

**REFLECTIVE PRACTICE ON PHILOSOPHY AND PRINCIPLES OF
TEACHING: A NARRATIVE STUDY OF IN-SERVICE EFL TEACHER
IN INDONESIA**

A THESIS

**Submitted as a partial fulfilment of the requirements for a magister's degree
in English Education**



By

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UNIVERSITAS PENDIDIKAN INDONESIA**

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APPROVAL PAGE

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AUTHOR'S DECLARATION

I, the undersigned, hereby declare that a thesis entitled “*Reflective Practice on Philosophy and Principles of Teaching: A Narrative Study of In-Service EFL Teacher In Indonesia*” is truly my own work. I do not conduct my act of plagiarism where all sources written in the thesis are fully acknowledged and properly quoted. Within this declaration, I am aware of the sanction if someday fraud of originality is found in my thesis.

Bandung, 04 Agustus 2023



Asep Dedeh Permana

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Halaman Hak Cipta

**REFLECTIVE PRACTICE ON PHILOSOPHY AND PRINCIPLES OF
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IN INDONESIA**

Oleh
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S.Pd Universitas Islam Negeri Sunan Gunung Djati Bandung, 2016

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Sastra

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ABSTRACT

REFLECTIVE PRACTICE ON TEACHING: A NARRATIVE STUDY OF IN-SERVICE EFL TEACHER IN INDONESIA

This study aimed to investigate the reflective practice of an English as a Foreign Language (EFL) in-service teacher. This study addresses two primary research questions: first, the understanding of reflection, and second, the teacher's reflective practice on the philosophy and principles of teaching proposed by Farrell (2015). This study used a qualitative design, specifically a single case narrative study. The data were obtained from narrative frames and interviews as the primary sources, supplemented by document analysis and observation. To identify the findings, the data were analyzed thematically. The findings indicated that the participant's understanding of reflection can be divided into two phases: tacit knowledge and explicit knowledge. Initially, her understanding was based on her experiences as a teacher, and reflection on those experiences nourishes her tacit knowledge. The teacher's engagement in professional development activities led to a transition from subconscious reflection to conscious reflection, resulting in the transformation of her implicit knowledge into explicit knowledge. Further examination focused on the participant's reflective practice on philosophy and principles of teaching practice. The participant's teaching principles were closely related to her underlying philosophy. Her core value of benefiting others as part of her philosophy has shaped her beliefs about the role of a teacher.

Keywords: In-service teacher, Philosophy of teaching, Principles of teaching, Reflective practice.

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