THE REFLECTIVE PRACTICE OF ENGLISH AS A FOREIGN LANGUAGE TEACHER IN SOCIAL MEDIA

(An Analysis on Whatsapp group "English Teacher")

THESIS

This Thesis is submitted to fulfiil the requirement For 'Sarjana' degree in English Language Education

By:

AYU KASTINA

NIM: 14551004

ENGLISH *TADRIS* STUDY PROGRAM

EDUCATION *(TARBIYAH)* FACULTY

INSTITUTE COLLEGE FOR ISLAMIC STUDIES

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP
Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 1846 /In. 34/I/PP.00.9 / 11 / 2018

Name	:	**Ayu Kastina**
NIM	:	**14551004**
Departement	:	**English Study Program**
Title	:	**THE REFLECTIVE PRACTICE OF ENGLISH AS A FOREIGN LANGUAGE IN SOCIAL MEDIA (An Analysis on WhatsApp group English Teacher)**

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date	:	**Monday October 22nd 2018**
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At	:	**Room 1 Munaqosah IAIN CURUP**

Has been received to fulfill a partical requirements for the degree of strata 1 in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, November th 2018
Leader of IAIN Curup,

Dr. Rahmad Hidayat, M.Ag., M.Pd
NIP. 197112111 99903 1 004

EXAMINERS,

Head	Secretary
Sakut Anshori , S.Pd.I., M.Hum	**Eka Apriani, M. Pd**
NIP. 19811020 200604 1 002	**NIP. 19900403 2015 03 2005**
Examiner I	Examiner II
Bayu Senjahari, M.Pd., M.Ed	**Paidi Gusmuliana, M. Pd**
NIP: 19800306 200212 1 004	**NIP. 19840817 201503 1 004**

Hal : Pengajuan Skripsi

Kepada

Yth Bapak Ketua Jurusan Tarbiyah IAIN Curup

Di –

Curup

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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

Curup, 2018

Advisor	Co-Advisor
Sakut Anshori , S.Pd.I., M.Hum	**Eka Apriani, M. Pd**
NIP. 19811020 200604 1 002	**NIP. 19900403 2015 03 2005**

STATEMENT OF OWNERSHIP

The writer who sign below:

Name	:	Ayu Kastina
NIM	:	14551004
Fakultas	:	Tarbiyah ilmu dan Keguruan
Prodi	:	TBI (Tadris Bahasa Inggris)

State the thesis under the title **"THE REFLECTIVE PRACTICE OF ENGLISH AS A FOREIGN LANGUAGE IN SOCIAL MEDIA (An Analysis on WhatsApp group English Teacher"**. This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or the other criticism from IAIN suitable with its regulation.

Curup, 2018

Researcher

Ayu Kastina
NIM. 14551004

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The researcher finished this research entitled "**The Reflective Practice Of English As A Foreign Language Teacher In Social Media** (An Analysis on Whatsapp group English Teacher)". This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistence, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

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Researcher

AYU KASTINA
NIM. 14551004

Motto and Dedication

" Learn from yesterday, live for today and hope for tomorrow"

This thesis is honorably dedicated to:

1. To my beloved parents, Mr. Marnoto and Mrs. Mawarnawati, for their prayer, love, support, advice great financial support during this time until this thesis can be arranged and until whenever I will never back.
2. To my beloved brother Dwi Andre Pangestu and all of my family who always give their motivation, support and also love.
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ABSTRACT

Ayu Kastina. 2018. The Reflective Practice Of English As A Foreign Language In Social Media (An Analysis on WhatsApp Group"English Teacher"

Advisor : Mr. Sakut Anshori, S.Pd.I, M. Hum

Co-Advisor : Mrs. Eka Apriani, M.Pd

This research was conducted because it was based on phenomena that occur in the digital era where many people use social media as an effective communication tool. In addition, social media is used as a source in gaining knowledge, one of which is social media like Whatsapp group. Whatsapp group is used by some people to communicate and share information. in this study what group used was the English teacher group using reflective practice techniques. The purpose of this study is that researchers want to see the implementation of reflective practices in whatsapp groups and also the types of relections used in the group. This study uses a descriptive qualitative and research objects that explore 30 days of discussion with 30 topics. The technique used is data analysis and document analysis. Data analysis uses management data analysis, classification, description, interpretation and percentage. The results show that there are four steps in reflective practice, namely describing, analyzing, theorizing and acting, each of which belongs to the group. The results of the checklist and the percentage of analysis were 35%, 33% used analysis, 16% theorized and the last 16% used acting. The type used in English language is 64% reflection (knowledge), 21% reflection (retrospective) and 15% reflection in action. Thus the type of English teacher is a reflection of action.

