

**A NARRATIVE INQUIRY OF AN EXPERIENCED EFL TEACHER:
AN AFFECTIVE AND META-COGNITIVE REFLECTION**

A THESIS

Submitted in partial fulfilment for Magister's degree in English Language
Education Study Program



By

Ginan Muhammad

2010442

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

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A Narrative Inquiry of An Experienced EFL Teacher: An Affective and Meta-Cognitive Reflection

Oleh
Ginan Muhammad

S.Pd Universitas Islam Negeri Sunan Gunung Djati, 2019

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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APPROVAL PAGE

Thesis

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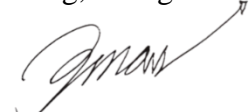


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AUTHOR'S DECLARATION

I, the undersigned, now declare that my thesis, "*A Narrative Inquiry of An Experienced EFL Teacher: An Affective and Meta-Cognitive Reflection*" is my work. I do not conduct my act of plagiarism where all sources written in the thesis are fully acknowledged and correctly quoted. Within this declaration, I know the sanction if someday fraud of originality is found in my thesis.

Bandung, 30 Agustus 2024



Ginan Muhammad

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ABSTRACT

A NARRATIVE INQUIRY OF AN EXPERIENCED EFL TEACHER: AN AFFECTIVE AND META-COGNITIVE REFLECTION

This study addressed how an experienced EFL teacher reflects her understanding of affective and meta-cognitive reflection in her teaching practice. The primary objectives of this study are to understand how an EFL teacher reflects on improving her knowledge of affective and meta-cognitive reflection in her teaching practice, as proposed by Akbari et al. (2010), and the students' perspectives of an experienced EFL teacher on affective reflection. This study used the narrative inquiry method as the research design. The data were obtained from a narrative frame, semi-structured interview, and questionnaire. To identify the findings, the data were analyzed inductively thematically. The findings reveal that the teacher's reflective practice involves a deep awareness of her attitudes, behaviors, and impact on students' emotional and meta-cognitive development. The teacher emphasizes the importance of creating a supportive and engaging learning environment that caters to her students' emotional well-being, which she believes is crucial for effective learning. The teacher uses her reflections to continuously adapt her teaching methods to foster her students' emotional and meta-cognitive growth. She integrates strategies to enhance student motivation, engagement, and self-regulation, demonstrating a comprehensive understanding of how affective and meta-cognitive reflection influence teaching and learning. Her reflective practice enables her to tailor her teaching to support her students' needs better, ultimately leading to improved learning outcomes.

Keywords: *Affective Reflection, EFL Teacher, and Meta-Cognitive Reflection.*

TABLE OF CONTENTS

COPYRIGHT PAGE	i
APPROVAL PAGE	ii
AUTHOR’S DECLARATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Questions	5
1.3 Research Purposes	6
1.4 Scope of Study.....	6
1.5 Significance of the Study	6
1.6 Clarification of the Key Terms.....	7
1.7 Thesis Organization.....	8
1.8 Concluding Remarks	9
CHAPTER II LITERATURE REVIEW	10
2.1 Reflection in EFL Context	10
2.2 Reflection Teaching	12
2.3 Reflective Teaching Approach	16
2.4 The Importance of Reflective Practice in Teaching	18
2.5 Critical Reflection Approach.....	19
2.6 Framework of Reflective Teaching Practice	22
2.6.1 Dewey’s Reflective Thinking	24
2.6.2 Schon’s Reflection-in and on-action.....	27
2.6.3 Kolb’s Experiential Learning.....	29
2.6.4 Gibb’s Reflective Practice.....	31
2.6.5 Brookfield’s Model of Reflection	33
2.6.6 Larrivee’s Four Levels of Reflection	35
2.6.7 Akbari’s Model of Reflection	37

2.6.7.1	Practical Reflection.....	38
2.6.7.2	Cognitive Reflection.....	38
2.6.7.3	Meta-cognitive Reflection	39
2.6.7.4	Affective Reflection.....	39
2.6.7.5	Critical Reflection.....	40
2.6.7.6	Moral Reflection	40
2.7	Previous Studies on Reflective Practice	41
2.7.1	Reflective Practice on Affective Teaching Strategies.....	42
2.7.2	Reflective Practice on Meta-Cognitive Teaching Strategies	43
2.7.3	Integration of Affective and Meta-Cognitive Strategies by Experienced EFL Teachers	45
2.8	Concluding Remarks	46
CHAPTER III RESEARCH METHODOLOGY		47
3.1	Research Design	47
3.2	Site and Participants of the Study.....	48
3.3	Data Collection Techniques	51
3.3.1	Narrative Frames.....	51
3.3.2	Semi-Structured Interviews.....	53
3.3.3	Questionnaire	54
3.4	Data Analysis	56
3.5	Research Procedures.....	57
3.5.1	Identifying a Phenomenon of Reflective Practice of Experienced EFL Teacher.....	58
3.5.2	Purposefully Selecting Teachers for the Participant	59
3.5.3	Collecting Stories from the Participant	61
3.5.4	Re-storying the Teacher's Story	62
3.5.5	Collaborating with the Participant by showing the Re-Storied Narrative for Confirmation	63
3.5.6	Categorizing the Re-story based on Themes.....	63
3.5.7	Validating the Accuracy of the Study	64
3.6	Trustworthiness of the Study.....	64
3.7	Concluding Remarks	66
CHAPTER 4 FINDINGS AND DISCUSSION		67
4.1	Teachers' Understanding of Reflection.....	68

4.1.1	Knowledge of Reflection	68
4.1.1.1	Definition of Reflection	68
4.1.1.2	Characteristics of Reflective Practitioner	70
4.1.2	The Transformation of Reflection.....	72
4.1.2.1	Initial Knowledge of Reflection	72
4.1.2.2	Current Knowledge of Reflection.....	74
4.1.3	Discussion of Teacher Understanding of Reflection	77
4.2	Teachers' Reflective Practice on Affective and Meta-Cognitive Reflection	79
4.2.1	Teachers' Reflective Practice on Affective Reflection.....	79
4.2.2	Teachers' Reflective Practice on Meta-Cognitive Reflection.....	86
4.2.3	Student's Perspective to Teachers' Reflective Practice on Affective Reflection	90
4.2.4	Discussion of Teachers' Reflective Practice on Affective and Meta-Cognitive Reflection	93
CHAPTER 5 CONCLUSION, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS		98
5.1	Conclusion.....	98
5.2	Implications	100
5.3	Limitations of the Study	102
5.4	Recommendations	102
REFERENCES		104
Appendix I: Narrative Frames.....		112
Appendix II: Interview Protocol.....		116
Appendix III: Narrative Frame from Participant		121
Appendix IV: Transcript of Interview		126
Appendix V: Documentation		132
Appendix VI: Re-Story		133
Appendix VII: Questionnaire from Students		140

LIST OF TABLES

Table 3. 1 List of Questionnaire.....	54
Table 3. 2 Blueprint for Data Collection.....	61
Table 3. 3 Coding System	64

LIST OF FIGURES

Figure 2. 1 The Cycle of Kolb’s Experiential Learning.....	29
Figure 2. 2 The Cycle of Gibb’s Reflective Practice	32
Figure 2. 3 Critical Reflection Framework from Brookfield	33
Figure 3. 1 Narrative Frame	52
Figure 3. 2 Steps in Conducting Narrative Inquiry	58

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