EFL PRE-SERVICE TEACHERS' SELF-REFLECTION ON PEDAGOGICAL KNOWLEDGE: A STUDY AT MICROTEACHING CLASS OF ENGLISH EDUCATION DEPARTMENT

THESIS

Submitted in Partial Fulfilment of the Requirements
for Gaining the Bachelor Degree in English Language Education

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ABSTRACT

Title	:	EFL Pre-Service Teachers' Self-Reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Education Department
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Pedagogical knowledge has become an important aspect that has to be considered by EFL pre-service teachers and it is well known that microteaching is a common way for developing pedagogical knowledge. In addition, reflective practice is a topic that is being widely discussed in the world of education which is difficult to separate from microteaching. This descriptive qualitative study aims to explore what pedagogical aspect reflected by EFL pre-service teachers and how their reflections help them to shape their pedagogical awareness. The study was conducted in a microteaching class. Nine EFL pre-service teachers were participated in this study. The results show that EFL pre-service teachers reflected on all aspect of pedagogical knowledge. Participants believed that reflecting on pedagogical knowledge could help them shaping their pedagogical awareness. The study suggests future researchers to develop and investigate each aspect of pedagogical knowledge separately.

Keywords: *Pedagogical Knowledge, Self-reflection, EFL Pre-service Teachers, Microteaching, Reflective Practice*

MOTTO

”إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ”

“Indeed, Allah will not change the condition of a people until they change what is in themselves.” (Quran 13:11)

“يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ”

“Allah will elevate those of you who are faithful, and ˹raise˺ those gifted with knowledge in rank. And Allah is All-Aware of what you do." (Quran 58:11)

“فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٦ فَإِذَا فَرَغْتَ فَٱنصَبْ ٧ وَإِلَىٰ رَبِّكَ فَٱرْغَب ٨ “

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease. So, when you have finished [your duties], then stand up [for worship]. And to your Lord direct [your] longing.” (Quran 94:5-8)

“Science without religion is lame, religion without science is blind.” —Albert Einstein

DEDICATION

This thesis is dedicated to my beloved parents, my younger sister, my grandmother, all of the English teachers and lecturers, family, friends, and kind-hearted people around me who always give support, motivation, and endless love to the researcher.

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Finally, the reseracher will happily accept constructive criticism in order to make this thesis better and the researcher hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 18 December 2023

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CHAPTER I
INTRODUCTION

A. Background of the Study

Pedagogical knowledge has become an important aspect that has to be considered by EFL pre-service teachers. As a part of teacher professional competence, teacher knowledge is critical and must be obtained by preservice teachers. Teacher knowledge has been widely discussed over the past few years. Shulman (1987) categorised teacher knowledge into three main cores namely content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK). While there is a lot of research in both the areas of CK and PCK, GPK is still lacking sufficient attention (Atjonen et al., 2011). Pedagogical knowledge is very significant and necessary in a professional context. According to Aimah and Purwanto, without having pedagogical knowledge teachers could not prepare their teaching well (Aimah and Purwanto, 2018).

Pedagogical knowledge needs to be built through the experiences of teaching practices in the classroom by facing students' learning problems with various different characteristics (Aimah, Ifadah, & Bharati, 2017). It is well known that microteaching is a common way for developing pedagogical knowledge. Microteaching has been shown to

have a positive impact on pre-service teachers' experience and competence. It is found that microteaching is useful for providing EFL pre-service teachers with the knowledge of classroom management and guided practice (Monroe, Blackwell, Pepper, 2010) whereas some others found it valuable as it can develop new insights and understandings for the improvement of teaching (Ghaye, 2011; Tiainen, Korkeamäki, Dreher, 2016).

In addition, reflective practice is a topic that is being widely discussed in the world of education which is difficult to separate from microteaching. Researchers such as Dewey (1916) and Schön (1983, 1987) suggest using reflection or reflective practice to help pre-service teachers understand the multifaceted problems in teaching by evaluating their teaching and clarifying their thoughts and actions (Kuswandono, 2014). However, self-reflection in professional practice can facilitate workers' self-awareness (Schön, 1993).

Based on the context of the issues described above, this study aims to explore what pedagogical aspects reflected by EFL pre-service teachers and how it can shape their pedagogical awareness.

B. Reason for Choosing the Topic

This study discusses EFL pre-service self-reflection on pedagogical knowledge at microteaching class. The reasons for choosing the topic are as follows:

1. The researcher explores what pedagogical aspects are reflected by EFL pre-service teachers at microteaching class.
2. The researcher investigates whether the EFL pre-service teachers' reflection can shape their pedagogical awareness.

C. Research Questions

This study focuses to answer the following research questions:

1. What pedagogical aspects are reflected by EFL pre-service teachers during Reflective Practice at Microteaching Class?
2. How can their reflections shape their pedagogical awareness?

D. Research Objectives

The objectives of this research are as follows:

1. To explore what pedagogical aspects are reflected by EFL pre-service teachers at microteaching class.
2. To investigate whether the EFL pre-service teachers' reflection can shape their pedagogical awareness or not.

E. Significance of the Study

The present study is expected to be useful and provide benefits to several parties related to this research, including the followings:

1. Theoretical Benefits

   Theoretically, this present study is expected to add knowledge and serve as learning references for EFL pre-service teachers regarding the aspect of their pedagogical knowledge.

2. Practical Benefits

   a. For students

      This study is expected to be useful as a reference for EFL pre-service teachers in developing their pedagogical knowledge. Through this study, EFL pre-service teachers are expected to be able to explore and optimize their pedagogical knowledge when attending microteaching classes.

   b. For lecturers

      This study is expected to be useful for lecturers, especially in conducting reflections in microteaching classes to explore the potential of EFL pre-service teachers.

c. For the researcher

The result of this study will help the researcher to get some knowledge. This study will be helpful in the researcher's self-development process.

d. For the next researchers

This research is expected to be useful as a reference for future researchers who will conduct research in the same field.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

There was some previous research that had a relationship with this field of study. The first study is the one conducted by Kelly R. Maguire in 2022. The title of the study is "Pre-service Teachers' Reflections on Content Knowledge through Microteaching". The purpose of this descriptive qualitative study was to investigate how pre-service teachers used reflection-on-action to characterise content knowledge (CK) following the microteaching stages of planning, teaching, and feedback. The findings imply that reflection-on-action is a useful tool for pre-service teachers to use in order to support the growth and development of CK related to their professional degree and future teaching position. This study closes the gap by recommending the use of microteaching and reflection in subsequent research. Thus, the present study fills the gap and changes the focus of the study to pedagogical knowledge.

The second study was done by Sultan Altalhab, Yasser Alsuhaibani & Donald Gillies in 2021 with the title "The reflective diary experiences of EFL pre-service teachers". The study investigates the use of reflective diaries by novice teachers in the teaching practicum course. The results revealed that the majority of pre-service teachers and all of the in-

service teachers showed positive attitudes toward reflective diary use. Although most of the diaries were descriptive rather than reflective the pre-service teachers did focus on key classroom elements such as teaching techniques, activities, and teaching resources.

The third study was conducted by Siti Aimah and Bambang Purwanto in 2018 with the title "Indonesian Teachers' Perception on the Implementation of Lesson Study: Exploring Teachers' Awareness of Pedagogical Knowledge".

The fourth study with the title "Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study" by Aimah, Ifadah, and Bharati in 2017. The research aimed to prove that the use of lesson study helped teachers strengthen their strategies and classroom management. The results show that the improvement of teachers' pedagogical competence was based on their decision in adjusting the material and approach to implement meaningful learning.

B. Review of Related Literature

1. Pedagogical Knowledge

Pedagogical knowledge (PK) refers to knowledge of how to teach that is applicable across a variety of teaching contexts. The term general pedagogical knowledge (GPK) is sometimes used interchangeably with

pedagogical content knowledge (PCK) to distinguish knowledge of how to teach in general from knowledge of how to teach in a specific subject area. Shulman (1987) classified teacher knowledge into seven categories: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners, knowledge of educational contexts, and knowledge of educational aims, purposes, and values. In brief, Shulman highlighted three main categories on teacher knowledge namely content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK).

