing should be explicitly included in teacher education programs as a means of supporting teacher candidates' continued professional language acquisition and development as language teaching practitioners.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Understanding how pre-service teachers experience the implementation of reflective teaching during their teaching practice is essential, as it provides profound insights into enhancing teacher education programs and cultivating the professional development of future educators (Farrell, 2018). Consequently, the researcher adopts a descriptive qualitative methodology to thoroughly examine and synthesize the data gathered from participants. This approach ensures a nuanced and in-depth presentation of findings, effectively uncovering significant themes and patterns within their experiences (Lambert & Lambert, 2012).

#### **3.2 Data Preparation**

##### **3.2.1 Consent Form**

The participants' legitimate consent is required for each research project that needs participant data. The researcher decides that the current participant is the most suitable for the research context, based on their background and relevance to the study. After determining this, the researcher proceeds to recruit the participant. Once the participant agrees to be involved, the researcher then conducts the interview. The data trial is conducted using voice recording aids to capture detailed and accurate information, ensuring that all necessary data is collected in line with the study's objectives.

### 3.2.2 Data Sources

The data for this study was gathered through participant reflections and student feedback, which provided insights into their teaching experiences. Self-notes and student feedback served as the primary sources of data, supported by semi-structured interviews that allowed for further clarification and exploration of the challenges and improvements identified by the participants.

### 3.3 Instrument

The instrument utilized in this study was an interview, which consisted of the following questions.

*Table 1. Interview Questions*

No.	Construct	Component	Question
1.	Schon's (1991) types of RT	Reflection-in-action	<ol style="list-style-type: none"> <li>1. Have you ever implemented innovation while teaching (in the middle of a lesson)? What was the reason?</li> <li>2. What aspects of your teaching process do you most frequently observe about yourself while teaching is in progress?</li> </ol>
		Reflection-on-action	<ol style="list-style-type: none"> <li>1. Can you describe a specific teaching experience where you used reflection-on-action to improve your practice? What steps did you take during this reflective process, and how did it impact your future teaching methods?</li> <li>2. How do you balance reflecting on past teaching experiences with planning for future lessons? Can you provide an example of how reflection-on-action has informed your lesson planning or classroom management strategies?</li> </ol>

		Reflection-for action	<ol style="list-style-type: none"> <li>1. When planning a new lesson, how do you use reflection-for-action to anticipate potential challenges and opportunities in your teaching? Can you share a specific example where this type of reflection significantly shaped your approach?</li> <li>2. In what ways do you incorporate feedback from past experiences and colleagues into your reflection-for-action process? How does this influence your decision-making and goal-setting for future teaching practices?</li> </ol>
2.	Hung & Thuy (2021) List strategies	Strategies of reflective teaching	<ol style="list-style-type: none"> <li>1. What reflective teaching strategies do you usually use during the teaching process?</li> <li>2. How do you evaluate the effectiveness of the reflective teaching strategies you use while teaching, and how do you adjust these strategies to improve student learning outcomes?</li> </ol>

### 3.4 Setting and Participants

This study focused on a single participant to gain a deeper understanding of reflective practice through teaching experience. The participant in this study was a pre-service teacher majoring in English Education in Indonesia. Olivia had extensive teaching experience, starting with her role as an English tutor in a School-based English Camp, where she gained valuable exposure to practical teaching. Next year, Olivia returned to participate in a School-based English Camp held by one of the public high schools in Yogyakarta while simultaneously completing her teaching internship, further strengthening her practical teaching skills. The interview was conducted in Olivia's boarding house, which provided a

quiet and comfortable environment that facilitated open and reflective discussions. The boarding house, located near the campus, offers privacy and familiarity essential for thoughtful responses. This setting also reflected her day-to-day experiences as a pre-service teacher, making it an ideal location to discuss her teaching journey and the strategies she had implemented. The relaxed atmosphere of the space likely encouraged her to share her insights more freely, contributing to the depth and authenticity of the data collected.

### **3.5. Data Collection**

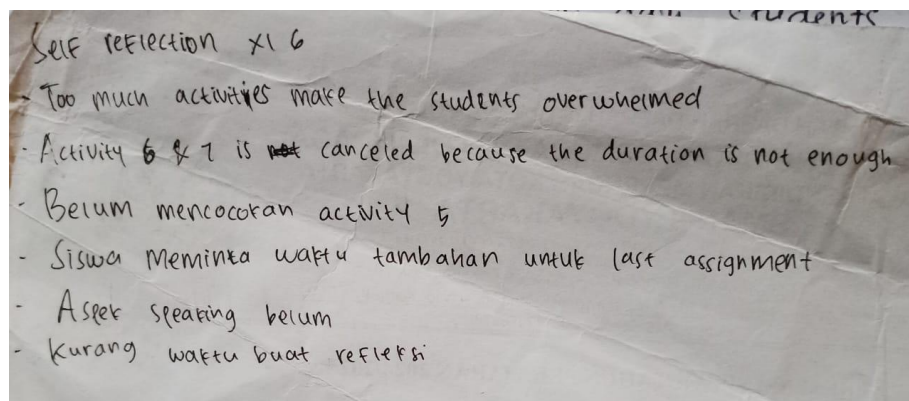
This study focuses on the use of self-notes and student feedback as data collection. These tools provided insights into how the participant engaged in reflective practice during teaching. In the main study, semi-structured interviews were also conducted to clarify and expand on the data collected. The interviews allowed for a deeper understanding of the participant's reflections, decision-making processes, and how feedback influenced her teaching adjustments. By combining different data sources, the study aimed to provide a more comprehensive analysis of how reflective practice shaped the participant's professional development.

The interviews were conducted via face-to-face meetings. First, the researcher decided that the current participant was the most suitable for the research context, so the researcher recruited the participant. The researcher then met the participant in person to request permission for the interview. Once she agreed, the researcher and participant agreed on a time for the interview. The

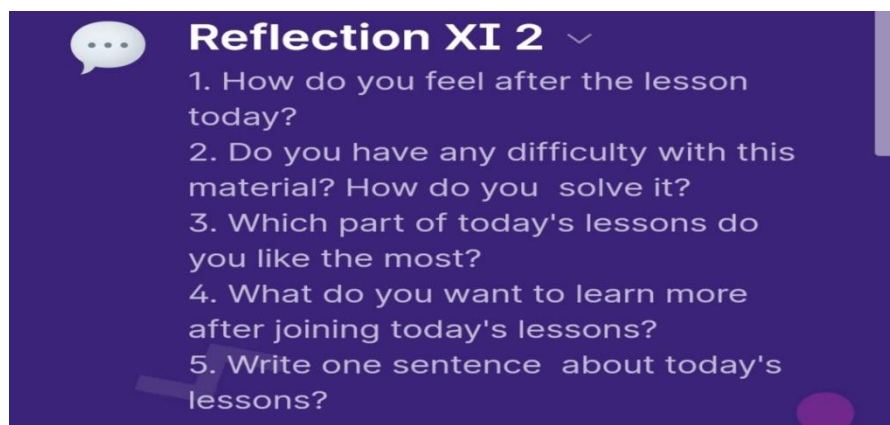
interviews were recorded using the phone's recording feature. After the interview sessions concluded, the recorded data were transcribed for the research.