Keywords: Reflective practice, EFL, Social Media

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CHAPTER 1

INTRODUCTION

A. Background of The Research

English is considered the first foreign language in Indonesia. This serves to encourage the development of the state and nation, build relations with other countries, and implement foreign policy including as a language used for broader communication in international forums. In the digital era, many people who use social media forums as a means of communicating are not only used to communicate, but people use social media as a place to get good information by seeking knowledge to share new knowledge and also as a place to discuss online. The function and purpose of the group in online discussion is that participants can communicate without having to face to face. And also another function is that participants do not need to provide a place for discussion, participants can discuss wherever and whenever. "Online discussion forums as an important opportunity for knowledge exchange as well as a teaching method to provide learners with learning opportunities that do not necessarily have temporal".[1]

[1] Nandi, D., Hamilton, M., Harland, J., & Warburton, G. (2011). How active are students in online discussion forums? ACE '11 Proceedings of the Thirteenth Australasian Computing Education Conference, 114, P.125–134

The phenomenon of online forums is as a communication media channel in the process of forming virtual communities (design forums), is a new view for community for use, remember now supported by the advancement of information technology and communication. Basically, a forum for English teachers to share experience, ideas, opinions, suggestion, teaching material, theories of teaching English etc. It means in the forum English Teachers to do discussion for example about teaching material there are some opinions and suggestions for other teacher to provide solutions both from weakness and errors.

Based on Samantha Davies benefit of online discussion group used by reflective practice:

> "Promotion of deep learning, identification of personal and professional strengths and areas for improvement, identification of educational needs, acquisition of new knowledge and skills, further understanding of own beliefs, attitudes and values, encouragement of self-motivation and self-directed learning, could act as a source of feedback, possible improvements of personal and clinical confidence"

The group of English teachers became one of the groups, each with an English teacher and lecturer background from various provinces in Indonesia. English Teachers Indonesia is a group of 245 participants by applying reflective practice where in each group participants discuss various topics and share the problems experienced while teaching. In the group, teachers get not only experience or solutions but teachers can also provide experience or insight for other participants.[2]

[2] Pre- observation (June 2, 2018)

Meanwhile, reflective practice is very supportive in improving a teacher's professionalism in teaching. This is explained by sicora:

> "Reflective practice is very relevant in providing better professional services of primary importance the development of adequate expertise through systematic and structured reflection is of primary importance."[3]

From the theory that people do not learn from their mistakes but from their reflections on their mistakes. In fact the process of reflection is made up of continuous and consistent internal dialogue.

The subject of this researcher is a English Teacher Whatsapp group. Whatsapp group English teacher previously was a Facebook group with the name of Indonesian teacher Indonesia. The result of observation and interview March, 15 2018 with the founder of Sholihin group that Facebook group Indonesian English teacher with the number of participants reached 3000 less active in conducting the discussion so that the group only once a week carry out the discussion. The group founders suggested joining the group Whatsapp with the number of participants 245 fewer number of Facebook group with the reason more active in the discussion and every day to do conversation with different topics. [4]

The researcher chooses English Teacher Whatsapp group because this group implement teacher discussions within the online group. In this case the teacher is required to reflect on the learning that has been implemented, and utilize the

[3] Alessandro Sicora, *Reflective Practice and Learning From Mistakes in Work,* (UK, Policy Press, 2017) P.14
[4] Pre observation (March 15, 2018)

results of the reflection for the improvement and development of further learning. Continuous reflection activities can help teachers improve professionalism in carrying out their duties and responsibilities. Based on the above empirical and theoretical studies, researchers conducted research to find out how the implementation of reflective practice, and raised the title "**The Reflective Practice of English as a Foreign Language Teacher in Social Media"**[5]

B. Research Questions

Based on the explanation above, the research question are:

1. How is the implementation of reflective practice used by English Teachers Group?
2. What kinds of the reflection done by teacher English as a foreign language in Whatshapp?

C. The Objective of the Research

Based on the research question the object of the research are:

1. This study aims at investigate how the implementation of reflective practice used by English teachers Indonesia
2. To investigate What kinds of reflective practice done by teacher English as a foreign language in Whatshapp

[5] Pre observation (April 20, 2018)

D. The Significant of The Research

It is very important to us to know the significant of the research. It can contribute some benefits as follows:

1. For Teacher

   The result of the study is expected to be useful for English teacher. The researcher hope that this research help English teacher in improving teaching through suggestions, opinion in the online discussion.

2. For English Tadris Program

   The researcher hope the research to useful for English lecture to improve teaching in the class

3. For Researcher

   By this study, the reader will get more information which is contained in the online discussion and know the problems teachers in teaching

E. Delimitation of the Research

In this research, the researcher want to investigated how the actually implementation of reflective practice used by English Teacher.

F. Definition of Key Terms

1. Reflective Practice

Based on Daudelin. M. A reflective practice facilitating collective reflection in the organization is the practice in which employees solve fictive

cases. These were spoken of in the reflection meetings only in positive terms.[6] In the research, reflection group focused on individual practice, each person takes a turn recounting a key event and getting feedback on analyzing it, naming assumptions, making connections, and formulating, critical questions that emerge. In one version of an organizational learning process, each identifies significant events from the perspective of their role, allowing the group to craft.

2. English as a foreign language teachers

English as a foreign language teachers is language used by many people as international language and teachers is a person who gives instruction knowledge, skill, etc.[7] In the research, English as a foreign language (EFL) teachers in Indonesia has experienced limited success. Previous studies have shown that EFL teacher in Indonesia context has encountered significant problems, such as low teachers competence, low student motivation and low English competence among student.