GPK is defined as "those broad principles and strategies of classroom management and organisation that appear to transcend subject matter" (Shulman, 1987, p.8). There are four dimensions of GPK namely lesson planning, instructional strategies, classroom management, and assessment (Leijen et al., 2022).

a. Lesson Planning

Some research indicates that lesson planning, as the preparation for teaching, primarily consists of determining appropriate methods and approaches to teaching (Choy et al., 2012, 2013; Hudson, 2004; Hudson et al., 2015; Wong et al., 2008), as well as arranging the teaching process and learning objectives

(König, 2013; König et al., 2014, 2011; König & Pflanzl, 2016, 2016; König & Rothland, 2012). Classroom management as well as assessment (Hudson, 2004; Hudson et al., 2015), the learning environment (Choy et al., 2013), and how to teach students with different ability levels are all considered during the planning phase. Lesson planning, as a whole, leads to time management (Hudson, 2004) as well as writing down plans for the lesson (Choy et al., 2012).

b. Instructional Strategies

As a dimension of GPK, instructional strategies are described in the literature in a variety of complex and diverse ways. Gatbonton defined domains of pedagogical knowledge in her 1999 study, one of which assists with instructional flow. Techniques, procedures, starting activities, reviewing previous lessons, pushing students to go on, leading students towards their intended goals, managing time, preparing for future activities, recapping activities, and understanding how a lesson should proceed were the ideas and activities she used to describe this knowledge domain. Furthermore, Gatbonton defined the domain of instructional strategies in 2008 as

maintaining the flow of instructional activities and the suitableness of instructional activities.

c. Classroom Management

GPK was defined by Capel et al. (2009) as "broad principles and strategies of classroom management and organisation that apply regardless of subject" (p 52). Classroom management is critical to delivering effective lessons and managing student learning groups (Wong et al., 2008). Building rapport in the classroom entails things like developing trust, not discouraging or embarrassing students, creating a relaxed environment, and so on (Gatbonton, 1999). Mullock (2006), like Gatbonton (2000), emphasised teachers' awareness of the need to make interaction with students and be aware of appropriate relationships between teachers and students. Based on the foregoing, it is possible to conclude that classroom management is another complex aspect of GPK. It is discussed in terms of effective teaching, behaviour and discipline management, building rapport with students, and assisting them in focusing on tasks through the use of appropriate strategies for managing the classroom.

d. Assessment

According to Shulman (1987), teachers' GPK includes assessment knowledge. Assessment is regarded as a standard component of course content in general pedagogy (König et al., 2014). Several studies have emphasised the significance of assessment, as well as its relationship to lesson preparation and strategy for meeting students' learning needs (Hudson, 2004; Hudson et al., 2015). Assessment occurs during all stages of teaching (Hudson, 2004) and can be used to help students progress (Wong et al., 2008).

2. Pedagogical Awareness

Pedagogical awareness refers to the understanding of teaching and learning processes, strategies, and approaches that facilitate effective teaching and learning environments for students. It includes pedagogical thinking, knowledge of subject matter, and self-awareness of teaching practices. Pedagogical thinking is the process of planning, implementing, and evaluating teaching strategies and practices based on personal beliefs, experiences, and professional knowledge. It involves making decisions that are informed by individual beliefs and values, as well as by the specific context of teaching and learning. Pedagogical awareness also refers to

teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning. This includes understanding the content and discipline, as well as the pedagogical measures needed to effectively teach the subject. Teachers' self-awareness is an essential aspect of pedagogical awareness, as it allows them to understand their own teaching practices, strengths, and weaknesses, and adapt their teaching accordingly. This includes recognizing personal beliefs, values, and experiences, as well as being open to learning and growth in one's teaching practices (Nissilä & Karjalainen, 2020).

In conclusion, pedagogical awareness is an essential component of effective teaching and learning because it includes an understanding of teaching and learning processes, strategies, and approaches, as well as the ability to adapt and grow in one's teaching practices. Teachers can create more inclusive and effective learning environments for their students by developing and improving their pedagogical awareness.

3. Self-Reflection in Reflective Practice

Reflective practice can be referred to as reflection or reflective teaching. Dewey (1933) was the first to define it, but different researchers defined it differently over the

last century, making it difficult to present a single definition here. Reflection is defined as "the process of making sense of one's experiences by examining one's thoughts and actions deliberately and actively in order to arrive at new ways of understanding oneself as a teacher" (Freese, 1999). A worker's overall attitude towards their practice may exist in the form of self-critiques about their feelings (affective reflectivity), attitude (psychic reflectivity), and the theoretical underpinning (conceptual reflectivity) of practice experiences (Mezirow, 1981).

According to Jaspers (1963), self-reflection consists of three key components. They are self-observation, self-understanding and self-revelation. Self-observation allows the individual to see himself or herself as a perceiving, remembering, and feeling object. It also implies a separation between the person and himself or herself (Voeglin, 2000). Self-understanding is a review of one's significance as an object for observation. Individuals attempt to figure out alternative ways of interpreting themselves (Atkins & Murphy, 1993). Self-revelation is a type of inward behaviour characterised by a grasp of the self, self-election, and self-appropriation (Jaspers, 1963).

It starts with being oneself. It is the self-to-self relationship, the process of absorption, inner activity, and self-determination.

The benefit of reflective practice is that it can assist practitioners connect between theory and practice (Altinay & Altinay, 2012; Orland-Barak & Yinon, 2007). Reflection improves practitioners' problem-solving, decision-making, and self-assessment skills, as well as their ongoing professional development processes (Fernández, 2010; Yost et al., 2000).

Reflection enables teachers to gain an understanding of the events that occur throughout the lesson, to create an environment in the classroom that encourages critical and creative thinking, to manage their own professional development, and to adapt their practices to the most recent innovations and concepts in the field (Kilic, 2010). Therefore, as a result of reflective practice, the practitioner becomes more aware of his or her own feelings and ideas, as well as engaging in inquiry, analysis, and evaluation (Erginel, 2006).

4. Microteaching

Microteaching was introduced by Allen and Eve (1968) as a controlled practice system for teaching practice that focuses on specific teaching behaviour under controlled conditions. Microteaching is theoretically connected to the psychological theory of behaviourism,

but it has evolved to be used more for professional reflection than for behaviour shaping (He and Yan, 2011).

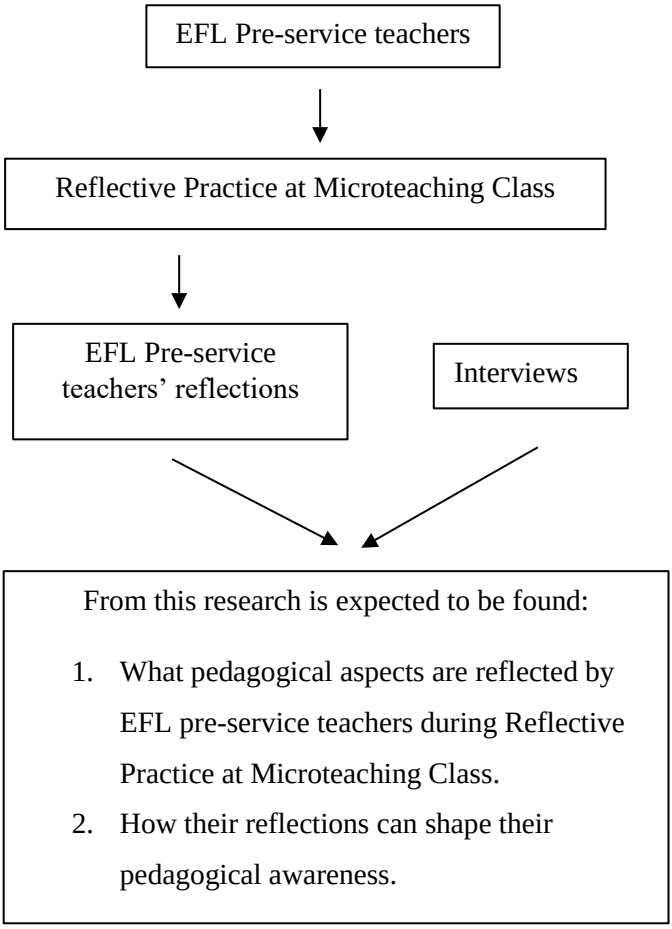
Microteaching, according to Patel and Mohasina, is an organised practice teaching that aims to provide student teachers with confidence, support, and feedback. Microteaching, on the other hand, was described by Egunjobi, Nwaboku, and Salawu as a programme that prepares student teachers for teaching practice. Grossman and McDonald (2008) claimed that microteaching allows the students to engage in approximations of practice. Microteaching experiences have the potential to change pre-service teachers' self-perceptions and teaching behaviours (Amobi, 2005).

Woolfolk Hoy and Spero (2005) emphasised that a beginner's or prospective teacher's initial teaching experiences have a significant impact on their sense of efficacy development and may have a critical impact on their long-term feelings of success. Microteaching assists pre-service teachers gain self-confidence by maintaining the fear of making mistakes in the exercises to a minimum. It focuses on teachers' behaviour, facilitating pre-service teachers to plan, implement, and reflect on new teaching strategies (Bell, 2007).

