REFLECTIVE LEARNING IN DEVELOPING LANGUAGE TEACHING SKILLS AMONG EFL PRE-SERVICE TEACHERS: CHALLENGES AND BENEFITS

THESIS

Submitted in Partial Fulfilment of the Requirements

for Gaining the Bachelor Degree in English Language Education

By:

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ABSTRACT

Title : Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits

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Reflective learning helps EFL pre-service teachers analyze their teaching experiences and develop professional skills. This study examines its challenges and benefits using a qualitative narrative inquiry. Data were collected from two pre-service teachers at UIN Walisongo Semarang through structured reflections and semi-structured interviews, then analyzed using narrative analysis. The findings reveal two main challenges in using reflective learning. First, time constraints made it difficult for participants to engage in deep self-analysis. One participant struggled to allocate time for reflection due to a busy teaching practice, while the other found it hard to balance teaching responsibilities and reflection, leading to inconsistent reflective practices. Second, difficulty in structuring words for reflection. One participant struggled to organize thoughts clearly, making reflections repetitive and lacking depth, while the other wrote unstructured reflections that were difficult to analyze. Despite these challenges, reflective learning provided three major benefits. It helped participants understand their strengths and weaknesses, such as recognizing overreliance on technology and improving classroom management. It also boosted their confidence, allowing them to try new teaching strategies and make more informed instructional decisions. Lastly, it helped them recognize and solve teaching challenges, such as addressing students' diverse learning needs by adapting lesson plans and instructional approaches. These findings highlight the need to integrate structured reflection into teacher training programs to better prepare pre-service teachers for real classroom situations.

Keywords : *Reflective learning, EFL pre-service teachers, Language teaching skills*

THESIS STATEMENT

THESIS STATEMENT

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is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 16 Februari 2025

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THESIS APPROVAL

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Finally, the researcher acknowledges that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvements. The researcher hopes that this work can be beneficial for future research and contribute to the academic community.

Semarang, 16 Februari 2025
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DEDICATION

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and still finding ways to celebrate every achievement, no matter how small. Wherever I go in the future, I hope happiness will always follow me. I am proud of you.

MOTTO

"And Allah is the best of planners."

(Ali-Imran : 286)

"It will pass, everything you've gone through it will pass."

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CHAPTER I
INTRODUCTION

This chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, research question, research objective, research significance, and research scope.

A. Background of the Research

Teaching English as a foreign language (EFL) for pre-service teachers faces challenges in developing effective teaching skills. One approach that has gained increasing attention in teacher training is reflective learning. This approach provides opportunities for pre-service teachers to critically analyze their teaching experiences, identify strengths and weaknesses in their teaching practices, and plan corrective actions. Although reflective learning has been proven to be effective in improving teaching quality, many pre-service teachers still face difficulties in applying it systematically.

Despite its potential, reflective learning is not easy to implement, as pre-service teachers often encounter barriers that make it harder for them to fully benefit from reflection. One of the key challenges is the transition from the theoretical foundations of their teacher education programs to the practical realities of the classroom (Trisusana, 2024). This gap in experience can make it difficult for them to engage in

meaningful reflection, as they may struggle to connect abstract concepts with real teaching situations. Understanding these challenges is essential for developing strategies that support pre-service teachers in enhancing their reflective skills.

In the context of EFL teaching, reflection holds an important role. Pre-service teachers need to not only master English but also handle the complexities of classroom situations and meet the diverse needs of their students. Reflection helps them review their teaching methods, adapt to challenges, and improve their strategies. It focuses on encouraging positive actions that support professional growth, making it a key part of effective teacher training programs (Walida & Murtafi'ah, 2022).

Donald Schön's theory of reflective practice provides a foundational framework for understanding how reflection supports professional development. Schön distinguishes between two main types of reflection: reflection-in-action, which occurs during an activity, and reflection-on-action, which takes place after an activity has been completed (Tan, 2020). Reflection-on-action allows individuals to critically examine their experiences, evaluate their decisions, and identify areas for improvement. For pre-service teachers, this type of reflection is particularly important as it helps them process and learn from their teaching experiences, fostering deeper insights into their practices. By engaging in reflection-

on-action, teachers can bridge the gap between theoretical knowledge and practical application, ensuring continuous improvement in their instructional approaches (Schon, 2013).

According to (Valli, 1997) identifies five types of reflection: (1) technical reflection, matching performance to external guidelines; (2) reflection-in-action, making decisions based on personal circumstances; (3) deliberative reflection, considering different perspectives and research findings; (4) personal reflection, listening to one's inner voice and others' opinions; and (5) critical reflection, evaluating school goals based on ethical criteria like social justice and equal opportunities. When students are confused during a learning activity and need to make decisions quickly, they must apply reflection-in-action to resolve the issue.

Research shows that students who can use reflection meaningfully are better able to consolidate their knowledge. They are more adept at identifying their strengths and weaknesses and are focused on improving their learning. Reflective practice, applied from the beginning of teacher education, can enhance critical awareness and communication, expanding reflective skills and self-regulation in their professional development (Teresa Fuertes-Camacho et al., 2021).

This study aims to explore how EFL pre-service teachers use reflection to identify challenges in their learning process

and find more effective solutions. It also aims to explain how reflective learning can help improve teaching quality, such as by enhancing communication skills and increasing critical awareness for continuous improvement.

This study addresses gaps found in previous research, which mostly focused on reflective practices among experienced teachers or in general teacher education contexts without paying special attention to EFL pre-service teachers. Furthermore, many past studies have explored reflection in teaching other subjects rather than in the context of teaching English as a foreign language. Previous research also tends to use mixed-method approaches with participants such as experienced teachers or school students, while this study uses a qualitative method with a narrative inquiry approach and EFL pre-service teachers as participants.

By addressing these gaps, this study aims to provide new insights into the challenges and benefits of reflective learning in developing teaching skills. It also seeks to offer practical recommendations to support the professional development of EFL pre-service teachers in a more sustainable way. This research is important given the limited studies on the use of reflective learning that focus on the challenges and benefits in English language learning at the university level, especially for EFL pre-service teachers.

B. Research Question

This study aims to address the following questions:

1. What challenges do EFL pre-service teachers face when using reflective learning to improve their teaching skills?

2. What are the benefits of reflective learning in developing teaching skills among EFL pre-service teachers?

C. Research Objective

Aligned with the research question, the purpose of the study is:

1. To explore the challenges faced by EFL pre-service teachers in using reflective learning to improve their teaching skills.

2. To identify the benefits of reflective learning in enhancing teaching skills among EFL pre-service teachers.

D. Research Significance

The findings of this research are expected to contribute positively both in theory and practice:

1. Theoretical Significance

This study contributes to the existing body of knowledge on reflective learning and its role in developing language teaching skills among EFL pre-service teachers. By investigating the challenges faced by pre-service teachers in using reflective learning, this research provides insights into the cognitive and metacognitive processes involved in reflective practices. The findings will enhance

the theoretical understanding of how reflective learning can be applied to improve teaching skills in the context of English as a Foreign Language (EFL). Additionally, this research may inform the development of conceptual frameworks and models that effectively integrate reflective learning into language teacher education programs, fostering the development of skilled and reflective EFL educators.

2. **Practical Significance**

   a. For the EFL Pre-Service Teacher

   The results of this study have practical implications for EFL pre-service teachers. By identifying the challenge they face when using reflective learning to develop their teaching skills, this study offers guidance on how to overcome these obstacles and implement reflective practices effectively. The research provides strategies for pre-service teachers to enhance their teaching practices, foster self-awareness, and continuously improve their professional growth. Moreover, the findings can inform the design of reflective learning activities within EFL teacher education programs, contributing to the development of more effective, reflective, and adaptable language teachers.

b. For future researchers

The findings and methodologies used in this study can serve as a foundation for future research on reflective learning practices in EFL teacher education and other educational contexts. The research instruments such as surveys, interviews, and reflective journals can be adapted and refined for use in subsequent studies. The analytical frameworks developed can facilitate comparative studies across different settings, and the limitations encountered during this study can offer valuable insights for future scholars, enabling them to refine their research approaches and address potential challenges in studying reflective learning in teacher development.

E. Research Scope

This research specifically focuses on the perceptions and experiences of EFL pre-service teachers regarding the use of reflective learning to develop their language teaching skills. The scope of this study is confined to EFL teacher education programs and does not include the perspectives of teacher educators or practicing EFL teachers. The research aims to identify the challenges faced by pre-service teachers in utilizing reflective learning for enhancing their teaching abilities and to provide recommendations for overcoming these

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challenges. The study does not explore specific pedagogical strategies or curricular interventions related to reflective learning but instead focuses on how reflective learning can be applied to improve teaching skills in the context of EFL pre-service teacher development.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains previous research, theoretical review, and conceptual framework to make this research more understandable.

A. Previous Research

Relevant studies on reflective learning and its role in promoting language teaching among adolescent EFL learners include the following:

1. The study by Oksana Kharlay, Wei Wei, and Jeremy Philips, titled "How do I teach? Exploring knowledge of reflective practice among in-service EFL teachers in Ukraine,"

   This research aims to investigate the understanding, application, and challenges of reflective practice among EFL teachers in Ukraine. The research involved 56 EFL teachers with teaching experience ranging from 1 to 34 years, categorized into novice, mid-career, and experienced groups. Using a mixed-methods approach, the study combined quantitative methods, such as questionnaires assessing six dimensions of reflection (practical, cognitive, affective, meta-cognitive, critical, and moral), and statistical analysis (ANOVA), with qualitative semi-structured interviews.

The results revealed that reflective practices were predominantly informal, such as sharing experiences with colleagues, rather than formal strategies like journaling or action research. More experienced teachers were more likely to engage in professional reading and conferences but less likely to publish their own research. Key barriers to reflection included heavy workloads, limited technical resources (e.g., video recording tools), and insufficient professional training.

This study aligns with my research in highlighting the importance of reflective practice for the professional development of EFL teachers. However, while it focuses on in-service teachers, my study centers on pre-service teachers (teacher trainees). Additionally, my research explores the challenges and benefits of reflection more broadly, without emphasizing distinctions based on teaching experience. Thus, this study provides a valuable foundation for understanding how reflection can enhance teaching skills, particularly in different professional contexts (Kharlay et al., 2022).

2. The study by Rosanne Coutts, P. Irwin, and L. Del Vecchio, titled "A Reflective Practice Learning Experience with Higher Education Exercise Physiology Students,"

This research aimed to evaluate the SPROUT reflection method (Situation, Past experiences, Read and refer, Other influences, Understanding, Taking it forward) in enhancing reflective skills among exercise physiology students. Participants included 21 final-year Master's students in Clinical Exercise Physiology and 5 clinical supervisors. The study employed a mixed-methods approach, combining the Reflection in Learning Scale (RLS) questionnaire, analysis of written reflections, and interviews with supervisors. Data were collected through classroom discussions, written reflections, and clinical practice over 14 weeks.

Findings showed an average RLS score of 46.35 (77.41%), with students excelling in knowledge integration and task planning but struggling with topic interconnections and managing negative emotions. Key challenges included time constraints and a divide between reflective practices in education and real-world application. This study aligns with my research in exploring reflection as a tool for professional development. However, it differs in focusing on exercise physiology in a clinical context, whereas my study emphasizes reflective learning for pre-service EFL teachers in language teaching. Both studies underscore the importance of structured

approaches to maximize the effectiveness of reflection (Coutts et al., 2024).

