

**TEACHER'S PROFESSIONAL EXPERIENCE
AND ITS IMPLICATION ON EFL
TEACHING STRATEGIES**

THESIS

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



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
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ABSTRACT

Title : Teacher's Professional Experience and
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This study aims to explain the teacher's professional experience and to explain the implication of the teacher's professional experience on EFL teaching strategies. More research is needed to understand how teacher's experiences shape their teaching practices and adjust their teaching strategies based on changing contexts and student needs. This study employs a qualitative method and narrative inquiry research design to explore the teacher's professional experience and the implication of the teacher's professional experience on EFL teaching strategies of the personal and professional knowledge of teachers when they were students in an undergraduate teacher education program and after they graduated and became teachers. The participants of this study were three English teachers of the 13th state high schools in Semarang City in the 2023-2024 academic year. The data collection methods used in this study are based on narrative inquiry using observation and interviews. To ensure the validity of the data, this research used methodological triangulation. This study found that all participants have comprehensive professional experiences since they have multi-experience in pre-service teaching after receiving their teaching education degree. A teacher's professional experience has far-reaching implications for

EFL teaching-learning strategies. It results in more informed and adaptable teaching practices, greater cultural sensitivity, and the ability to create personalized, engaging, and inclusive classroom environments. In conclusion, teachers' professional experience is crucial in shaping the effectiveness of English as a Foreign Language (EFL) teaching-learning strategies.

Keywords: Educational Background, EFL Teacher, Professional Experience, Teaching Strategy.

MOTTO

أُطَلِّبُ الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

"Seek knowledge from the cradle to the grave."

~

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

"The seeking of knowledge is compulsory for every Muslim."

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

All the praise should always be given to Allah ta'ala, the most beneficial and merciful one who blessed the researcher, so this thesis is finished. Prayers and salutations are always offered to our beloved prophet, Muhammad, who brings his ummat from the dark era into the bright era.

The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from the people around her. Therefore, the researcher would like to express her wholehearted gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag. M.Hum., as the dean of the Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd., and Lulut Widyaningrum, M.Pd., are the head and the secretary of the English Language Education Department of UIN Walisongo Semarang.
3. Dr. Siti Tarwiyah SS., M.Hum., as her thesis advisor, always gives helpful and valuable guidance, motivation, and suggestions for this thesis.
4. Sayyidatul Fadlilah, M.Pd., as her academic advisor, is always patient in giving the writer academic advice.
5. My deepest gratitude to all lecturers and staff in the Faculty of Education and Teacher Training of UIN Walisongo

Semarang, especially in the English Language Education Department.

6. My endless love and my best support system in the world, my parents (Mr. Nurimawan, Mrs. Almh. Fathul Jannah, and Mrs. Indah Rahardjanti), my beloved siblings, Fanni Hilma Nadzira, Hadanas Sabila, Ahmad Zarkasyi, and my only little sister Hety Rizka Zakiyya, who always guide and pray the best for me every time and everywhere, who always never letting me down and reminding me that I can get through it. While finishing this script, they always gave me prayers, encouragement, love, spirit, motivation, and patience. Thank you all so much for everything. I love you so much more than anything.
7. My beloved best friend in ICP 20, thank you for always caring, helping, and supporting me in every situation from 2020 until now.
8. My dearest best friend in PBI 20. Thank you for everything, for your best support and kindness to me.
9. PLP I SMAN 8, KKN MIT 16 Posko 4, PLP II SMAN 13 members, whom I love, thank you for being a family in this overseas land. It was a pleasure meeting and getting to know you. Success for all of us, everyone.
10. All my friends, whose names I cannot mention individually, thank you for always being on my side.
11. Last but not least, I want to thank myself, Robbi Maulana. I want to thank you for believing in me. I want to thank myself for all this hard work. I want to thank myself for having no days off. I want to thank myself for never quitting.

Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept

constructive criticism to improve this thesis and hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 05 December 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Robbi Maulana Nur Al Ahmad', enclosed within a hand-drawn rectangular box.

Robbi Maulana Nur Al Ahmad

NIM. 2003046062

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CHAPTER I

INTRODUCTION

This chapter discusses the background of this study, the research question, and the research objective. Focusing on the teacher's professional experience and the teaching strategies, the researcher expressed his interest in doing this study by exploring the previous research and then described the necessity of doing this study to become the research question and objective.

A. Background of the Research

Teacher professional experience refers to the knowledge, skills, and expertise that a teacher acquires through their work in education. This experience is gained through formal education, ongoing professional development, and practical classroom experience.

A teacher's professional experience includes understanding subject matter, instructional strategies, classroom management techniques, assessment methods, and the ability to work with students of different backgrounds and skills. It also has their understanding of education policy, research on effective teaching practices, and their ability to reflect on their teaching practices to improve continuously.

Teacher's professional experience is essential to effective teaching and is developed through ongoing learning and reflection. Experienced teachers can adapt to changing circumstances, develop creative solutions to classroom

challenges, and provide practical instruction that meets the needs of diverse learners.

Most people agree that a pre-service teacher's growth greatly depends on their professional experience or the practicum component of English teacher training. Pre-service teachers routinely rated it as the most crucial component of their teaching expertise. More time spent building relationships between the profession and students is preferred in classrooms. It has been questioned if the possibilities of becoming professional English instructors are higher when there is a corresponding rise in professional experience. (Gutierrez & Nailer, 2020)

In teacher education, teacher professional experience refers to the practical classroom experience that teacher candidates gain through field experiences such as student teaching, practicum, or internship programs. It is an essential component of teacher education programs because it allows candidates to apply the knowledge and skills acquired through coursework in real-world classroom settings.

During their professional experience, teacher candidates work closely with experienced teachers and other education professionals to develop their teaching skills, gain practical experience, and reflect on their teaching practices. They observe and assist experienced teachers in planning, delivering instruction, designing assessments, and managing classroom behavior. As they gain experience and confidence, they gradually assume more responsibility for planning and providing education under the guidance and supervision of their mentor teachers.

Teacher professional experience is a valuable opportunity for teacher candidates to develop their professional identity, gain practical experience, and connect with other education professionals. It also provides teacher education programs to evaluate teacher candidates' readiness for independent teaching positions.

Teacher's previous pedagogical experiences in educational connections influence their teaching methods. They put their academic expertise into action in their classroom. (Kenyon, 2017) To be a teacher is often thought to provide ideal conditions beyond our knowledge because of increased opportunities for better experience used for future occupations or being the best teacher. Documenting learners' experiences and varied opportunities for teaching-learning use during study abroad can majorly inform understanding of strategy development in this context. Examining learners' experiences is one way to address this question. (Santoro & Reid, 2006) This is because investigating the knowledge achievement to which study abroad learners interact with indigenous and other target learners users can provide essential insights about opportunities for better teaching-learning strategy and use that additionally serve as proxies to understand the availability and types of input that learners encounter while abroad. (Black & Hachkowski, 2019)

English Learners are frequently allocated to sheltered classes taught by teachers who have received training in second language acquisition (SLA) methodologies tailored to their requirements. Teachers actively construct academic and content-specific vocabulary while openly training students to recognize and understand their learning processes. (Moore, 2019) Teachers

may add their particular background information by inscribing their language acquisition. Learner English encourages using the first language to grow and support the second language. (Christian et al., 2023)

Studies examine how English language teachers make meaning of their experiences with their education using teaching-learning strategies. Teaching experiences have increasingly been adopted in the context of language instruction in school. This study examines implementing an English language learning program in a school department. Furthermore, how a teacher implemented the experience and values of education in their classrooms and how they tried to manage the English classroom.

Effective English teaching-learning strategies are essential for teachers to engage their students and facilitate meaningful learning experiences. English teachers should use differentiated instruction to meet the diverse learning needs of their students. It involves modifying lesson plans and education to cater to individual students' learning styles, interests, and abilities.

English teachers had to engage students in active learning through hands-on activities, group discussions, and interactive games. These activities encourage students to participate actively in their knowledge and help them retain information better. In addition, English teachers had to encourage students to work together in pairs or small groups to complete tasks or assignments. It helps students develop their communication skills and encourages them to share ideas and perspectives with their peers.

