

**REFLECTIVE PRACTICE: A CASE STUDY OF IN-SERVICE EFL
TEACHERS' TEACHING PRACTICE AT A TERTIARY LEVEL OF
EDUCATION**



Intelligentia - Dignitas

Septina Heti Zharifah

1202621050

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LEMBAR PENGESAHAN

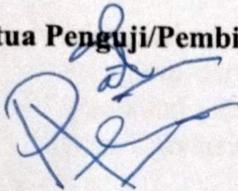
Skripsi ini diajukan oleh:

Nama : Septina Heti Zharifah
No. Registrasi : 1202621050
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Reflective Practice: a Case Study of In-Service EFL Teachers' Teaching Practice at a Tertiary Level of Education

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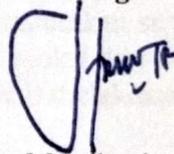
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Ketua Penguji/Pembimbing I



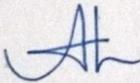
Suci Maharani, M.Pd
NIP. 199112182022032007

Pembimbing II



Tara Mustikaning Palupi, M.Hum.
NIP. 198706222019032010

Penguji Ahli Materi



Dr. Lasito, M.App.Ling.
NIP. 198022022008121002

Penguji Ahli Metodologi



Imas Nita Juwita, M.Hum.
NIP. 199403252024062001

Jakarta, Februari 2026

Dekan Fakultas Bahasa dan Seni



Dr. Samsi Setiadi, M.Pd.
NIP. 197710082005011002

LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Septina Heti Zharifah
No. Registrasi : 1202621050
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Reflective Practice: a Case Study of In-Service EFL Teachers' Teaching Practice at a Tertiary Level of Education

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Septina Heti Zharifah

No. Reg. 1202621050



KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN TEKNOLOGI
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN
Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

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Nama : Septina Heti Zharifah
NIM : 1202621050
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris
Alamat Email : septinazharifah12@gmail.com

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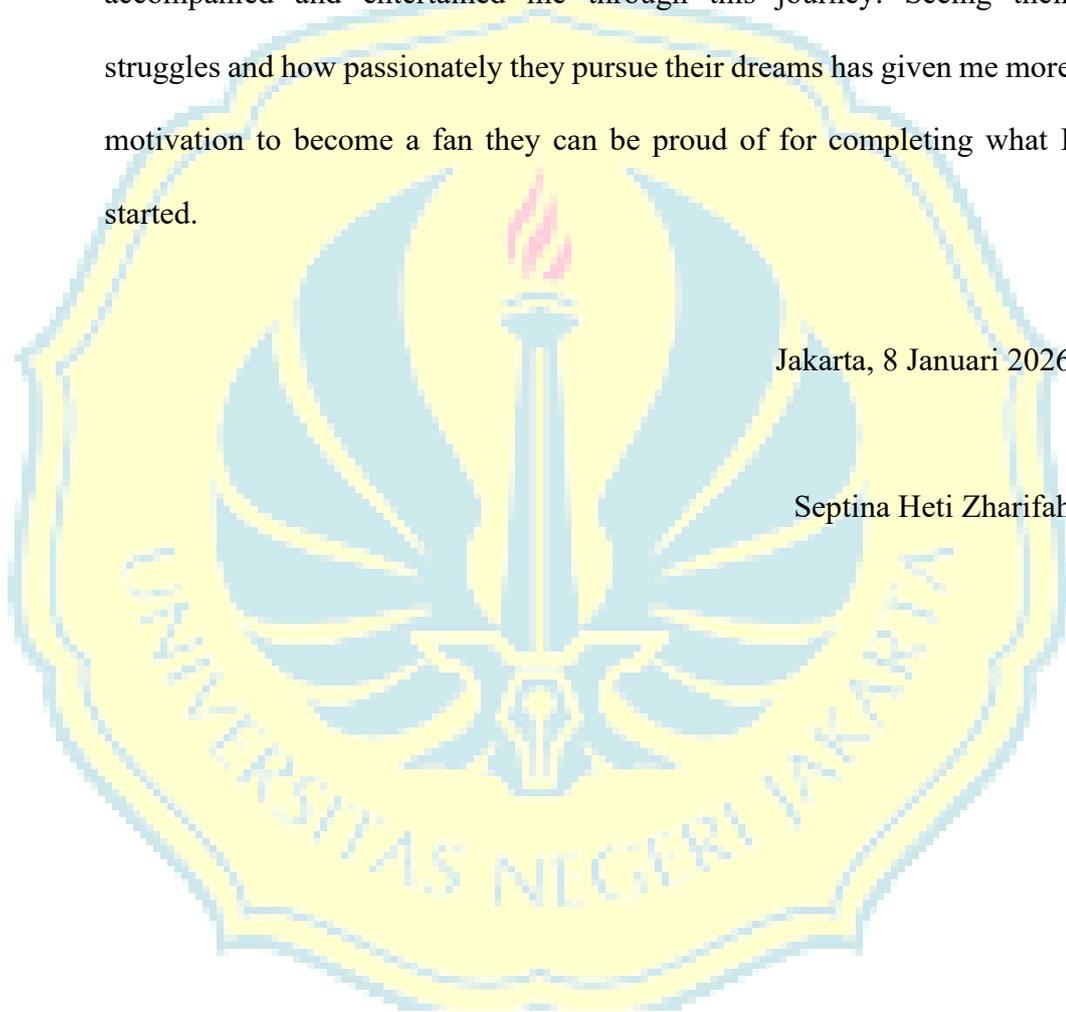