C. **Conceptual Framework**

The conceptual framework is essential in research. As a guide to research, the conceptual framework functions as an integrating ecosystem that helps the researcher to bring all aspects of a study together through a process that explains their connections, overlaps, tensions, and the contexts shaping, the research setting and the study of phenomena in that setting (Ravitch and Riggan, 2016). Maxwell (2013) defined a conceptual framework as a tentative theory about the phenomena being studied that informs the entirety about the study's design.

The conceptual framework of this study is as follow:



In general, this research was conducted in a microteaching class with EFL pre-service teachers as participants. It is widely known that in microteaching classes, EFL pre-service teachers usually carry out teaching practice.

They plan a lesson by preparing a lesson plan, then carrying out teaching practice. After doing teaching practice, EFL pre-service teachers made a reflection. The reflections that EFL pre-service teachers have made is expected to answer the first research question.

Schön's reflective model was used. Schön divides reflection into two categories, the first is reflection-in-action which can be briefly defined as reflecting as something happens, while the second category is reflection-on-action or commonly known as reflecting after something happens. However, in this study, EFL pre-service teachers reflected after teaching practice, so they carried out reflection-on-action.

Reflection on action according to Schön is thinking back on an event, circumstance, or phenomenon after it has happened. Practitioners who engage in "reflect-on-action" consider what transpired in that specific scenario, the reasons behind their actions, whether they could have acted differently, and other related issues. It is frequently linked to reflective writing, in which practitioners consider various ways to improve what they do while reflecting on their experiences (Schön, 1983).

The second research questions were answered using data obtained from interviews with participants. The interviews explored whether reflecting could help EFL pre-service teachers shape their pedagogical awareness or not.

CHAPTER III
RESEARCH METHOD

A. Research Design

The type of this research is qualitative research. Qualitative research is an approach for investigating the meaning that individuals or groups assign to a social or human issue. According to Creswell, the process of qualitative research involves emerging questions and procedures, the data gained in the participants' context and the researcher making interpretation of the data's meaning (Creswell, 2018).

The design of this research is qualitative descriptive study. Nassaji (2015) emphasized that qualitative and descriptive methods are used to reveal the complexity of a learning process by examining the factors that influence it, as well as the understanding, behaviour, and experience of each learner. In addition, qualitative descriptive research draws interest from naturalistic inquiry by committing to study things in their natural conditions as far as within the scope of the research (Lambert & Lambert, 2012).

B. Research Setting and Participants

This research was conducted in a microteaching class at the English Language Education Department, UIN Walisongo Semarang. 9 EFL pre-service teachers participated

in this study. The informed consents were sent to the participant. The participants agreed to take part in this study.

C. The Technique of Collecting Data

The data were gathered through EFL pre-service teachers' reflection documents and interviews. The researcher conducted a semi-structured interview to gain in-depth information from the participant. Semi-structured interviews are effective tools for gathering qualitative, open-ended data, exploring participant thoughts, feelings, and beliefs about a particular topic, and delving deeply into personal and sometimes sensitive issues. They can be conducted in multiple ways, such as face-to-face, telephone, text/email, individual, group, brief, or in-depth. The questions should be open-ended, neutral, clear, and avoid leading language (DeJonckheere and Vaughn, 2019).

D. The Technique of Analysing Data

The data were analysed using document analysis. Document analysis is a systematic method for reviewing or evaluating documents, both printed and electronic (Bowen, 2009). Document analysis, like other qualitative research methods, involves the examination and interpretation of data in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). According to

Bowen, skimming (superficial examination), reading (thorough examination), and interpretations are all part of document analysis. This iterative process combines content analysis and thematic analysis elements. The content analysis referred by Bowen here is the procedure of organising information into categories related to the research's central questions. (Bowen, 2009).

Thematic analysis was used to analyse data with the aim of identifying patterns or to find themes through data that has been collected by researchers (Braun & Clarke, 2006). The purpose of using thematic analysis was to examine in detail the qualitative data that the researcher has in order to find the interrelation of patterns in a phenomenon and explaining the extent to which a phenomenon occurs through the eyes of the researcher (Fereday & Muir-Cochrane, 2006). However, according to Holoway & Todres (2003) thematic analysis is the basis or foundation for analysing purposes in qualitative research.

The first stage of thematic analysis is recognizing the data. The researcher rereads the data while highlighting something that is important and related to the research questions. After the researcher is familiar with the data, the researcher begins to create codes. The next stage is to look for themes among the codes. The main purpose of this phase was to find out the patterns and relationships between and across

the entire data set. The codes had to be analysed considering how different codes could be combined to form an overarching theme (Braun & Clarke, 2006). The next stage is reviewing themes. The final stage is defining and naming themes.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

1. Pedagogical Aspects Reflected by EFL Pre-service Teachers

The following are EFL pre-service teachers' self-reflection on pedagogical knowledge. The data were obtained from EFL pre-service teachers' reflection documents. To simplify the data display, names of participants will begin with P1 for participant 1, P2 for participant 2, P3 for participant 3, and so on. Following the researcher's classification of the data based on four dimensions of general pedagogical knowledge, namely lesson planning, instructional strategies, classroom management, and assessment, the data were described below:

a. Lesson planning

The following data came from EFL pre-service teachers' reflections on lesson planning.

P1

Regarding teaching preparation, the first step I took was to choose the school level, then choose basic

competence to determine the learning material. Then start making a complete lesson plan with student worksheets and assessments by adjusting the learning objectives. After everything I felt was enough, I consulted the lecturer regarding things I was still confused about and the lecturer gave me feedback. After that, I revised the lesson plan that I had made according to the results of consultation with the lecturer.

P1 explained that while preparing for teaching practice, she created a lesson plan that was customised to his basic competence and class level. In addition, P1 creates worksheets and assessments. P1 also discussed her lesson plan with the lecturer and revised it.

P2

In preparation for teaching, I design lesson plans by considering student characteristics, appropriate methods and media.

In contrast to P1, P2 is more likely to focus on detailed methods and media that are suited to student characteristics.

P3

I have practiced learning using number and colour cards, and used methods and steps that are in accordance with the lesson plan that I created.

P3, like P1 and P2, reflects on his learning practices that are in line with the lesson plan created before teaching practice. This reflection doesn't concentrate on preparation steps before the teaching practice. However, based on P3's sentences and statements, it is possible to conclude that P3 also created and prepared a lesson plan that includes the media and methods that will be used during teaching practice.

P5

The teaching preparation that I did was; first, create and prepare a lesson plan which contains learning material and a set of learning

objectives as a reference for me when teaching so that basic and core competencies can be obtained by students, the second step is determining what tools and media are suitable to use so that the material can be conveyed well to students. The next step is to determine what method will be used when teaching later so that students can understand the material presented. Besides of that, I also deepened my understanding of the material to be taught delivered in learning activities so that learning runs well.

Based on P5's reflection, in another way preparing a lesson plan, determining basic and core competence, preparing materials, and so on. P5 also prepared for teaching by deepening his understanding of the subject matter.

P6

The teaching preparation that I did was; first, prepare a lesson plan

which contains learning material and a set of learning objectives as a reference for me when teaching so that basic and core competencies can be obtained by students, the second step is determining which media are suitable to use so that the material can be used and conveyed well to students. Apart from all that, I also deepen my understanding of the material that will be presented in learning activities.

P6, like P5, prepared lesson plan, as well as media and methods that are appropriate for the material that will be presented during teaching practice. P6 also gains a better understanding of the material that will be presented during teaching practice.

P7

At the teaching preparation stage, the first step I take is determining the material that will be applied, of course also trying to adapt to the core competence & basic

competence related to the material. Continuing with preparing the lesson plan, I have also completed it with the material to be discussed, learning sequence table, assessment rubric (attitude assessment, writing skills assessment, written knowledge assessment), along with worksheets for students to work on individually or in groups. I use discovery learning with a scientific learning approach.

P7, like the previous participants, described the steps and process of teaching preparation by creating a lesson plan that included material, methods, learning steps, and assessment. P7 also created a variety of assessment rubrics.

P8

What I do is making lesson plan according to the theme that I will teach. I also studied the lesson plan that I made first, then I looked for classes to make teaching practice videos. I need to improve in my lesson plans and the way I teach.

P8, unlike previous participants, reflected on how she could improve the lesson plan she created. This demonstrates that P8 is still lacking in the lesson planning process and needs an improvement.

> ***P9***
>
> *Before teaching, of course I prepare a lesson plan, adjusting competencies to the material as well as indicators that students must achieve. Then I determine the teaching method and arrange learning steps based on the learning method I choose. These steps must also be able to bring out 8 teacher skills. I also have to ensure that each learning step that I design can be understood well by students. Apart from that, I also prepare learning media that is appropriate to the material I will teach.*

Aside from preparing a lesson plan, as the participant above has done. P9 ensures that the

learning steps created by P9 can be easily understood by the students.