English teachers can use technology to enhance their instruction and engage students. It can include educational apps, interactive whiteboards, or online resources. Authentic assessment is also used to evaluate student learning and progress. It involves assessing students' skills and abilities through real-life tasks or assignments relevant to their lives outside the classroom. Visual aids such as videos, images, or infographics reinforce key concepts and help students better understand complex ideas. English teachers should provide students with regular feedback and opportunities for reflection. It allows students to understand their strengths and weaknesses and encourages them to take ownership of their learning.

By incorporating these strategies into their instruction, English teachers can create engaging and effective learning experiences for their students.

B. Research Question

The purpose of this study is to answer the following questions:

1. What are the teacher's professional experiences?
2. What is the implication of the teachers' professional experience on EFL teaching strategies?

C. Objectives of the Research

Not all English teachers have the same professional experiences in their teacher education. Some are linear in

their teacher education, while others are not. Thus, researchers want to know if their English learning processes are similar or significantly different. The researcher is also interested in why they opted to become English instructors, which might be connected to their experience despite teacher education or a lack of human resources. The objectives of this study are:

1. To explain the teachers' professional experience,
2. To explain the implication of the teachers' professional experience on EFL teaching strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research and theoretical review, including the study literature, theory, and the research gap regarding teachers' professional experience and its implication on EFL teaching practices.

A. Previous Research

The previous research (Kim et al., 2019) found that the most typical issues that student instructors have are connected to specific grammatical structures, explaining unfamiliar vocabulary to students, adjusting language based on students' levels, and maintaining the authenticity of the classroom language. During this study, the university supervisor provided a target language awareness training session to increase the student instructors' target language use in the classroom. Classroom observations, feedback sessions, semi-structured interviews, retrospective protocols, and discussion meetings with student teachers were all part of the training programs. The findings suggested that language awareness training had a favorable influence on pre-service English teachers' target language use.

Another previous research (Gutierrez & Nailer, 2021) states that the government prioritizes high-quality professional experience, documented in professional experience literature, instead of merely accumulating days. It has been proposed that creating solid university-school collaborations will increase the chances of "quality" experiences. According to the PST voices in this study, their nuanced understanding of the teaching profession

has significantly grown, which has improved their status as teacher professionals.

The proportion of English users has been rising during the globalization era. For the first time in recorded history, there are more non-native English speakers than native speakers. People are likely to have more opportunities than native speakers to use English as a lingua franca when speaking with non-native speakers, given this sociolinguistic fact. Furthermore, several countries have evolved their distinct linguistic traits due to the increased diversity of English users. The name "English" (singular form to indicate the NE language) has evolved into "Englishes," or a variety of national codifications of English, or "World Englishes," as a result of this evolution. (Prabjandee, 2020)

Researchers and teachers in second and foreign language teaching have taken varied positions on language use in classrooms with multilingual learners. Most researchers and teachers agree that exposure and opportunities to use the target language in classroom contexts are essential for second and additional language acquisition. Some researchers have maintained that exclusive use of the target language provides an optimal environment for learning.

Regarding the Practical Application of Teaching Strategies (Suhandra & Ariawan, 2023), professional experience in teacher education provides aspiring EFL teachers with opportunities to apply different teaching strategies and techniques in natural classroom settings. Through hands-on experience, teachers can observe the effectiveness of various methods, adapt their approaches based on student responses, and refine their

teaching strategies to enhance language acquisition and learning outcomes.

According to (Mardhatillah & Suharyadi, 2023), EFL classrooms often consist of learners with diverse language proficiency levels, learning styles, and cultural backgrounds. Professional experience equips teachers with the ability to differentiate instruction to meet students' varying needs. They learn to employ different strategies, materials, and assessment methods to address individual learning preferences and provide appropriate support to facilitate language development for all students.

Reflective Practice and Professional Growth According to (Nurkamto & Sarosa, 2020), Professional experience encourages EFL teachers to engage in reflective practice, which involves critically analyzing their teaching practices, reflecting on the impact of their instructional decisions, and making adjustments based on feedback and self-evaluation. This reflective process helps teachers identify areas for improvement, refine their teaching strategies, and enhance their effectiveness in facilitating EFL learning.

Professional experience often involves collaborative opportunities, such as working with mentor teachers, participating in professional learning communities, or engaging in team-teaching experiences. These collective efforts provide opportunities for EFL teachers to exchange ideas, share best practices, and collectively develop their instructional skills. Collaborative learning and ongoing professional development are crucial in staying abreast of the latest research, pedagogical

approaches, and technological advancements in EFL education. (Ventista & Brown, 2023)

Many studies have examined the impact of pre-service teacher education on English language teaching and learning strategies. However, few studies have explored the long-term effects of professional experience on teacher practice. More research is needed to understand how teachers' experiences shape their teaching practices and adjust their teaching strategies based on changing contexts and student needs.

B. Theoretical Review

1. Teacher Professional Experience

English teachers' professional competence refers to their knowledge, skills, and abilities, which enable them to teach English effectively. It encompasses many competencies, including subject matter knowledge, pedagogical knowledge, and interpersonal skills.

Subject matter knowledge is essential to an English teacher's professional competence. It includes a deep understanding of the English language, its grammar, syntax, and vocabulary, and an understanding of literary genres and their elements. An English teacher must also be proficient in the four language skills: reading, writing, listening, and speaking, and be able to teach these skills effectively to their students.

According to (Francies et al., 2021), In the field of teacher education, professional experience refers to the practical

and hands-on teaching experiences that educators gain as part of their preparation and ongoing development. While specific requirements may vary depending on the country, institution, and level of education, several critical components are typically considered necessary for a well-rounded professional experience in teacher education. (OECD, 2009) These components include:

1. **Student Teaching:** Student teaching is a critical component of teacher education programs, where prospective teachers work closely with experienced mentor teachers in real classrooms. It allows them to observe, assist, and gradually take on teaching responsibilities under supervision. Student teaching provides opportunities for the practical application of pedagogical theories and strategies, classroom management skills, and professional relationships with students, colleagues, and parents.

2. **Lesson Planning and Instruction:** Teacher education programs often emphasize developing lesson planning skills, including setting clear objectives, designing engaging activities, incorporating appropriate resources, and assessing student learning. Prospective teachers should gain experience in creating and delivering practical lessons across different subjects and grade levels, as well as adapting instruction to meet the diverse needs of students.

3. **Classroom Management:** Effective classroom management is crucial for maintaining a positive and productive learning environment. Prospective teachers should develop strategies for establishing routines, managing behavior, fostering student engagement, and promoting a respectful and inclusive classroom culture. Practical experience in implementing

classroom management techniques and addressing various challenges is essential.

4. Assessment and Evaluation: Teachers need to be able to assess student learning and provide constructive feedback. Experience designing and administering formative and summative assessments, analyzing student performance data, and using assessment results to inform instructional decisions is essential. Additionally, understanding different types of inspections, such as traditional tests, projects, portfolios, and performance assessments, is valuable for practical evaluation.

5. Differentiated Instruction: Teachers encounter students with diverse learning needs and abilities. Professional experience should involve strategies for differentiating instruction to meet individual student needs, including adapting materials, providing accommodations, and implementing instructional interventions. Understanding inclusive practices and supporting students with special educational needs is also essential.

6. Reflective Practice: Reflection is a crucial component of professional growth in teaching. Prospective teachers should engage in reflective practice, examining their teaching practices, assessing their effectiveness, and making adjustments based on feedback and self-evaluation. Reflective practice helps teachers improve their instructional strategies, classroom management techniques, and energy.

7. Collaboration and Professional Development: Teaching is a collaborative profession; teachers often work in teams or professional learning communities. Experience in collaborating with colleagues, engaging in professional development activities,

and participating in ongoing learning communities can enhance a teacher's professional growth and effectiveness.

Teacher education programs need to recognize and prioritize the development of professional experience among aspiring teachers. By providing a robust foundation that integrates theory and practice, supports practical application, and promotes reflective practice, teacher education programs can equip teachers with the skills and knowledge needed to navigate the complexities of the classroom effectively.

2. Strategies in EFL Teaching

Pedagogical knowledge refers to an English teacher's ability to plan and deliver practical lessons that engage and challenge students. It includes understanding the principles of curriculum design, instructional strategies, and assessment methods. An English teacher must also be able to differentiate instruction to meet the needs of students with varying abilities and learning styles.