3. The study by Lauren Downham and Chris Cushion, titled "Reflection and Reflective Practice in High-Performance Sport Coaching: A Heuristic Device,"

This research aimed to develop a conceptual framework to enhance reflection practices among high-performance sports coaches. This study involved 11 high-performance coaches, 8 one-on-one coach developers, and 4 on-programme coach developers, all participants in a two-year high-performance coach education programme. The research utilized an ethnographic approach, including observations during 8 workshops, semi-structured interviews, and fieldnotes, to explore reflective practices and develop a heuristic tool. Data were analyzed using grounded theory principles, resulting in a heuristic that maps reflection practices along two axes: types of thinking and content of reflection.

Findings highlighted that reflection often focused on descriptive and evaluative thinking, with limited critical exploration of broader systemic issues. Challenges included coaches' superficial engagement with reflection and the limited time to practice deeper reflective thinking. This research aligns with my study in its focus on reflection as a tool for professional development.

However, it differs in its context, emphasizing high-performance sports coaching rather than pre-service EFL teacher training. Both studies underscore the necessity of structured reflective practices to foster transformative learning but address distinct challenges and outcomes in their respective fields (Downham & Cushion, 2022).

4. The study by Ali Karakaş and Ceyhun Yükselir, titled "Engaging Pre-Service EFL Teachers in Reflection through Video-Mediated Team Micro-Teaching and Guided Discussions,"

The research investigated the use of video-mediated team microteaching and guided discussions to promote reflective practices among pre-service EFL teachers. Participants were 34 pre-service EFL teachers from a university in southwestern Turkey, enrolled in a compulsory language teaching course. The study employed a qualitative case study approach using field notes, peer feedback, focus group discussions, and video recordings.

Pre-service teachers performed microteaching in pairs or small groups, recorded their sessions, and engaged in guided discussions with peers and instructors. Data were analyzed thematically, focusing on classroom communication, time management, and the administration of activities. The findings revealed that video reviews and

guided discussions helped participants identify weaknesses in their teaching, such as unclear instructions, poor time management, and inappropriate activities, and encouraged them to consider improvements for future practices.

This study shares similarities with my research in its focus on reflective practices for pre-service EFL teachers. However, it differs in its emphasis on video-based reflection and team microteaching, while my study explores broader reflective learning methods to enhance teaching skills. Both studies underline the importance of structured support to foster critical thinking and professional growth in teacher education (Karakaş & Yükselir, 2021).

5. The study by Nihan Erdemir and Sabahattin Yeşil çınar, titled "Reflective Practices in Micro Teaching from the Perspective of Preservice Teachers: Teacher Feedback, Peer Feedback, and Self-Reflection,"

The research aims to explore the effectiveness of reflective practices, including teacher feedback, peer feedback, and self-reflection, in helping preservice teachers (PSTs) enhance their teaching skills. The research involved 48 English language teaching students in Turkey, who participated in a 13-week microteaching course. Data

were collected through questionnaires and semi-structured interviews, analyzed using a mixed-methods approach.

The findings indicate that PSTs considered teacher feedback the most useful due to its objectivity and professionalism, followed by self-reflection, which helped them identify weaknesses and improve their motivation. However, peer feedback was deemed less effective because it was often subjective, superficial, and influenced by social dynamics. The study recommends additional training to improve the quality of peer feedback, address social barriers, and raise awareness of its value.

The similarities with my research lie in the shared focus on microteaching and the role of reflection in developing teaching skills among novice English teachers. The difference, however, is that this study emphasizes the effectiveness of three types of feedback in microteaching sessions, while my research delves into the challenges and benefits of reflection in the microteaching context (Erdemir & Yeşilçınar, 2021).

6. The study conducted by G.Y. Akhmetova and L.R. Khaliullina, titled "Reflective Writing in Social Sciences: Challenges and Opportunities for Medical Students,"

The research aimed to explore students' reflections and interpretations of their learning through essay writing. The participants consisted of 23

international medical students who wrote weekly essays over a 15-week period. Data were collected through surveys with open-ended questions, individual interviews, classroom observations, and students' final reflections. The data analysis method used was qualitative, involving coding and thematic grouping.

The results indicated that most students understood essay structure and showed improvements in reflective skills. While 96% of the students felt confident about their written exams, many recognized the need for more reading to enrich their vocabulary and ideas. The main challenges included constructing clear arguments, formulating ideas in single sentences, and comprehending complex philosophical texts. Students also realized the importance of reflection for developing future learning strategies.

This study shares similarities and differences with my research, "Reflective Learning in Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges and Benefits." Both studies emphasize the importance of reflection in developing professional skills. However, my study focuses on developing English language teaching skills, while theirs concentrates on medical students. The challenges also differ, as their students struggled with philosophical

content, while in my context, the challenges are more about applying reflections to teaching practices in the field (Akhmetova & Khaliullina, 2023).

7. The study by Andrzej Cirocki, Bimali Indrarathne, and Víctor Efren Alcívar Calderón, titled "Effectiveness of Professional Development Training on Reflective Practice and Action Research: A Case Study from Ecuador,"

The research aimed to assess how professional development (PD) training affected English language teacher-learners' understanding of Reflective Practice (RP) and Action Research (AR). The participants were 31 in-service English language teachers enrolled in a master's program in Ecuador, with 27 completing the three-week project. Data were collected through a pre- and post-training questionnaire, tasks on types of reflection, and an action research poster reflection form. The analysis combined qualitative and quantitative methods to compare participants' knowledge before and after the PD training.

The results showed significant improvement in the teachers' understanding of RP, while knowledge of AR did not improve as much, possibly due to their prior familiarity with the concept. Participants also demonstrated enhanced confidence in applying reflective practices, although they struggled with some elements of action research, particularly understanding its contribution.

This study shares similarities with my research, "Reflective Learning in Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges and Benefits." Both studies emphasize developing reflective practices for professional growth. However, my study focuses on pre-service teachers' reflection on classroom teaching, whereas theirs emphasizes professional development for in-service teachers. Both studies address the challenges of applying reflection in different educational contexts, highlighting its importance for effective teaching practices (Cirocki et al., 2024).

8. The study by Moeniera Moosa and Nageshwari Pam Moodley, titled "Preparing Pre-Service Teachers for Teaching Practice: Insights from Mentor Teachers in Johannesburg,"

The research aimed to explore how universities can better prepare pre-service teachers for teaching practice. The study involved 79 mentor teachers from primary, high, and combined schools in Johannesburg. Data were collected using qualitative open-ended questionnaires distributed via email, with responses provided in writing. The data were analyzed using a combination of inductive and deductive coding to categorize themes related to the types of knowledge

needed for teaching: knowledge for practice, knowledge of practice, and knowledge in practice.

The results highlighted that most mentor teachers (73%) prioritized knowledge of practice, such as professionalism, classroom realities, and participation in school activities. Thirty-three percent of the responses focused on improving lesson planning, pedagogical knowledge, and practical teaching knowledge, while only 1% emphasized classroom management and discipline strategies. Mentor teachers suggested reducing the number of student teachers sent to each school and enhancing preparation in professionalism and practical skills before teaching practice.

This study shares similarities with my research, "Reflective Learning in Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges and Benefits." Both studies emphasize the importance of preparation and reflective learning in teaching practice. However, my research focuses on developing teaching skills specifically for EFL pre-service teachers, while their study addresses broader issues in general teacher preparation. The challenges identified also differ, with my study emphasizing reflective learning for language instruction, while theirs highlights professionalism and

contextual adaptation in diverse school settings (Moosa & Moodley, 2024).

The eight studies highlight the Reflective learning plays a crucial role in developing teaching skills among EFL pre-service teachers. Various practices, such as peer feedback, self-reflection, video reviews, and reflective writing, are highlighted as effective tools for improving teaching abilities and fostering critical thinking. However, challenges like time constraints, limited resources, and insufficient preparation remain significant. These studies also emphasize the need for better mentorship, practical knowledge, and structured support to enhance reflection and professionalism in teacher education.

Aligned with my research, "Reflective Learning in Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges and Benefits," these findings demonstrate that structured reflective practices and adequate resources are essential for maximizing professional growth and improving teaching outcomes across different educational contexts.

B. Literature Review

1. Reflective Learning

The reflective learning theory, as outlined by (Schon, 2013), emphasizes the importance of reflection in the learning process and professional decision-making. One of the key concepts in Schön's theory is reflection-

on-action, which refers to critical reflection conducted after an action has been completed. In this process, professionals, including educators, retrospectively evaluate their experiences to understand what was done, identify successes and failures, and derive new insights that can improve future practices. Reflection-on-action provides educators with the opportunity to analyze their decisions and actions deeply, resulting in more meaningful and targeted learning.

In the context of education, the reflection-on-action approach is particularly relevant for improving the effectiveness of teaching by evaluating direct experiences after the learning activities have taken place. This reflection enables educators, especially pre-service EFL teachers, to recognize the challenges they face, assess the methods they used, and design better strategies for future implementation (Ochoa et al., 2019). This approach also helps pre-service teachers bridge the gap between theory and practice, allowing them to continuously enhance their teaching skills.

Additionally, reflective learning plays an essential role in helping pre-service teachers develop their professional identities. By reflecting on their teaching experiences, they can better understand their

responsibilities, build confidence in their abilities, and define their roles as future educators.

Reflective learning is an essential aspect of education as it allows individuals to deepen their understanding and improve their problem-solving abilities through in-depth reflection. By evaluating past experiences, learners or educators can connect theory with practice, enhance critical thinking, and prepare themselves for lifelong learning. Reflective thinking, which focuses on transforming experiences into meaningful knowledge, supports both their cognitive and emotional development (Dutta et al., 2023).

Reflection-in-action is another crucial aspect of reflective learning. Unlike reflection-on-action, this type of reflection happens during the teaching process, allowing teachers to make immediate adjustments to improve the learning experience. This dynamic reflection helps pre-service teachers respond more effectively to challenges as they arise in real-time (Nurhidayah & Wirza, 2024).

Among the various techniques available, reflective journals have been advocated as a tool to facilitate reflection-on-action. This technique enables pre-service teachers to document their experiences, evaluate the decisions they made, and note the key lessons learned

from their teaching practices. Additionally, group discussions and peer feedback serve as methods to encourage deeper reflection, although these strategies require trusting relationships and adequate time allocation (Kharlay et al., 2022; Threlfall, 2014).

Contextual factors also play a significant role in the success of reflective learning. School culture, educational policies, and the level of mentor support can either strengthen or limit pre-service teachers' ability to reflect effectively (Nuraeni & Heryatun, 2021). Supportive environments can help create deeper and more meaningful reflections, while unsupportive ones may discourage honest self-assessment.

However, reflective learning through reflection-on-action also faces challenges. Pre-service teachers often struggle to critically express their thoughts, confront complex emotions, or dedicate time to in-depth reflection after teaching activities. Therefore, educators and mentors play a crucial role in providing support, such as structured reflection tools and opportunities for deep discussions (Seale, 2010).