### 3.6. Data Analysis

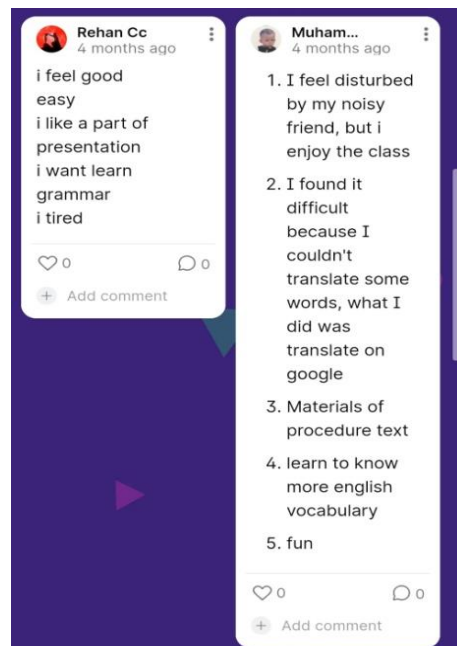
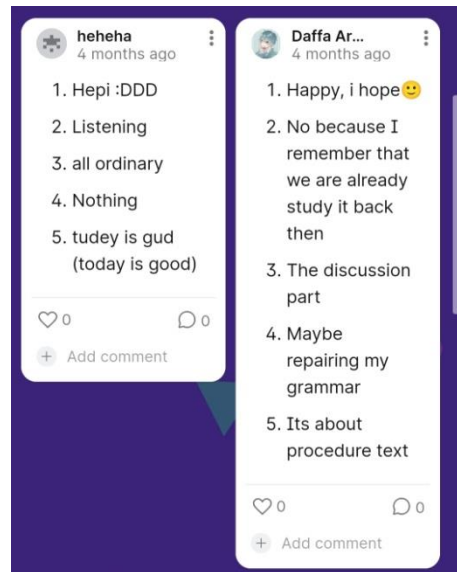
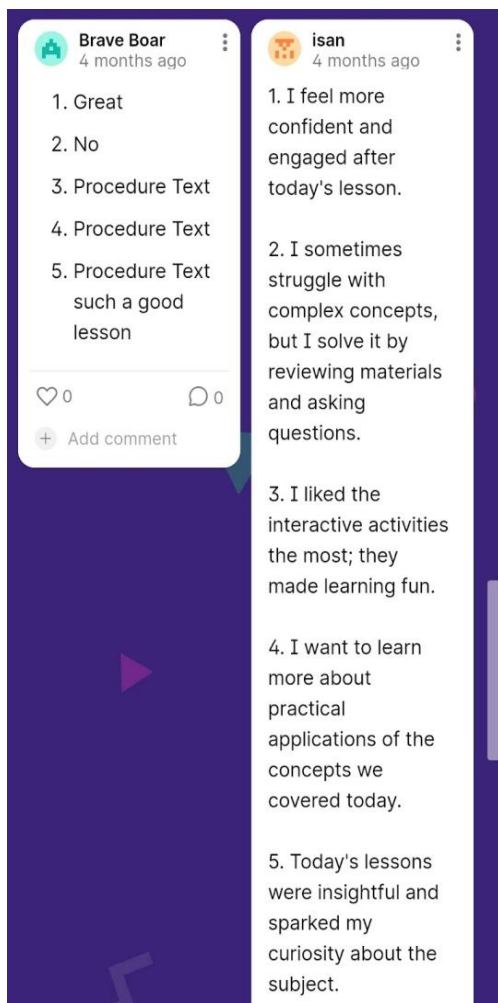
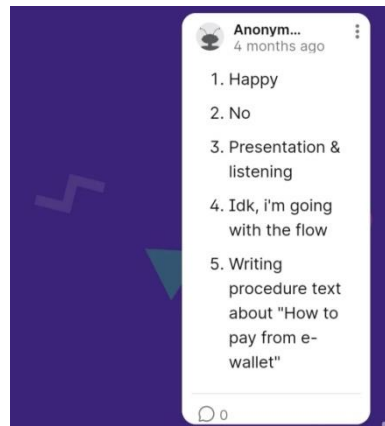
The self reflection and students feedback data was collected in written form from the participants, ensuring accuracy in capturing their perspectives and students perspective. (see **Appendix 2, Self Reflection and feedback**)



**Picture 3.1** Screenshot of Olivia's Self Reflection



**Picture 3.2** Screenshot of Students Feedback Question



**Picture 3.3** Screenshot of Students Feedback

The interview transcribed data was reviewed repeatedly, with codes systematically assigned based on the chosen framework: Reflection-in-Action (RIA), Reflection-on-Action (ROA), and Reflection-for-Action (RFA) (see **Appendix 1, Interview Transcription**) . This structured coding process allowed for a clearer analysis of how student teachers engaged in reflective practice throughout their teaching experiences. Once the codes are determined, the coding process reveals various interesting sub-themes, leading to the creation of sub-coding, such as RIA-EP01. RIA indicates that the data falls under the "in action" category, but it is carried out using a specific technique called EP, which stands for "emerging problem." An emerging problem refers to an issue encountered in the classroom, prompting the participant to think of innovations to adapt to students' needs. The number at the end represents similar recurring data.

*Table 1. Interview Coding*

Reflection in Action	RIA	RIA-EP01
Reflection on Action	ROA	RIA-TM01
Reflection for Action	RFA	RFA-SB01

*Table 2. Self Reflection and Feedback Coding*

Reflection in Action (Self Reflection)	RIA-SR	RIA-SR01
Reflection on Action (Time Management)	ROA-TM	RIA-TM01
Reflection for Action (Students Feedback)	RFA-SB	RFA-SB01

This study used thematic analysis to explore reflective practice patterns in teaching practices among research participants. Following Riessman's (2008) approach to thematic analysis, the process involved familiarizing with the data, identifying common themes, reviewing and defining these themes, and finally producing a report. Initially, the researcher immersed themselves in the data by re-reading it and noting significant parts, facilitating easier identification of relevant sections. Subsequently, the data was transcribed, and codes were assigned. The next step involved linking the data to these codes for easier reference. The themes were then reviewed to ensure the codes matched appropriately. After defining and naming the themes, the final step was to produce a report based on these themes.

### **3.7. Trustworthiness**

Lincoln & Guba, 1985 recommend spending sufficient time in the field to understand the teaching context deeply and gain the trust of participants. This helps gather more accurate and comprehensive data. Use multiple data sources or methods to corroborate findings, such as interviews, feedback and self reflection.

This can help ensure that the data is consistent and accurate across different perspectives. Involve participants in the validation of data and interpretations by sharing findings with them and asking for feedback to ensure that their views are accurately represented. Provide detailed descriptions of the teaching context, participants, and findings so that others can understand the context and determine the applicability of the findings to their own settings. Select participants or cases that are rich in information and relevant to the research questions, which can enhance the potential for transferability to similar contexts. Analyze the data multiple times or have another researcher code the data independently to ensure consistent interpretation.

## CHAPTER IV

### FINDINGS & DISCUSSION

#### 4.1. Findings

The data were collected through self-notes and student feedback, supported by semi-structured interviews. The researcher contacted Olivia for an interview that had been scheduled previously. The interview was conducted in person at Olivia's boarding house. It consists of one section lasting 26 minutes and 44 seconds. The table of coding to present the data is below.