Various strategies have been developed and researched in English as a Foreign Language (EFL) teaching to enhance language acquisition and learning outcomes. (Harmer, 2004)

1. Communicative Language Teaching (CLT): CLT is an approach that emphasizes authentic and meaningful communication in the target language. It focuses on interactive activities, such as role-plays, discussions, and group work, to engage learners in real-life language use. CLT emphasizes developing all language skills (speaking, listening, reading, and

writing) and encourages learners to use the language in meaningful contexts. (Ariatna, 2012)

2. Task-Based Language Teaching (TBLT): TBLT is an instructional approach that centers around completing meaningful tasks. Learners engage in purposeful activities that require them to use the language to achieve specific goals or solve problems. Duties can include information-gap activities, problem-solving tasks, or project-based assignments. TBLT promotes language learning through meaningful language use and provides opportunities for communication, collaboration, and critical thinking.

3. Content-Based Instruction (CBI): CBI integrates language learning with subject matter instruction. In this approach, learners acquire language skills while studying content from various academic disciplines. For example, learners might study science or history in the target language, allowing them to develop both language proficiency and content knowledge simultaneously. CBI promotes language learning through engaging and relevant content, connecting language instruction to real-world contexts.

4. Cooperative Learning: Cooperative learning involves structuring classroom activities to promote collaboration and interaction among learners. It encourages students to work in groups or pairs to complete tasks, solve problems, or discuss ideas. Cooperative learning enhances language learning by providing opportunities for negotiation of meaning, peer feedback, and developing communication and teamwork skills.

5. **Scaffolded Instruction:** Scaffolded instruction involves providing temporary support and assistance to learners as they acquire new language skills or knowledge. Teachers provide explicit education, modeling, and support to help learners understand and complete tasks successfully. As learners become more proficient, the scaffolding is gradually reduced, allowing them to take more ownership of their learning. Scaffolding helps EFL learners build confidence, develop new skills, and make connections between new and existing knowledge.

6. **Vocabulary Development Strategies:** Vocabulary plays a crucial role in language acquisition. EFL teaching often involves strategies for explicit vocabulary instruction, such as pre-teaching keywords, using visual aids, providing context, and offering opportunities for practice and reinforcement. Techniques like word mapping, mnemonics, and promoting extensive reading can also support vocabulary acquisition and retention.

7. **Authentic Materials and Real-World Contexts:** Incorporating authentic materials, such as newspapers, magazines, songs, movies, and real-life materials, exposes learners to genuine language use and cultural contexts. Learners develop their language skills by engaging with real-world resources while gaining insights into the target language and culture.

8. **Technology-Enhanced Language Learning:** Integrating technology into EFL teaching can provide interactive and engaging learning experiences. Technology tools and resources, such as language learning software, online platforms, multimedia resources, and language learning apps, offer opportunities for independent practice, interactive exercises, and personalized learning experiences.

It's important to note that the effectiveness of these strategies may vary depending on learners' needs, proficiency levels, cultural contexts, and instructional goals. Therefore, adapting and selecting strategies based on the specific context and learners' characteristics is advisable.

Interpersonal skills are also crucial to an English teacher's professional competence. An influential English teacher must establish positive relationships with students, parents, and colleagues and be able to communicate effectively both orally and in writing. They must also create a safe and inclusive classroom environment that promotes learning and academic success for all students.(Guerriero & Guerriero, n.d.)

The sociolinguistic reality of English users has also created issues in EFL teaching classes, requiring teachers to adapt their instructions to prepare students for the world outside the classroom. This practice is critical because it prepares pupils for the tumultuous world of English in the twenty-first century. Prior research has reacted to the urge to reform ELT by creating activities or courses to assist students in learning about the ideas. (Prabjandee, 2020)

3. The Importance of Professional Experience in EFL Teaching

The importance of professional experience in English as a Foreign Language (EFL) teaching is widely recognized in the field. Research has shown that effective English teachers possess a combination of these competencies and that ongoing professional development is essential to maintaining and improving them. Teacher education programs should aim to

develop these competencies in their graduates through coursework, field experiences, and mentoring. Ongoing professional development opportunities, such as workshops and conferences, can also help English teachers continually improve their professional competence and provide high-quality instruction to their students.

During their education, English teachers in numerous nations where English is not their first language were instructed based on the standards of native English speakers. Teachers would then impart knowledge in the same manner that they were introduced. The idea of apprenticeship of observation states that instructors learn about teaching via numerous statements since they were students, providing a reasonable explanation for this phenomenon. (Prabjandee, 2020)

Various theoretical reviews of the significance of professional experience have been developed and researched in EFL Teaching.

1. Practical Application of Pedagogical Knowledge: Professional experience allows EFL teachers to apply the theoretical knowledge and pedagogical strategies they have learned in their teacher education programs. Through hands-on teaching experiences, teachers gain a deeper understanding of implementing effective instructional techniques, managing classrooms, and engaging students in meaningful language learning activities.

2. Classroom Management: Effective classroom management is crucial in creating a positive and conducive learning environment for EFL learners. Professional experience

helps teachers develop the skills to establish routines, manage student behavior, and create an atmosphere that promotes active participation and language acquisition. Teachers learn how to balance structure and flexibility to optimize learning opportunities.

3. **Adaptation to Learner Needs:** EFL classrooms are often diverse regarding learners' language proficiency, cultural backgrounds, and learning styles. Professional experience allows teachers to develop the ability to assess and understand individual learner needs, adapt instructional strategies, and differentiate instruction to cater to diverse learners effectively. Teachers learn to create inclusive learning environments that accommodate learners' linguistic, cognitive, and socio-emotional needs.

4. **Language Use and Authenticity:** Professional experience provides EFL teachers opportunities to enhance their language proficiency and develop authentic and natural language use. Teachers gain exposure to learners' language challenges, errors, and developmental stages, which helps them understand the learners' perspective and scaffold their language development. Teachers also learn to incorporate authentic language materials and real-life contexts into their instruction to enhance learners' communicative competence.

5. **Pedagogical Flexibility and Problem-Solving Skills:** In EFL teaching, unexpected classroom situations and challenges often arise. Professional experience allows teachers to develop pedagogical flexibility and problem-solving skills to handle such problems effectively. Teachers learn to think on their feet, make quick decisions, and adjust their teaching strategies based on learners' responses and emerging needs.

6. **Reflective Practice and Professional Development:** Professional experience encourages EFL teachers to engage in reflective practice, critically analyze their teaching practices, and make informed decisions for improvement. By reflecting on their experiences, teachers identify strengths, weaknesses, and areas for growth. They can seek professional development opportunities, engage in ongoing learning, and stay updated with the latest research and best practices in EFL teaching.

7. **Building Relationships and Cultural Competence:** Professional experience in EFL teaching allows teachers to develop relationships with learners, parents, colleagues, and the broader community. Through these interactions, teachers gain insights into learners' cultural backgrounds, values, and expectations, which helps foster a culturally responsive and inclusive learning environment. Teachers learn to bridge cultural gaps, adapt instructional approaches, and promote intercultural understanding among learners.

It's worth noting that while professional experience is valuable, ongoing professional development and continuous learning are equally important for EFL teachers to stay abreast of the evolving field, incorporate new teaching methodologies, and adapt to changing learner needs.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the design, participants, method of collecting data, and data validity of this research, including the researcher's instrument for interview and observation indicator and method of analyzing data to find the result.

A. Research Design

The qualitative research method is an option for investigation because it does not require a conceptual or large amount of data. The Narrative inquiry design has become a respectable method of study in all sectors of social research, and it has been used in the ELT field, in particular, to comprehend language education from the perspective of people who teach and learn. It is a method of understanding what teachers know, what they do with what they know, and the sociocultural conditions in which they lead. The narrative allows us to understand how the personal and social intersect in the lives of teachers and how these encounters are formed by the broader social and institutional histories in which they live. (Mendieta & Barkhuizen, 2020)

This study employs a narrative inquiry design to explore three teachers' personal and professional knowledge and experience as students in an undergraduate teacher education program after graduating and becoming teachers. The researcher believes such experiences have implications for teacher education.

B. Participant

Participants of this research were expected to have various educational backgrounds. They were three English teachers from one of the state high schools in Semarang City. Each teacher has a certain amount of experience as a teacher. Two teachers were still relatively new, and one teacher was a senior. Teachers' professional experience is needed to determine the impact that occurs on the teachers' teaching strategy.