3. Social Media

Social media is a series of websites and applications designed to allow people to share content quickly, efficiently and in real-time. Most people today define social media as apps on their smartphone or tablet, but the truth is, this communication tool started with computers. This misconception stems from the

[6] Daudelin, M. W, *Reflecive practice as way of learning in organization,*(Learning from experience through reflection, 1997), p.35
[7] Martin.H Manser, *Oxford learner's dictionary oxford (*university press. 1995), P.425

fact that most social media users access their tools via apps. In fact, 50% of online users never engage social media. [8]

English teacher in Indonesia is more likely to be taught and learnt only as a foreign language. In this research, forum online discussion is a group of English teachers who in conduct discussion on how to teach by give suggestion, feedback about experience of teaching other teachers and also give support for other English teachers.

G. Research Paper Organization

The researcher completes the organization of explanation with divided into some parts:

Chapter I is the introduction to the research explain about: background of the research, formulation of the problem, the objective of the research, the significant of the research, delimitation of the research, operational definition and research paper organization. Chapter II tell about: the review of the related literature, and related finding. Chapter III consist of methodology of research, it include the kind of research, population and sample, technique of collecting data, technique of data analysis. Chapter IV the researcher present findings and discussion about result of the research. Chapter V explain about the conclusion and suggestion of the research

[8] https://www.thebalancesmb.com/what-is-social-media-2890301.matthew hudson (May 21, 2018)

CHAPTER II

LITERATURE REVIEW

A. ICT (Information Communication and Technology)

Information and communication technologies (ICT) are a major factor in shaping the new global economy and producing rapid changes in society.[9] The field of Information and Communication Technology (ICT) combines science and technology. ICT in Teacher Education is to assure that the new generation of teachers, as well as current teachers, are well prepared to use new learning methods, processes and materials with the new ICT tools for learning.

The following sections provide a road map to help teacher education institutions meet the challenge. It includes the full range of computer hardware and software, telecommunication and cell phones, the Internet and Web, wired and wireless networks, digital still and video, cameras, robotics, and so on. ICT has proven to be a valuable aid to solving problems and accomplishing tasks in business, industry, government, education, and many other human endeavors.

[9] Eka Apriani, *"The Role of Technology to Develop Student's Character".Ta'dib*. Vol. 21 No.1, June 2016,

According Diem, ICT includes computers, broadcasting technologies (radio and television), telephony, CD ROM, audio or video clips, Computer, and Internet.[10] The most common technology used by people are computer and internet. But it does not mean both of them are the only technology. In other words, we can say that the information to support classroom instruction in the new literacy of internet technology can be derived from everywhere; from the use of radio and television, from the collaboration of the usage of computer and internet together.

Blurton say that there are many benefits of ICT such as accessing remote resources, supporting new pedagogical methods, online experts, online mentors, home or school communication, virtual learning communities, distance education, lifelong learning, and cost effectiveness.[11] According Bingimlas, there are a barriers or problems use ICT in education. The barriers of ICT into education are teacher level barriers and school level barriers. These barriers are lack of access, resistance to change, lack of time, lack of training, and lack of technical support. These barriers are one of the reasons that make the implementation of ICT in the classroom is hard to do.

[10] Diem, C.D, *Perpustakaan, Kepustakaan, dan Keaksaraan*. (Palembang: PT Rambang, 2011) P. 87-90
[11] Blurton, C, *New Directions of ICT Use in Education*.(Hongkong: University of Hongkong.1999) Retrieved from http://www.unesco.org/education/educprog/lwf/dl/edict. pdf on (February, 18, 2018.)

B. Social Media

1. Definition of Social Media

Social media is group of internet based that built on the ideological and technological foundation of Web 2.0, and that allow the creation and exchange of User Generated Content.[12] Social media can be used for the rapid spread of useful information, but can also be used for the proliferation of disinformation and harmful ideas. Basically, social media is the great development of technologies, development of new web based internet, which makes easy for everyone to be able to communicate, participate, share to each other's and to makes an online networks.

According Dao, social media are internet sites where people interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal words, pictures, videos, and audio. Social media sites are two way communication to interaction between the instructor and students, among the student, between students, and materials becomes effective for teaching learning.

Social media is useful for a lot of people. The majority of the teenagers use social media 247. Social media has become so strong over the past 4 years. Social media is used for many different reasons, such as communication, friendship, advertisements and etc.

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[12] Andreas M. Kaplan *, Michael Haenlein. 2009. *Users of the world, unite! The challenges and opportunities of Social Media.* ESCP Europe, 79 Avenue de la Re ´publique, F-75011 Paris, France

2. Types of Social Media

Social media is divided into several types based on Kaplan and Haenlein, there are several types of social media:

a. Collaboration Project

In this collaboration project, the website allows for the user should be able to change, add, and remove the contents in this website. A wiki is perhaps the most typical collaboration project site for example *Wikipedia*. Wikipedia allows too many participants to work together on the same project for example writing a dictionary.

b. Blogs

Blogs is considered the earliest form of social media sites. Blogs are usually managed by one person only, but provide possibility of interaction with others through the addition of comments. In this blogs, the user can to expressing something in this blog such as story telling or criticizing.

c. Content Community

The main objective content communities are the sharing of media contents such as videos, pictures, and power point presentation between users. Users on content community are not required to create a personal profile, these pages usually only

contain basic information for example the date they joined the community and the number of videos.

d. Social Networking Sites

In this website, an application that will allow the users to create personal profiles, invite others to join the site, access the profiles of others users, share information (text, pictures, and videos) and sent email as well as instant messages to each other. For example facebook, twitter, whatsapp.

e. Virtual Game Worlds

In this virtual world which reflects the 3D environment, where user can participates in games via personalized avatars in virtual world.

f. Social Virtual Worlds

In this a virtual world allows the users to choose personalized avatars, their behaviors, their lives and their acts in their virtual lives that are similar to their real lives.