*Table 1. Interview Coding*

NO.	Framework	Code	Data Number	Sub Code
1.	Reflection in Action	RIA	001	RIA01
2.	Reflection on Action	ROA	001 & 002	ROA01 & ROA02
3.	Reflection for Action	RFA	001	RFA01

*Table 2. Self Reflection and Feedback Coding*

NO.	Theme	Code	Data Number	Sub Code
1.	Self Reflection	RIA-SR	001 & 012	RIA-SR01 & RIA-SR012
2.	Time Management	ROA-TM	001 & 002	ROA-TM01 & ROA-TM02
3.	Students Feedback	RFA-SF	001	RFA-SF01

#### **4.1.1. Reflection in Action**

Olivia applied the Reflection-in-Action during the lesson when she engaged in self-reflection by noting key observations as the lesson progressed. She documented what she encountered in real-time to use later for deeper reflection and improvement in future lessons. For instance, she wrote,

**"Too much activities make the students overwhelmed." (RIA-SR01).**

In the interview, she explained that she realized this during the lesson when she observed students struggling to keep up with the tasks. She noticed that some students became disengaged due to the overwhelming number of activities, which affected their focus and participation. This insight helped her adjust her teaching approach by streamlining activities and ensuring a balanced workload for students in future lessons. The Reflection-in-Action that Olivia applied occurred during the lesson when she engaged in self-reflection by noting key observations as the lesson progressed. She documented what she encountered in real-time to use later for deeper reflection and improvement in future lessons. In addition, in her list, she also noted that she did not have enough time to do the presentation due to school regulations. This constraint made her more aware of the need for efficient time management, ensuring that activities were well-paced while still meeting learning objectives. Recognizing this challenge, she aimed to improve her lesson structuring in future sessions to align with time restrictions while maintaining student engagement. Besides making self-notes during the lesson,

Olivia also made spontaneous innovations in the classroom by adjusting her teaching techniques based on students' preferences.

"Initially, I planned to ask them just to make it on paper, but when I was teaching, I saw that some of the students were carrying tablets and using quite a lot of cellphones, and there were those who were bringing what's called a laptop and it seemed like they were really using technology, you know, **so I thought I would give them the option of just doing it on paper or using Canva, but most of them chose Canva.**" (RIA01)

Based on that statement, Olivia tries to change learning techniques to make her students more creative by utilizing Canvas features, allowing them to express what they like. This approach was intended to foster engagement and encourage originality in their work. However, despite this innovation, only a few groups managed to submit their assignments and some of them ask for extra time to submit the assignment.

**“Students ask for extra time for last assignment”.**

**(RIA-SR04) (ROA-TM03).**

While Olivia had already set deadlines, the persistent lack of task completion revealed that the underlying issue extended beyond time management to include student motivation and commitment. This highlighted an important lesson, promoting creativity alone is insufficient without simultaneously cultivating a sense of responsibility among students. Teachers must employ additional strategies to ensure the success of such innovations. For instance, providing clearer instructions, because in her self note she wrote that

**“the instruction need more clearly”. (RIA-SR12)**

Olivia's experience also demonstrated the importance of reflecting in action and making real-time adjustments in response to challenges observed during the teaching process. For example, noticing the lack of task submission, she reflected on the possible reasons behind it, such as unclear instruction when she explain the material.

**“The instruction need more clearly” (RIA-SR12)**

This reflective practice enabled her to adapt her approach by planning to incorporate strategies that address both creative engagement and accountability. This reflection-in-action approach provided her with a deeper understanding of her students' needs and the necessary adjustments to foster a more effective and responsible learning environment.

**4.1.2. Reflection on Action**

Reflecting on action is a crucial part of the learning process, allowing individuals to assess their experiences, identify areas for improvement, and make meaningful changes for future practice (Schon 1991). In the interview, she explained that she made a reflection list after the lesson because she felt she was not firm enough with her time management. For instance in the list, she wrote

**“Activity 6 & 7 is canceled because the duration is not enough”.**

**(RIA-SR02) (ROA-TM01).**

Olivia adjusted her approach based on student engagement levels. If her students had strong English proficiency, she believed she did not need to allocate extra time for explanations. She observed that these students could grasp concepts

quickly and participate more actively in discussions. As a result, she focused on maintaining a dynamic pace to keep them engaged without unnecessary repetition. However, for students with lower proficiency, she adjusted her time management by providing additional explanations and support. This flexible approach allowed her to optimize learning outcomes while ensuring that all students, regardless of their proficiency levels, could follow the lesson effectively.

**“...my time management wasn’t firm enough because, actually, I adjusted it based on the students. If the students... um... if they worked quickly, I could manage time well, so it wouldn’t get delayed. But sometimes, there were high-achievement students who finished their work quickly, while in the same class, there were also low-achievement students. So, I had to go to them, teach them, and provide one-on-one guidance...” (ROA01)**

By paying attention to what she wrote, she demonstrated a commitment to professional growth and a willingness to adapt her teaching methods based on past experiences. This practice aligned with the principles of reflective practice, which emphasize the importance of self-assessment and continuous learning.

**“Yes, in the next lesson, I was stricter with my time management and more professional when disciplining students to ensure they didn’t cause disruptions or use their phones during class.” (ROA02)**

In the next lesson, Olivia became stricter with her students, encouraging them to stay focused. She was more assertive in addressing those who were not paying attention or constantly using their phones, as she realized that such behavior could disrupt the flow of the lesson. By setting clearer expectations and enforcing discipline, she aimed to create a more conducive learning environment where all students could stay engaged and benefit from the lesson.

#### 4.1.3. Reflection for Action

The Reflection-for-Action that Olivia applied involved reviewing the feedback she received from her students this approach allowed her to gain valuable insights into how her students perceived her teaching. By encouraging students to share their thoughts on her teaching style, lesson clarity, and the overall learning experience, she could identify areas where she excelled and areas that needed improvement.

“In addition, I also gather student feedback after each lesson. **In some classes I teach, I ask them to fill out a reflection, like what they learned that day, how they felt after the lesson, what they became interested in after learning, and what they would like to learn the next day.** From the responses I’ve seen, most of them seem positive. For example, they genuinely write down what they gained from the lesson that day.” (SFA01)

From the Olivia statement above student feedback helped Olivia understand how her students felt after the lesson, the difficulties they faced, and how they overcame them. It also gave her insight into their favorite activities during the lesson and what they wanted to learn next. Additionally, she asked students to write one sentence describing the lesson that day (see **picture 3.3, Screenshot of Students Feedback**). From the student feedback, she concluded that most of her students enjoyed her class. Their responses indicated that they found the lessons engaging. This positive feedback reinforced her confidence in her instructional approach while also highlighting areas where she could further enhance the learning experience. By incorporating student perspectives into her reflection process, she was able to make informed decisions to maintain and improve the effectiveness of her teaching. This reflective approach allowed her to gauge

student engagement, assess the effectiveness of her teaching strategies, and make necessary adjustments for future lessons. By seeing to student feedback and understanding their needs, changing strategies can be an opportunity to create more meaningful learning experiences.