2. **Development of Teaching Skills in the Context of EFL**

In the context of teaching English as a foreign language (EFL), the development of teaching skills is crucial to ensure effective learning. One approach that

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supports teacher professional development (TPD) is Teacher Professional Development (TPD). According to research, TPD helps teachers enhance their mastery in teaching integrated English skills (listening, speaking, reading, writing) and contributes to students' ability to master the language (Harda et al., 2024).

A teacher's competence in teaching these integrated skills not only affects student learning outcomes but also reflects their professionalism as educators. Moreover, reflection through self-monitoring becomes an essential element in professional development. Self-monitoring allows teachers to evaluate their teaching practices independently, including assessing whether the methods they use are suitable for their class's needs (Hammond et al., 2017).

As explained by (Richards, 2005), this process can help teachers identify strengths and weaknesses in their teaching. In this way, reflection supports prospective teachers in continuously developing the pedagogical and communication skills required to become effective educators. Furthermore, action research also serves as a powerful reflective tool to improve teaching skills. Through action research, teachers can plan better strategies, act as facilitators, observe learning activities, and reflect on the results (Öcal, 2017).

In addition, integrating technology into EFL teaching plays a crucial role in improving teaching skills. Tools such as interactive learning software, language learning applications, and audiovisual media help reinforce students' listening, speaking, reading, and writing skills. These technologies also offer teachers opportunities to implement more creative and adaptive teaching strategies (M. Harsha Vardhini, 2023). This approach helps teachers integrate knowledge with practice more rationally and deeply, ultimately strengthening their skills in addressing classroom challenges.

Collaborative teaching strategies, such as group discussions or team-based projects, also contribute significantly to the development of EFL teaching skills. These strategies not only enhance students' communication abilities but also train teachers to manage group dynamics and foster an interactive learning environment (Alzubi et al., 2024).

Effective prospective teachers require various skills to face the complexities of teaching language. Another critical component is effective classroom management. Managing seating arrangements, time allocation, and handling diverse language abilities are essential to creating a positive and productive learning environment

(Syaifullah et al., 2022). Teachers who excel at classroom management can better adapt to their students' needs and optimize learning outcomes.

One key skill emphasized is the ability to develop *reflective awareness* of their teaching practices. This reflection-based approach allows prospective teachers to identify learning challenges and design better strategies through direct classroom experience evaluation. For example, prospective teachers can use *simulations or case studies* to understand student interaction patterns or test new approaches that focus on the students' sociolinguistic needs (Kelch & Malupa-Kim, 2014).

These skills not only encompass technical mastery but also the ability to adapt strategies based on diverse learning contexts. Additionally, critical reflection on teaching experiences can help prospective teachers understand the relationship between theory and practice, enhance teaching effectiveness through targeted experiments, and create a learning environment that is more adaptive to students' needs.

3. **Challenges and Benefits in Implementing Reflective Learning for EFL Pre-Service Teachers**

Reflective learning is essential for EFL pre-service teachers to bridge the gap between theory and practice, yet its implementation faces various challenges. Lack of

training, limited time, and minimal awareness hinder the development of reflective skills, as pre-service teachers struggle to critically evaluate their teaching practices or test the internal consistency of their solutions (Trisusana et al., 2024).

Reflective journaling, often used as a reflective strategy, also presents difficulties such as insufficient training, assessment biases, and the time-consuming nature of the task (Dyment & O'Connellb, 2011). For non-native speakers, writing reflective journals can be particularly challenging due to issues with coherence, cohesion, and adapting to reflective writing styles (Farrah & Minshar, 2019).

Despite these challenges, reflective strategies such as peer sharing and feedback provide promising avenues to deepen critical thinking and enhance self-confidence (Annury et al., 2023). Peer feedback not only helps students identify their own learning gaps but also encourages collaboration and mutual support, reducing reliance on instructors. However, implementing such strategies requires building trust among participants and addressing the diverse needs of learners. Educators must create structured opportunities that accommodate various learning styles, ensuring that reflective practices remain accessible and meaningful for all students (Boud, 1985).

In addition to peer feedback, reflective learning also plays a significant role in enhancing problem-solving skills. By reflecting on real classroom challenges, pre-service teachers can analyze what went wrong, brainstorm possible solutions, and plan improved strategies for future situations. This process helps them build adaptability and confidence in handling diverse classroom dynamics (Wulandari & Purnamaningwulan, 2024).

To support the effective implementation of reflective learning, educators play a crucial role in addressing barriers through training and scaffolding. Structured approaches such as guided discussions, technology-based tools like Jamboard or Canva, and collaborative learning activities can mitigate challenges while fostering critical reflection (Trisusana et al., 2024).

Furthermore, observations can greatly enhance reflective learning. Watching recorded teaching sessions or being observed by peers or mentors provides objective insights that may not be apparent during self-reflection (Wass & Rogers, 2021). These observations help pre-service teachers identify both strengths and areas for improvement, contributing to more informed and effective teaching practices.

Additionally, providing feedback and emphasizing the value of reflective practices can motivate pre-service teachers to engage actively. Finally, the long-term benefits of reflective learning extend beyond the training period. It not only helps pre-service teachers improve during their teaching practice but also builds lifelong habits of self-assessment and adaptability. These habits are essential for continuous professional development and fostering student-centered teaching approaches (Nuraeni & Heryatun, 2021).

With the right support, reflective learning not only enhances professional growth but also empowers pre-service teachers to navigate the complexities of teaching with greater confidence and adaptability.

C. Conceptual Framework

CONCEPTUAL FRAMEWORK : REFLECTIVE LEARNING IMPLEMENTATION
Donald Schön's (2013)

Challenges	←→	Benefits
↓		↓
Identifying the difficulties faced by EFL pre-service teachers during reflective learning.		Exploring the positive outcomes and skill development fostered through reflective learning.
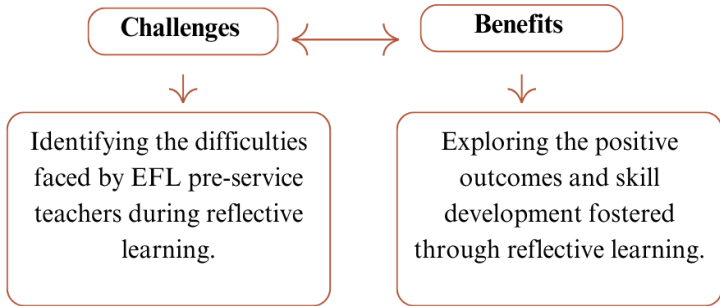
Figure 2. 1

Framework Challenges and Benefits of Reflective Learning

This study is grounded in (Schon, 2013) theory of reflective learning, which emphasizes the importance of reflection in professional practice. Schön introduced the concept of "reflection-in-action" and "reflection-on-action," highlighting how professionals can learn and improve through critical self-evaluation of their experiences.

Building upon this theoretical foundation, the research focuses on the implementation of reflective learning among EFL pre-service teachers. The primary aim is to explore the challenges they encounter during the reflective learning process. Additionally, the study investigates the benefits reflective learning brings to these teachers. By examining

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these aspects, the research aims to provide valuable insights into how reflective learning can support the development of effective language teaching skills.

CHAPTER III
RESEARCH METHOD

This chapter explains the research method, including the research design, setting, participants, data collection techniques, data analysis techniques, and trustworthiness.

A. Research Design

This research employs a qualitative method with a narrative inquiry approach. Narrative inquiry explores the stories of teachers and their experiences in teaching and professional development through various forms of personal accounts such as autobiographies, diaries, life documents, and memories. According to (Bell, 2002), narrative inquiry involves the handling of stories intentionally shared by individuals. In the context of teaching and learning, narrative inquiry seeks to understand the perspectives and practices of teachers, particularly in the field of language teacher education (Barkhuizen & Wette, 2008).

This research utilizes a narrative inquiry design to uncover the challenges faced by pre-service EFL teachers as they engage in reflective learning to develop their language teaching skills. The study aims to explore how these challenges impact their teaching practices and their growth as pre-service teachers.

B. Research Participant

This research was conducted at UIN Walisongo Semarang, specifically in the English Language Education program, using a narrative approach and data collection through face-to-face interviews. The participants in this study were two EFL pre-service teachers. Participants were selected based on criteria adapted from (Kharlay et al., 2022) research, which include those who have a deep understanding of using reflection in teaching and can provide substantial contributions based on their extensive experience and knowledge, as well as prospective English as a Foreign Language (EFL) teachers who are currently enrolled in or have completed a teacher education program, have experience using reflection in their teaching, and are willing to be interviewed or share reflection journals.

The sampling method used is purposive sampling, where the researcher selects participants who meet these criteria. Before agreeing to participate, all participants confirmed their willingness and ensured that their identities would be kept confidential.

C. Research Instrument

One of the characteristics of qualitative research is that the researcher acts as the main instrument as well as the data collector. But there are other instruments that function as a

support or research aid as the main instrument. The following research instruments used in this study:

1. Narrative Framework

A narrative framework is a written story template that consists of incomplete sentences and blank spaces (Barkhuizen & Wette, 2008). This method helps researchers capture the participants' experiences in a structured yet reflective manner. In this study, the narrative framework serves as the primary data collection tool to gain an initial understanding of participants' reflections on their teaching practices and the role of reflective learning in their professional development.

The researcher first asked pre-service teachers to complete two narrative frameworks before conducting the interviews. The first narrative framework focused on their experiences during the microteaching course, capturing their initial reflections on teaching practice in a controlled classroom setting. The second narrative framework explored their reflections during the school-based teaching practicum(PLP), providing insights into their professional growth in a real classroom environment. These frameworks were adapted from Barkhuizen & Wette, (2008), with modifications to emphasize reflective learning and the development of language teaching skills. To encourage flexibility, the researcher included blank

spaces and instructions for participants to add any additional reflections they wished to share.

By administering the two narrative frameworks before the interview, the researcher ensured that participants had the opportunity to organize their thoughts and reflect deeply on their experiences before discussing them further. This structured approach allowed the interviews to build upon the reflections recorded in the narrative frameworks, leading to a more in-depth exploration of their perspectives.

The narrative frameworks are designed to provide a structured overview of participants' experiences, highlighting the challenges and successes they encountered when implementing reflective learning. It also captures the chronological flow of their journey—past, present, and future—helping to contextualize their growth and professional development.

Here is the narrative framework focused on their experiences during the microteaching course :

I am an EFL pre-service teacher. The best thing about learning reflective practices during my teacher education was that _____. When I first started using reflective learning, I found it _____. During my teaching practicum, I applied reflective practices by _____. My students responded to my teaching

methods by _____. Reflective learning allowed me to make changes to my teaching practices, which _____. I believe this happened because _____. One major challenge I faced when using reflective learning was _____. The main reason for this challenge was _____. I tried to overcome the challenge by _____. In the future, I plan to improve my reflective practice by _____.