EFL pre-service teachers consider planning a lesson as the first step before they carry out teaching practice, they prepare a lesson plan by paying attention to basic competence, core competence, what materials and methods are appropriate to the material they will teach. They also organize learning steps according to the methods they use. Some of them also stated that they prepared assessment rubrics to measure students' abilities.

b. Instructional Strategies

In this section, EFL pre-service teachers reflect on the instructional strategies they use during teaching practice. Instructional strategies reflected by participants include learning steps, media and methods used during teaching practice are as follow:

P1

The method I chose is Problem Based Learning. The steps that I apply are in accordance with the stages in the PBL method. The media

I used is images. In teaching practice with asking and giving opinions material, I use the Problem Based Learning method, I have carried out teaching practice according to the PBL learning steps. The techniques I use are questions and answers, discussions and presentations. In the future, I will provide instructions that make it easy for students to understand and do not make it difficult for me to use.

P1 reflects the learning practices' methods, media, and techniques. P1 also stated that in the future, she will create instructions that are relatively easy for students to understand and that will make her job as a teacher easier.

P2

In its implementation, it starts with conducting an apperception providing a glimpse of the degree of comparison through dialogue activities with one of the students which involves elements of

comparison. In the core activity, I use the scientific approach method to teach degrees of comparison using a sequence of steps, namely directing students to observe a dialogue (observation) - stimulating students (giving bold words) to ask questions that interest them (questioning) - leading and monitoring group discussions consisting of 2 people (collecting information & associating) – providing feedback and additional information on student presentations (communicating) and closing by concluding the learning through asking questions. I used a student-centred method (scientific approach) which includes appropriate steps, using grouping techniques. I will use audio-visual media to attract students' attention and at the same time train students' listening skills.

Similarly to P1, P2 explained the stages and steps of learning based on the method she used. P2 also made notes about the media she planned to use in the future so that students could better understand the material.

> ***P3***
>
> *I think the techniques and methods I use are in accordance with the lesson plan. I have used cards as media so that students do not get bored and are curious about what we will use the cards for.*

P3, on the other hand, reflected that the techniques and methods employed were consistent with what she had planned during the lesson planning stage.

> ***P4***
>
> *The good thing I have done is that I have mastered the class with supporting media and learning methods. And during practice I felt that the students enjoyed the learning process. Because in this lesson I hold*

games related to the learning material, so that students don't feel bored when the learning activities take place.

P4 is different from P1, P2, and P3 due to the fact that P4 reflected the student's response to the media she used when teaching. P4's media received a positive response from students.

P5

The technique I used were question and answer, discussion, and presentation. On teaching practice with my 'things around us' material using the Problem Based Learning method, I have done practice teach according to the steps PBL learning.

The same as P3, P5 also stated that the learning steps he implemented were in accordance with the methods and steps in the lesson plan.

P6

The method that I use during learning practice is Genre-Based

Learning, I have followed the stages of this method well starting from brainstorming, providing information related to the text, presenting material regarding the elements of the text, where students will learn about narrative text both individually and in pairs.

P6, like previous participants, reflected on the good things she had done. P6 has taken good learning steps and is following the lesson plan.

P7

I have implemented Scientific Learning practices in accordance with the Lesson Plan that I made. I think I have implemented a sequence of teaching skills, namely; there is a section to open the lesson by saying hello, asking how students are, checking student attendance, asking a few questions related to the material studied last week, then continuing the learning with Report

Text material, until at the final stage of learning I conduct a session evaluating the results of group presentations and assigning students make a reflection on learning before the lesson closes with greetings.

P7 was also the same as the previous participants, she stated that she had carried out teaching practices well and in accordance with the learning steps in the lesson plan. Furthermore, P7 also explained and described what stages P7 had carried out during teaching practice.

P8

I have carried out techniques according to the lesson plan, namely discovery learning techniques or methods, but I think I misunderstood the techniques and methods that I used in this practice.

In contrast to the previous participants, P8 reflected on the bad things she did during teaching practice. It is true that she has carried out the steps in accordance with the lesson plan she has made,

but the last sentence of the reflection made by P8 shows that P8 is still confused and has misinterpreted the techniques and methods he used.

> ***P9***
>
> *During implementation, many learning steps were not appropriate or not as precise as in the lesson plan.*

On the other hand, P9 reflected that the learning steps she carried out during teaching practice were not in accordance with what had been planned in the lesson plan.

c. Classroom Management

The following are the data that shows EFL pre-service teachers' reflections on classroom management aspects.

> ***P1***
>
> *I open and close the lesson well, I ask questions that are appropriate to the material, I give students the opportunity to raise their critical*

thinking about the material I will present. I provide reinforcement before learning begins, I explain the material well, I manage the class and provide variations, I guide group discussions. ... and I will coordinate the class in a way that does not make students feel bored or tense.

P1's reflection demonstrates aspects of classroom management that P1 performed during teaching practice, such as opening class activities, conducting question and answer sessions, holding variations, and directing group formation. P1 focuses on things that do not bore students during her teaching practice.

P2

I provide motivation by mentioning the benefits of studying degrees of comparison in everyday life, giving apperception questions is enough to arouse students' interest and curiosity about the learning material, namely by asking adjectives and conducting dialogue

about daily activities, phrasing questions clearly, shifting turns to answer questions from the right, etc. providing guidance in the form of clues to make it easier for students to answer, developing students' ability to find, organizing and assessing the information they get by working on worksheets, asking students to give reasons for the answers they give, asking agreement of views in validating worksheet answers, providing a positive response to student efforts change position from front to right and left in explaining, going around each group to ensure the discussion is progressing correctly. I have conveyed the content of the message (the concept of degree of comparison) clearly, provided dialogue text and images as examples, asked questions back after explaining additional information regarding the degree of comparison. The teacher carries out closing

activities by reviewing the material by asking questions, and providing follow-up activities, namely taking quizzes to deepen students' understanding.

Not much different from P1, P2 also described how he conducted classroom management during teaching practice. P2 clearly and in detail mentioned the various things she did. P2 also mentioned the aim of doing certain things, such as going around each group to ensure the discussion is progressing correctly.

P3

... opening the lesson, by saying hello, asking about news, and taking attendance; closing the lesson by making conclusions, prayers, and greetings; explanation skills by explaining material; skills to create variations by dividing colour/game cards; class management skills by dividing discussion groups; small group teaching skills; discussion guiding skills; questioning skills by

provoking students to ask questions; and the skill of providing reinforcement by providing input on correct spelling/pronunciation when students pronounce it wrong.

In the other hand, P3 made a reflection by classifying several skills which were then linked to the activities carried out during teaching practice.

P5

I open and close learning well, I will give the question which is appropriate to the material, I give students the opportunity to bring up their critical thinking regarding the material that I will convey. I provide reinforcement before the learning begins, I explain material well, I managed the class and holding variations, I guide group discussion.

The same as P1, P5 mentioned several things that had been done and emphasized the word "well". P4 reflected on classroom

management by mentioning things he had done well during the teaching practice process.

> ***P6***
>
> *I opened the learning activity with a greeting, asked students to try to lead the opening prayer, I also explained the material about narrative text according to my abilities, then I also asked several questions related to narrative text material in between my explanation sessions. The discussion strategy that I applied in this class was to pair up with a seatmate because I hoped that the writing task assignment would be more effective when students discussed it with their closest friend, namely their seatmate. I don't forget giving reinforcement after students successfully carry out the instructions I give.*

P6's reflection was similar to the reflections of the other participants. It described the activities of managing the class. However, the researcher highlights what distinguished P6's

reflection from the reflections of other participants. P6 described in detail the technique used during P6's conducted discussion and stated the reasons and hopes she had after using the technique.

> ***P8***
>
> *In terms of teaching skills, I have opened and closed the lesson well, asked basic questions to students quite well, explained the material well, I have also organized students to work on assignments in groups, I have also explained quite well the instructions for the assignments that will be carried out by them. student. My teaching skills are quite interactive because I invite students to interact directly to imitate the correct way to read expressions related to jobs and professions.*

Similar to previous participants, P8 stated that he had carried out activities well such as opening and closing lessons well, and directing students to work on assignments in groups.

d. Assessment

The data below show participants' reflections on one aspect of general pedagogical knowledge, namely assessment.

> ***P1***
>
> *I create student worksheets that are interesting and include assessments of students' skills and knowledge. I make assignments based on the material taught with an appropriate level of difficulty. I will make an individual knowledge assessment for each student to better understand the level of understanding achieved by each student.*

P1 stated that he carried out the assessment by making students' worksheets which contained assessments of skills and knowledge. P1 also stated that he made worksheets to suit the material that had been taught.

> ***P2***
>
> *I just give feedback by saying good job and giving applause. Next, I will*

provide an evaluation regarding the student's presentation, use of sentences, pronunciation and articulation, as well as accuracy of answers.

