

**EFL Pre-Service Teachers' Experiences in Teaching Practice through Reflective
Practice**

A Research Paper

Submitted to the Department of English Education of Universitas Pendidikan
Indonesia as a Partial Fulfillment of the Requirements of *Sarjana Pendidikan* Degree



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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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***EFL PRE-SERVICE TEACHERS' EXPERIENCES IN TEACHING PRACTICE THROUGH REFLECTIVE
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PAGE OF APPROVAL

**“EFL Pre-Service Teachers’ Experiences in Teaching Practice through
Reflective Practice”**

A Research Paper

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STATEMENT OF AUTHORIZATION

I hereby certify that this paper entitled “EFL Pre-Service Teachers’ Experiences in Teaching Practice through Reflective Practice” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources. All of the quotations are properly acknowledged in the text.

Bandung, July 2021

A handwritten signature in black ink, appearing to be 'Nurajijah', with a stylized, cursive script.

Nurajijah

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8. Last but not least, I want to thank myself for having no days off in doing all this hard work. Thank you for not giving up, Nura. I'm proud of you. You did a splendid job!

ABSTRACT

Reflective practice is one of the important features that foster teachers' professional development. There are a lot of challenges of self-reflection, i.e., perspective, focus, and memory. Reflective practice has been proven to help pre-service teachers to develop their repertoire in teaching and to help them survive the beginning years of teaching. This study aims to investigate the experiences of EFL pre-service teachers in implementing reflective practice during their teaching practice program. Participants in this present study were three EFL pre-service teachers who conducted their teaching practice program in their eighth semester. Narrative inquiry was used in this study. The participants' stories were collected through narrative frame and interview. The data were then coded and analyzed using thematic analysis. The result showed that in implementing time-based reflective practice, i.e., Reflection on Action, Reflection in Action, and Reflection for Action EFL pre-service teachers experienced various problems as well as solutions in each type. It is recommended for both teachers and EFL pre-service teachers to do reflections before, while, and after teaching.

Keywords: EFL pre-service teachers, narrative inquiry, reflective practice, teaching practice

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