## **4.2 Discussion**

This study aimed to examine how PSTs applied their reflective practice during their teaching practice. To achieve this objective, the study was guided by these framework questions that focusing on the types of reflective teaching, which are reflection-in-action, reflection-on-action, and reflection-for-action as described by Schön (1991) and the other examining strategies for reflective teaching, drawing on the comprehensive framework proposed by Hung and Thuy (2021). In this study, Olivia exemplified the Reflection-in-Action (RIA) approach by writing a self-reflection on what did not go well during the lesson, influenced by student engagement levels. She adjusted her teaching dynamically, recognizing that some students completed tasks quickly while others required more support. This imbalance affected her time management, as she had to provide one-on-one guidance to lower-achieving students while maintaining lesson flow for high-achievers. Research suggests that self-evaluation tools can aid teachers in reflecting on their teaching practices, particularly when they receive constructive and meaningful feedback through the process (Biencinto et al., 2021). Although Olivia's self-reflection was not highly elaborate, it still contributed significantly to her professional development. Through regular analysis of her teaching

experiences, she gained a deeper understanding of her strengths and the areas that required improvement.

The second aspect of the study examines Reflection-on-Action in relation to her time management, focusing on how she assessed her use of time after the lesson. By reflecting on her pacing and classroom activities, she identified challenges such as certain tasks taking longer than expected or some students needing more time to complete assignments. Additionally, she had to adhere to school regulations that required her to present the material within a limited timeframe, further influencing her time management strategies. Through this evaluation, she recognized the need for better planning and adjustments to ensure a more balanced and efficient lesson structure in future sessions. Jones and Ryan (2014) further emphasized that reflective teaching (RT) is crucial for long-term professional growth, allowing teachers to continuously refine their skills and improve their teaching methods. However, Koellner and Jacobs (2015) pointed out several challenges in implementing reflective teaching, such as time constraints, lack of support, and inadequate tools for reflection. Teachers may also face cognitive biases, resistance to change, and institutional barriers, all of which hinder meaningful reflection. These challenges highlight the importance of a supportive environment to ensure the successful implementation of reflective practices.

The last aspect of the study focuses on Reflection-for-Action, highlighting how the participant was influenced by student feedback. By reviewing the

feedback she received, she gained valuable insights into students' learning experiences, challenges, and preferences. This reflection allowed her to make informed adjustments to her teaching strategies, ensuring that future lessons were more engaging and effective. By incorporating student perspectives, she demonstrated a commitment to continuous improvement and a student-centered approach to teaching. Additionally, she also revisited her self-notes to gain a deeper understanding of her teaching practices. Additionally, by looking back at her self-notes, she was able to identify recurring challenges and areas for improvement. This process helped her make more informed decisions in planning future lessons, ensuring that she addressed previous issues and refined her instructional approach to better meet students' needs. This practice not only helped her recognize specific challenges but also provided an opportunity to analyze the reasons behind them and consider ways to enhance her teaching strategies in the future. This approach allowed her to gain valuable insights into how her students perceived her teaching. By encouraging students to share their thoughts on her teaching style, lesson clarity, and the overall learning experience, she could identify areas where she excelled and areas that needed improvement. Al-Issa and Al-Bulushi (2020) highlight the significance of reflection-for-action in planning effective English lessons, noting that it helps teachers anticipate challenges and respond to students' diverse needs. However, Bray and Fotheringham (2022) identify several challenges to implementing reflective practices, particularly reflection-for-action. These include time constraints, lack of collaboration

opportunities, and the absence of proper support, which hinder teachers' ability to engage in meaningful reflection and refine their practices.

## **CHAPTER V**

### **CONCLUSION**

This study highlights the significant role of reflective teaching in enhancing lesson effectiveness and fostering the professional growth of pre-service teachers. By implementing reflection-in-action, reflection-on-action, and reflection-for-action, teachers can critically analyze and refine their teaching strategies, ensuring they effectively manage classroom challenges and adapt to students' needs. The focus of this research is to examine how a pre-service teacher in Indonesia applies reflective practices, particularly in relation to time management, self-notes, and student feedback. In the Indonesian educational context, where English is the primary foreign language taught at all levels, reflective practice is becoming an increasingly valuable tool for improving teaching quality. Through this study, the researcher aims to explore how pre-service teachers engage in reflective practices and how their reflections contribute to their teaching effectiveness. By analyzing the participant's experiences with self-reflection, time management, and student feedback, this research seeks to provide insights into the benefits of reflective teaching and its potential impact on the continuous professional development of pre-service teachers.

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## Appendix 1. Interview Transcriptions

Interviewer: Divla Amanda Marchelia

Participant: Olivia (students)

Time: 02 November 2024

Place: Olivia's Boarding House

Length of Interview: 26 minutes 44 seconds.

Coding Themes

Element of Reflective Practice	Code	Sub-element	Sub Code
Reflection in Action	RIA	1. First Plan	RIA01
		2. Emerging Problem	RIA02
		3. Problem Solving	RIA03
		4. Rational	RIA04
		5. Inovation Succes	RIA05
Reflection on Action	ROA	1. Time Management	ROA01
		2. Strict in Lesson	ROA02
Reflection for Action	RFA	1. Students Feedback	RFA01

Interview	Data Reduction	Coding
<p>D: Baik mulai untuk pertanyaan pertama Apakah kamu pernah menerapkan inovasi saat mengajar di tengah-tengah pembelajaran dan Apa alasannya</p> <p>O: Kalau inovasi belajar aku pernah nerapin di salah satu kelas nah saat itu sebelumnya aku pikir tuh mereka mereka kan harus membuat teks prosedur secara berkelompok nah awalnya rencana aku tuh minta mereka untuk membuatnya di kertas aja cuma saat mengajarnya aku ngelihat siswa siswanya itu beberapa orang ada yang bawa tab terus penggunaan HP yang lumayan banyak terus ada yang bawa apa namanya laptop dan apa kayak mereka tuh manfaatin teknologi banget gitu loh jadi kayak aku mikir akan ngasih mereka option mereka mau ngerjain lewat lewat di kertas aja atau pakai pakai Canva tapi kebanyakan dari mereka memilih Canva jadi aku mempersilahkan mereka untuk ngerjain di Canva selain itu juga kenapa aku terapin ini karena biar mereka itu lebih kreatif aja manfaatin fitur-fitur yang ada di Canva</p> <p>D: Oke berarti inovasi yang kamu terapkan di sekolah di waktu di tengah-tengah pembelajaran itu penggunaan canva itu ya. Jadi sebenarnya pertama kamu menggunakan kertas kemudian melihat siswa yang tertarik dengan canva akhirnya kamu merubahnya dengan canva</p> <p>O: Iya</p> <p>D: Dan apakah itu membuat</p>	<ol style="list-style-type: none"> <li>1. Reflection in action also known as active or interactive reflection, can be defined as conscious thinking and modification while practicing.</li> <li>2. Reflection on action involves reflecting on how practice can be developed following previous lessons completed.</li> <li>3. Reflection for action consider the possible problems or situations that they may confront in their future teaching.</li> <li>4. Strategies of RT various strategies/activities or approaches of how to apply RT practice, either individual/self-reflection or reflection with peers/partners.</li> </ol>	<p>RIA (Reflection in action)</p> <p>ROA (Reflection on action)</p> <p>RFA (Reflection for action)</p>