Reaching out to participants with various backgrounds and research experiences helps ensure the study's inclusivity and representativeness. Including participants from different backgrounds brings a variety of perspectives, opinions, and experiences to the research. This diversity enriches the data collected and allows for a more comprehensive understanding of the research topic. Different backgrounds can contribute unique insights and shed light on aspects that may have been overlooked otherwise.

Including participants with diverse backgrounds can facilitate the transferability of research findings to different contexts or settings. The insights from a study encompassing various stages can offer valuable information for practitioners, policymakers, and educators working in diverse communities or populations.

English education is influenced by cultural, social, and linguistic factors that vary across different regions, countries, and communities. Engaging participants with diverse backgrounds

allows researchers to explore the specific challenges, needs, and practical strategies within different contexts. This contextual understanding helps develop more relevant and applicable recommendations and interventions for English language teaching and learning.

The English teacher is expected from a list of my teaching pals who volunteered after hearing a brief explanation of the research. In this study, data from respondents will be used. Age, gender, educational background, cultural background, and the lesson taught by the teacher were all factors considered throughout the selection process. (Simonsz et al., 2020)

In summary, reaching out to participants with various background experiences in English teaching strategies research enriches the findings, promotes inclusivity, and enhances the practical application of research outcomes in different teaching contexts. It allows for a comprehensive understanding of effective teaching strategies and facilitates sharing experiences and best practices among English teachers.

C. Method of Collecting Data

1. Observation

The data collection method used in this study is based on narrative inquiry using observation and interviews. The researcher was observed directly in which class the teacher taught their students. The observation in this research is needed as the primary

method of exploring data about the EFL teachers' strategies for their teaching in the classroom.

2. Interview

After obtaining the EFL teacher's strategies data through observation, the researcher would directly interview the teachers after they teach their students. After the researcher gains a comprehensive understanding of their professional experiences and the two variables through observations and interviews, it is expected that the researcher will come up with several overviews related to the new perspective on the implication of teacher professional experience on EFL teaching strategies.

In-depth interviews are a crucial method of collecting data in narrative inquiry, a qualitative research approach that explores individual experiences through storytelling. An interview guide may be developed to provide a structure for the interview while allowing for flexibility and spontaneity in the conversation. (Shotton, 2021)

D. Data Validity

To ensure the validity of the data, this research used methodological triangulation. This triangulation is used to validate the data on the implication of professional experience on EFL teaching strategies. The data were collected through observation. Some data were not found during the observation, so the researcher needed to confirm the participants through interviews.

In the context of research on professional experience, triangulating the observation data with interview data provides a

more comprehensive and intense understanding of English teachers' teaching practices, challenges, and reflections. By combining these two methods, researchers can gain a deeper insight into the complex and multifaceted nature of teachers' professional experiences and the connections between their beliefs, actions, and classroom dynamics. Integrating observations and interviews through triangulation strengthens the data's validity and increases the research outcomes' trustworthiness and credibility.

According to (Denzin, 2015), triangulation is a mixture or combination of several approaches used to analyze connected events from numerous viewpoints. Qualitative researchers still employ Denzin's notion in a variety of domains. According to him, triangulation consists of four components: methodological triangulation, inter-researcher triangulation (if research is performed in groups), data source triangulation, and theory triangulation.

Methodological Triangulation is used here to compare information or data in various ways. Interviews and observation are used in qualitative research. Researchers can utilize interview and observation approaches to gain trustworthy information and a complete picture of facts. Aside from that, researchers might employ other informants to verify the accuracy of the material. If the veracity of the data or information collected from research participants or informants is in dispute, this stage of triangulation is performed.

It is essential to validate this data using observation to answer the unanswered questions that come after the interview by data triangulation. According to (Bekhet & Zauszniewski, 2012), triangulation is a valuable methodological approach used in professional experience research in English teacher education,

particularly in interviews and observations. Triangulation involves using multiple data collection methods to validate and enhance the credibility and reliability of research findings.

E. Research Instruments

1. Interview Guide

The guide may include open-ended questions encouraging participants to share their experiences and stories. Researchers may also take field notes during interviews to capture observations and reflections about the participants' stories and experiences. Narrative inquiry interviews are also used audio or video-recorded to ensure accurate data capture and enable a more detailed analysis of the narratives. The guide can be seen in *Appendix 2*. Here are the instruments that the researcher used for the interview.

Table 3.1 Lattice of Instrument Adapted from Creating Effective Teaching and Learning Environments "Teaching And Learning International Survey, OECD 2009"

Variable	Indicators
Teacher Professional Experience	Years of Teaching Experience
	Educational Qualifications (relevant degrees and certifications)
	Completion of Specialized Training
	Active Professional Memberships
	Professional Presentations and

	Publications
	Continued Professional Development

For the complete instrument, see *Appendix 1*.

The audio or video recordings are transcribed using software that can accurately transcribe spoken language. It allows for a more detailed analysis of the narratives. These instruments are designed to facilitate the collection and analysis of rich and complex narratives that capture the complexity of individual experiences. These instruments are designed to facilitate the collection and analysis of rich and detailed narratives that capture the complexity of personal experiences.

2. Observation Guide

This observation instrument demonstrates the range of strategies and instructional practices EFL teachers employ to create meaningful and effective language learning experiences for their students. It's important to note that effective EFL teacher strategies are context-dependent and may vary based on factors such as students' proficiency levels, age, cultural background, and educational setting. The guide can be seen in *Appendix 3*. Here are the instruments that the researcher used for the observation.

Table 3.2 Lattice of Instrument Adapted from "The Practice of English Language Teaching" (3rd Edition, Longman Handbooks for Language Teachers, Harmer J. 2001)

Variable	Indicator
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EFL Teacher Teaching-Learning Strategies	Clear Instructional Objectives
	Varied Instructional Approaches
	Scaffolded Instruction
	Differentiated Instruction
	Authentic Materials and Resources
	Effective Use of Technology
	Promoting Communication and Interaction
	Reflective Practice

For the complete instrument, see *Appendix I*.

F. Method of Analysing Data

Analyzing data in narrative inquiry is a complex and nuanced process that involves delving deep into participants' stories and personal narratives. These narratives serve as rich qualitative data sources, offering unique insights into individuals' experiences, perceptions, and emotions. (Clandinin, 2000) This section will explore the methodological approach used to analyze narrative data. The objective is to uncover underlying themes, patterns, and meanings within the narratives, providing a comprehensive understanding of the lived experiences and perspectives of the participants. This methodological journey in narrative inquiry combines interpretive and hermeneutic techniques to unlock the stories' significance while also recognizing the subjective nature of storytelling and the role of the researcher as an active interpreter.

The process of analyzing data in narrative inquiry involves several steps. (Squire, 2008)

1. Identify the research question: The first step in narrative analysis is determining the research question or topic of interest. Researchers may wish to investigate a particular social or cultural issue or obtain a better grasp of an individual's experience.
2. Collect the narratives: The researcher then gathers the narratives or tales that will be analyzed, including gathering written texts, conducting interviews, or examining visual material.
3. Transcribe and code the narratives: After gathering the accounts, they are transcribed into a textual format and coded to detect themes, motifs, or other patterns. Researchers may use a coding scheme created expressly for the research or an existing coding system.
4. Analyze the narratives: Following the coding process, the researcher examines the tales, paying particular attention to the themes, motifs, and other patterns that surface. In addition, students can explore the language employed, the formal organization of the stories, and the social and cultural setting in which they are set.
5. Interpret the findings: Finally, the researcher analyzes the story analysis findings and concludes the meanings, experiences, and viewpoints that underpin the narratives. They may utilize the results to generate hypotheses, offer suggestions, or guide future studies.

The process of analyzing data in narrative inquiry is iterative and recursive. Researchers often move back and forth between different steps, revisiting and refining their interpretations as they gain deeper insights from the data. Flexibility, reflexivity, and attention to context are crucial throughout the analysis process in narrative inquiry.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the study findings and discussions, including the results of the researcher's interview and observation with the participant regarding teachers' professional experience and its implication on EFL teaching-learning practices. The study was conducted by observing four hours of EFL classroom. And further interviews lasting around one hour.