3. Whatsapp

a. Definition of Whatsapp

Whatsapp is a proprietary, cross-platform instant messaging subscription service for smartphone and selected feature phones it uses the internet for communication. In addition to text messaging,

users can send messages, images, video, and audio media as well as their location. Student communication with family or friend is defined as the interaction of university student on daily basis in a positive way. [13]

b. History of Whatshapp

WhatsApp Inc. was founded in 2009 by two men named *Brian Acton and Jan Koum*. Completed senior work in Yahoo online. Replace has been working on Yahoo in about 20 years. Jan Koum who has ideas that can make a person's broadcast status cannot be reached for any reason. Koum also invites Acton to work with him. WhatsApp is available for all mobile operating systems that still exist. From iOS, Android, BlackBerry OS, BlackBery 10, Nokia Symbian, Nokia Series 40 and also Windows Phone. WhatsApp is not completely free. WhatsApp app on iPhone can be used for free for a year, then obliged to pay. Likewise on other platforms.

WhatsApp Party said it was deliberately withdraw fees in exchange for a product that can be relied upon and without advertising. From the beginning, this app has been designed forBe they who started a technology company called WhatsApp Inc. located in Santa Clara, California. But the status of the broadcast

[13] Spencer.2012. p.17

app only attracts the attention of a few people paid so that WhatsApp team can focus on developing products.[14]

C. Forum Discussing Online

Online discussion forum is a web-based application that brings people together with shared interest and mind-set. The use of online discussion forum has emerged as a common tool and an effective way of engaging students outside the classroom.[15]

Online discussion forums harmonize with the educational philosophy that makes communication a necessary tool and fundamental mechanism for effective learning. It was discovered that the interaction of the learners with both human and inanimate objects, and their participation in technology mediated education, were essential for the quality of their learning experience, which can enrich the process of knowledge exchange among participants and has positive effects on the students' performance.

According Thomas, Online forums provide an avenue where class material can be reviewed, discussed and reinforced. The underlying presumption is that knowledge can be constructed by an online

[14] http://ardyanata.blogspot.co.id/2017/04/sejarah-awal-mula-berdirinya-whatsapp.html
[15] Balaji M. S, Charkrabarti D, "Student Interactions in Online Discussion Forum: Empirical Research from 'Media Richness Theory' Perspective", IBS Hyderbad, IFHE University, Hyderdad, India. Journal of interactive online learning, Vol 9, No 1, 2010

asynchronous dialogue of class material. The conversational model of learning – Laurillard.[16]

Stancanelli claims ‘‘online focus groups and traditional focus groups have more commonalities than differences’. [17] *Online focus group as an interactive qualitative group discussions, comprising a selected group of individuals who gave consent and volunteered to participate in a facilitated, predesigned, online discussion in order to explore a specific topic for the purpose of research.*

Using online focus groups have both benefits and limitations when compared with the traditional face-to-face focus groups, that is, online participants tended to contribute shorter comments and were more likely to say just a few words of agreement; in the face-to-face groups, some participants tended to contribute a disproportionately large number of words, whereas other participants were relatively silent.

Most researchers agree that online focus groups could help reduce cost and remove the time and geographical constraints as participants can log in anytime, anywhere, and when it is convenient for them.[18] *The main*

[16] Thomas M J W, “Learning within incoherent structures: the space of online discussion forums” Journal of Computer Assisted Learning, 2002

[17] Stancanelli, J. (2010). Conducting an online focus group. The Qualitative Report, 15 761–765. Retrieved mei 5, 2018, from http:// www.nova.edu/ssss/QR/QR15-3/ofg2.pdf

[18] Bru ¨ggen, E., & Willems, P. (2009). A critical comparison of offline focus groups, online focus groups and e-Delphi. International Journal of Market Research, 51, 363–381. doi:10.2501/ S1470785309200608

limitation, however, is that online focus groups are restricted to participants with Internet access. The role of the facilitator of an online focus group could also be more complex as he or she might have to respond to more than one posting at the same time, while also having to pay attention to the interaction between participants, and maintain the flow of the online conversations.

This option is difficult to implement when recruiting participants from various countries around the world who could not necessarily be online at the same time for real-time discussions. Asynchronous focus groups, on the other hand, are text based and allows greater time flexibility and typically use online discussion boards or forums allowing participants and researchers to read the prompts and have more time for reflection before responding to the discussion.