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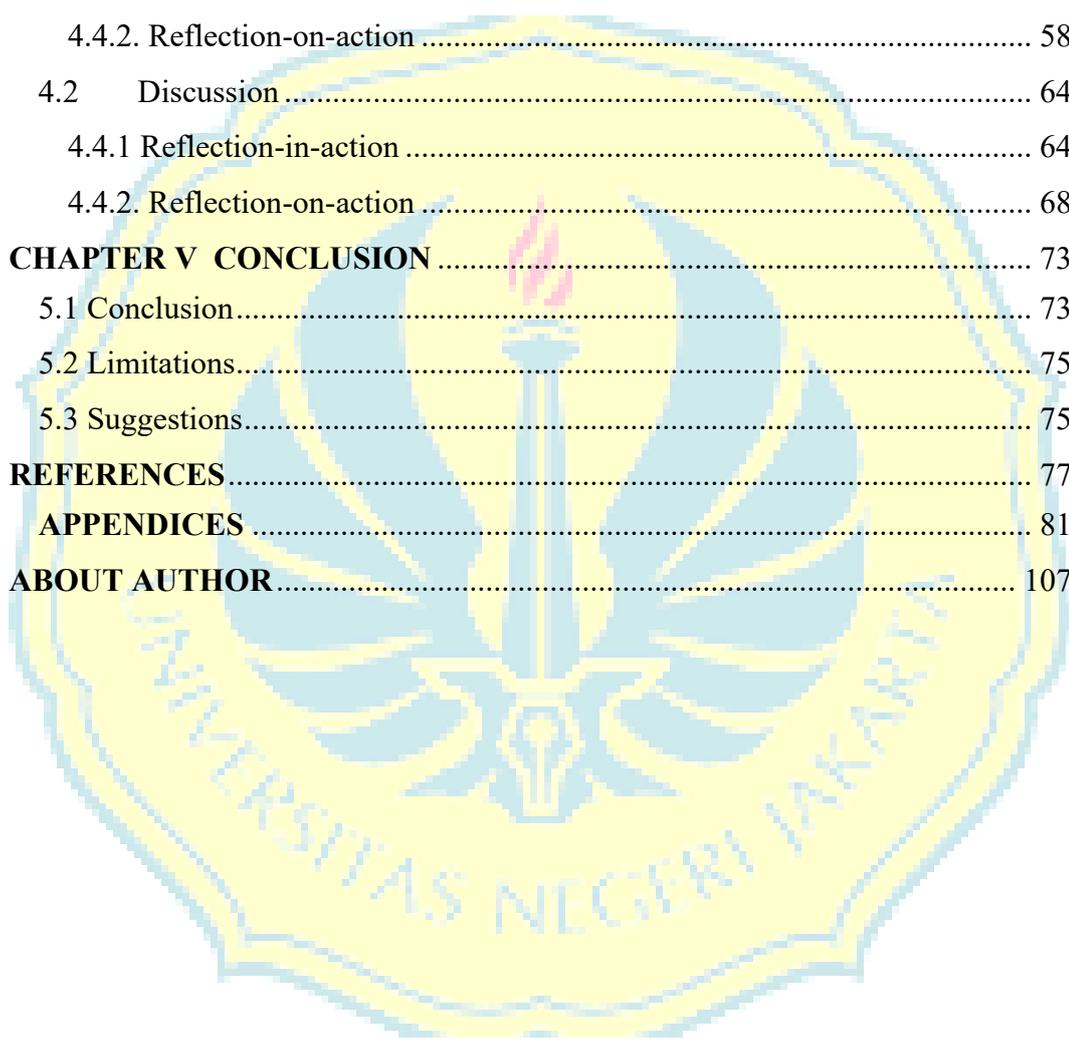