Based on the data above, P2 stated that during teaching practice she did not carry out evaluations and only provided feedback. In her reflection, P2 stated that she would evaluate several things, for example student presentations, students' pronunciation, and others in the future.

P5

I create student worksheets that are interesting and include assessments of students' skills and knowledge. I make assignments based on the material that has been taught and with an adjusted level of difficulty.

Similar to what P1 did, P5 also made students' worksheets to assess skills and knowledge. The assessments made are also adjusted to the material that has been taught. P5

also adjusts the level of difficulty to the students' abilities and capacities.

> ***P6***
>
> *I have several worksheets in the lesson plan that I designed. I chose the worksheet in the form of a graphic organizer from the internet because I believe it can help me measure students' understanding of the story elements of narrative text as a whole but concisely and clearly.*

P6 stated that she chose a particular form of assessment because she believed that it could help her measure student understanding.

> ***P7***
>
> *The form of evaluation that I give after giving students constructive comments after the presentation is that I give individual assignments which are once again useful for seeing the extent of the students' understanding.*

Apart from providing direct evaluation by providing comments after students make presentations, P7 also carried out individual assessments to measure students' understanding.

> ***P8***
>
> *I have carried out a learning evaluation at the end by asking questions about what has been taught to help sharpen students' memory regarding the material that has been taught.*

On the other hand, P8 carried out evaluations and assessments through direct questions and answers at the end of the lesson with the aim of sharpening students' knowledge.

2. EFL Pre-service Teachers' Reflections on Pedagogical Knowledge Shape Their Pedagogical Awareness

The data presented below address the question of whether reflecting on pedagogical knowledge can help EFL pre-service teachers in shaping their pedagogical awareness. The data presented below was gathered through interviews with nine participants.

Researcher prioritises participants' comfort when conducting interviews.

> ***P1***
>
> *Yes, because by reflecting I know what needs to be improved in my teaching practice, this makes me continue to learn to increase my understanding of effective teaching methods and try to be more interactive with students.*

Reflecting on pedagogical knowledge, according to P1, makes her more aware of what needs to be improved in order to create an effective learning process for students.

> ***P2***
>
> *Yes, because I have already reflected, so if for example we encounter something unexpected, such as in the case of classroom management where we must have a strong basis when creating groups, whereas for example, in reality the*

number of students does not allow us to create groups according to the principles of group division, we can improvise and adapt quickly, because reflecting forms our pedagogical awareness so we can have awareness of things like that.

In contrast to P1, P2 stated that reflecting on pedagogical competence helped her to shape her pedagogical awareness, such as being more sensitive and adaptive when problems occurred in the learning process in the future.

P3

Yes, because by reflecting, I know where my weaknesses are, and I write them down in the reflection that I make which will later be read again before doing the next practice. And that will have a big impact on improving teaching skills in the future.

P3, on the other hand, pointed out that reflecting on and making notes about weaknesses in

the teaching process is useful as a reference so that she will be more aware in the future and not make the same mistakes.

P4

Yes, reflection on pedagogical knowledge can help in forming pedagogical awareness. Through reflection, I personally can understand more deeply how teaching approaches and interactions with students can influence the learning process. By reflecting on teaching experiences, I can recognize various student responses, assess the effectiveness of teaching strategies, and understand how to improve or develop teaching skills. Reflecting can help link theory with practice, and make it possible to be more responsive to students' needs and strengthen understanding of pedagogy as a whole. Reflection is therefore a valuable tool for shaping and increasing pedagogical awareness as an educator.

According to P4, reflecting has many benefits, one of which is making P4 understand more about how methods and approaches really influence the learning process. She felt that reflecting could strengthen her understanding of pedagogical aspects and increasing her pedagogical awareness.

> ***P5***
>
> *After reflecting on all of this, I think reflecting on pedagogical knowledge can help shaping pedagogical awareness in myself by identifying strengths and weaknesses in teaching, making it possible to improve teaching skills and understanding of how students learn.*

The same as P3, P5 stated that by reflecting he could identify his strengths and weaknesses.

> ***P6***
>
> *In my personal opinion, reflecting on pedagogical knowledge can help me to form pedagogical awareness in*

myself. However, it also depends on whether I want to make changes or develop in a better direction or am satisfied with the results I get. The reason is that reflection activities themselves are activities that aim to carry out evaluations, to find difficulties or obstacles that we face so that we know how to overcome them in the future, to be honest with ourselves about what is lacking in our teaching performance so that we can know steps to improve the quality of our teaching. , even apart from analysing our weaknesses, it is also important to know and appreciate our strengths or achievements so that they can be maintained or better improved.

P6 also added that apart from analysing and evaluating weaknesses through reflection, reflection is also very useful for finding out the strengths that have been made so that in the future those strengths can be maintained and developed further.

P7

Of course, yes, it can help form pedagogical awareness in me, although actually not much because I feel more focused and worried about the core activities in delivering the material if students don't receive much of what I convey. But with the application of reflection, this raised my awareness to learn better after encountering many difficulties both when applying reflection and at other stages in teaching activities. I also feel grateful if I succeed in including reflection activities in learning because I can find out what shortcomings I have missed, what shortcomings I have not addressed when teaching.

P7 also agreed that reflecting helped him to form pedagogical awareness, although not much. P7 also realized that reflecting could help him find out some of the shortcomings or mistakes he had made so that they would not be repeated in the future.

P8

Yes, reflecting on pedagogical knowledge can help me to shape pedagogical awareness within myself. The reason is that by reflecting on pedagogical knowledge, I can better understand how learning principles can be applied in teaching practice. I can also be more sensitive to students' needs and interests, and able to adapt learning methods to their learning styles. Additionally, by providing constructive feedback, I can help students understand the material better. Through this reflection, I can also increase students' active involvement in learning and create a learning environment that supports collaboration and discussion. Thus, my reflection on pedagogical knowledge, in essence, can help me to shape a strong pedagogical awareness and improve my teaching

practices to be more effective and motivating for students.

P8 supported the previous participant's statement by stating that reflecting on pedagogical knowledge made him more sensitive to students' needs. By reflecting, he can better adapt to students' learning styles.

P9

Yes, because after reflecting, we will know that the material we convey is correct and understood by the students or not, whether the learning method is appropriate or not the same as the material, we will also see the enthusiasm of the students when we teach what it is like.

Similarly to the previous participant, P9 also stated that reflecting helps to realize whether the material presented is correct or not, which methods are appropriate for the material to be presented, and students' responses to the material presented.

Overall, the interview results were positive, indicating that reflecting on pedagogical knowledge assists EFL pre-service teachers in shaping their pedagogical awareness. Despite the fact that the overall results were positive, the researchers discovered differences in the reasons given by the participants for each answer.

B. Discussion

From the findings that have been explained above, the findings of the research will be discussed in several explanations related to the pedagogical knowledge aspects reflected by EFL pre-service teachers and how the reflections they made help them shape their pedagogical awareness. To determine the findings, the EFL pre-service teachers' reflections documents and interviews were analysed using thematic analysis.

1. Pedagogical Aspects Reflected by EFL Pre-service Teachers

   Based on overall results, the data show that EFL pre-service teachers have reflected all aspects of general pedagogical knowledge. EFL pre-service teachers reflected by noting important things related to the learning and teaching process. Considering the number of participants who think about adapting

media and methods during the lesson planning stage, this proves to be a critical issue. Teachers must consider the appropriateness of media and methods to student characteristics when planning lessons. This is consistent with previous research, which found that inside the classroom, students come from a variety of experiences, cultural backgrounds, and prior knowledge, and thus have varying learning needs. Thus, lesson plans should be able to respond to students' needs while offering them with content knowledge and assisting them in developing their skills (Dunn et al., 2010).

Data show that by planning lessons, EFL pre-service teachers ensure that the lessons they will deliver are in line with the curriculum objectives. This data further strengthens the findings of previous research which stated that lesson plan ensures that instructional approaches are aligned with curriculum objectives and contains the appropriate teaching methods for how learning will take place (Kola, 2017).

EFL pre-service teachers additionally said that they implemented instructional strategies by referring to lesson plans. They reflect on how they learn by focusing to the stages of learning in accordance with

the lesson plan methods. There were also participants who reflected on how they gave instructions to students and pointed out that in the future they would provide more clearly and easier-to-understand instructions. Chamot (2005) emphasised the benefits of explicit instruction in terms of encouraging 'development of students' awareness of their strategies' and 'teacher modelling of strategic thinking' (p. 123). She emphasises the value of explicit instruction in strategies in facilitating the growth of students' metacognition and 'ability to understand their own thinking and learning processes' (p. 123).