D. English as a Foreign Language (EFL) Teacher

English as a foreign language teachers is language used by many people as international language and teachers is a person who gives instruction knowledge, skill.[19] Based on martin that "English as a Foreign Language teachers is the international language used by English teachers in providing knowledge and skills in learning". Those theory a teacher of English who is not a native speaker. It means that an English teacher is not a

[19] Martin.H Manser, *Oxford learner's dictionary oxford* university press. 1995. P.425

native speaker but a teacher is only a language user in conveying knowledge and skills to students or students.

EFL teachers need to use as much English as possible during their classes and that EFL teachers are legislatively supported and required to create an English learning environment that is useful for students to learn and acquire English. Teachers to teach English in the EFL context, and demonstrate high levels of competence in facilitating students' learning. In doing so, teacher educators who teach student teachers play a significant role.[20]

E. Reflective Practice

Reflective practice is simply creating a habit, structure, or routine around examining experience. Reflection or "critical reflection, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose.[21] The other resource also states that Reflection is process that may be applied in puzzling situations to help the learner make better sense of the information at hand, and to enable the teacher to guide and direct learning appropriate ways.[22]

From explanation above, the researcher conclude that Reflective practice is an activity or routine that teachers do in building, considering

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[20] Goodwin, A. L. & Oyler, C. (2008). Teacher educators as gatekeepers: Deciding who is ready to teach. In M. (pp. 468– 490). New York, NY: Routledge.
[21] Jack Richard .*Reflective Practice.* (New York, Cambridge University Press, 1990) P. 202
[22] Loughran,J. 1996.*Developing reflective practice. Learning about teaching and learning through modelling* .Falmer Press, London. P.4

how to teach by giving suggestions and opinions with goals that can improve the way of teaching teacher that is a process of guiding and evaluating. Based on Jenny Moon:

> Reflection is a form of mental processing that we use to fulfil a purpose or to achieve to anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and possibly, emotions that we already possess.

It means that Reflection is the process of applying to fulfill the purpose of gaining insight in knowledge. Based on Stickel & Waltman the application of teacher reflection is simply activities that aid in "paying attention":

1. Reflective Journaling

   A writing out of confusions, frustrations, questions, intentions, hypotheses, and assumptions pertaining to a student or classroom event. These journal entries are informal and is not a retelling of the event's content, but a summary and reflection of thinking and awareness of self-talk. Reflective journals are personal records of students' learning experiences. Students typically are asked by their instructors to record learning-related incidents, sometimes during the learning process but more often just after they occur.

   Entries in journals and learning logs can be prompted by questions about course content, assignments, exams, students' own ideas or students' thought processes about what happened in a

particular class period. Journals and learning logs are then submitted to the instructor for feedback. Both paper-based and online journals or logs can be turned in before or after each class period or at any other designated time

a. Reflective journal are writing out of questions, assumptions about student or classroom event
b. Reflective journals are personal records of students' learning experiences
c. Reflective journals are then submitted to the instructor for feedback
d. Reflective journals can be prompted by questions about students' processes in a class period
e. Reflective journals can be turned in before or after each class period

2. Reflective Discussion

Reviewing the entry either with peers or in supervision in terms of what happened and what was learned. Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As students question and recreate information

and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate story content to life experiences and to other stories. These questions will elicit personal interpretations and feelings. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

a. Reflective Discussion is reviewing the entry either with peers of what happened and what was learned
b. Reflective discussions encourage students to think and talk about what they have observed, heard or read
c. The teacher or student initiates the discussion by asking a question that requires students to reflect about what they observed
d. As students question and recreate information and they clarify their thoughts and feelings
e. These questions will elicit personal interpretations and feelings

3. Retrospective

Retrospective is an opportunity for the team to reflect on what has happened and make an improvement plan so that in the future it can be better. Retrospective is a moment for the team to

share the experiences they get during work and then they learn from that experience. Drawing together materials, linking to previous reflections, and developing and articulating those values, beliefs, and concepts that guide reflective decision making. In a retrospective study, in contrast to a prospective study, the outcome of interest has already occurred at the time the study is initiated. There are two types of retrospective study: a case–control study and a retrospective cohort study.

A retrospective study design allows the investigator to formulate hypotheses about possible associations between an outcome and an exposure and to further investigate the potential relationships. However, a causal statement on this association usually should not be made from a retrospective study. In conducting a retrospective study, an investigator typically uses administrative databases, medical records, or interviews with patients who are already known to have a disease or condition.

a. Retrospective make an improvement plan so that in the future it can be better
b. Retrospective participants share the experiences they get during work and then they learn from that experience

c. Retrospective allows to form hypotheses about possible relationships between outcomes and exposure
d. Retrospective connects to previous reflections, and develops and articulates values, and reflective concept

4. Reflective Supervision

Utilizing a supervisory relationship to review intentionality, beliefs and base assumptions surrounding a disorientating professional event can aid in clarifying patterns and themes necessary for learning and professional growth. Encourage teachers to facilitate a relationship with both the on-site supervisor and university supervisor to analyze classroom behavior, the connections between affect and thought and the intentionality of behavior.

