

ABSTRACT

Umu Arifatul Azizah. S891608021. 2018. *Engaging Pre-service EFL Teachers in Reflective Practice as a Way to Promote Professional Development*. A Thesis. First Consultant: Prof. Dr. Joko Nurkamto, M.Pd; Second Consultant: Dr. Nur Arifah Drahati, M.Pd. English Education Department, Graduate Program, Sebelas Maret University.

The purpose of this research is to explore the experience of pre-service EFL teachers in utilizing reflective practice in their teaching practice program. The experience lies on how they conducted reflection, in what context they were engaged in reflection, what problem they reflected, what phases (elements) of reflection they realized, and in what level of thinking they achieved in reflection. Additionally, the contribution of becoming a reflective teacher is also presented in this research. This study uses narrative approach and involves two pre-service EFL teachers from a university in Indonesia who have conducted teaching practice program in a Senior High School. In the investigation, questionnaire, interview, and teacher diary are used to reach the participants' stories. In order to get trustworthiness of the data, method triangulation, member checking, and thick description are applied. Then, the data are analyzed using Interactive Model from Miles, Hubberman, and Saldana (2014) which consists of data condensation, data display, drawing conclusion and verification. The findings reveal that reflective practice in the pre-service EFL teachers' context could be determined that each reflection pre-service teachers engage is indicated the phases and the quality of reflective practice towards the issues of teaching-learning English they encountered in which the phases of reflection appear in the different types of reflection.

Keywords: *reflective practice, pre-service teachers, EFL, professional development*