<p>siswanya senang</p> <p>O: Kalau dari pengamatanku saat itu aku melihat siswanya tuh senang, senang mereka tuh kayak excited juga dan apa namanya kayak mereka tuh lebih apa memilih pakai Canva kayak pas aku ngomong kalian mau ngerjain di kertas atau Canva aja terus mereka mayoritas jawab Canva aja mbak canva aja Miss gitu karena mungkin mereka udah familiar juga dan mereka kayak mungkin senang elemen-elemen lucu dalam Canva Jadi mereka memilih Canva</p> <p>D: Nah dari perubahan itu dari inovasi kamu itu ada yang mengganggu kamu gitu nggak kan tiba-tiba merubah merubah apa apa merubah cara ya merubah Strategi awal kamu</p> <p>O: Oke kalau dalam mengganggu sih mungkin awalnya engga tapi eee karena saat itu waktunya tinggal sedikit ya Jadi mereka enggak ada kesempatan buat presentasi Jadi aku minta mereka buat add Emailku aja nanti aku cek Apakah itu sudah benar apa apa enggak terus mereka tuh kayak eee mereka rasa deadline yang aku berikan itu kayak kurang banyak karena mungkin memang meskipun bahasa Inggris itu lama durasinya tiga jam pertemuan cuma kayak eee activity sebelumnya itu lumayan padat jadi buat presentasi dan buat bikin apa presentasi itu kayak waktunya dikit jadi aku ngasih kelonggaran lagi sama mereka aku ngasih waktu tambahan sampai pulang sekolah mereka</p>		
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<p>harus udah nge add emailku kirim kirim Canva mereka tapi ternyata malah cuma dua atau tiga kelompok jadi saat itu juga aku ngerasa kayak ihh ini kayaknya enggak efektif deh Meskipun awalnya niat aku bikin mereka makin kreatif dengan fitur-fitur kanva tapi ternyata dalam implementasinya beberapa siswa itu ada yang kurang bertanggung jawab dan eh apa ya kayak Mungkin sedikit mengabaikan lah mengabaikan itu.</p> <p>D: Oke kita next ke pertanyaan yang kedua ya pertanyaan kedua Aspek apa dari proses mengajar yang kamu sering gunakan atau amati tentang diri kamu saat mengajar di kelas Kayak misalnya kayak student engagement student feedback questioning technique atau kayak time management gitu</p> <p>O: yang paling aku perhatiin sih students engagement karena eh aku tuh suka berinteraksi sama student jadi kayak aku tuh eh seberusaha mungkin aku tuh menyesuaikan sikapku ke mereka Jadi kayak Biar mereka tertarik sama pelajaranku aku juga pas mereka ngerjain itu aku kayak nyamperin satu-satu aku ngajak mereka ngobrol tentang topik yang sesuai dengan apa dengan materinya terus beberapa kali juga aku nanyain beberapa topik yang meskipun enggak terlalu sesuai sama materi tapi masih sesuai sama kehidupan mereka.</p> <p>Selain itu tadi selain student engagement itu ada questioning technique beberapa</p>		
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kali juga misal nih kalau aku ngasih assignment aku aku setelah ngasih instruction Aku nanya ke mereka kayak tadi instruksinya apa tadi dikerjainnya sampai mana berapa menit waktu buat kalian ngerjain kayak gitu terus kayak kalian paham Enggak intruksinya gitu Terus kalau misal Aku nanya di depan kelas pasti mereka jawabnya iya pasti mereka jawabnya paham Nah untuk ngecek mana yang enggak paham saat mereka mengerjakan tuh aku nyamperin mereka satu-satu aku nanya eee kayak do you have any difficultie? atau kalau enggak kayak do you understand the instruction Kalau enggak ya Any question gitu Pokoknya aku ngecek mereka satu-satu Apakah mereka paham ngga karena kalau aku ngecek satu-satu pasti mereka bisa ee apa ya namanya jujur mereka bisa kayak enggak malu Buat nanya, mbak ini tadi gimana Ini tadi gimana gitu

Dan yang terakhir itu student feedback karena beberapa kelas kalau waktunya Cukup aku minta siswa untuk ngisi refleksi nah beberapa tuh kadang ada yang jawab kayak misal nih kan aku ngasih listening activity ada yang jawab kayak listeningnya terlalu cepat kalau enggak ada yang jawab kayak nge slide materinya itu terlalu cepat jadi aku enggak sempat nulis terus kalau enggak mungkin ada yang jawab eee ngomongnya kurang kenceng yang belakang enggak kedengeran gitu deh