Reflective supervision is a supervisor – supervisee relationship that pays attention to the influence of relationships on other relationships, the parallel process, and empowers the supervisee to discover solutions/concepts through consciously using strategies that include active listening and writing. The goal of reflective supervision is to support staff who then support families- and create a more effective working relationship. In this session participants will explore the

components of reflective supervision, observe and practice key skills associated with reflective practice and explore strategies for providing responsive versus reactive responses in the supervisory relationship.

a. Reflective supervision is review intentionality, beliefs and base assumptions surrounding a disorientating professional
b. The teachers to facilitate a relationship with both the on-site supervisor to analyze classroom behavior
c. Reflective supervision is the parallel process that pays attention to the influence of relationships on other relationships
d. Reflective supervision discover solutions/concepts using strategies that include active listening and writing

Reflective practice insists that a teacher with proficiency in this area regularly reflect on the effectiveness of lessons, units, and interactions with students both individually and with colleagues and uses insights gained to improve practice and student learning.[23]

[23] Mike rose. *At the heart of teaching- a guide of reflective practice.*

John Peters suggests a handy acronym for conceptualizing the four steps to reflective practice: [24]

a. Describe the problem, task or incident that represent some critical aspect of practice needing examination and possible change. The first step involves a description of the problem, task, or incident on which the practitioner wishes to focus in order to improve his or her practice. One should describe the problem and actions exactly as he or she sees them. The description should contain information about the setting in which the problem occurred, about other people involved, about events, and about the roles these people and the problem solver played in these events. The problem solver should also record his or her own thoughts and feelings related to each element of the description; however, the description should not include an interpretation or analysis of the problem and actions, for this will come later.

b. Analyze the nature of what is described, including the assumptions that support the actions taken to solve the problem, ask, or incident. Everyone can agree on the problem definition and its solution, as people do on most math problems. In fact, one person may define similar problems quite differently from one case to the next. Thus,

[24] John M. Peters. *Learning to practice reflectively can lead to improved professional and organizational eflectiveness*. the University of Tennessee, Knoxville**.**

an important aspect of the analysis step is the identification of why the problem solver defined the problem in a particular way and the exploration of other possible interpretations.

c. Theorize about alternative ways to approach the problem, task, or incident. The analysis step is designed to sort out actual beliefs, rules, and motives that guide one's practice with respect to a particular problem. Through that step, the problem solver should have exposed much of his or her current theory about the actions involved. The result is not intended to be a formal theory in the scholarly sense, but it is enough to reveal how one thinks about what he or she does.

d. Act on the basis of the theory. There are at least three reasons for taking action. First of all, the purpose of this whole effort is to improve practice. Second, action serves as a test of the theory developed in the third step. Third, the action itself can become the subject of further reflection and analysis. The process is thus like a spiral; each step offers an opportunity for reflection and a chance to return to earlier steps for deeper analysis.

Based on Donaghy there are two main types of reflection often referred reflection in action and reflection on action:

1. Reflection in action

Reflection in action involves using analysis of observation, listening and touch 'feel' to problem solve. It therefore sounds a lot like reasoning where reflection differs is that the problem solving leads to a change in the practitioner's view of self, values and beliefs.[25] This type of reflection often appears very intuitive. It can take some time to develop the skills of reflection in action often is a skill associated with the development of expert practice. Based on Schon reflection in action is action present describes as reflecting on the incident whilst it can still benefit that situation rather than reflecting.[26]

   a. Reflection in action develop the skills of reflection in action often is a skill associated with the development of expert practice
   b. Reflection in action is describe the problem based on observation

2. Reflection on action

This type reflection involves a stepping back from the situation, meaning that it happen at some time after the situation has occurred.

[25] Donaghy. *Guided reflection: a framework to facilitate and assess reflective practice.* P.3
[26] Schon, *The Reflective Practitioner: How Profesionals think in action.* (London: Temple Smith, 1983), P.68

> "Routine treatments, based on implicit theories may have the advantages of being easy to operate in practice giving confident and feeling of control." [27]

According Schon reflection on action involves reflecting on how practice can be develop after the event on action, thinking back on what we done in order to discover how our knowing in action. Reflection on action is the retrospective contemplation of practice in order to uncover the knowledge used in a particular situation, by analyzing and interpreting the information recalled. The reflective practitioner may speculate how the situation might have been handled differently and what other knowledge would have been helpful.

a. Reflection on action participants thinking back or retrospective
b. Reflection on action the participants knowing in action
c. Reflection on action the practitioner speculate what other knowledge would have been helpful.

F. English Teacher Forum

English teacher forums in Whatsapp is an online forum that English teachers as a place to discuss about matters relating to teaching both lesson plans, materials, learning strategies and techniques to be a professional teacher. In Whatsapp group English teacher forum there are 245 participants

[27] *Ibid*

every day in it. As a participant in the Whatsapp group the English teacher forum is an English teacher in Indonesia.

Teaching of English in schools and colleges has been less than satisfactory during the last few decades.[28] It means that English teacher is a group that supports activities in the delivery of information both knowledge, suggestions and opinions that can support these activities.

> The online chats were used as another means to facilitate the EFL teachers' reflectivity in discussions with peers who contributed to meaning and knowledge construction (Hatton and Smith, 1995).