A. Findings

1. Teacher professional experience

Teachers' professional experience is a foundational component of the educational landscape, shaping the quality and effectiveness of instruction. This experience is not merely a marker of time spent in the classroom but a reflection of the knowledge, skills, and expertise that educators accumulate throughout their careers. (Darling-Hammond et al., 2017) In this section, we delve into the findings related to teacher professional experience, exploring its multifaceted implications on teaching, student learning, and the broader educational environment. These findings illuminate the significance of experienced educators in fostering positive learning outcomes, promoting effective teaching strategies, and contributing to the overall advancement of the EFL

teaching profession. Through a comprehensive analysis of these findings, we aim to underscore the critical role that professional experience plays in shaping education's landscape and future generations' development.

These research data were obtained from interviews regarding the experiences of several EFL teachers in a school before becoming teachers. The participants were asked several questions prepared while not teaching at school. The researcher stated that English teachers have their own experiences to become teachers. All high school teachers are interested in English until they take a bachelor's degree in English education. Participants also have different learning experiences time.

a. Years of Teaching Experience

The researcher started the interview by asking about the teacher's teaching experience. 2 teachers have a relatively short period of teaching experience. And one teacher has more extended teaching experience. The first teacher has seven years of teaching experience, including two years of certification after receiving his degree. The second teacher has four years of teaching experience but no certification experience. The last or third teacher has 23 years of teaching experience. The third teacher also employs a school assistant principal of student affairs. The researcher found that more experienced EFL teachers have greater confidence in their teaching abilities. They are more likely to feel comfortable in the classroom, which can positively affect their teaching strategies.

b. Educational Qualifications and Completion of Specialized Training

The first and the second teachers graduated with a bachelor's degree in English education in 2016. The third teacher has the same degree and graduated in 2000. And this is their highest education. The first and the second teachers have not had further certification activities since they have taught at this school. It affects experienced teachers who typically understand pedagogical theories and strategies more deeply. They have had time to refine and adapt their teaching techniques to various learners' needs. The third teacher has various certification activities since they have taught at this school.

c. Active Professional Memberships

The first teacher had no workshop experience in her or any other school. The second teacher had conducted a mock study of the independent curriculum at another school. In comparison, the third teacher claimed she has much Active Professional Membership experience. It makes the third teacher become a mentor to other teachers at MGMP. The researcher found that not all teachers have actively participated in the organization's activities, attended events, contributed to discussions, and engaged in committees or special interest groups. Active memberships provide EFL teachers with many professional development opportunities, including workshops, conferences, webinars, and training

sessions. These opportunities allow teachers to stay updated with the latest teaching methodologies and research in the field.

d. Professional Presentations and Publications and Continuing Professional Development

The first and second teachers have not had research after they taught at school. While the third teacher did. The third teacher has to make a publication every year for her certification since she is a school mentor. Teachers who engage in presentations and publications often conduct research or innovative teaching experiments. (Shabiralyani et al., 2015) Their findings contribute to the body of knowledge in education, offering new insights and approaches to teaching and learning.

When experienced teachers have a wealth of knowledge, they must continue engaging in professional development. Staying updated with the latest teaching methodologies and language trends is crucial to ensure that their strategies remain effective.

To provide a more precise description of the findings on teachers' professional experience, the researcher has tabled each aspect of the indicator of teachers' professional experience from three participating teachers.

Table 4.1 Teacher Professional Experience

Teacher	Teaching Experience	Educational Qualifications	Professional Memberships	Professional Presentations and Publications
1	Seven years of teaching experience in two different schools from 2016, including two years of teaching certification after receiving his education degree	English education bachelor's degree in UPGRIS 2016	Had no workshop experience	He had not had research after they taught at that school
2	Four years of teaching experience from 2019 and translator from 2017 until now	English education bachelor's degree in UNNES 2016	Had conducted a mock study of the independent curriculum	He had not had research after they taught at that school
3	23 years of teaching experience from 2000 in one state school only	English education bachelor's degree in UNNES 2000	Has a lot of Active Professional membership experience	Made a publication every year

The table shows how participants defined their experience and the teacher's professional experience factors. All participants have comprehensive professional experiences since they have multi-experience in pre-service teaching and after receiving their teaching education degree. As a result, the researcher claims they deserve to be competent EFL teachers.

2. The implication of the teacher's professional experience on EFL teaching strategies

The influence of a teacher's professional experience on the landscape of English as a Foreign Language (EFL) teaching strategies is a subject of paramount importance. EFL teachers bring a wealth of knowledge, skills, and insights that evolve with each year of experience in the classroom. This dynamic interaction between the teacher's accumulated wisdom and the strategies employed in the EFL learning environment has significant implications for educators and students. (Saleh, 2015)

In this section, the researcher explores the findings related to the implications of a teacher's professional experience on EFL teaching and learning strategies. These findings shed light on how the knowledge and expertise of experienced EFL teachers influence the selection of process, the adaptability of teaching methods, and the overall effectiveness of language instruction. Through a comprehensive analysis of these findings, we aim to highlight the crucial role of professional experience in shaping the

strategies that underpin the success of EFL education and language acquisition.

a. Clarity of Instructional Objectives and Variety of Instructional Approaches

Clarity of instructional objectives and various instructional approaches are two essential components of effective teaching. They contribute significantly to creating a positive and engaging learning environment for students. Instructional objectives are clear, specific statements that describe what students are expected to learn or accomplish as a result of instruction. Clarifying these objectives is crucial for guiding teachers and students throughout the learning process. Using a variety of instructional approaches involves employing diverse methods, strategies, and techniques to deliver content and engage students in the learning process.

Clarity in instructional objectives helps teachers choose appropriate approaches that align with the desired outcomes. A variety of instructional techniques allows for flexibility in addressing different learning styles and preferences, helping to cater to the diverse needs of students. In summary, the clarity of instructional objectives provides direction and purpose, while a variety of instructional approaches enhances engagement and ensures that instruction meets the diverse needs of students. Combining both elements contributes to a well-rounded and effective teaching and learning experience.

In this aspect, the researcher explained in a detailed and precise table how the teacher implements the clarity of

instructional objectives and a variety of instructional approaches in the classroom.

Table 4.2 Clarity of Instructional Objectives and Variety of Instructional Approaches

Teacher	Objective	Approach Method	Material /topic	Media	Students engagement
1	<ol style="list-style-type: none"> 1. Understanding what is the short story 2. Understanding the characteristics of a short story 3. Making a short story 	<p>Scientific approach with observing, questioning, associating, experimenting, and communicating implementation.</p>	Short stories	Slide show material and pictures, whiteboard	<p>Students followed the teacher's instructions by paying attention to the teacher explaining the material. And students made the short story with the teacher's guide.</p>

2	<ol style="list-style-type: none"> 1. Understanding what is the descriptive text 2. How to make a descriptive text 3. How to make a descriptive text creatively 	Discovery learning and group discussion	Descriptive text	Slide show material and pictures, student's descriptive text objects	Students followed the class actively to understand the material. And they follow the teacher's instruction to find their objects to describe out-of-class
3	<ol style="list-style-type: none"> 1. Understanding what is the definition of a Job application letter 2. Understanding the characteristics and kind of a Job 	Gallery walk	Job application letter	Book, big paper, board marker	The student followed the teacher's instructions well when the teacher discussed the material. They made and

	applicatio n letter 3. Making a Job applicatio n letter				discusse d the assignme nt well with the teacher's guide.
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The table shows that the first teacher communicates learning goals and results informally or in conjunction with learning. While the second and third teachers merely offered an outline of the objective and did not provide detailed learning goals.

Clear instructional objectives give three teachers and students a clear sense of what needs to be achieved in a lesson or unit. This focus helps streamline teaching and learning efforts. The first teacher shares these objectives with students at the beginning of each class. It can be done through written goals on the board, verbal explanations, or digital presentations. (Orr et al., 2022)

The first teacher uses a scientific approach, the second uses discovery learning and group discussion, and the third uses a gallery walk. When the researcher observes the first teacher, he does not try other techniques. Using a variety of instructional approaches keeps lessons exciting and engaging for students. Different methods cater to diverse learning styles and preferences. Varied procedures allow students to encounter the same content from multiple angles, which can lead to a deeper and more comprehensive understanding of the material. (Noviska & Anastasia, 2023)

b. Scaffolded and Differentiated Instruction

Scaffolded instruction and differentiated instruction are two instructional approaches used in education to meet the diverse needs of students. While they share the goal of promoting student learning, their emphasis and implementation differ. Scaffolding is a teaching method that provides temporary support and guidance to help students develop the skills or knowledge they need to complete a task independently. Differentiated instruction is an approach that recognizes and accommodates the diverse learning needs, preferences, and readiness levels of students in the same classroom.