Furthermore, EFL pre-service teachers consider how they manage the classroom. Starting and ending lessons, as well as monitoring students to ensure they complete individual and group assignments well. However, Wragg (2004) sees monitoring as an essential component of informal assessment because it allows the teacher to see how instruction is taking place and what should be done when guidance is required. Monitoring, on the other hand, encompasses assessment practices that deal with feedback and self-monitoring, all with the goal of maximising learning (Pat-El et al., 2013).

Monitoring, according to Lee and Mak (2014), regularly taps into learners' strengths and weaknesses in learning. In a similar vein, Pat-El, Tillema, Segers, and Vedder (2015) contend that during monitoring, teachers examine student learning progress, improve self-monitoring, and identify challenges and opportunities for learning improvement.

The data additionally demonstrates that some of the participants used oral assessments as well as worksheet assessments based on the principles of evaluation and reflection. This is supported by previous researchers' assertion that assessment of learning is what language learners acquire during a course. It is typically loaded at the end of the semester, for example, final exams or proficiency tests (Brown, 2004). In other words, assessment of learning encompasses any assessment activity that results in a grade and is used to inform student achievement (Irons, 2007).

2. EFL Pre-service Teachers' Reflections on Pedagogical Knowledge Shape Their Pedagogical Awareness

EFL pre-service teachers stated that doing reflection helped them to shape their pedagogical awareness. This finding supports the study conducted

by Arslan (2019) in which he claimed that encouraging EFL pre-service teachers to reflect on their teaching may help them recognise their strengths and weaknesses in order to improve themselves during the reflection period. Furthermore, requiring EFL pre-service teachers to systematically reflect on their teaching and teaching contexts improves their ability to reconstruct existing knowledge and transmit this knowledge to their actual teaching.

As the participants were future teachers, they must reflect on their teaching practices in order to live up to their goals. In this way, they can raise their awareness of their pedagogical knowledge, allowing them to gain a deeper understanding of their practices and effect positive change. This is in accordance with what has been claimed by Wallace and Bau (1991) that development implies change, and fruitful change is extremely difficult to achieve without reflection.

CHAPTER V
CONCLUSSION AND SUGGESTION

A. Conclusion

Based on research on EFL pre-service teachers' self-reflection on pedagogical knowledge that has been done by the researcher, which investigates what aspects are reflected by EFL pre-service teachers and whether reflecting on pedagogical knowledge can help EFL pre-service teachers shape their pedagogical awareness, it has been determined that the reflection document created by the EFL pre-service teachers contained all aspects of general pedagogical knowledge, namely lesson planning, instructional strategies, classroom management, and assessment. Reflecting on pedagogical knowledge, according to EFL pre-service teachers, can help them shape their pedagogical awareness.

The implications of this research are especially for microteaching programs organised by universities to use self-reflection to help increase pedagogical awareness in EFL pre-service teachers.

B. Suggestion

This study discusses self-reflections, thus each participant has a different kind of experience. Collaborative reflection is suggested for the further research. The researcher

also suggests future researchers to develop and investigate each aspect of general pedagogical knowledge separately in order to have a more detailed and focused discussion.

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APPENDICES

Appendix 1: Informed Consents

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Izza Adelia
NIM : 20030/
No. WA : 0858

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 20 November 2023
Partisipan

(Izza Adelia)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Adisty Mayla Fayza
NIM : 200
No. WA : 0857(

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 20 November 2023

Partisipan

(Adisty Mayla Fayza)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama	: Taufiqurrahman
NIM	: 20031
No. WA	: 0838041

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 20 November 2023
Partisipan

(Taufiqurrahman)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Salsha Putri Riana Dewi
NIM : 20030[illegible]
No. WA : 08233[illegible]

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 20 November 2023
Partisipan

(Salsha Putri Riana Dewi)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Triya Pangestiasih
NIM : 2003046
No. WA : 082230

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 19 November 2023
Partisipan

(Triya Pangestiasih)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Ismatul Maula
NIM : 2003046
No. WA : 089541700

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 19 November 2023
Partisipan

(Ismatul Maula)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Lina Mahfiyatul Asna
NIM : 2003046
No. WA : 082136634

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 19 November 2023

Partisipan

(Lina Mahfiyatul Asna)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Dini kumala Andriyani
NIM : 200304
No. WA : 0882008155.

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 19 November 2023

Partisipan

(Dini kumala Andriyani)

INFORMED CONSENT
(LEMBAR PERSETUJUAN PARTISIPAN)

Yang bertanda tangan di bawah ini:

Nama : Aida Nur Khamidah
NIM : 2003046
No. WA : 085940690

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"EFL Pre-Service Teachers' Self-reflection on Pedagogical Knowledge: A Study at Microteaching Class of English Language Department"** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 19 November 2023

Partisipan

(Aida Nur Khamidah)

Appendix 2: Interview Guidelines

Interview Guidelines

1. **Before the Interview**
   a. Asking participants' preference regarding conducting interviews.
   b. Providing an understanding of the interview topic:

      Previously, I wanted to give an interview about pedagogical knowledge and pedagogical awareness, here I will just give you an overview, perhaps you are not familiar with these terms.

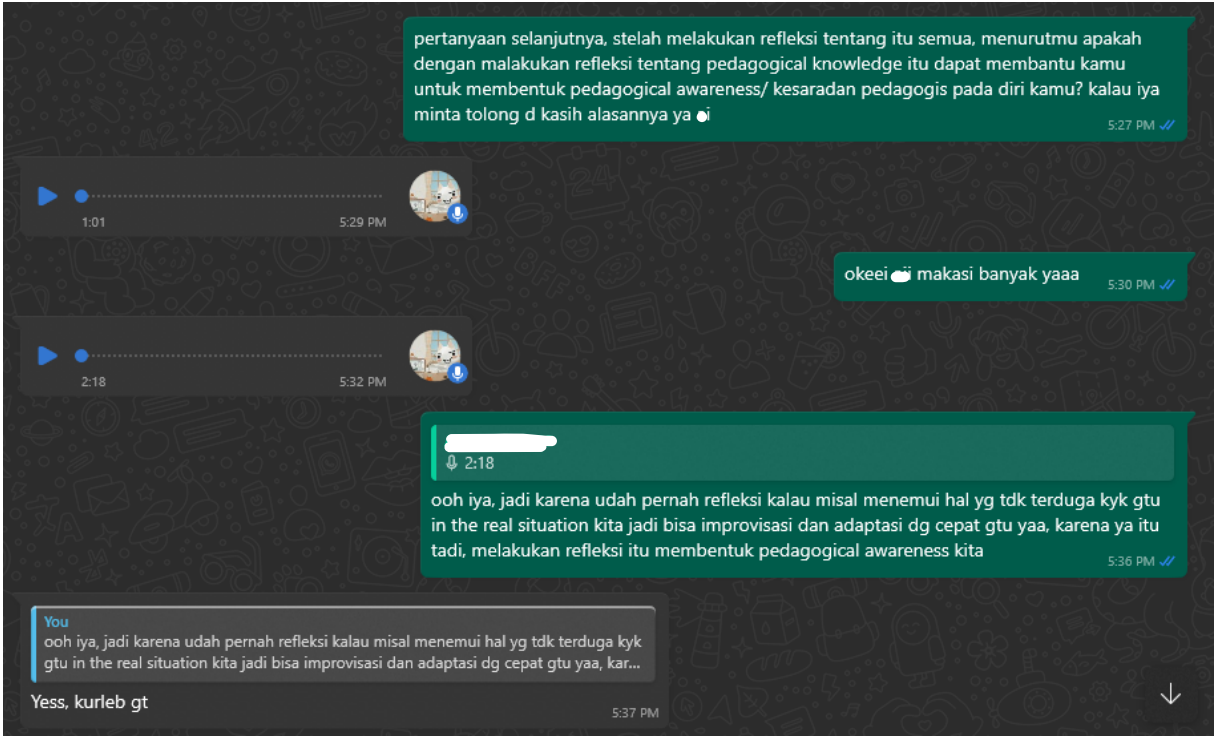
      Pedagogical knowledge refers to teaching methods and processes and includes knowledge in classroom management, assessment, learning plan development, and student learning.