The online chats were a form of synchronous communication. Online chat can also exchange ideas by writing opinions and suggestions made by two or more people without having to face to face.

G. Related Finding

In this research, there have been many of English as a foreign language used reflective practice. The writer take review of related literature from other references as comparison that closes relation to the English as a foreign language there is Niki Christodoulou, BA, MA University of Nottingham, research under the title is "*The Impact of Guided Reflective Practice on the Teaching of English as a Foreign Language on Higher*

[28] Kirkpatrick, *World Englishes: Implications for international communication and English language teaching*. (Cambridge, England: Cambridge University Press, 2007). Sulisyo, *Improving English as a Foreign Language Teacher Education in Indonesia: The Case of Jambi University.* P. 14

Education in Cyprus."[29]The main purpose of the niki's research to investigation is the increased understanding of 'self' and EFL practice through learning to apply reflective practice as a vehicle for mindful and caring interactions with others. The study incorporates insights from humanistic learning theory, relational cultural theory and critical constructivism. It also examines the ways in which the research process has influenced and reshaped my practice and identity as English as a Foreign Language educator and reflective facilitator.

In other related finding Rani Selvia the tittle research is "*Teacher understanding and practice of reflective teaching (A Case Study of Four English Teachers of High Schools in Bandung)"*[30] This study aimed at investigating the English teachers' understanding and practice of reflective teaching, the teachers' level of reflectivity, and the impediments that prevent teachers from being reflective. The results of the study indicate that the teacher respondents acknowledge the notion of reflective practice in their teaching. Their understandings of RT are related to how they define reflective teaching and recognize the characteristics, and the importance of being reflective teachers.

[29] NikiChristodoulou, "*the impact of guided reflective practice on the teaching of english as a foreign language in higher education in Cyprus"* University of Nottingham.
[30] rani silvia, "*teachers' understanding and practice of reflective teaching"* indonesia university

The last related finding Dini Mustaqimah the tittle research "*Reflective teaching practice of pre-service teachers for young learner at teacher training institute"*[31]. The first, researcher focused more on research for online group and more specific for English teacher as foreign language while previous study research in general in Cyprus. Second related finding is focused the English teachers' understanding and practice of reflective teaching, the teachers' level of reflectivity, and the impediments that prevent teachers from being reflective.

Based on the above relevant research can be concluded that the study has differences and equations with research I do. The difference is the object of research conducted on the object of research. in my research more focused on the more specific online group of foreign language teachers as well as within the group there is a discussion of everything related to teaching and in previous research the research focuses on understanding reflective practice in teacher English as a foreign language. As for the equation with my research is use reflective practice to improve professional teacher in teaching specially teaching English.

[31] Dina Mustaqimah, *reflective teacher practice of pre-service teachers for young learner at teacher training institute"*university of indonesia

CHAPTER III

RESEARCH METHOD

This part describes the method used to conduct the research. It consist of kind of the research, objects of the research, technique of collecting data, research instrument and technique analysis data.

A. Kind of the Research

This research involved qualitative research and present with descriptive method. Qualitative research is a research studies that investigate the quality of relationships, activities, situations, or material.[32] Descriptive research means a research focused in describing any situation or condition population, systematically, factually, and accurately.[33] According to Jack and Zuriah qualitative and descriptive is qualitative research is a study that describes the activity, situation or material to be studied While the descriptive method is a method that describes the situation and condition of the population under study. The researcher will describe about English teacher Indonesia to find out the page by page that provides feedback from teachers' reflective practice

[32] Jack R. Frankel, Norman E. Wallen, *How to design and Evaluate Research in Education: Seventh Edition*, (New York: McGraw Hill,2009),p.422

Nurul Zuriah, Metodologi Penelitian Sosial dan Pendidikan: Teori Aplikasi,(Jakarta:Bumi Aksara,2007),p.4

in online discussion forums. An online discussion forum containing English teachers getting the impact of the reflective practice.

B. Object of the Research

The object of research is to extend human knowledge beyond what is already known. But one's knowledge enters the domain of science only after it has been presented to others in such a way that they can judge its validity independently. The object of this research is the display of English Teacher Indonesia from page to page and also from the page the researcher will see where the reciprocity of reflective practice for the teacher in English teacher forum of Indonesia. In this study, principal investigators needed information to obtain valid data to check the accuracy.

In the Whatsapp group English teacher forum there are 245 participants, having daily routines discussing a given topic or sharing experiences or knowledge related to teaching

C. Technique of Collecting Data

According to Cressnell technique of collecting data in qualitative research involve basic types: Observation, document analysis and Documentation, the researcher used some steps to collect the dat. The steps are:

a. Observation

In this research, the researcher used observations of participation. Observation participants is the observation that in practice does involve

researchers as participants or group that examined. [34] According Patton Nasution stated the benefits of observation is observation in the field the researcher will be better able to understand the context of the data in the overall social situation.[35]

> Givens said *"Participant observation is a method of data collection in which the researcher takes part in everyday activities related to an area of social life in order to study an aspect of that life through the observation of events in their natural contexts."*[36]

In this research the researcher uses active participant observation method with joined the group of English teacher Indonesia, and the author given feedback and observe in activities within the group.

b. Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.[37] In this research the researcher uses document analysis. It means that English teacher Indonesia of the page in the forum discussions.