Here is the narrative framework focused on their reflections during the school-based teaching practicum (PLP) :

During microteaching, I used reflection to understand my strengths and weaknesses in teaching. As I progressed through PLP, I realized that this understanding _____, and it helped me to _____. At first, I found that reflection in microteaching helped me with _____. When I entered PLP, I discovered that reflection also played a role in _____. One significant change in how I reflected on my teaching experience during PLP compared to microteaching was _____ because _____. Throughout PLP, I became more aware that reflection helped me to _____, and this influenced the way I _____. When I first started using

reflection in microteaching, one of the biggest challenges I faced was _____. During PLP, I found that this challenge _____ because _____. In microteaching, I struggled with structuring my reflections because _____. In PLP, I noticed that this difficulty _____, and its impact on my reflection process was _____. I tried to overcome this challenge during microteaching by _____. When I faced similar difficulties in PLP, I realized that _____, so I attempted to address it by _____. Based on my experiences using reflection in both microteaching and PLP, I want to develop my ability to _____ because I have realized that _____.

2. Interview

According to (Tan, 2020), an interview is defined as an interaction in which there is an exchange or sharing of rules, responsibilities, feelings, beliefs, motives, and information. An interview is a data collection technique that involves communication in the form of a conversation between the researcher and the participants, guided by an interview protocol. In this study, the interview is used after the narrative frames to explore deeper aspects of the participants' experiences and reflections. The purpose of

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the interview is to gain a more detailed understanding of how participants reflect on their challenges and growth in developing language teaching skills through reflective learning.

The researcher used oral semi-structured interviews to allow participants to describe their experiences comprehensively and clarify points from the narrative frame. The semi-structured interview format, adapted (Maguire, 2023), included 5 key interview questions designed to delve into specific themes related to reflective learning. Two of these questions were related to challenges, namely: What weaknesses did you identify in the way you taught English during the lesson you reflected on and Were there any moments when you found it difficult to master the material being taught, How did reflective learning help you address this.

Meanwhile, the other three questions highlighted the benefits of reflective learning: After reflecting, what strengths did you find in the way you taught English, To what extent do you feel more confident in your teaching ability after using reflective learning, and Can you share moments when you felt that you truly mastered the material you taught, How did reflecting on your teaching play a role in this.

This combination of challenge- and benefit-oriented questions allows the researcher to explore both the difficulties and the positive outcomes of reflective learning in depth. By conducting the interviews after participants complete the narrative frame, the researcher ensures that the interviews are tailored to expand on themes already identified in the narrative responses. Since the narrative frame serves as an initial data source, it allows the researcher to confirm that participants have experience in teaching and have engaged with reflective learning before proceeding with the interviews. Therefore, the interview questions are designed to deepen the exploration of participants' reflections. This approach also helps validate and clarify data collected through the narrative frame.

D. Data Collection Techniques

Data collection techniques are essential in ensuring a standardized and systematic analysis process (Sugiyono, 2013). This research employed two complementary methods: a narrative framework and interviews. The narrative framework was used first to capture participants' structured reflections on their teaching practices and the role of reflective learning in their professional growth. Adapted from (Barkhuizen & Wette, 2008), it provided a foundation for identifying key themes and experiences.

To guide the flow of data collection, the researcher first distributed two narrative frameworks at two separate stages. Participants were asked to complete the first framework, which focused on their microteaching experience, within three days. After receiving their responses, the second framework—centered on their school-based teaching practicum (PLP) was sent, also to be completed within three days. This staged approach gave participants sufficient time to reflect meaningfully and ensured that their written responses captured different phases of their teaching journey.

Following the narrative framework, semi-structured interviews were conducted to explore specific aspects in greater depth. The interviews were carried out in a face-to-face format, enabling the researcher to ask follow-up questions based on participants' written reflections. This approach allowed the researcher to clarify responses, probe into challenges, and uncover additional insights that might not emerge in the written framework. By using this sequence written reflections followed by personalized interviews the data collection process maintained both depth and coherence.

E. Data Analysis Techniques

The data obtained from the narrative framework and interviews were analyzed using narrative analysis. Narrative analysis is a qualitative method for organizing and explaining

data, which encompasses several approaches, such as analytical narrative, narrative explanation, narrative structure analysis, and sequence analysis. A narrative serves not only as an outline or model for organizing data but also as a form of explanation (Gudeta, 2022).

This study adopts a clear and comprehensive procedural framework for narrative analysis based on (Creswell, 2015), adapted to the research context. The analysis process began with identifying the central phenomenon, which in this case focused on understanding the challenges experienced by pre-service teachers in using reflective learning to develop their language teaching skills. The research involved two pre-service English teachers from UIN Walisongo Semarang, aiming to reveal both personal and social aspects of their professional development.

Participants were selected based on specific considerations. They were required to have an adequate understanding of reflective learning and its application in teaching practice courses. Additionally, they needed to demonstrate the ability to reflect meaningfully on their teaching experiences and show evidence of having applied reflective learning effectively during their school-based teaching practicum. Willingness to share their insights, challenges, and reflections was also an essential factor in participant selection.

The data collection process involved gathering participants' stories through the narrative frameworks, followed by semi-structured interviews to enrich and clarify the accounts. These stories provided the foundational texts for analysis. Once the data were collected, the researcher retold or reconstructed the participants' narratives by identifying essential elements from both the written frameworks and interview transcripts. The reconstructed stories were then shared with the participants to verify their accuracy and ensure they authentically reflected their experiences. Verified narratives were categorized according to the research questions to guide further analysis.

Collaboration with participants remained integral throughout the process. Their contributions helped shape the narratives, ensuring that both challenges and successes were represented accurately. Interview data were integrated with the narrative frameworks to offer a holistic picture of their teaching journey.

The final stage involved composing thematic narratives that aligned with the study's research questions. These themes allowed for a structured yet individualized portrayal of participants' reflections on reflective learning. To ensure the reliability of findings, the researcher applied member checking, triangulation, and data source verification. Any inconsistencies were resolved through participant feedback,

which strengthened the credibility of the study in representing the authentic experiences of pre-service teachers.

F. Trustworthiness

In order to ensure the trustworthiness and validity of this study, member checking and data triangulation were employed. Member checking was conducted by providing the participants with the opportunity to review and confirm the accuracy of the narratives and interview data (Cresswell & Cresswell, 2018). Additionally, data triangulation was utilized by comparing and cross-referencing themes from narrative frames with interview responses. The researcher identified key themes, such as challenges in teaching and perceived improvements, from the narrative frames and checked whether similar patterns emerged in the interviews. If discrepancies were found such as a participant mentioning a particular difficulty in the narrative frame but not in the interview clarifications were sought to ensure coherence. This process strengthened the credibility of the findings by ensuring that the data from multiple sources aligned and accurately reflected participants' experiences (Flick, 2009).

CHAPTER IV
FINDING AND DISCUSSION

This chapter details the research findings, where the collected data was analyzed to address the research question. The results are briefly elaborated in the discussion section.

A. Finding

This study explores the experiences of two EFL pre-service teachers, referred to by the initials SHK and FFH, focusing on the challenges and benefits of reflective learning in their teaching practice. The findings are organized into two main themes.

1. Challenges Faced by EFL Pre-Service Teachers in Using Reflective Learning

Reflective learning plays a crucial role in helping EFL pre-service teachers understand the challenges they face during their teaching practice. However, implementing reflective learning comes with difficulties, particularly in articulating and structuring reflections. These challenges not only impact their teaching approach but also contribute to their professional development. The table below outlines the specific challenges encountered by the participants.

Table 4. 1

Challenges Faced by EFL Pre-Service Teachers

Challenges	SHK	FFH
Time Constraint	SHK struggled to find time for reflection due to a busy teaching schedule, making it difficult to engage in deep self-analysis.	FFH found it hard to balance teaching responsibilities and reflection, leading to inconsistent reflection practices.
Difficulty in Structuring Words for Reflection	SHK faced challenges in organizing her reflections clearly, making it hard to express her thoughts effectively.	FFH had difficulties in structuring her reflections coherently, which sometimes resulted in unclear or incomplete self-evaluations.

One of the main challenges faced by EFL pre-service teachers in doing reflection is time constraints. Reflection is a process that takes time and deep thinking to fully understand teaching experiences. However, for pre-

service teachers like SHK and FFH, time is a big problem because they have to handle many teaching responsibilities, such as preparing lessons, managing the classroom, and completing administrative tasks. Because of these time limitations, reflection is often skipped or done quickly, making it less effective. In addition, the heavy workload of teaching practice makes reflection not always a top priority, especially when they need to adjust to the school environment and deal with different challenges in the classroom.

During microteaching, SHK was used to reflecting after every teaching session because the teaching time was short and she received direct feedback from her lecturers. However, when she started PLP, she realized that she could not reflect as often because she had to prepare lessons and complete PLP reports. To adapt, she started writing reflections after two teaching sessions so she could still evaluate her teaching while managing other responsibilities. As she mentioned,

"In PLP, I wrote reflections after two teaching sessions because I had to manage lesson planning, teaching media, and PLP reports."

Another challenge faced by SHK and FFH is difficulty in structuring their reflections. Although reflection is meant to help pre-service teachers evaluate their teaching

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practices, expressing their thoughts in a clear and structured way can be difficult. This happens because reflection is not just about writing what happened in class but also analyzing the reasons behind it and its impact on students. For EFL pre-service teachers, organizing their reflections in a logical way can be difficult, especially if they are not used to systematic reflection formats. If their reflections are unclear, they might not fully understand the challenges they face or find the best solutions, making the reflection process less effective.

FFH struggled with writing reflections since microteaching because she felt there was no clear guideline. She often just described what happened in class without deeply analyzing the causes and solutions. When she entered PLP, she realized that structured reflection was more necessary because real teaching situations were much more complex. To solve this, she started using guiding questions such as 'What worked well?', 'What challenges did I face?', and 'What should I improve?'. This method helped her make her reflections more focused and problem-solving. She explained,

"In microteaching, I struggled with structuring my reflections because there was no clear guideline. We only used worksheets, so I had to find additional materials and include them in my teaching reflection."

For example, FFH found it hard to make time for reflection because her teaching schedule was full, and she felt tired. During microteaching, she could still write reflections after every session, but when she started PLP, she had to divide her time between teaching, preparing materials, and writing PLP reports. To solve this, she started using a journal to quickly write short notes during class and later reviewed them to find patterns in her teaching.

SHK also struggled with time management. In microteaching, she could write detailed reflections after every session, but in PLP, she realized that it was not always possible. So, she used a checklist to focus on the most important areas in her teaching and make her reflections more efficient. By prioritizing key aspects, she was able to make her reflections more meaningful and practical.

When SHK first started using reflection in her teaching practice, she found it hard to put her thoughts into writing. During microteaching, her reflections were mostly descriptions of what happened in class. However, in PLP, she realized that just describing the lesson was not enough for her to improve. So, she started using a more structured format by dividing her reflections into key aspects like teaching strategies, student engagement, and lesson

effectiveness. With continuous practice, this method helped her express her thoughts more clearly.

For FFH, writing reflections after teaching was quite difficult at first because she often felt that her thoughts were too messy to put into words. She had many things she wanted to write, but when she started, her reflections became too long, unstructured, and even difficult for her to understand. In microteaching, she often wrote reflections spontaneously without a clear format. However, in PLP, she realized that unstructured reflections were hard to use for self-evaluation. So, she started using guiding questions and writing down key points after teaching to make her reflections more focused.