<p>D: jadi dari student feedback itu apakah mempengaruhi eee kamu di pembelajaran selanjutnya</p> <p>O:Iya menurut aku sangat pengaruh sih karena kalau siswa ngomong misal kayak ngomong eh kan pas aku nerangin suara aku kurang kenceng yang di belakang gak dengar nah dari itu aku lebih kencengin suara aku kalau enggak aku lebih lebih apa namanya kayak jalan ke belakang kalau enggak siswa yang duduk di belakang aku minta agak majuan terus eee kalau misal ruang kelasnya cukup kan ada beberapa kelas yang sempit ada yang luas kalau misal ruangnya Cukup aku minta siswanya tuh duduknya di depan terus kursi-kursinya tuh di belakangin semuanya duduk di depan jadi semuanya dengar dan kayak boundingku sama mereka tuh lebih erat gitu</p> <p>D: Jadi kamu di kelas selanjutnya itu langsung menerapkan apa yang sudah eh siswa kamu berikan sebelumnya gitu ya</p> <p>O: Iya aku nerapin</p> <p>D: oke Next question Bisakah kamu menjelaskan pengalaman mengajar kamu tuh spesifik gimana kamu menggunakan refleksion on action jadi kayak refleksi dalam aksi untuk meningkatkan pembelajaran anda di kelas</p> <p>O: Oke kalau dari on action Itu mungkin menurutku kayak penggunaan bahasa Inggris ya sebelumnya kan dipraktek aku Mengajar pas microteaching terus pas matkul LCM itu kan aku pakai bahasa Inggris yang</p>		
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<p>sedikit karena mungkin Faktor dari kepercayaan diriku yang rendah pas itu terus aku belum punya pengalaman mengajar terus kayak aku masih deg-degan masih grogi masih semester semester 5 dan pas kampus mengajar juga aku menggunakan bahasa Inggris yang sedikit ya hampir mungkin cuma 20 atau sampai 30% karena mayoritas siswa itu kurang paham sama bahasa Inggris yang aku pakai terus kayak mereka tuh eh kayak apa apa mata pelajaran yang aku sampain itu tuh enggak bahasa Inggris doang aku juga ngajar kadang ngajar matematika ngajar biologi dan lain-lain nah Jadi Aku menggunakan bahasa Inggris yang sedikit banget terus apa yang apa self reflection itu pas aku apa Aku terapin di mengejarku sekarang di SMA Aku menggunakan bahasa Inggris yang lebih banyak karena salah satunya juga ada tuntutan dari guru yang minta eh ngajar pakai bahasa Inggrisnya tuh diperbanyak gitu terus selain itu juga aku ngerasa malu misal aku enggak enggak pakai bahasa Inggris karena kan Aku ngajar Bahasa Inggris masa iya aku pakai bahasa Indonesia dan malu juga kalau siswanya eh nanti berpikiran kayak ihh Mbaknya kan dari jurusan pendidikan bahasa Inggris Mbaknya kan ngajar bahasa Inggris kok ngajarnya malah pakai b Indonesia jadi apa bedanya pelajaran bahasa Inggris sama bahasa Indonesia kalau gitu</p> <p>D: Oke dari pemikiran kamu tuh</p>		
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<p>lalu langkah-langkah apa yang kamu lakukan untuk proses reflektifmu ini</p> <p>O: Iya yang langkah-langkahnya tu yang pertama pasti aku harus mastiin pronunciationku itu bener ngga karena pasti nanti bakal jadi apa guide jadi apa namanya kayak jadi panutan lah bagi siswanya kalau aku salah pronounciation takutnya mereka ngikutin pronunciationku yang salah kalau nggak ya kayak mereka tahunya yang bener dan aku salah ehh mereka malah apa terjerumus ke yang salah kalau nggak malah lebih malunya kalau dibenerin sama mereka. Selain itu langkah-langkah lain itu menguasai materi jadi aku mastiin sebelum aku nampilin PPT aku harus menguasai semua yang ada di PPT itu bahkan bahkan hal-hal definisi sekecil apapun aku tuh harus paham Jadi kalau murid tanya ke aku aku bisa ngejelasin bisa ngasih mereka ilmu manfaat kayak gitu</p> <p>D: terus dari reflektifmu itu itu tuh berdampak enggak sih dengan ke proses pembelajaranmu selanjutnya</p> <p>O: kayak menurut aku sangat berdampak ya karena tadi yang pertama kan tentang bahasa Inggris tentang refleksiku tentang penggunaan bahasa Inggris Nah itu tuh buat aku jadi lebih PD pakai bahasa Inggris dengan dengan memakai bahasa Inggris di kelas itu ngebuat aku merasa kayak merasa kayak lebih percaya diri lah ya terus Selain itu aku jadi suka ngajar karena kayak eee pas sehari ini ngajar itu aku menggunakan bahasa</p>		
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<p>Inggris jadi kayak aku lebih      Aku suka pas aku ngajarin      mereka gitu</p> <p>D: oke Pertanyaan selanjutnya.      Bagaimana sih kamu      menyeimbangkan refleksimu      di dalam mengajar masa lalu      terus kamu menerapkannya di      saat-saat ini waktu kamu      ngajar gitu</p> <p>O: oke kalau refelksi kan tadi itu      aku bukan hanya dari diri      sendiri tapi dari siswanya juga      nah kalau di masa lalu aku tuh      jarang jarang pakai bahasa      Inggris mungkin kalau aku      ngajar tuh paling 50% pakai      bahasa Inggris Nah dengan      aku bikin apa namanya self      reflection aku bikin kayak      penggunaan bahasa Inggrisku      dikit misal aku nyatet itu ya      Nah dengan mengajar      sekarang tuh aku kayak merasa      kayak ya Aku kan udah kan      dulu tuh kayak apa udah udah      masa lalu gitu Nah harusnya      sekarang tuh aku udah      ngelewatin proses-proses aku      belajar lagi jadi aku harusnya      punya peningkatan dalam      bahasa Inggrisku jadi Hal itu      membuat aku ter apa namanya      termotivasi untuk      menggunakan bahasa Inggris      yang banyak yang lebih      banyak</p> <p>D: terus ee bisa nyebutin      contohnya enggak apa yang      sudah kamu lakukan</p> <p>O: contoh yang sudah aku lakuin      pas dulu tuh kan aku kan ikut      ee MAYOGA Super English      Day di Man 3 Nah itu tuh aku      eee Pas itu aku menggunakan      bahasa Inggris yang menurut      aku sedikit Cuma 50% Nah      kenapa gitu karena ada      beberapa faktor kayak student</p>		
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knoelwidge jadi pas dulu tuh Kebetulan aku dapat kelas yang kayak apa ya eee kurang paham tentang bahasa Inggris jadi kayak misal aku ngomong pakai bahasa Inggris kadang mereka kayak apa Mbak Gimana Mbak tadi apa Mbak gitu Jadi aku memakainya bahasa Inggris sedikit dan kadang aku translatein ke bahasa Indonesia selain itu juga tingkat kepercayaan diri aku kalau tahun lalu kan aku masih semester 5 ya aku tahun lalu semester 5 nah terus pengalaman mengajarku juga baru praktek praktek di lingkup kelas cuma LCM sama eh cuma LCM doang Seingat aku jadi kayak eee kalau tambil di depan siswa tuh Aku masih grogi masi kayak deg-degan masi takut salah masih takut pronounciation kayak ih nanti kalau aku salah ngomong gimana salah grammar gimana Aku takut itu nah pas tahun ini aku ngerasa kayak ihh siswanya ini pinter-pinter kalau aku ngomong bahasa Inggris mereka Paham jadi kayak aku harus ngomong bahasa Inggris dong masa iya aku pakai bahasa Indonesia selain itu juga kayak dalam jangka waktu setahun masa aku enggak ada peningkatan sih bahasa Inggrisku harusnya kan dalam proses waktu setahun ini selama waktu setahun ini harusnya kan aku harusnya lebih fluent lah in English Jadi aku tuh apa Kayak termotivasi aja menggunakan bahasa Inggris yang lebih banyak