Scaffolding primarily addresses the support needed for a specific task or concept, while differentiation provides a range of learning experiences to meet diverse needs. In practice, these approaches are often used in conjunction, as scaffolding can be a component of differentiated instruction. Teachers may scaffold their support to meet the diverse needs of students within a differentiated classroom environment.

Therefore, in this aspect, the researcher explained how the teacher implements scaffolded and differentiated instruction in the classroom in a detailed and precise table.

Table 4.3 Scaffolded and Differentiated Instruction

Teacher	Topic	Scaffolded	Differentiated instruction
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1	Short story	Systematically arranged across two-hour time meetings	The teacher uses more than one media. The researcher did not find a differentiated instruction pattern.
2	Descriptive text	They systematically arranged across two-hour time meetings. But the project was separated into the next meeting.	The teacher uses more than one media, approach, and project. The project was completed out of class.
3	Job application letter	Does not always follow the steps of the lesson plan.	The teacher uses more than one media. The project was to make a job application letter for the gallery walk.

We can see from the table that the first teacher provides scaffolded instructions that are gradually delivered across two-hour meetings. The second teacher does the same thing, but the assignment can be done in another day's class time. The instruction of both teachers is structured in a way that gradually releases responsibility to the students. Start with teacher-led activities and progressively transition to independent tasks. (Pearson et al., 2019) While the third teacher does not always follow the steps of the lesson plan.

While the researcher was observing the class, all teachers differentiated their instruction for the students. Differentiated instruction often involves flexible grouping,

where students are grouped based on their readiness, interests, or learning profiles. The teachers were not well-skilled at forming and managing these groups effectively. Provide various materials, resources, and activities to accommodate different learning styles and abilities. It might include visual aids, audio resources, hands-on activities, and technology-enhanced learning tools. (Gentry, 2013)

c. Authentic Materials and Resources, and Effective Use of Technology

Authentic materials and resources and the effective use of technology are two critical aspects of modern and engaging teaching practices. They both play significant roles in enhancing the learning experience for students. Authentic materials are real-world texts, multimedia, and resources that are created for native speakers of a language or are used in real-life situations. These can include newspapers, videos, literature, podcasts, and more. The effective use of technology involves integrating various technological tools and resources into teaching and learning to enhance educational experiences.

Combining authentic materials with technology can create a rich and immersive learning experience, allowing students to explore real-world content through digital platforms. Teachers often integrate authentic materials into lessons that leverage technology, creating a dynamic and relevant learning environment and using online resources to access authentic foreign language materials or incorporating digital tools for collaborative projects that mirror real-world scenarios. The key is thoughtfully

combining these elements to create a holistic and practical learning experience.

In this aspect, the researcher explained with a detailed and precise table that shows how the teacher implements Authentic Materials and Resources, and the effective Use of Technology in the classroom.

Table 4.4 Authentic Materials and Resources, and Effective Use of Technology

Teacher	Material/Topic	Authentic/ non- authentic	Learning resources	Technology
1	Short story	Authentic	Books and internet	Used a projector
2	Descriptive text	Authentic	Books and internet	Used a projector and gadget for the project
3	Job application letter	Authentic	Books	Used a gadget for a project

The table shows that all teachers utilize authentic material that is appropriately transmitted. The EFL teachers are well carefully selected or adapted authentic materials to match the language proficiency levels and learning objectives of their students. Some materials need simplification or scaffolding. Providing context and

promoting discussions about cultural differences and nuances is essential when using authentic materials with cultural content. (Ahmed, 2017)

All teachers communicate the material information and assignment directions using a projector and whiteboard. The EFL teachers make the students digitally literate and capable of using technology effectively for language learning. Provide guidance and training as needed. Strike a balance between traditional teaching methods and technology. Technology complements and enhances instruction rather than replaces it entirely.

d. Promoting Communication and Interaction, and Reflective Practice

Promoting communication and interaction and engaging in reflective practice are two essential components of effective teaching. These practices contribute to creating a positive and student-centered learning environment. Promoting communication and interaction involves creating opportunities for students to communicate with each other and the teacher. It emphasizes active participation, collaboration, and practical communication skills. Reflective practice involves regularly and systematically examining teaching methods, instructional decisions, and student interactions to improve teaching and learning.

Reflective practice can improve communication and interaction strategies as teachers assess the most effective approaches for facilitating learning. Reflecting on communication and interaction in the classroom provides valuable insights that can be used to refine teaching

practices. In practice, these two components often work synergistically. Teachers who engage in reflective practice may identify areas for improvement in communication and interaction, leading to adjustments in their teaching strategies. Conversely, effective communication and interaction in the classroom can be a source of valuable insights for reflection, contributing to a continuous cycle of improvement.

In this aspect of the last observation instrument, the researcher explained with a detailed and precise table showing how the teacher implements Promoting Communication Interaction and reflective Practice in the classroom.

Table 4.5 Promoting Communication and Interaction, and Reflective Practice

Teacher	Promoting Communication	Interaction pattern	Reflective practice
1	The teacher encouraged the students to review the previous material, give an example of every short story's generic structure, and present their project.	Teacher-students, student-students, Teacher-student, student-teacher	He was preoccupied with how he might enhance his instruction. Students are free to express themselves and submit feedback to him in writing. The teacher also compares his teaching methods with other teachers.

2	The teacher encouraged the students to answer the teacher's question and presented their descriptive text project.	Teacher-students, student-students, student-teacher	The second teacher learns about the students' inadequacies and needs by collecting their written remarks. The teacher will then read it and evaluate his instruction. The teacher also found feedback from other teachers on how to educate more effectively.
3	The teacher delivered the material with students' participation and encouraged students to do a gallery walk for their project.	Teacher-students, student-students, student-teacher	The teacher allows students to convey orally what they have learned, what they are learning, their feelings, and their desires.

The table shows that all teachers speak in a combination of English and Indonesian to students. Students are instructed to do a project to practice speaking. Meanwhile, the two teachers do not form groups to encourage student interaction. Facilitating communication and interaction in EFL classrooms helps students apply what they've learned in real-life situations. This practical application enhances their ability to use English outside the classroom. EFL teachers do not adopt student-centered teaching methods, prioritizing active participation and interaction among learners. It includes pair and group

work, role-playing, debates, and collaborative projects. (Eisenring & Margana, 2019)

Each teacher's method of reflecting on their learning differs in reflective practice. The first teacher is preoccupied with how he might enhance his instruction. Students are free to express themselves and submit feedback to him. The teacher also compares his teaching methods with other teachers. The second teacher learns about the students' inadequacies and needs by collecting their written remarks. The teacher will then read it and evaluate his instruction. These instructors also seek feedback from other teachers on how to educate more effectively. The third teacher claims that reflection is already ingrained in her. She states that instructors must be open-minded to accept any recommendations and criticism from others. Because, as a supervising teacher, she is accountable for reflecting on herself before evaluating other instructors. Meanwhile, this third teacher allows students to convey what they have learned, what they are learning, their feelings, and their desires.

B. Discussion

This discussion chapter will discuss the teacher's professional experience in the classroom and explain the implication of the teacher's professional expertise on EFL teaching strategies.

1. Teacher professional experience

All participants have comprehensive professional experiences since they have multi-experience in pre-service

teaching and after receiving their teaching education degree. Teachers' professional experience profoundly impacts English as a Foreign Language (EFL) teaching and learning strategies. The implications of an experienced teacher's knowledge and skills are wide-reaching and significant in the EFL classroom. (Liu et al., 2021)

According to the participants' exposure, the learning process to develop instructors' professional experience abilities is primarily derived from their classroom teaching experience. It is evident in the fact that older instructors are more skilled and confident in the classroom. The new instructor, on the other hand, is more contemporary. Young instructors frequently assign more engaging assignments to their pupils. The time these instructors participate in school-based teacher development programs influences their professionalism. These instructors are supposed to develop themselves as civil servant teachers in state schools through professional teacher activities to improve their teaching talents and widen their knowledge.