These challenges show that although reflection is an important part of professional development for beginner teachers, there are obstacles that must be overcome to make reflection more effective. The difference between microteaching and PLP shows that reflection in real teaching situations is more complex and needs a more organized strategy. SHK and FFH, as EFL pre-service teachers, need to develop strategies to manage their time efficiently and organize their reflections better so that the process truly helps them improve their teaching skills.

2. Benefits of Reflective by EFL Pre-Service Teachers in Using Reflective Learning

Reflective learning gave important benefits to the participants, helping them grow both in their careers and personally. It allowed them to see their strengths and weaknesses, helping participants gain more confidence, helping participants recognize and solve their challenges. These benefits not only made their teaching better but also helped them keep improving in the future. The table below shows these benefits encountered by the participants.

Table 4. 2

Benefits Encountered by EFL Pre-service Teacher

Benefits	SHK	FFH
Understand Their Strengths & Weaknesses	Reflection allowed SHK to identify both her strengths and areas that needed improvement, making her more self-aware as a teacher.	FFH gained insight into her teaching abilities, enabling her to refine her methods and address weaknesses effectively.

Helping Participants Gain More Confidence	By reflecting on her experiences, SHK became more confident in trying new teaching strategies and adapting to different classroom situations.	FFH developed greater confidence in managing her classroom and making instructional decisions based on her reflections.
Helping Participants Recognize and Solve Their Challenges	SHK used reflective learning to analyze and address teaching challenges, leading to more effective problem-solving.	FFH used reflection to identify and work on her challenges, making continuous improvements in her teaching practice.

Reflective learning helps EFL pre-service teachers understand their strengths and weaknesses throughout the teaching process. Pre-service teachers like SHK and FFH are often not fully aware of what they have done well and which aspects need improvement. Through reflection, they can identify effective teaching strategies and recognize the obstacles that hinder learning. This awareness is essential

for them to adjust their teaching methods according to students' needs and continuously improve their skills as educators.

During PLP, the reflection process became even deeper compared to microteaching. SHK mentioned that in PLP, she did not only reflect on her teaching methods but also started focusing on how lesson planning and classroom management affected the success of her teaching. As she stated,

"During PLP, I discovered that reflection also played a role in improving my lesson planning and classroom management."

Additionally, reflection plays an important role in boosting the confidence of EFL pre-service teachers. Managing a classroom with various dynamics often makes pre-service teachers feel uncertain about their decisions or the effectiveness of their teaching methods. Through regular reflection, SHK and FFH can track their progress and realize that they are capable of handling classroom challenges. This growing confidence helps them be more prepared in managing lessons, adjusting strategies when needed, and becoming more willing to try new approaches that can improve the quality of their teaching.

In PLP, FFH experienced how reflection helped her feel more confident in managing a more complex

classroom compared to microteaching. When teaching Narrative Text in junior high school, she felt very confident because she saw her students actively discussing and improving their post-test results. She realized that reflection helped her understand that good lesson outcomes resulted from careful preparation and the right teaching methods. As she said,

"Reflection helped me realize that good learning outcomes come from careful preparation and the right methods."

Another benefit of reflection is that it helps pre-service teachers recognize and solve the challenges they encounter during their teaching practice. Issues such as time management, difficulties in delivering lessons effectively, or a lack of understanding of students' needs can often hinder EFL pre-service teachers. Through reflection, SHK and FFH can clearly identify these problems and find more appropriate solutions. By analyzing patterns in the challenges they face, they can develop more effective strategies to improve their teaching performance in the future.

During PLP, SHK struggled to find time for reflection because she had to manage lesson planning, teaching materials, and PLP reports. To solve this, she adjusted her reflection strategy by writing reflections after

every two teaching sessions instead of after each session, as she did during microteaching. As she explained,

"During PLP, I wrote reflections after two teaching sessions because I had to manage lesson planning, teaching media, and PLP reports."

Reflective learning helped the participants clearly understand their strengths and the areas they needed to improve. For SHK, reflection made her realize that she was skilled at using technology to make her lessons engaging. However, it also helped her see that she relied too much on it, so she started adding more interactive activities like group discussions to balance her teaching methods. In PLP, she also realized that well-structured lesson planning significantly affected her teaching effectiveness. Through reflection, she adjusted her teaching methods to match her students' specific needs, especially by providing examples that were more relevant to their daily lives. Similarly, FFH discovered that she needed to improve classroom management and give clearer instructions. She addressed these issues by trying creative methods, such as role-playing and using pictures, which helped her communicate better and make her lessons more engaging.

Reflective learning helped both participants gain more confidence in their teaching and allowed them to plan for their future development. SHK felt more prepared and

focused when designing lessons because she knew reflection could help her improve her teaching methods. She became more open to trying new ideas and strategies, knowing she could evaluate and refine them through reflection.

During PLP, she also became more confident in handling students with different levels of understanding. In microteaching, she focused more on delivering the lesson content, but in PLP, she learned how to adjust her explanations to make them easier for students with different learning levels to understand. FFH used reflection to set clearer goals for her teaching career. By tracking her progress and receiving feedback from mentors, she was able to improve step by step. This process gave her the confidence and direction she needed to continue growing as a teacher.

Another important benefit of reflective learning is that it helps participants adjust their teaching to meet the needs of different students. SHK realized that her students had different learning preferences, so she used simple steps and clear feedback to help them understand better. She broke down difficult tasks into smaller parts and provided personalized feedback to each student, making it easier for them to improve. During PLP, FFH realized that she needed to interact more with her students and give them

more opportunities to ask questions. She started adjusting her teaching strategies to be more responsive to students' needs, which made her classroom more dynamic and interactive.

B. Discussion

The findings confirm the crucial role of reflective learning in helping EFL pre-service teachers like SHK and FFH navigate the complexities of teaching. Reflective learning allowed them to critically analyze their teaching practices, identify strengths and weaknesses, and implement changes to enhance their teaching effectiveness. This aligns with existing literature, which emphasizes the importance of reflective practice in developing adaptive and responsive teaching strategies (Dewey, 1933; Schon, 2013). The discussion below explores how reflective learning addressed their challenges and contributed to their professional growth.

One of the main challenges in implementing reflective learning is time constraint. Reflection requires time and deep thinking to critically assess teaching experiences, but for novice teachers like SHK and FFH, time management is a major obstacle. They must balance multiple responsibilities, such as lesson planning, classroom management, and administrative tasks. Due to these time limitations, reflection is often rushed or neglected, leading to less meaningful

insights. This finding aligns with research by (Wulandary & Amrullah, 2023), which found that many pre-service teachers struggle to allocate sufficient time for reflection amidst their busy schedules.

To address this, (Suphasri & Chinokul, 2021) suggest using efficient reflection tools, such as digital journals and structured checklists, to help teachers manage their reflections without interfering with other teaching responsibilities. As shown in the findings, SHK and FFH also adopted similar strategies, such as keeping journals and using rubrics, to make their reflections more efficient and focused despite their time constraints.

Another significant challenge is the difficulty in structuring words for reflection. While reflection is meant to help teachers evaluate their teaching practices, many novice teachers struggle to express their thoughts in a clear and structured manner. Findings revealed that SHK initially found her reflections repetitive and lacking depth, while FFH often wrote long, unstructured reflections that were difficult to analyze. This issue aligns with research by (Farrell, 2022), which highlights that many pre-service teachers struggle to organize their reflections coherently, limiting their ability to draw meaningful conclusions from their experiences.

To overcome this challenge, teachers can use guided reflection frameworks to help structure their writing. As seen

in the findings, SHK and FFH improved their reflective practice by dividing their reflections into key sections, such as challenges faced, strategies applied, and outcomes achieved. This approach helped them gain more clarity in their reflections, making the process more useful for their professional growth.

These challenges highlight that although reflection is a crucial part of professional development for novice teachers, obstacles such as time constraints and difficulties in structuring reflections must be addressed to maximize its benefits. SHK and FFH, as EFL pre-service teachers, developed strategies to manage these challenges effectively, allowing them to engage in more meaningful and structured reflection.

Despite these challenges, the findings also highlight the substantial benefits that EFL pre-service teachers gain from engaging in reflective learning. Reflective learning has significant benefits in helping teachers identify their strengths and weaknesses. through reflection, SHK and FFH gained a deeper understanding of their teaching abilities, which allowed them to refine their methods and address areas for improvement.

Research by (Maliha et al., 2024) also supports this, showing that reflective learning enhances teachers' self-awareness, which is crucial for improving teaching practices. Findings revealed that SHK realized her strength in using

technology to engage students but also identified her over-reliance on it. Meanwhile, FFH recognized her need to improve classroom management and instructional clarity, leading her to implement more interactive strategies such as role-playing and visual aids.

In addition to increasing self-awareness, reflective learning also helps boost teachers' confidence. Managing a classroom with various dynamics can often make novice teachers feel uncertain about their decisions or the effectiveness of their teaching methods. However, findings showed that as SHK and FFH engaged in reflective practice, they became more confident in experimenting with new teaching strategies and adapting to different classroom situations. This aligns with research by (Slade et al., 2019), which found that teachers who regularly engage in reflection feel more prepared and self-assured in handling teaching challenges. By keeping track of their progress and receiving feedback, SHK and FFH were able to develop a clearer sense of direction in their teaching careers.

Another major benefit of reflective learning is that it helps teachers recognize and solve their challenges. Throughout their teaching practice, SHK and FFH encountered various obstacles, such as addressing students' diverse learning preferences and structuring effective lesson plans. Findings indicated that SHK adapted her teaching by breaking down

complex tasks into smaller, more manageable steps and providing personalized feedback. Meanwhile, FFH incorporated real-life examples and student-centered activities to make learning more relatable and engaging. This supports the research of (Moradkhani et al., 2017), which highlights that reflective teachers are better able to respond to student feedback and adjust their teaching methods accordingly.

By consistently engaging in reflective learning, EFL pre-service teachers like SHK and FFH can continue to develop and adapt to various classroom challenges. Reflection not only enhances their ability to analyze their teaching effectiveness but also fosters a habit of critical thinking and continuous professional growth. This reinforces why reflective learning should be an integral part of teacher education programs to help future educators become more skilled and adaptable professionals.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the study based on the findings and discussion in the previous chapter.

A. Conclusion

This study investigates the challenges and benefits of reflective learning in developing teaching skills among EFL pre-service teachers. The findings highlight that while reflective learning is an essential tool for professional growth, its implementation comes with certain challenges. However, depsite these difficulties, reflection remains crucial in helping pre-service teachers refine their teaching strategies, enhance their confidence, and continuously improve their instructional practices.

1. The main challenges faced by pre-service teachers are lack of time for reflection *and* difficulty in organizing their thoughts when writing reflections. A busy teaching schedule makes it hard to reflect properly, often leading to rushed or incomplete reflections. Also, writing reflections in a clear and structured way can be difficult, making it harder to learn from the experience. These challenges show that pre-service teachers need better time management and structured reflection methods to get the

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most out of the process.

2. Despite these challenges, reflective learning brings many benefits. It helps teachers understand their strengths and weaknesses, gain confidence, and solve teaching problems more effectively. By reflecting on their experiences, they can improve their teaching strategies, adapt better to different classroom situations, and engage students more effectively. The findings highlight the need to include structured reflection activities in teacher training programs so that future educators can develop the skills they need for real teaching situations.