D: Oke berarti siswanya juga termasuk mempengaruhi ya

<p>karena dilihat dari mayoga kan siswamu kan kayak belum bisa bahasa Inggris banget nah waktu di SMA 9 ini siswamu udah ada motivasi belajar bahasa Inggris jadinya kamu juga percaya diri untuk terus-terusan ngomong bahasa Inggris</p> <p>O: iya</p> <p>D: Jadi juga siswanya sangat berpengaruh ya untuk kita percaya diri ngomong bahasa Inggris di depan kelas</p> <p>O: Iya siswa juga pengaruh nah sebenarnya eee di tahun ini ikut mayoga tuh siswa kelas yang aku ajar tuh mereka juga pintar pakai bahasa Inggris mereka juga beberapa kali Eh beberapa siswa tuh ada yang ngajak ngomong pakai bahasa Inggris jadi kalau aku jawabnya bahasa Indonesia aku malu sendiri itu sih jadi pengalaman mengajarku di tahun lalu sama tahun ini tuh siswanya lebih menurut aku lebih lancar bahasa Inggrisnya ditahun ini</p> <p>D: Okee pertanyaan selanjutnya ya pada saat kamu menyusun lesson plan nih rencana pembelajaran nah refleksi apa sih yang kamu gunakan untuk mengantisipasi tantangan tantangan gitu jadi maksudnya di sini kayak Reflection on action apa yang kamu gunakan itu untuk mengantisipasi tantangan-tantangan yang ada di masa lalu kamu</p> <p>O: Oke jadi eee dulu aku nyusun lesson plan itu cuma buat praktek mengajar dikelas doang jadi kayak muridnya tuh bukan murid yang asli muridnya itu teman-teman kita</p>		
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<p>jadi kayak menurut aku eee praktek Ini tuh kayak lancar-lancar aja enggak ada challenge-nya karena temen sendiri kan nah pas aku ngajar di MAYOGA tuh modulnya udah disediakan Jadi aku tinggal apa tinggal pakai time management yang baik aja jadi aku juga enggak nyusun lesson plan RPP gitu aku baru banget bikin RPP itu pas aku PLP di SMA 9 karena modul dan RPP nya itu aku harus aku buat sendiri dan aku harus pakai time manajemen yang baik ke kelas sehingga aku tuh enggak enggak ada refleksinya gitu loh karena kan dulu aku ngajarnya Kan di kelas aja sama temen temen ya kalau sekarang kan di siswa beneran jadi aku belum mengalami refleksi akan hal itu</p> <p>D: Okay next question ya oke Next question dalam hal apa kamu kayak menerapkan umpan balik dari pengalaman masa lalu atau teman sebaya atau senior Dalam proses pembelajaran</p> <p>O: Oke kalau feedback dari temen sebaya aku itu aku belum pernah dapat ya karena selama mengajar entah di SD atau SMA aku tuh mengajar sendiri eh oh iya pas di MAYOGA aku sama teman cuma kayak kita tuh kayak enggak ngasih feedback sama satu sama lain sih Kita cuma ngasih apresiasi Contohnya aku sama dia kayak Makasih ya tadi udah nge-backup aku pas aku enggak bisa lagi Ini Begitupun sebaliknya partnerku juga nge-back apa say Thanks gitu loh ke aku nah selama PLP juga Aku enggak dapat feedback</p>		
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<p>karena aku ngajarin di kelas sendiri enggak ditemenin temen enggak ditemenin partner atau apapun Cuma kadang tuh aku diawasin sama guru pamongku dan aku juga udah dapetin penilaian dari dosenku</p> <p>Nah feedback dari guru pamongku itu kayak sangat pengaruh nih di aku jadi eh awal mengajar itu aku tuh kayak ngasih pertanyaan pemantik ke siswanya setelah pertanyaan pemantik small talk dan beberapa percakapan gitu ke mereka aku tuh langsung ngasih activity listening Abis itu aku baru ngasih penjelasan materi nah dari situ guru pamongku tuh ngasih feedback kalau mbak jangan listening dulu ya karena kan belum ngasih materi ke siswanya jadi ee nanti siswanya bingung kok materinya belum dijelasin tapi kalau udah activity gitu padahal sebelumnya aku udah konsulin modulku dan beliau ACC jadi aku pakai itu tapi ternyata pas implementasinya pas aku prakteknya itu beliau bilang kalau nanti materi dulu aja Mbak Eh baru kegiatan listening jadi ya udah di mengajar selanjutnya praktek mengajar aku nerapin itu aku eee aku ngasih materi dulu ke mereka aku mastiin mereka Paham sama apa yang aku jelasin habis itu baru aku ngasih activity listening ke mereka</p> <p>Nah untuk dosen aku juga dapat feedback kayak eee time management-ku yang kurang tegas karena sebenarnya aku menyesuaikan ya sama siswanya kalau siswanya eee</p>		
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<p>kalau siswanya apa Cepet ngerjainnya aku bisa apa membuat good time management gitu loh waktunya enggak molor-molor cuma kayak kadang ada beberapa siswa yang eee high achievement jadi dia cepat kerjanya tapi di satu sisi di kelas yang sama tuh ada siswa yang low achievement jadi kayak aku harus nyamperin dia aku harus ngajarin dia ngajarin dia by one gitu enggak di depan kelas karena kalau aku nanya depan kelas kayak any question? Did you get it? pasti mereka jawabnya paham jadi aku harus nyamperin mereka terus pas aku nyamperin mereka nyamperin salah satu student yang low achievement gitu kayak mereka tuh ternyata belum paham jadi aku harus eh ngajarin mereka dari awal Nah itu ngebuat waktu yang sudah aku tentuin itu kayak molor gitu</p> <p>terus Selain itu classroom management karena pas dosen aku nilai aku itu kebetulan dapat kelas yang Little crowded jadi dia tuh banyak cowoknya apalagi cowok-cowok yang duduk di belakang tuh nah aku tuh kayak selalu address student yang di depan ini feedback dari dosenku ya aku kurang ngeaddress students yang duduk di belakang karena ya eee pas Aku nanya kebetulan tuh student yang duduk di depan yang selalu jawab jadi kayak Entah kenapa aku kayak ke distract yang depan terus yang belakang tuh kayak aku lupa buat nanyain mereka gitu jadi malah mereka kadang ngobrol sendiri sama</p>		
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<p>temennya. Nah eh tapi aku juga ada usaha sih buat negur mereka misalnya aku buat negur mereka tuh kayak misalnya nih pas aku nerangin tiba-tiba rame terus aku pasti pas aku mau ngomong aku selalu ngomong Attention please kalau gak silent please Kalau enggak ya aku ngomong kayak teman-teman didengerin dulu ya terus aku baru nelangin materi Nah kalau ngerjain tugas mereka juga pernah rame gitu Kalau rame ya kalau pas ngerjain tugas ya aku samperin gitu ee udah sih kalau feedback dari dosen menurut aku itu</p> <p>D: berarti emang feedback feedback itu sangat berpengaruh untuk di pembelajaran kamu selanjutnya ya</p> <p>O: Iya di pembelajaran selanjutnya aku lebih tegas sama time manajemen aku sama itu apa ke profesionalisme aku saat menegur siswa Biar mereka nggak rame nggak main HP sendiri gitu</p> <p>D: mungkin kalau selain dari tadi kan teman sebaya enggak ada karena enggak ada yang nemenin nah tapi kamu pernah enggak sih Kayak tanya ke kating kamu atau teman kamu yang lain tentang pembelajarin ini tuh Baiknya gimana gitu</p> <p>O: hmm kalau ke kating enggak pernah sih kalau ketemen juga enggak pernah karena jujur aku bikin modul ya eee bikin sendiri materinya Aku nyari sendiri di web yang pastinya web resmi ya kayak ruang guru kayak gitu kalau enggak Nyari di buku paket jadi aku enggak pernah konsul ke</p>		
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<p>selain guru pamong sama dosen.</p> <p>D: oke Next question ya Em selanjutnya itu kayak strategi pengajaran reflektif apa yang biasanya kamu gunakan selama proses mengajar Kayak misalnya kamu pakai teaching journal portfolios student feedback action research video record eh peer observation dan lain-lain kamu dari situ ada enggak sih yang kamu terapin gitu strateginya</p> <p>O: yang aku terapin itu protfolio karena udah pasti setiap ngajarin itu eee aku bikin modul kalau enggak RPP. Nah dari modul atau RPP itu aku kayak ngeplotingin waktu gitu loh kayak nanti buat kegiatan ini sekian menit buat kegiatan ini sekian menit meskipun dalam implementasinya itu nanti kayak eee lebih cepat atau lebih lambat ee selain itu juga misal aku dapet tugas eh dapet tugas ngajar guruku tu selalu ngasih modul juga jadi aku bisa kira-kira lah waktu buat ini tu sekian menit waktu buat ini tuh sekian menit gitu.</p> <p>Selain itu juga ada students feedback setiap aku setelah ngajar itu beberapa kelas yang aku masukin aku minta mereka buat ngisi refleksi kayak hari ini belajar apa terus apa yang kamu rasain setelah belajar terus setelah belajar ini tu kamu jadi tertarik sama apa terus besok kamu pengen belajar apa gitu. Nah beberapa dari mereka tuh aku lihat responnya baik-baik sih kayak misal nulis nulis bener-bener nulis yang kayak apa yang mereka dapetin hari ini.</p> <p>Selain itu juga ada peer</p>		
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<p>observation pas PLP ini sebelum aku ngajar dikelas aku tu juga ngelakuin observasi jadi pas guru pamongku ngajar aku ikut masuk ke kelas aku tu ngelihat kayak students behaviournya terus aku saat itu juga mikirin kalau studentsnya gini kayaknya aku lebih baik ngajarnya kayak gini aja gitu terus aku juga mengobservasi fasilitas kelas karena apa LCD dan proyektor itu menurut aku sangat penting ya buat di era sekarang jadi bisa kayak nampilin PPT juga selain itu juga ada beberapa kelas yang gak ada spidolnya jadi gurunya harus membawa spidol sendiri, sedangkan sekolah itu setau aku tidak menyediakan spidol gitu loh jadi ya harus aku yang inisiatif buat nulis beberapa poin-poin di power pointku.</p> <p>D: oke mungkin dari strategi-stretegi yang kamu sudah sebutkan itu kayak bagaimana kamu mengevaluasi efektivitas strategi pengajaran reflektif yang anda gunakan saat mengajar terus kayak kamu gimana sih menyesuaikan strategi ini untuk meningkatkan hasil belajarnya siswa</p> <p>O: Ya dari mulai dari portfolio ya nah portfolio tu aku gunain buat time management karena aku tuh ya seperti yang aku bilang sebelumnya time management aku tu kurang tegas jadi dengan adanya portfolio ini aku tuh bisa ngebuat apa ya istilahnya kayak kira-kira waktu aku mengajar sekian menit sekian menit gitu, terus selanjutnya peer observation eh selanjutnya students feedback</p>		
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<p>dari students feedback ini aku jadi tahu apa yang kurang di aku selama mengajar jadi di next mengajar aku bisa ningkatin hal-hal yang kurang di aku sebeleumnya</p> <p>Nah untuk peer observation ini kan dilakukan sebelum mengajar jadi kayak ya cukup efektif sih jadi aku kayak tahu gimana nanti aku bakal ngajarnya gitu. Kalau untuk mengevaluasi efektivitas strategi tu aku gak mengevaluasi semua semua yang aku pakai sih dari portfolio, students feedback sama peer observation itu gak ada yang aku evaluasi karena aku pikir tuh semua aspek itu tu penting dan bisa aku gunain sebagai apa namanya refleksi biar ngajarku selanjutnya itu lebih baik dan lebih efektif.</p> <p>D: Baik saya rasa semua pertanyaan sudah terjawab dengan jelas dan terima kasih atas waktunya.</p>		
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## Appendix 2. Self Reflection & Feedback