Years of professional experience contribute to a teacher's ability to manage a classroom effectively. They have learned how to create a conducive and organized learning environment, ensuring students can engage in language learning with minimal disruptions. (Oliver, 2007) Experienced EFL teachers deeply understand language acquisition processes, language structure, and pedagogical strategies. This knowledge informs their choice of teaching materials, methods, and techniques. They can design lessons that align with the linguistic development of their students. (Zein et al., 2020)

2. The implication of the teacher's professional experience on EFL teaching strategies

A teacher's professional experience has far-reaching implications for EFL teaching-learning strategies. It results in more informed and adaptable teaching practices, increased cultural sensitivity, and the ability to create personalized learning experiences. EFL teachers with professional experience are better equipped to foster effective language acquisition and create engaging and inclusive classroom environments.

Experienced EFL teachers deeply understand language acquisition, linguistic structure, and pedagogical methods. This knowledge informs their choice of teaching materials, techniques, and strategies. They can design lessons that align with the developmental stage of their students' language proficiency.

In conclusion, a teacher's professional experience profoundly impacts EFL teaching and learning strategies. It results in more informed and adaptable teaching practices, greater cultural sensitivity, and the ability to create personalized, engaging, and inclusive classroom environments. EFL teachers with professional experience are better equipped to foster effective language acquisition and help students succeed in their language learning journey.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. It concluded the whole study and answered the research question. Finally, the researcher makes a suggestion related to this study in some subjects that the researcher should convey.

A. Conclusion

In the context of years of teaching professional experience, the researcher found and concluded that Educational Qualifications, Completion of Specialized Training, Active Professional Memberships Years, Professional Presentations and Publications, and Continuing Professional Development of all participants have comprehensive professional experiences since they have multi-experience in pre-service teaching and after receiving their teaching education degree. As a result, the researcher claims they deserve to be competent EFL teachers. In the classroom, provide EFL teachers valuable insights into managing student behavior and fostering a positive learning environment. It is crucial for maintaining an atmosphere conducive to language acquisition.

After analyzing the research findings, the researcher concludes that teachers' professional experience plays a crucial role in shaping the effectiveness of English as a Foreign Language (EFL) teaching strategies. Through years of dedicated service and continuous development, experienced EFL teachers acquire knowledge and skills that have

significant implications for the classroom. Experienced EFL teachers deeply understand the English language, its nuances, and its cultural contexts. This expertise enables them to deliver accurate and meaningful content to students. Professional experience equips EFL teachers with a wide range of pedagogical strategies. They know how to adapt their teaching methods to suit diverse student populations' needs and learning styles.

B. Suggestion

In this sub-chapter, the researcher provides several suggestions based on the study findings and discussion in the previous chapter. The researcher attempts to give relevant talks about teachers' experiences that may be utilized as lessons for other future instructors in developing their teaching practices. The researchers expect this study to provide helpful information regarding exemplary teacher professionalism following requirements. Here are some suggestions that researchers can share.

a. For the Researcher

Many challenges were encountered in this research because the researcher was conducting research for the first time. This research was carried out by collecting data directly at the school through interviews and observations. Researchers are aware that interviews and observations need to be prepared carefully. Researchers do it for the best results and to respect the participants' time. Researchers hope that the quality of research will be better in the future, and it is hoped that this research can inspire future

researchers to conduct research with a broader research range.

b. For the Participants

This study explores teachers' past experiences, which are helpful for present participants. The researcher hopes that the results of these findings can be used as evaluation material for participants and to compare their abilities with other participants.

c. For the Next Researcher

To help future researchers who wish to investigate the same subject, the researcher believes that this work will serve as a helpful reference. The researcher recommends that future researchers plan and overcome any obstacles before performing research so that the study may go as planned. Finally, for the investigation to go as planned, more researchers can broaden the discussion on enhancing English teaching skills.

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APPENDICES

Appendix 1

Lattice of Instrument

Variable	Indicators
Teacher Professional Experience	Years of Teaching Experience <ul style="list-style-type: none"> – The teacher has spent time actively teaching in the classroom, demonstrating their accumulated experience working with students. – Refining instructional practices. – Navigating the complexities of English language teaching.
	Educational Qualifications (relevant degrees and certifications) <ul style="list-style-type: none"> – Bachelor's or Master's degree in English education – TESOL (Teaching English to Speakers of Other Languages) – Other related fields
	Completion of Specialized Training <ul style="list-style-type: none"> – English language teaching methodologies – curriculum development, – assessment, – Other relevant areas
	Active Professional Memberships

	<ul style="list-style-type: none"> – TESOL International Association or local English teacher organizations, – Demonstrates a teacher's involvement in the professional community – Engagement with current research, trends, and best practices in the field.
	Professional Presentations and Publications <ul style="list-style-type: none"> – Presenting at conferences – Writing articles – Publishing educational materials
	Continued Professional Development <ul style="list-style-type: none"> – Attending conferences, workshops, webinars – Pursuing additional qualifications or advanced degrees

*Adapted from *Creating Effective Teaching and Learning Environments* (OECD, 2009)

Variable	Indicator	Notes
EFL Teacher Teaching Strategies	Clarity of Instructional Objectives	<ul style="list-style-type: none"> – EFL teachers articulate clear and specific learning objectives for each lesson or instructional unit

		<ul style="list-style-type: none"> – Outlining what students must achieve regarding language skills, vocabulary, grammar, or communicative abilities.
	Variety of Instructional Approaches	<ul style="list-style-type: none"> – direct instruction – group work – pair work – project-based learning, multimedia resources – hands-on activities
	Scaffolded Instruction	<ul style="list-style-type: none"> – providing appropriate support and scaffolding to help students gradually develop their language skills
	Differentiated Instruction	<ul style="list-style-type: none"> – adapting their teaching strategies and materials to meet the diverse needs of students in terms of language proficiency, learning styles, and individual strengths and weaknesses. – Providing

		differentiated activities, resources, and assessments to address students' varying abilities and preferences.
	Authentic Materials and Resources	<ul style="list-style-type: none"> – Incorporating authentic materials, such as real-world texts, videos, audio recordings, and online resources – Selecting relevant, engaging, and appropriate materials for the student's proficiency levels.
	Effective Use of Technology	<ul style="list-style-type: none"> – interactive language-learning software – online language practice platforms – multimedia presentations, or virtual communication tools
	Promoting Communication and Interaction	<ul style="list-style-type: none"> – encourages students to participate in language activities actively – engage in meaningful

		conversations <ul style="list-style-type: none"> – collaborate with peers – develop their speaking, listening, reading, and writing skills.
	Reflective Practice	<ul style="list-style-type: none"> – engaging in reflective practice – continuously evaluating their teaching strategies – assessing the effectiveness of their instructional choices, – making adjustments based on student feedback and observed outcomes.

*Adapted from 'The Practice of English Language Teaching'.
(Harmer, 2004)

Appendix 2

Interview Guideline

No.	The question of the interview	The result of the interview
1.	What is your highest level of education in English or English	

	education? Please provide details of the degree or certification earned.	
2.	How many years of experience do you have as an English teacher? Please specify the grade levels and types of institutions where you have taught.	
3.	Have you received any specialized training or certifications related to English language teaching? If so, please describe the training programs or certificates obtained.	
4.	Have you engaged in any professional development activities in the past five years? If yes, please list the types of activities (e.g., workshops, conferences, webinars) and briefly describe their content and duration.	
5.	Have you taken on any leadership roles or assumed additional responsibilities within your school or educational community? If yes,	

	please describe these roles and responsibilities.	
6.	How do you stay updated with current trends, research, and best practices in English language teaching? Please describe any specific strategies or resources you utilize for professional growth.	
7.	Have you contributed to English language teaching through presentations, publications, or other forms of dissemination? If yes, please provide details of your contributions.	
8.	Can you share any specific instances where you have successfully adapted your teaching strategies or approaches to meet the diverse needs of English language learners? Please provide examples and describe the outcomes.	
9.	How do you reflect on your teaching practices and seek feedback to enhance your	

	professional growth? Please describe your reflective practice and feedback-seeking strategies.	
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Appendix 3