B. Suggestion

These suggestions are designed to address the identified challenges and build upon the research findings to support comprehensive learning and development.

1. For the EFL Pre-Service Teacher

EFL pre-service teachers are encouraged to integrate reflection into their teaching practices. Regular reflection helps them evaluate their teaching methods, identify challenges, and adjust strategies to enhance learning effectiveness. They can also use reflective journals or participate in group discussions with peers and mentors to share experiences and gain valuable insights for professional growth.

2. For future researchers

Future researchers are encouraged to explore the impact of reflective learning using broader and more varied methods. Further studies could focus on different educational levels or specific learning environments. Additionally, future research may examine how external factors, such as educational policies or institutional support, influence the effectiveness of reflective learning in improving teaching skills

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APPENDICES

Appendix 1 : Narrative Framework Focused On Their Experiences During The Microteaching Course

- Narrative Framework Guide "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day   :
- Time   :
- Participant :

      The narrative framework focuses on how pre-service EFL teachers provide a structured overview of their experiences, highlighting the challenges and successful benefits they have encountered when implementing reflective learning on their experiences during the microteaching course, based on (Barkhuizen & Wette, 2008) model :

1. I am an EFL pre-service teacher. The best thing about learning reflective practices during my teacher education was that… (Adapted from Barkhuizen #1)
2. When I first started using reflective learning, I found it… (Adapted from Barkhuizen #2)
3. During my teaching practicum, I applied reflective practices by… (Adapted from Barkhuizen #3)
4. My students responded to my teaching methods by… (Adapted from Barkhuizen #4)
5. Reflective learning allowed me to make changes to my teaching practices, which… (Adapted from Barkhuizen #6)
6. I believe this happened because… (Adapted from Barkhuizen #7)
7. One major challenge I faced when using reflective learning was… (Adapted from Barkhuizen #9)
8. The main reason for this challenge was… (Adapted from Barkhuizen #10)
9. I tried to overcome the challenge by… (Adapted from Barkhuizen #11)
10. In the future, I plan to improve my reflective practice by… (Adapted from Barkhuizen #8)

The example 1 from SHK reflection

- Narrative Framework Guide "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day : Monday, 18th November 2024
- Time : 20.15
- Participant (initial) : SHK

The narrative framework focuses on how pre-service EFL teachers provide a structured overview of their experiences, highlighting the challenges and successful benefits they have encountered when implementing reflective learning, based on (Barkhuizen & Wette, 2008) model :

1. **I am an EFL pre-service teacher. The best thing about learning reflective practices during my teacher education was that** it allowed me to identify my strengths and weaknesses in teaching, helping me continuously improve my methods and strategies.

2. **When I first started using reflective learning, I found it** both insightful and challenging because it required me to critically evaluate my own teaching practices, which I wasn't used to doing before.

3. **During my teaching practicum, I applied reflective practices by** analyzing the effectiveness of my lesson plans, integrating TPACK tools such as PowerPoint and Quizizz, and considering student feedback to adjust my teaching methods.

4. **My students responded to my teaching methods by** engaging actively in class activities, such as group work, games, and online quizzes, which showed their interest and understanding of the materials.

5. **Reflective learning allowed me to make changes to my teaching practices, which** improved my ability to address student needs, such as providing differentiated tasks and using more contextual examples in my lessons.

6. **I believe this happened because** reflective learning helped me evaluate the relevance of my teaching strategies and identify areas for improvement effectively.

7. **One major challenge I faced when using reflective learning was** balancing the use of English and Indonesian in class.
8. **The main reason for this challenge was** the varying levels of English proficiency among my students, which required me to adjust my language use for better comprehension.
9. **I tried to overcome the challenge by** gradually increasing the use of English while providing support through visual aids and simpler explanations.
10. **In the future, I plan to improve my reflective practice by** incorporating more student-centered activities, using feedback more effectively, and developing innovative teaching strategies to ensure all students benefit from the learning process.

The example 2 from FFH reflection

- Narrative Framework Guide "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day   : Monday, 18th November 2024
- Time   : 20.15
- Participant (initial) : FFH

The narrative framework focuses on how pre-service EFL teachers provide a structured overview of their experiences, highlighting the challenges and successful benefits they have encountered when implementing reflective learning, based on (Barkhuizen & Wette, 2008) model :

1. **I am an EFL pre-service teacher. The best thing about learning reflective practices during my teacher education was that** it helped me evaluate my teaching approaches more effectively. I could identify what worked, what didn't, and why, which made me more confident and intentional in planning my lessons.
2. **When I first started using reflective learning, I found it** a bit overwhelming because it required consistent attention to details I hadn't thought about before. However, over time, I realized how it helped me grow as a teacher by encouraging me to learn from both successes and mistakes.

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3. **During my teaching practicum, I applied reflective practices by** writing reflections after every lesson, analyzing student feedback, and revisiting my lesson plans to make adjustments. I also discussed my teaching experiences with mentors to gain new perspectives.
4. **My students responded to my teaching methods by** engaging actively in activities like group discussions and presentations. They became more confident in sharing their thoughts and performed better in assessments, which showed improved understanding.
5. **Reflective learning allowed me to make changes to my teaching practices, which** made my lessons more interactive and suited to my students' learning styles. This created a more engaging and effective learning environment.
6. **I believe this happened because** reflective learning helped me focus on the specific needs of my students and continuously refine my teaching strategies based on their responses and outcomes.
7. **One major challenge I faced when using reflective learning was** balancing reflection with the demands of lesson planning and teaching. It was difficult to find time to reflect deeply while also managing other responsibilities.
8. **The main reason for this challenge was** the limited time available during the practicum and my lack of experience in managing multiple tasks efficiently.
9. **I tried to overcome the challenge by** dedicating specific times for reflection, even if only for a few minutes, and focusing on key aspects like student engagement and lesson outcomes. I also used simple tools like journals to jot down quick observations.
10. **In the future, I plan to improve my reflective practice by** using more structured tools like rubrics or checklists to make the process more efficient. I also plan to seek regular feedback from mentors and students to enhance my teaching practices further.

Appendix 2 : Narrative Framework Focused On Their Reflections During The School-Based Teaching Practicum (PLP)

- Narrative Framework Guide "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day :
- Time :
- Participant :

The narrative framework focuses on how pre-service EFL teachers provide a structured overview of their experiences, highlighting the challenges and successful benefits they have encountered when implementing reflective learning on their reflections during the school-based teaching practicum (PLP), based on (Barkhuizen & Wette, 2008) model :

Benefit

1. During microteaching, I used reflection to understand my strengths and weaknesses in teaching. As I progressed through PLP, I realized that this understanding… and it helped me to… (Adapted from Barkhuizen #3)
2. At first, I found that reflection in microteaching helped me with… When I entered PLP, I discovered that reflection also played a role in… (Adapted from Barkhuizen #6)
3. One significant change in how I reflected on my teaching experience during PLP compared to microteaching was… because… (Adapted from Barkhuizen #6)
4. Throughout PLP, I became more aware that reflection helped me to… and this influenced the way I… (Adapted from Barkhuizen #7)

Challenges

5. When I first started using reflection in microteaching, one of the biggest challenges I faced was… During PLP, I found that this challenge… because… (Adapted from Barkhuizen #9)
6. In microteaching, I struggled with structuring my reflections because… In PLP, I noticed that this difficulty… and its impact

on my reflection process was… (Adapted from Barkhuizen #10)

7. I tried to overcome this challenge during microteaching by… When I faced similar difficulties in PLP, I realized that… so I attempted to address it by… (Adapted from Barkhuizen #11)

Benefit

8. Based on my experiences using reflection in both microteaching and PLP, I want to develop my ability to… because I have realized that… (Adapted from Barkhuizen #8)

The Example From SHK Reflection

- Narrative Framework Guide "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day   : Friday, 14th March 2025
- Time   : 19.30
- Participant : SHK

The narrative framework focuses on how pre-service EFL teachers provide a structured overview of their experiences, highlighting the challenges and successful benefits they have encountered when implementing reflective learning on their reflections during the school-based teaching practicum (PLP), based on (Barkhuizen & Wette, 2008) model :

1. **During microteaching, I used reflection to understand my strengths and weaknesses in teaching. As I progressed through PLP, I realized that this understanding** helped me know what needed improvement and how to upgrade my teaching quality.

2. **At first, I found that reflection in microteaching helped me** evaluate my teaching. **When I entered PLP, I discovered that reflection also played a role in** improving my lesson planning and classroom management.

3. **One significant change in how I reflected on my teaching experience during PLP compared to microteaching was** the frequency. In microteaching, I reflected after every session, but in PLP, I wrote reflections after two teaching sessions **because** I had to manage lesson planning, teaching media, and PLP reports.

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4. **Throughout PLP, I became more aware that reflection helped me to** identify what to improve and what to maintain. This made it easier for me to upgrade my teaching skills.
5. **When I first started using reflection in microteaching, one of the biggest challenges I faced was** time constraints. **During PLP, I found that this challenge** remained **because** I had many responsibilities like lesson planning, teaching media, and PLP reports.
6. **In microteaching, I struggled with structuring my reflections because** I didn't always know how to analyze my teaching. **In PLP, I noticed that this difficulty** continued, but I became more aware of the importance of reflection and tried to write it more systematically.
7. **I tried to overcome this challenge during microteaching by** setting time to reflect after every session. **When I face difficulties in PLP**, I realized that reflecting after two teaching sessions was more practical, **so I attempted to address it by** managed my time better to ensure I could still reflect.
8. **Based on my experiences using reflection in both microteaching and PLP, I want to develop my ability to** reflect more consistently **because I have realized that** self-evaluation is key to improving my teaching quality.

The Example From FFH Reflection

- Narrative Framework Guide "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day   : Friday, 14th March 2025
- Time   : 19.30
- Participant : FFH

The narrative framework focuses on how pre-service EFL teachers provide a structured overview of their experiences, highlighting the challenges and successful benefits they have encountered when implementing reflective learning on their reflections during the school-based teaching practicum (PLP), based on (Barkhuizen & Wette, 2008) model :

1. **During microteaching, I used reflection to understand my strengths and weaknesses in teaching. As I progressed**

through PLP, I realized that this understanding my strengths and weaknesses in teaching **and it helped me** to understand deeply and adjust teaching strategies that suit the needs of students in the field (in class)

2. **At first, I found that reflection in microteaching helped me** identify materials and teaching materials that need to be improved, for example class management, material delivery. **When I entered PLP, I discovered that reflection also played a role in** understanding more complex class dynamics and building relationships with students to know their strengths and weaknesses.

3. **One significant change in how I reflected on my teaching experience during PLP compared to microteaching was** depth of reflection and material because in PLP I face real situations that really require deeper and more continuous analysis of materials, teaching materials, and others.

4. **Throughout PLP, I became more aware that reflection helped me to** develop professionalism and independence in teaching. **And this influenced the way I** planning learning and interacting with students.

5. **When I first started using reflection in microteaching, one of the biggest challenges I faced was** objectivity and the ability to provide constructive feedback to oneself. **During PLP, I found that this challenge** more in-depth or develop into how to manage emotions and patience as well as pressure in real teaching situations because the situation is more complex.

