

ABSTRACT

Puspita, Nelis Wanda (2025) : **Investigating EFL Teachers' Implementation of Reflective Teaching In Improving Their Teaching Practices.** A Paper. English Education Department, Faculty of Tarbiyah and Teaching Training, UIN Sunan Gunung Djati Bandung.

This study investigates how English as a Foreign Language (EFL) teachers implement reflective teaching to improve their classroom practices and identifies the challenges encountered during the reflection process. This research was conducted at SMPN 1 Karangtengah Garut and SMP Labschool UPI Cibiru Bandung, involving two EFL teachers selected through purposive sampling.

This study employs a qualitative case study approach. The data were collected through semi-structured interviews and classroom observations. The analysis was guided by Islam's (2015) reflective teaching model, Schön's (1983) concepts of reflection-in-action, reflection-on-action, and reflection-for-action, as well as supported by Dewey (1910) and Farrell (2015).

The findings indicate that both teachers applied reflective teaching using different reflective tools. One teacher relied on student feedback collected through student feedback questionnaires, while the other used lesson recordings to examine and improve instructional practices. Both participants demonstrated the three stages of reflection proposed by Schön, showing continuous and critical thinking before, during, and after instruction. However, their reflective practices were hindered by several challenges, including heavy workload, limited motivation, and low of payment, which affected the consistency of reflection. Despite these constraints, reflective teaching contributed to improved classroom interaction, stronger pedagogical decision-making, and ongoing professional development.

The study concludes that reflective teaching is an effective strategy for supporting EFL teachers' professional growth. Therefore, it is essential to integrate reflective practices into teacher education programs and ongoing professional development to cultivate adaptive, critical, and student-centered educators.

Keywords: *EFL Teachers, Professional Development, Teacher Reflection, Teaching Practices, Reflective Teaching.*