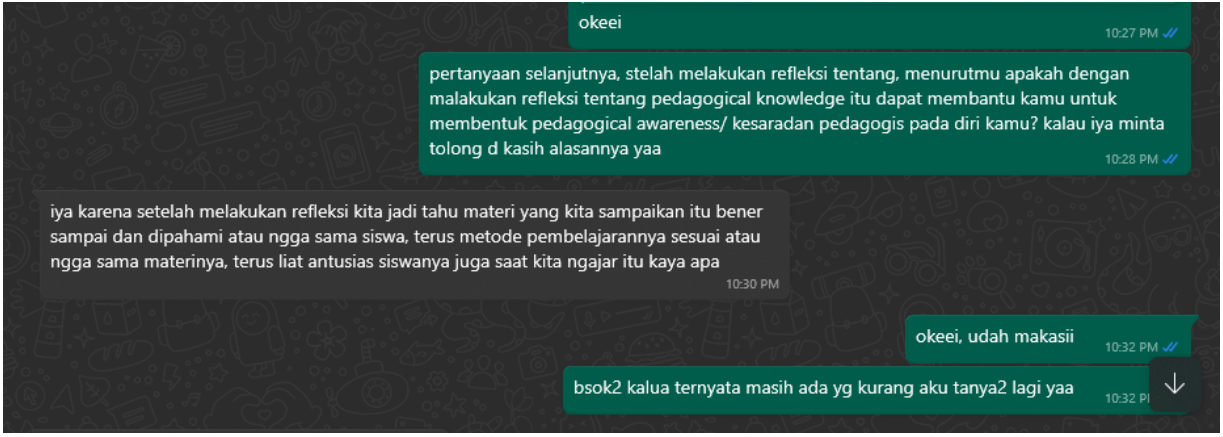
      Pedagogical awareness refers to understanding/awareness of the teaching and learning process, strategies and approaches that facilitate an effective teaching and learning environment for students. This includes pedagogical thinking, knowledge of the subject matter, and self-awareness of teaching practices.

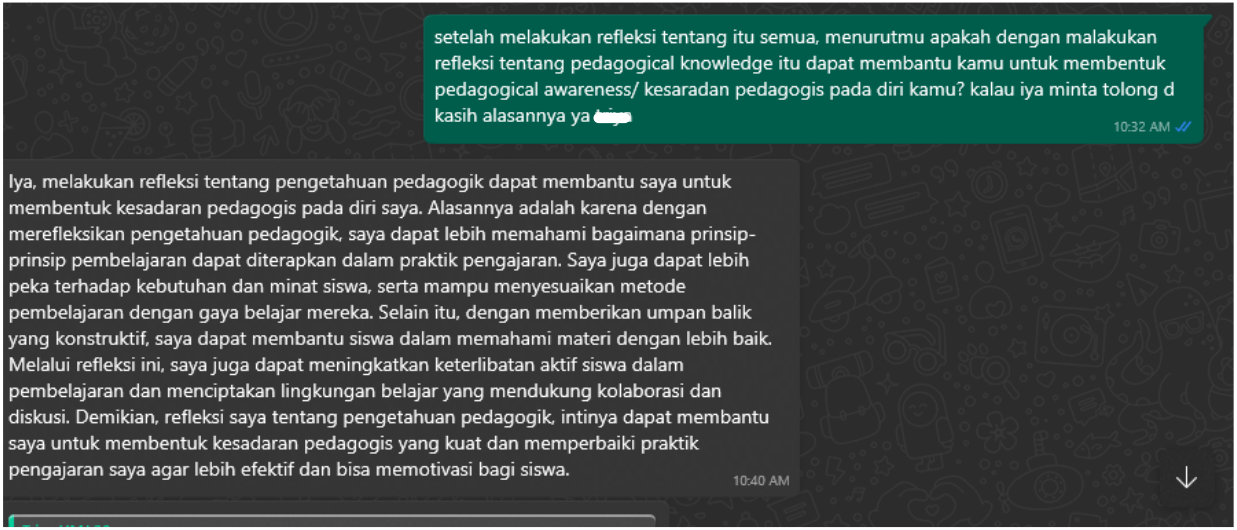
2. **Interview Question**

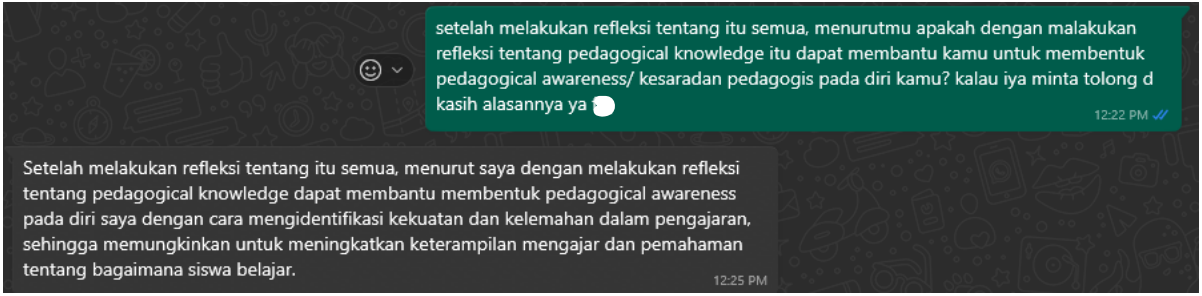
   Can reflecting on pedagogical knowledge help you to shape your pedagogical awareness? If so, give me the reason.

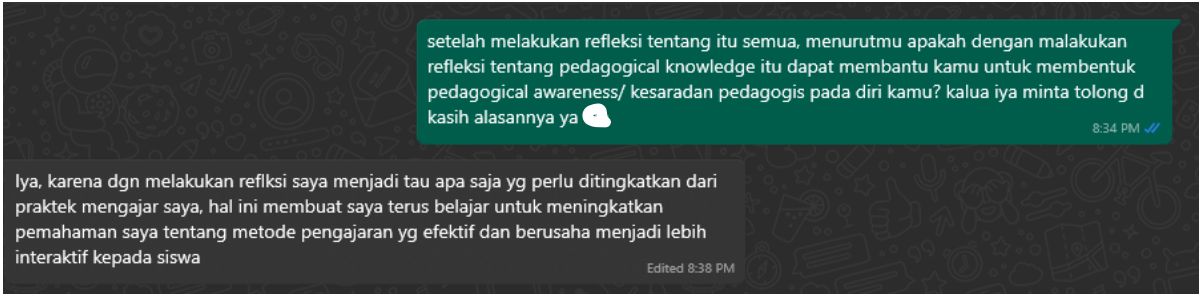
Appendix 3: Documentation of the Interviews

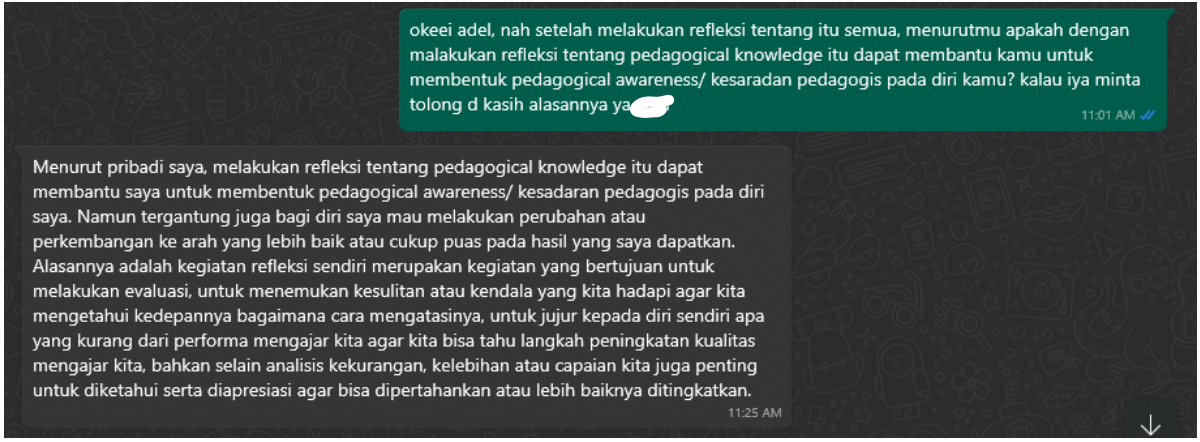

pertanyaan selanjutnya, stelah melakukan refleksi tentang itu semua, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya ya
5:27 PM
1:01
5:29 PM
okeei makasi banyak yaaa
5:30 PM
2:18
5:32 PM
2:18
ooh iya, jadi karena udah pernah refleksi kalau misal menemui hal yg tdk terduga kyk gtu in the real situation kita jadi bisa improvisasi dan adaptasi dg cepat gtu yaa, karena ya itu tadi, melakukan refleksi itu membentuk pedagogical awareness kita
5:36 PM
You
ooh iya, jadi karena udah pernah refleksi kalau misal menemui hal yg tdk terduga kyk gtu in the real situation kita jadi bisa improvisasi dan adaptasi dg cepat gtu yaa, kar...
Yess, kurleb gt
5:37 PM