6. **In microteaching, I struggled with structuring my reflections because** lack of clear guidance because we only use LKS so we have to look for other materials and include them in interesting teaching materials. **In PLP, I noticed that this difficulty** can decrease due to getting used to it over time, **and its impact on my reflection process was** become more structured and focused on the solutions taken.

7. **I tried to overcome this challenge during microteaching by** seek feedback from friends, teachers, and lecturers. **When I face difficulties in PLP, I realized that** direct experience

provides more valuable insights, **so I attempted to address it by** recording my experiences after I teach and reflecting on each lesson regularly.

8. **Based on my experiences using reflection in both microteaching and PLP, I want to develop my ability to** carry out deeper and more continuous reflection **because I have realized** that reflection is the key to developing teacher professionalism in any situation and condition in the field.

Appendix 3 : Reflective Learning Participant on Microteaching Course

The example 1 from SHK reflection

"Written Reflection (in classroom)"

Name : Syella Haqiqi Khoiriyah

Nim : 2103046021

I have conducted a teaching practice for fifth-grade elementary school students on "the use of superlative adjectives to describe the characteristics of people, animals, and things around us." Before starting the lesson, I greeted the students using the song "Good morning, good morning, and how are you?" Then I asked about their attendance. To begin the lesson, I asked three students to come forward as learning media so they could more easily understand the material. In this part, I gave the students some trigger questions to connect reality with the material, and then I explained how superlative adjectives are used. After that, I gave the students a vocabulary building activity so they would become familiar with the vocabulary that would be used. First, I showed them pictures and asked, "What animal is this?" After they answered, I read the vocabulary aloud and asked the students to repeat after me. Then, I used online flashcards to assess the students' understanding of the material, testing whether they could create sentences with superlative adjectives. After that, I guided them to work in groups playing a scrambled words game. I had determined the groups based on their proficiency levels, as each group would receive questions at different levels (low proficiency and high proficiency), implementing differentiated learning (content differentiation). After they completed and presented their group task results, I close the meeting by giving them a worksheet in the form of a gap-fill

text that they had to answer using appropriate superlative adjectives. The learning outcome I expected was for students to be able to use superlative adjective sentences to describe the characteristics of people, animals, and things around us. Before conducting the teaching practice, I felt very nervous. However, remembering that I had made my best efforts, I tried to stay calm. After completing this teaching practice, I felt satisfied and happy. Throughout the lesson, I always attempted to provide reinforcement to students through appreciation such as saying "well done" and inviting applause. I also implemented TPACK to make the learning more varied, such as using PowerPoint, pictures, and online flashcards. In my evaluation, I feel that one of the main strengths of my teaching was thorough preparation, especially in terms of developing engaging and varied learning modules and instructional media. However, I realize that there was a shortcoming in the examples I provided; they should have utilized objects closer to the students' immediate environment, such as those inside the classroom or around the school, not just animals. Moving forward, I will continue to strive to improve the quality of my teaching by considering the context and needs of students more comprehensively, as well as exploring more innovative and engaging teaching strategies and media for the students.

The example 2 from SHK reflection

"Written Reflection (from video)"

Name : Syella Haqiqi Khoiriyah

Nim : 2103046021

In my teaching practice, I taught eighth-grade students about expressions of suggestion, obligation, and prohibition in English. I began the lesson by providing trigger questions in Indonesian, such as "Have you ever heard prohibitions, suggestions, or obligations in your daily activities?" After the students had an idea about expressions of obligation, suggestion, and prohibition in Indonesian, I started the lesson by introducing vocabulary related to these expressions and asking them to read aloud together. Then, I explained how to construct expressions of suggestion, prohibition, and obligation in English correctly. I also included short dialogues about the use of these expressions so that students

could easily understand the material. After that, I divided the students into groups of four. Each group received a worksheet containing problems from daily life. They were asked to collaborate and create expressions of suggestion, prohibition, and obligation based on the problems in the worksheet. After they completed the group task and presented their work, I gave them an online quiz through "Quizizz" to reinforce their understanding of the material that had been explained. In evaluating this lesson, I feel that one of the strengths of my teaching practice and lesson plan is the variety of learning methods such as question and answer, group work, discussion, and presentation. Additionally, I also integrated TPACK in the form of PowerPoint, worksheets, and online quizzes (Quizizz) to enhance students' learning comprehension. However, I realize that there were some shortcomings in the implementation of this lesson. One of the main drawbacks was that I used too much Indonesian compared to English when teaching and giving instructions to students. Moreover, I had not yet introduced differentiated learning for the students. In the future, I will start using more English in explaining the material and communicating with students, of course, while considering their level of understanding. Although there were still many shortcomings, during the teaching video recording process, I felt enjoy and not nervous at all. This might be because I only recorded the video with three other people and there was no lecturer observing me. Nevertheless, I have also made my best efforts for this activity by trying to fulfill the eight basic teaching skills, such as giving trigger questions before starting the lesson, providing reinforcement to students in the form of appreciation like saying "good job" and giving applause. I provided varied learning through PowerPoint, group tasks working on worksheets, and also online quizzes via Quizizz. Overall, this teaching experience had a positive impact for me. However, I need to conduct evaluations and improvements, especially in terms of maximizing the use of English and developing more effective differentiated learning strategies. With continuous improvement efforts, I believe the quality of learning will continue to increase, and students can obtain maximum benefits from each learning session.

The example 1 from FFH reflection
Firda Fitria Husna
2103046034
https://youtu.be/_CY3g6lv5QM?si=LWK2vOqrJpNyycO1
Teaching Reflection Outline 1

1. Description
In this activity, I implemented 8 basic skills in teaching Narrative Text for grade IX of junior high school. I started with opening activities such as delivering greetings, motivating students, and doing apperception by asking questions related to the material. In the core activity, I explained the material using PPT, divided students into small groups, guided discussions and analysis of narrative texts, and asked students to present the results of their discussions. In the closing activity, I gave post-test questions, asked students to conclude the learning, gave feedback, and submitted the next lesson plan. Students actively participate in activities, discuss in groups, present analysis results, and do post-tests. I integrate TPACK in my learning practice by using interactive videos and PPT. I also apply the Pancasila Student Profile, namely Independence and Gotong-royong. Most students can understand the material of narrative texts, distinguish their structure and linguistic elements, and analyze certain information in narrative texts. Students are actively involved in group discussions and presentations of the results of the analysis. The results of the post-test show the level of students' understanding of the material being taught. This happened because of my mastery of the basic teaching skills that I already had and efforts to create a conducive learning environment through cooperative learning and the use of learning media/resources varied.

2. Feelings
At first, I felt a little nervous and worried about whether the implementation of this lesson plan would run smoothly and students could understand the material well. However, as the learning activities progressed, I felt relieved and enjoyed teaching. External factors such as class readiness, availability of learning media, and students' initial interest in the material can affect my

confidence. Internal factors such as careful preparation, mastery of the material, and previous teaching experience made me more confident.

3. Evaluation

The evaluation for my first learning practice is to enrich knowledge about the types of narrative texts and how to teach them with a variety of strategies, providing more intensive scaffolding and mentoring to students who are experiencing difficulties. But because this is not practiced directly to the student may be somewhat helpful for his mentoring.

4. Analysis

From this experience, I can learn that careful preparation is very important, especially in choosing the right learning methods and media. The use of PPTs, group discussions, and Q&A has proven to be effective in actively engaging students and improving their understanding. I also realized the need to allocate more time so that students can really master the material well. Because more time will help students to be more creative in developing this material, namely narrative text. This experience reminded me that teaching is not a simple process. Good planning, implementation, and evaluation are needed to achieve the expected learning goals. I have to continue to learn and adjust strategies to better facilitate the learning needs of students.

5. Conclusion

This experience is quite challenging but valuable for me as a teacher in teaching quite complex materials such as narrative texts to junior high school students. Careful preparation such as the selection of the right methods and media proves to be effective in actively engaging students and improving their understanding. However, more time allocation is needed so that students can really master the material well, especially for those who have limited English skills. I realized the need for continuous efforts to enrich knowledge, increase practice, and provide appropriate scaffolding for students who are experiencing difficulties.

6. Action

Plan Based on this reflection, the follow-up plan that can be carried out is:

➢ Develop more teaching materials and exercises to improve students' understanding and mastery of narrative texts.

➢ Provide special attention and more intensive assistance to students who struggle with understanding English vocabulary.

➢ Utilize relevant online resources and teaching materials to enrich narrative text learning materials.

The example 2 from FFH reflection

Teaching Reflection Outline 2

1. Description

In this learning, I managed to apply 8 basic teaching skills such as questioning, reinforcing, varying, explaining, opening and closing, guiding small group discussion, organizing the class, and teaching small group or individual well. The learning model I use is Problem based learning which is in order, namely:

1. Opening, conveying learning objectives, Motivating students
2. Orient students to the problem (presentation of information)
3. Organizing students to study
4. Guide individual and group investigations
5. Develop and present the work
6. Analyze and evaluate the problem solving process

I started learning with an "Imagination Game" to build students' motivation to learn. I guide small group discussions by paying attention to the characteristics of students, engaging their activeness, and organizing classes to support cooperative learning. On small group/individual teaching, I create fun situations and activate most students. In addition, I also apply differentiated learning by differentiating the treatment of visual students and kinesthetic students in the order of content, process, and product. I integrate TPACK in my learning practice by using Canva, PPT, video links, and online documents. I also apply the Pancasila student profile in the form of critical reasoning, mutual cooperation, and creativity. This happened because of my mastery of the basic teaching skills that I already had and efforts to create a conducive learning environment through cooperative learning and the use of learning media/resources varied.

The main outcomes of this learning are the good application of most of the basic teaching skills, the creation of a conducive learning environment through cooperative learning and the use of varied learning media/resources, as well as fun situations that enable most students in small group/individual teaching.

2. Feelings

Overall, I am satisfied with the application of basic teaching skills and the effort to create a conducive learning environment. However, there was little concern about the lack of knowledge that I could convey and the use of Indonesian that was too dominant. External factors such as student involvement greatly affect my feelings. When students are actively involved in learning, I feel satisfied. However, if some students seem to be less engaged, I feel worried about whether the learning is effective. In addition to external factors, internal factors such as my expectations and personal standards are also very influential. If the standards I set for myself have been met, I feel satisfied with the achievement. However, if I feel that there are still shortcomings in interaction with students or in creating better learning opportunities, I feel worried and evaluate myself for future improvement. The high standards and expectations I have have encouraged me to continue to improve the quality of teaching.

3. Evaluation

The positive aspect of this learning is my mastery of 8 basic skills in good teaching. The opening and closing of learning are also carried out by conveying goals, motivating, and reviewing the material. Small group learning is facilitated by paying attention to student characteristics, involving activeness, arranging classes for cooperative learning, and providing clear instructions. Fun and enabling situations for all students are created in small group/individual teaching. My evaluation for learning from friends may pay more attention to pronunciation, stress, and intonation.

4. Analysis

This reflection was chosen to identify errors in the application of basic teaching skills, cooperative learning, and creating a conducive learning environment. This analysis helped me realize the importance of direct interaction with all students and

provided more opportunities to ask questions to increase student engagement in learning.