Element	Code	Sub-Element	Sub-Code
Reflection in Action (Self Reflection)	RIA-SR	1. Too much activities make the students overwhelmed	RIA-SR01
		2. Activity 6 & 7 is canceled because the duration is not enough	RIA-SR02
		3. Belum mencocokan activity 5	RIA-SR03
		4. Siswa meminta waktu tambahan untuk last assigment	RIA-SR04
		5. Aspek speaking belum	RIA-SR05
		6. Kurang waktu buat refleksi	RIA-SR06
		7. All good, the students obey the classroom rules	RIA-SR07
		8. The teaching duration less than 135 minutes, because its Friday	RIA-SR08
		9. There is not enough time doing presentation	RIA-SR09

		<p>10. Forget to talk about learning objective</p> <p>11. There is no spidol</p> <p>12. The instruction need more clearly</p> <p>13. Don't have many time to doing presentation because the break is too long (regulation from school)</p>	<p>RIA-SR10</p> <p>RIA-SR11</p> <p>RIA-SR12</p> <p>RIA-SR13</p>
<p>Reflective on Action (Time Management)</p>	ROA-TM	<p>1. Activity 6 &amp; 7 is canceled because the duration is not enough</p> <p>2. Belum mencocokkan activity 5</p> <p>3. Siswa meminta waktu tambahan untuk last assignment</p> <p>4. Aspek speaking belum</p> <p>5. Kurang waktu buat refleksi</p> <p>6. The teaching duration less than</p>	<p>ROA-TM01</p> <p>ROA-TM02</p> <p>ROA-TM03</p> <p>ROA-TM04</p> <p>ROA-TM05</p> <p>ROA-TM06</p>

		<p>135 minutes, because its Friday</p> <p>7. There is not enough time doing presentation</p> <p>8. Dont have many time to doing presentation because the break is to long (regulation from school)</p>	<p>ROA-TM07</p> <p>ROA-TM08</p>
<p>Reflective for Action (Students Feedback)</p>	RFA-SF	1. Padlet Students Feedback (attached)	RFA-SF01

## Attachment

### Self Reflection

Self reflection XI 6

- Too much activities make the students overwhelmed
- Activity 6 & 7 is ~~not~~ canceled because the duration is not enough
- Belum mencocoran activity 5
- Siswa Meminta waktu tambahan untuk last assignment
- Aspek speaking belum
- Kurang waktu buat refleksi

### Reflection

- There is no spidol
- The instruction need more clarity

### Self Reflection

- Forget to talk about learning objective

### Self Reflection

Don't have many time to doing presentation,  
because the break is too long (regulation from school)

### Self - Reflection

- All good, the students obey the classroom rules
- The teaching duration less than 135 minutes, because it's Friday
- ~~Not~~ There is not enough time to doing presentation

## Students Feedback

**Reflection XI 2**

1. How do you feel after the lesson today?
2. Do you have any difficulty with this material? How do you solve it?
3. Which part of today's lessons do you like the most?
4. What do you want to learn more after joining today's lessons?
5. Write one sentence about today's lessons?

**heheha**  
4 months ago

1. Heki :DDD
2. Listening
3. all ordinary
4. Nothing
5. tudey is gud (today is good)

0 likes 0 comments

+ Add comment

**Daffa Ar...**  
4 months ago

1. Happy, i hope 😊
2. No because I remember that we are already study it back then
3. The discussion part
4. Maybe repairing my grammar
5. Its about procedure text

0 likes 0 comments

+ Add comment

<https://padlet.com>

**Brave Boar**  
4 months ago

1. Great
2. No
3. Procedure Text
4. Procedure Text
5. Procedure Text such a good lesson

0 likes 0 comments

+ Add comment

**isan**  
4 months ago

1. I feel more confident and engaged after today's lesson.
2. I sometimes struggle with complex concepts, but I solve it by reviewing materials and asking questions.
3. I liked the interactive activities the most; they made learning fun.
4. I want to learn more about practical applications of the concepts we covered today.
5. Today's lessons were insightful and sparked my curiosity about the subject.

**Anonym...**  
4 months ago

1. Happy
2. No
3. Presentation & listening
4. Idk, i'm going with the flow
5. Writing procedure text about "How to pay from e-wallet"

0 comments

**Rehan Cc**  
4 months ago

i feel good  
easy  
i like a part of presentation  
i want learn grammar  
i tired

0 likes 0 comments

+ Add comment

**Muham...**  
4 months ago

1. I feel disturbed by my noisy friend, but i enjoy the class
2. I found it difficult because I couldn't translate some words, what I did was translate on google
3. Materials of procedure text
4. learn to know more english vocabulary
5. fun

0 likes 0 comments

+ Add comment

**Bubbly O...**  
4 months ago

1. Glad
2. No
3. Do the paper works
4. The difficult words
5. Super exciting

0 likes 0 comments

+ Add comment