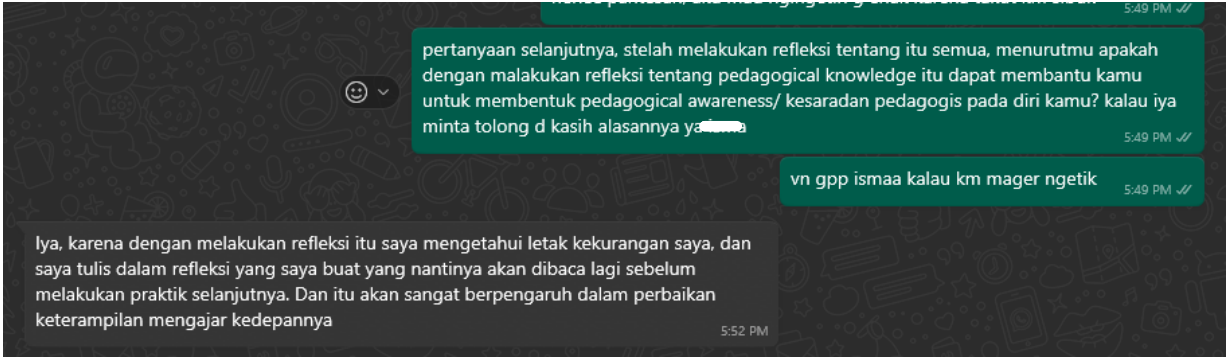

okeei
10:27 PM
pertanyaan selanjutnya, stelah melakukan refleksi tentang, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya yaa
10:28 PM
iya karena setelah melakukan refleksi kita jadi tahu materi yang kita sampaikan itu bener sampai dan dipahami atau ngga sama siswa, terus metode pembelajarannya sesuai atau ngga sama materinya, terus liat antusias siswanya juga saat kita ngajar itu kaya apa
10:30 PM
okeei, udah makasii
10:32 PM
bsok2 kalua ternyata masih ada yg kurang aku tanya2 lagi yaa
10:32 PM

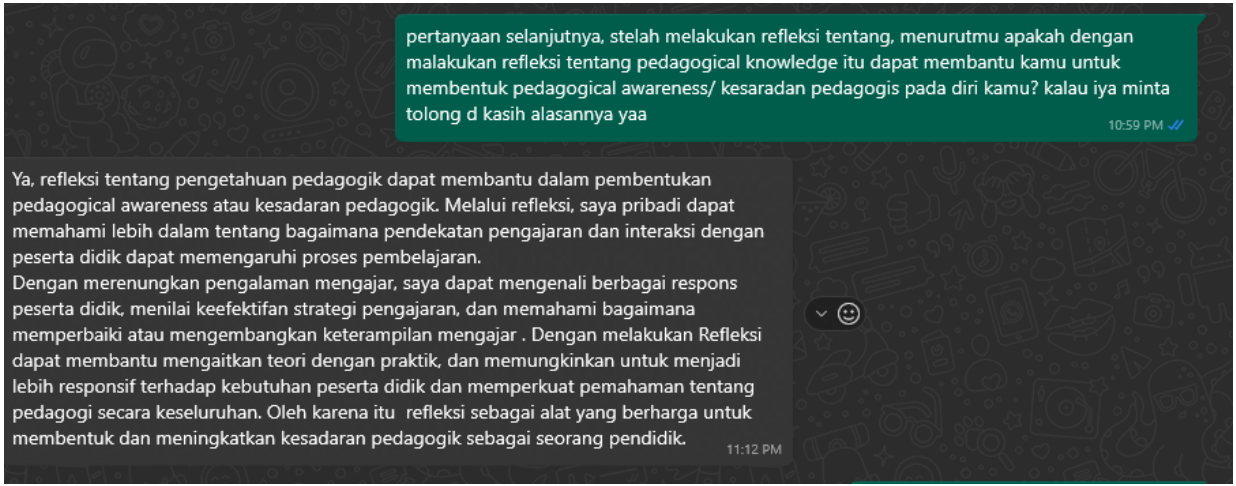

setelah melakukan refleksi tentang itu semua, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya ya
10:32 AM
Iya, melakukan refleksi tentang pengetahuan pedagogik dapat membantu saya untuk membentuk kesadaran pedagogis pada diri saya. Alasannya adalah karena dengan merefleksikan pengetahuan pedagogik, saya dapat lebih memahami bagaimana prinsip-prinsip pembelajaran dapat diterapkan dalam praktik pengajaran. Saya juga dapat lebih peka terhadap kebutuhan dan minat siswa, serta mampu menyesuaikan metode pembelajaran dengan gaya belajar mereka. Selain itu, dengan memberikan umpan balik yang konstruktif, saya dapat membantu siswa dalam memahami materi dengan lebih baik. Melalui refleksi ini, saya juga dapat meningkatkan keterlibatan aktif siswa dalam pembelajaran dan menciptakan lingkungan belajar yang mendukung kolaborasi dan diskusi. Demikian, refleksi saya tentang pengetahuan pedagogik, intinya dapat membantu saya untuk membentuk kesadaran pedagogis yang kuat dan memperbaiki praktik pengajaran saya agar lebih efektif dan bisa memotivasi bagi siswa.
10:40 AM


setelah melakukan refleksi tentang itu semua, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya ya
12:22 PM
Setelah melakukan refleksi tentang itu semua, menurut saya dengan melakukan refleksi tentang pedagogical knowledge dapat membantu membentuk pedagogical awareness pada diri saya dengan cara mengidentifikasi kekuatan dan kelemahan dalam pengajaran, sehingga memungkinkan untuk meningkatkan keterampilan mengajar dan pemahaman tentang bagaimana siswa belajar.
12:25 PM


setelah melakukan refleksi tentang itu semua, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalua iya minta tolong d kasih alasannya ya
8:34 PM
Iya, karena dgn melakukan reflksi saya menjadi tau apa saja yg perlu ditingkatkan dari praktek mengajar saya, hal ini membuat saya terus belajar untuk meningkatkan pemahaman saya tentang metode pengajaran yg efektif dan berusaha menjadi lebih interaktif kepada siswa
Edited 8:38 PM


okeei adel, nah setelah melakukan refleksi tentang itu semua, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya ya
11:01 AM
Menurut pribadi saya, melakukan refleksi tentang pedagogical knowledge itu dapat membantu saya untuk membentuk pedagogical awareness/ kesadaran pedagogis pada diri saya. Namun tergantung juga bagi diri saya mau melakukan perubahan atau perkembangan ke arah yang lebih baik atau cukup puas pada hasil yang saya dapatkan. Alasannya adalah kegiatan refleksi sendiri merupakan kegiatan yang bertujuan untuk melakukan evaluasi, untuk menemukan kesulitan atau kendala yang kita hadapi agar kita mengetahui kedepannya bagaimana cara mengatasinya, untuk jujur kepada diri sendiri apa yang kurang dari performa mengajar kita agar kita bisa tahu langkah peningkatan kualitas mengajar kita, bahkan selain analisis kekurangan, kelebihan atau capaian kita juga penting untuk diketahui serta diapresiasi agar bisa dipertahankan atau lebih baiknya ditingkatkan.
11:25 AM


5:49 PM
pertanyaan selanjutnya, stelah melakukan refleksi tentang itu semua, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya ya
5:49 PM
vn gpp ismaa kalau km mager ngetik
5:49 PM
Iya, karena dengan melakukan refleksi itu saya mengetahui letak kekurangan saya, dan saya tulis dalam refleksi yang saya buat yang nantinya akan dibaca lagi sebelum melakukan praktik selanjutnya. Dan itu akan sangat berpengaruh dalam perbaikan keterampilan mengajar kedepannya
5:52 PM


pertanyaan selanjutnya, stelah melakukan refleksi tentang, menurutmu apakah dengan malakukan refleksi tentang pedagogical knowledge itu dapat membantu kamu untuk membentuk pedagogical awareness/ kesaradan pedagogis pada diri kamu? kalau iya minta tolong d kasih alasannya yaa
10:59 PM
Ya, refleksi tentang pengetahuan pedagogik dapat membantu dalam pembentukan pedagogical awareness atau kesadaran pedagogik. Melalui refleksi, saya pribadi dapat memahami lebih dalam tentang bagaimana pendekatan pengajaran dan interaksi dengan peserta didik dapat memengaruhi proses pembelajaran.
Dengan merenungkan pengalaman mengajar, saya dapat mengenali berbagai respons peserta didik, menilai keefektifan strategi pengajaran, dan memahami bagaimana memperbaiki atau mengembangkan keterampilan mengajar . Dengan melakukan Refleksi dapat membantu mengaitkan teori dengan praktik, dan memungkinkan untuk menjadi lebih responsif terhadap kebutuhan peserta didik dan memperkuat pemahaman tentang pedagogi secara keseluruhan. Oleh karena itu refleksi sebagai alat yang berharga untuk membentuk dan meningkatkan kesadaran pedagogik sebagai seorang pendidik.
11:12 PM

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C. Scientific Writing

1. Reflective Practice for Professional Learning: Pedagogical Practice Pre-Service Teachers 2023

Semarang, 21 Desember 2023
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