TEACHERS' REFLECTIVE PRACTICE DURING EMERGENCY REMOTE TEACHING: A NARRATIVE INQUIRY ON TPACK DEVELOPMENT

A thesis

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by

MUGHITS RIFAI

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PAGE OF APPROVAL

MUGHITS RIFAI

Teachers' reflective practice during Emergency Remote Teaching:

A narrative inquiry on TPACK development

Approved by:

Main Supervisor

Prof. Dr. Hj. Nenden Sri Lengkanawati, M.Pd.

NIP. 195111241985032001

Co-Supervisor

Dr. Lulu Laela Amalia, S.S., M.Pd

NIP. 197504092007102001

Head of English Language Education Study Program

Faculty of Language and Literature Education

Universitas Pendidikan Indonesia

Prof. Hj. Emi Emilia, M.Ed., Ph.D.

NIP. 196609161990012001

DECLARATION OF ORIGINALITY

I hereby declare that the thesis entitled *"Teachers' Reflective Practice during Emergency Remote Teaching: A Narrative Inquiry on TPACK Development"* and all of its contents, submitted in partial fulfillment of the requirements for a Master's Degree in English Language Education at Universitas Pendidikan Indonesia, are truly my own work. I have not engaged in any forms of plagiarism or quoted in ways that are inconsistent with the ethical norms of the academic community. With this declaration, I am willing to bear the risk and consequences if, in the future, any violations of academic ethics are discovered or if there are claims from other parties regarding the authenticity of my work.

Bandung, August 2023

Mughits Rifai

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Teachers' reflective practice during Emergency Remote Teaching:

A narrative inquiry on TPACK development

ABSTRACT

The rapid shift from traditional face-to-face learning to virtual online learning during the COVID-19 emergency remote teaching (ERT) resulted in different phenomena. Technology as an integral part of education has also confirmed its important role in maintaining education during an emergency situation. A few months after the ERT policy was revoked, ERT was reimplemented in some parts of Cianjur in response to the earthquake that occurred in November 2022. The objective of this study is to construct EFL teachers' reflective practice during ERT. Additionally, it also attempted to determine the association between the teachers' reflective practice during ERT and their development of TPACK competencies. In conducting this study, the narrative inquiry research design was employed by using a narrative frame and a semi-structured interview. Two EFL high school teachers in Cianjur participated in this study. The teachers recently experienced another type of ERT due to an earthquake. The findings of this study suggested that EFL teachers applied reflective practice to three different types of reflection: reflection-in-action, reflection-on-action, and reflection-for-action. In addition to that, the findings revealed that the teachers improved their competencies, especially in their technological knowledge and technological content knowledge, during the implementation of ERT. However, since the study was conducted a long time after the ERT ended, it was hard for the teachers to recall their memories, which might result in missing information. Recommendations for related parties involved in the implementation of ERT are presented, as are suggestions for future research.

Keywords: *ERT, language teaching, narrative inquiry, reflective practice, TPACK*

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