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ABSTRACT

Septina Heti Zharifah, 2026. Reflective Practice: A Case Study of In-Service EFL Teachers' Teaching Practice at a Tertiary Level of Education. A *Skripsi*. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

Reflective practice is essential for effective teaching and professional development, yet studies on how in-service EFL teachers engage in reflection at the tertiary level in Indonesia remain limited. This qualitative study explores how university-level EFL teachers engage in reflection-in-action and reflection-on-action during their teaching practice. The participants were three in-service EFL teachers teaching Listening for Academic Purposes, English Phonetics and Phonology, and Writing for Academic Purposes at a public university in Indonesia. Data was collected through classroom observations, reflective journals, and semi-structured interviews and analyzed thematically using Farrell's (2015) reflective practice framework. The findings show that reflection-in-action was demonstrated through teachers' real-time awareness of students' cognitive and affective responses and immediate instructional adjustments. Reflection-on-action was reflected in systematic post-teaching evaluation, identification of strengths and weaknesses, and planning for future instructional improvement. Overall, the study highlights the role of reflective practice in enabling EFL teachers to respond flexibly to classroom dynamics and support continuous professional development in higher education.

Keywords: *Reflective Practice; English as a Foreign Language (EFL); Reflection-in-action; Reflection-on-action*

ABSTRAK

Septina Heti Zharifah, 2026. *Reflective Practice: A Case Study of In-Service EFL Teachers' Teaching Practice at a Tertiary Level of Education. A Skripsi*. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

Praktik reflektif merupakan aspek penting dalam pengajaran yang efektif dan pengembangan profesional, namun penelitian mengenai bagaimana guru EFL in-service melakukan refleksi pada jenjang pendidikan tinggi di Indonesia masih terbatas. Penelitian kualitatif ini bertujuan untuk mengeksplorasi bagaimana dosen EFL di tingkat universitas melakukan refleksi-dalam-tindakan (*reflection-in-action*) dan refleksi-atas-tindakan (*reflection-on-action*) selama praktik pengajaran mereka. Partisipan penelitian ini terdiri atas tiga dosen EFL in-service yang mengampu mata kuliah Listening for Academic Purposes, English Phonetics and Phonology, dan Writing for Academic Purposes di sebuah universitas negeri di Indonesia. Data dikumpulkan melalui observasi kelas, jurnal reflektif, dan wawancara semi-terstruktur, kemudian dianalisis secara tematik dengan menggunakan kerangka praktik reflektif Farrell (2015). Temuan penelitian menunjukkan bahwa refleksi-dalam-tindakan diwujudkan melalui kesadaran dosen secara langsung terhadap respons kognitif dan afektif mahasiswa serta penyesuaian strategi pengajaran secara segera. Sementara itu, refleksi-atas-tindakan tercermin dalam evaluasi sistematis setelah pembelajaran, identifikasi kekuatan dan kelemahan pengajaran, serta perencanaan perbaikan pembelajaran di masa mendatang. Secara keseluruhan, penelitian ini menegaskan peran praktik reflektif dalam membantu dosen EFL merespons dinamika kelas secara fleksibel dan mendukung pengembangan profesional berkelanjutan di pendidikan tinggi.

Kata kunci: *Praktik Reflektif; Bahasa Inggris sebagai Bahasa Asing (EFL); Refleksi-dalam-Tindakan; Refleksi-atas-Tindakan*