Observation Guideline

The researcher fills out this document to observe the professional experience in teacher education and its implication on EFL teaching-learning strategies. Put a checkmark (v) in the column that corresponds to your opinion using the following criteria:

No	Items of observation	Yes	No	Notes
1.	Clear Instructional Objectives			
2.	Varied Instructional Approaches			
3.	Scaffolded Instruction			
4.	Differentiated Instruction			
5.	Authentic Materials and Resources			
6.	Effective Use of			

	Technology			
7.	Promoting Communication and Interaction			
8.	Reflective Practice			

Appendix 4

The transcript of the interview

No.	The question of the interview	The result of the interview
1.	What is your highest level of education in English or English education? Please provide details of the degree or certification earned.	<p>T1: "I'm a bachelor of English education at PGRI Semarang and earned the pre-service (PPG) education certification."</p> <p>T2: "I started the English teacher education in 2009 at UNNES and have been a civil servant teacher without PPG."</p> <p>T3: "I graduated from the English education department of UNNES in 2000"</p>
2.	How many years of experience do you have	T1: "I have been taught for seven years in high school,

	<p>as an English teacher? Please specify the grade levels and types of institutions where you have taught.</p>	<p>including two years of PPG certification."</p> <p>T2: "I have been taught in only one high school for five years."</p> <p>T3: "I've been teaching for approximately 23 years since 2000. And I've never moved anywhere from this school."</p>
3.	<p>Have you received any specialized training or certifications related to English language teaching? If so, please describe the training programs or certificates obtained.</p>	<p>T1: "So far, I haven't yet."</p> <p>T2: "No, I haven't."</p> <p>T3: "I am a secretary at MGMP and often participate in training and activities."</p>
4.	<p>Have you engaged in any professional development activities in the past five years? If yes, please list the types of activities (e.g., workshops, conferences, webinars) and briefly describe their content and duration.</p>	<p>T1: "No, because I'm new here, being a civil servant teacher."</p> <p>T2: "No, I haven't yet during teaching here."</p> <p>T3: I have attended many seminars or workshops about the latest curriculum and teacher development because I have always been targeted to be professional and self-developing</p>

		as a civil servant teacher.
5.	Have you taken on any leadership roles or assumed additional responsibilities within your school or educational community? If yes, please describe these roles and responsibilities.	<p>T1: "So far, I haven't yet because I'm new here</p> <p>T2: "I followed the mock study about the curriculum at one of the high schools in Surakarta in 2021."</p> <p>T3: "I accompany prospective teacher advisors in several schools in Semarang because this school is a model, and I was appointed the advisor."</p>
6.	How do you stay updated with current trends, research, and best practices in English language teaching? Please describe any specific strategies or resources you utilize for professional growth.	<p>T1: "Maybe I can adapt it to the current curriculum to make them enjoy the learning process."</p> <p>T2: I focus on students' potential and level by conducting an assessment at the beginning of learning. Then, they adapt learning according to their abilities.</p> <p>T3: "I am targeting to make 8 PTK research and one journal every year because, as a civil servant, it is necessary to get promoted."</p>

7.	Have you contributed to English language teaching through presentations, publications, or other forms of dissemination? If yes, please provide details of your contributions.	<p>T1: "I only have experience in action class research in one of the high schools during PPG."</p> <p>T2: "I haven't yet, but maybe I will make it in the future."</p> <p>T3: "I have one international journal."</p>
8.	Can you share any specific instances where you have successfully adapted your teaching strategies or approaches to meet the diverse needs of English language learners? Please provide examples and describe the outcomes.	<p>T1: "I have differentiated the learning process according to each student's ability."</p> <p>T2: I give a general overview of the learning they will go through so they can prepare for it.</p> <p>T3: "My current teaching follows the latest curriculum, which focuses more on students or student centers."</p>
9.	How do you reflect on your teaching practices and seek feedback to enhance your professional growth? Please describe your reflective practice and feedback-seeking	<p>T1: "The student feedback is always important to me, and comparing my teaching process to other teachers."</p> <p>T2: "I ask students to use the feedback from my teaching process to make a reflection. Apart from that, I like to</p>

	strategies.	<p>exchange opinions with other teachers regarding better learning strategies."</p> <p>T3: Collaboration is needed in my learning because, as a teacher advisor, apart from assessing other teachers' teaching, I must also be evaluated as my reflection. And at the end of the lesson, I always reflect on the learning with the students, which, as an open-minded teacher, must be able to accept all criticism and suggestions from anyone."</p>
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Appendix 5

The result of the observation

First teacher

No	Items of observation	Yes	No	Notes
1.	Clear Instructional Objectives	V		The teacher communicates learning goals and results.

2.	Varied Instructional Approaches		V	The teacher only uses a scientific approach
3.	Scaffolded Instruction	V		The teacher provided scaffolded instructions that were gradually delivered across two-hour meetings.
4.	Differentiated Instruction		V	The teacher uses more than one media. The researcher did not find a differentiated instruction pattern.
5.	Authentic Materials and Resources	V		The teacher utilized authentic material that was transmitted correctly.
6.	Effective Use of Technology	V		The teacher communicated material information and assignment directions using a projector and whiteboard.
7.	Promoting Communication and	V		The teacher encouraged the

	Interaction			students to review the previous material, to give an example of every short story's generic structure, and to present their project.
8.	Reflective Practice	V		Students are free to express themselves, submit feedback to him, and compare his teaching methods to those of other teachers.

Second teacher

No	Items of observation	Yes	No	Notes
1.	Clear Instructional Objectives		V	The teacher merely offered an outline of the objective and did not provide detailed learning goals.
2.	Varied Instructional Approaches	V		The teacher uses discovery learning

				and group discussion.
3.	Scaffolded Instruction	V		The teacher provided scaffolded instructions, but the project assignment instructions were separated into another day's class time.
4.	Differentiated Instruction	V		The teacher uses more than one media, approach, and project. The project was completed out of class.
5.	Authentic Materials and Resources	V		The teacher utilized authentic material that was transmitted correctly.
6.	Effective Use of Technology	V		The teacher communicated material information and assignment directions using a projector and whiteboard.
7.	Promoting Communication and	V		The teacher encouraged the

	Interaction			students to answer the teacher's question and presented their descriptive text project.
8.	Reflective Practice	V		The teacher learns about the students' inadequacies and needs by collecting their written remarks and seeks feedback from other teachers on how to educate more effectively.

Third teacher

No	Items of observation	Yes	No	Notes
1.	Clear Instructional Objectives		V	The teacher merely offered an outline of the objective and did not provide detailed learning goals.
2.	Varied Instructional Approaches		V	The teacher only uses a gallery walk method

3.	Scaffolded Instruction		V	It does not always follow the steps of the lesson plan.
4.	Differentiated Instruction	V		The teacher uses more than one media. The project was to make a job application letter for the gallery walk.
5.	Authentic Materials and Resources	V		The teacher utilized authentic material that was transmitted correctly.
6.	Effective Use of Technology		V	The teacher relied only on book literature and verbal lectures
7.	Promoting Communication and Interaction	V		The teacher delivered the material with students' participation and encouraged students to do a gallery walk for their project.
8.	Reflective Practice	V		The teacher allows students to convey

				orally what they have learned, what they are learning, their feelings, and their desires.
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Appendix 6

The documentation of interviews

First participant



Second participant



Third participant



CURRICULUM VITAE

A. Personal Data

Name : Robbi Maulana Nur Al Ahmad
Place of Birth : Ponorogo
Date of Birth : 19th October 2001
Address : Tinjomoyo Banyumanik Semarang
Phone Number : 081390030441
Email : robbimaulana10@gmail.com

B. Education Background

Formal education:

1. TK Dharma Wanita Siman 1, Ponorogo
2. SD Islam Nurus Sunnah, Semarang
3. MTS Wali Songo Putra, Ponorogo
4. MA Wali Songo Putra, Ponorogo
5. Universitas Islam Negeri Walisongo Semarang

Non-formal education:

1. Ummi Foundation Quran Teacher Certification, Surabaya
2. Mr. Language Pare English Intensive Course, Kediri

Semarang, 05 December 2023

The Researcher



Robbi Maulana Nur Al Ahmad

NIM. 2003046062