5. Conclusion

From this reflection, it can be concluded that I have applied most of my basic teaching skills well, as well as created a conducive learning environment through cooperative learning and the use of varied learning media/resources. However, there is still room for improvement in terms of direct interaction with all students and the provision of more opportunities to ask questions and pay more attention to pronunciation, stress, and intonation.

6. Action Plan

Based on this reflection, the follow-up plan that can be carried out is:

➢ Increase direct interaction with all students by going around the classroom more often and asking questions individually.

➢ Provide more opportunities for students to ask questions, both verbally and in writing (e.g. question boxes).

➢ Pay more attention to pronunciation, stress, and intonation.

Appendix 4 : Reflective Learning Participant on PLP
The Example Reflection From SHK

Teaching Reflection – PLP: Part of the Body Lesson in Grade 2B

Today, I taught a Grade 2B class about "Parts of the Body." Before the lesson, I prepared several teaching materials, including a PowerPoint presentation, an interactive online game using Wordwall, and worksheets with pictures and vocabulary related to body parts. My goal was to make the lesson engaging and interactive, considering that young learners tend to have a short attention span and need varied activities to stay focused.

From the beginning of the lesson, I noticed that the students in 2B were very active. As I presented the material using PowerPoint, only a few students were enthusiastic, while the rest were easily distracted and chatty. Although I tried to engage them with questions and gestures, they still found it difficult to stay focused. This made me realize that a simple presentation might not be the best method for them.

When I distributed the worksheets, the atmosphere changed. The students became more focused and worked seriously on matching the vocabulary with the correct pictures. This showed me that hands-on activities help them concentrate better. However, the highlight of the lesson was the scrambled word game. The students were extremely excited and participated actively. They worked in teams, discussed the words, and cheered each other on. The energy in the classroom was high, but it was a productive kind of excitement. Seeing them so engaged in the game reassured me that interactive and competitive activities are highly effective for young learners.

Reflecting on this experience, I learned that passive activities, such as listening to a PowerPoint presentation, are less effective for active students like those in 2B. Instead, they respond better to interactive and hands-on activities. Moving forward, I will try to minimize long explanations and incorporate more games, group work, and hands-on exercises. I also need to find ways to maintain class control during high-energy activities like games, ensuring that students stay engaged without becoming overly noisy.

Overall, today's lesson taught me valuable insights about my students' learning preferences. While my lesson plan was well-prepared, I now see that flexibility is key. Adapting my teaching methods based on student responses will help create a more effective and enjoyable learning experience.

The Example Reflection From FFH

During my PLP at MTS, I got to experience real teaching using the basic skills I had learned before. It was really different from microteaching, which was done in a controlled classroom setting. At MTS, I had to handle a class with real challenges. I still used the same teaching steps—starting with a warm-up, explaining the material with a PPT, and giving group exercises. But I realized that managing a real class wasn't as easy as I thought. I had to be more flexible. When students started looking bored, I used games to make the lesson more interesting.

At first, I felt really nervous and kept wondering, "Will everything go as planned?" But over time, I started feeling more confident. The support from my supervising teacher and the students really

helped me. I was so happy to see the students actively participating and showing enthusiasm for the lesson.

When evaluating my teaching, I realized there were some things I needed to improve, especially classroom management. Some students had difficulty learning, and I wasn't sure how to handle that effectively. I also felt that I needed to be more creative in designing learning materials so the class would be more engaging and fun.

From this experience, I learned that preparing materials well is very important. Teaching strategies and learning media should be adjusted based on students' characteristics because every class is different. I also need to interact more with students to understand their needs and difficulties. One thing I now know for sure is that self-evaluation and reflection after each teaching session are really important for improving my teaching skills.

Overall, this PLP experience was very valuable for me. I realized that being a teacher is not just about explaining lessons but also about creating a positive classroom environment, building good relationships with students, and always learning to improve.

After reflecting on my experience, I made some plans to improve my teaching. I want to learn more about classroom management, find better strategies, and create more creative learning materials. I also plan to interact more with students to understand their needs. I will continue to evaluate myself after every lesson to keep improving. Lastly, I hope to collaborate with other teachers to share experiences and gain new insights about teaching.

Appendix 5 : Interview Guidelines

- Interview guide to the EFL Pre-Service teacher "Reflective Learning In Developing Language Teaching Skills Among EFL Pre-Service Teachers: Challenges And Benefits"
- Date/day   :
- Time   :
- Interview's name (initial)   :
- Objectives   : The objectives of this interview is to gain a more detailed understanding of how participants reflect on their challenges and growth in developing language teaching skills through reflective learning.
-

Indicators	Interview Question
Challenges	What weaknesses did you identify in the way you taught English during the lesson you reflected on?
	Were there any moments when you found it difficult to master the material being taught? How did reflective learning help you address this?
Benefits	After reflecting, what strengths did you find in the way you taught English?
	To what extent do you feel more confident in your teaching ability after using reflective learning?
	Can you share moments when you felt that you truly mastered the material you taught? How did reflecting on your teaching play a role in this?

Appendix 6 : Interview Transcribe
Interview Transcribe From SHK

- Date/day of interview : Friday, 06th December 2024
- Time : 11.15 – 11.50
- Respondent (initial) : SHK
- Interviewer : Fina Arina Mutaalimi

The following is a list of the responses to the interview questions :

Participant		Interview Trancribe
Interviewer	:	Good morning. My name is Fina Arina Mutaalimi, and I am the student conducting this research. Thank you very much for your willingness to participate in this interview. How are you today?
SHK	:	Good morning, Alhamdulillah, I am fine today, how about you?
Interviewer	:	I am fine too. Are you ready for the interview today?
SHK	:	Yes, of course.
Interviewer	:	Alright, let me explain the interview procedure first. This is a semi-structured interview, where the questions I have prepared before. If any questions are unclear, feel free to ask for clarification.
SHK	:	Okey, I got it.
Interviewer	:	Okay, let's begin with the first question. What weaknesses did you identify in the way you taught English during the lesson you reflected on?
SHK	:	The weaknesses I identified were the lack of use of examples that were relevant to the students' environment when teaching superlative adjectives. In addition, when teaching expressions of suggestion, obligation, and prohibition, I used too much Indonesian. These two things are a

		reminder for me to be more relevant and consistent in using English in learning.
Interviewer	:	Were there any moments when you found it difficult to master the material being taught? How did reflective learning help you address this?
SHK	:	Yes, I found it difficult when teaching expressions of suggestion, obligation, and prohibition to eighth graders. One of the biggest challenges was my tendency to use more Indonesian than English. However, through reflection, I realized the importance of increasing the use of English to help students become more familiar with real contexts. I am committed to improving this by providing instruction in stages, considering the students' level of understanding.
Interviewer	:	After reflecting, what strengths did you find in the way you taught English?
SHK	:	One of my main strengths or advantages is the ability to prepare varied and interactive learning. I always try to integrate technology (TPACK) such as PowerPoint, online flashcards, Quizizz, and group activities that actively involve students. In addition, I also give awards or appreciation to students as a form of support that makes the classroom atmosphere more enjoyable.
Interviewer	:	To what extent do you feel more confident in your teaching ability after using reflective learning?
SHK	:	Reflection helps me to objectively recognize my strengths and weaknesses. This makes me more confident because I know what needs to be maintained and what needs to be improved. While there is

		still room for improvement, I feel more confident that I am on the right track to becoming a better educator.
Interviewer	:	Can you share moments when you felt that you truly mastered the material you taught? How did reflecting on your teaching play a role in this?
SHK	:	I felt like I really mastered the material when I taught superlative adjectives to fifth graders. During that session, I prepared the material very thoroughly, such as creating interesting learning media, using PowerPoint, online flashcards, and activities that actively involved students such as scrambled words games. Reflecting after teaching helped me realize that good preparation and variety in teaching methods yield maximum results. This made me feel confident that the methods I used were appropriate for the needs of the students.
Interviewer	:	Okay, that's all the questions. Thank you for answering all the questions. Have a great day !
SHK	:	Anytime, you too.

Interview Transcribe From FFH

- Date/day of interview : Friday, 06th December 2024
- Time : 09.40 – 10. 15
- Respondent (initial) : FFH
- Interviewer : Fina Arina Mutaalimi

The following is a list of the responses to the interview questions :

Participant		Interview Transcribe
Interviewer	:	Good morning. My name is Fina Arina Mutaalimi, and I am the student conducting this research. Thank you very much for your willingness to participate in this interview. How are you today?
FFH	:	Good morning, Alhamdulillah, I am fine today, how about you?
Interviewer	:	I am fine too. Are you ready for the interview today?
FFH	:	Yes, of course.
Interviewer	:	Alright, let me explain the interview procedure first. This is a semi-structured interview, where the questions I have prepared before. If any questions are unclear, feel free to ask for clarification.
FFH	:	Okey, I got it.
Interviewer	:	Okay, let's begin with the first question. What weaknesses did you identify in the way you taught English during the lesson you reflected on?
FFH	:	The weakness is that I sometimes don't interact much directly with all the students. I also feel like I haven't given them the opportunity to ask questions optimally. Also, regarding pronunciation, stress, and intonation when speaking English, I still have a lot to learn. From that reflection, I realized that I need to improve these things so that my teaching is more effective.

Interviewer	:	Were there any moments when you found it difficult to master the material being taught? How did reflective learning help you address this?
FFH	:	There were times, like when I felt like I didn't have enough teaching time for all students to understand or when I used Indonesian too often. From reflection, I understood that I needed to allocate more time and try to interact more directly with students. I also started looking for ways to give more attention to students who were having difficulty through additional materials or intensive assistance.
Interviewer	:	After reflecting, what strengths did you find in the way you taught English?
FFH	:	My strengths are more in making the learning atmosphere comfortable and fun. For example, using group discussions, games to build motivation, or different approaches for visual and kinesthetic students. I am also quite okay with using technology like Canva, videos, and online resources so that their learning is not monotonous.
Interviewer	:	To what extent do you feel more confident in your teaching ability after using reflective learning?
FFH	:	Honestly, I am much more confident. Reflection is like giving me a clear picture of what is good and what needs to be fixed. I also have an action plan to overcome my weaknesses, such as chatting with students more often one-on-one or giving them more time to ask questions. So now I feel more prepared to teach the materials in the future.

Interviewer	:	Can you share moments when you felt that you truly mastered the material you taught? How did reflecting on your teaching play a role in this?
FFH	:	There were times, like when I taught Narrative Text in junior high school and Report Text in high school. I really felt like I had mastered the material when I saw students actively discussing, presenting, and their post-test results were good. Well, that reflection helped me realize that it was all thanks to thorough preparation, using fun media like PPT and videos, and the right learning method. That reflection made me more confident that the method I was using was correct.
Interviewer	:	Okay, that's all the questions. Thank you for answering all the questions. Have a great day !
FFH	:	Anytime, you too.

Appendix 7 : Photos

Interview SHK about Reflective Learning	
Interview FFH about Reflective Learning	

Appendix 8 : Advisor Appointment Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Semarang, 2 Mei 2024

Nomor   : 1545/Un.10.3/J2/DA.04.09/05/2024
Lamp   : -
Perihal   : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama   : Fina Arina Mutaalimi

NIM   : 2103046006

Judul   : Reflective Learning and Its role on Promoting Language Teaching Among Adolescent EFL Learners

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

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