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[34] Margono, 2005. *Metode Penelitian Pendidikan*.Jakarta: Rineka Cipta. P. 161-162
[35] Patton, Quinn, Michael. 2002. *Qualitative Reasearch & Evaluation Methods.* SAGE Publications Inc. California.
[36] Given, Lisa. M. 2008. *The Sage Encyclopedia of Qualitative Research Methods*. USA: Sagepub
[37] Corbin, J. & Strauss, A, *Basics of qualitative research: Techniques and procedures for developing grounded theory (3rd ed.).* (Thousand Oaks, CA: Sage, 2008)

The researchers collect data by viewing each page and see feedback from reflective practice on teachers in the English teacher Indonesia used Screenshot Captor the researcher took photograph all threads and comments member of whatshapp. The document used were notes, photos, and other documents which are needed. It is also to know about the condition of the groups. That is the dialogue transcriptions. Meleong stated that documentation is a material on written form or film which used as sources of research.[38]

D. Research Instruments

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed.[39] To support the data, the researcher uses check list to find the complete data of reference for English teacher Indonesia. Check list is a list of subject, factors, strategies and names which want to search. In this research, researchers get information from page to page in Indonesian English teacher forum which discuss everything about teaching from reflective practice. Checklist is a list that contain about subject

[38] Prof. Dr. J Lexy Moleong. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakaya. 2009. P.216
[39] Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(2), 27-40. doi:10.3316/QRJ0902027

and aspect will be seen. Checklist can help researcher write every important event although it is a smallest thing.[40]

Checklist in this research made based on steps of reflective practice from John Peters theory. The researcher make a checklist table which contain of eight columns. Then based on indicators the researcher find exist and not exist the steps of reflective practice of each data. The last the research explain it.

Tabel 1

Checklist Analysis (Based On Steps of Reflective Practice)

No	Steps of Reflective Practice	Indicators	Sub indicators		Exist	Not Exist	Explanation
1	Describe	Describe the problem, task or incident that represent some critical aspect of practice needing examination and possible change	1. Participant should describe the problem and actions exactly as he or she feel experienced. The description should contain information about the setting in which	a. *Participant shares (describe) his problem in teaching process*			

[40] Dr. Iduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Peneliti Pemula, (*Bandung: Alfabeta, 2011), P. &4

			the problem occurred, about other people involved, about events, and about the roles these people and the problem solver played in these events. 2. Other participant record his thought and feeling related to each element of the description.	b. Other participant record his thought and feelings related to the problem			
2	Analyze	Analyze the nature of what is described, including the assumptions that support the actions taken to solve the problem, ask, or	1. Participants define or identify together about the issues that are the topic of discussion.	a. Participant writes his opinion on the issues being discussed.			

		incident	2. Participants must then describe each of the reasons because every reason given is analyzed, and the results of this analysis are analyzed, and so on,	b. There is a reciprocal response from each discussion.			
3	Theorize	Theorize about alternative ways to approach the problem, task, or incident	Participants speculate about problem solving or topics discussed. Each opinion can be used as a theory to apply.	Participant give input or suggestions to solve problems.			
4	Act	Act on the basis of the theory	Each person take action to overcome problems.	Participants take other participant's solutions from to solve the problem assumptions.			

Table 2

Types of Reflective Practice

Types of Reflection	Indicators	Sub Indicators	Exist	Not Exist	Explanation
Reflection in action	Teacher carries out such actions that employ a kind of knowing in action	Participants apply the expect practice based on the result of observation in the classroom			
Reflection on action	a. Teacher describes retrospective succinctly b. Teacher involves thinking back on what teachers have done to discover how knowing in action might have contributed to unexpected action	a. Participants reflect the retrospective study b. Participants find new knowledge from the reflection			

E. Technique of Analysis Data

Data will be analyzed in qualitative analyzing these following from Robert namely data managing, Clarifying, Description and interpreting.

1. Data Managing

Data managing is the process of systematically searching and arranging the interviews or other materials that accumulate to increase the understanding of them and enable to present what you have discovered to other.[41] Data managing involves creating and organizing the data collected during the study. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcripts observer's comments, memos and reflection. The main purpose of data managing is first to organize the data and check them for completeness, second to start the researcher on the process of analyzing and interpreting the data.[42]

2. Classifying

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data.[43] This research find the data about teacher's model in Integrated Skill. Then each of the data will classify into several categories based on the research questions and indicator

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[41] Robert C. Bogdan. *Qualitative Research f Education*: *An Interaction to Theory and Method*.(Toronto, Toronto: 1982) p.241
[42] *Ibid.*, P.242
[43] *Ibid*.,

3. Description

Description is based on the observation and field notes which are to provide the true picture of the settings and events that take place in it. So, the researcher will describe all the data that can help the researcher to do the next step in analyzing the data**.**

4. Interpreting

Interpretation is also a part of process of writing the result of a study. Interpreting is the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. [44]

[44] *Ibid.*

BAB IV

FINDING AND DISCUSSION

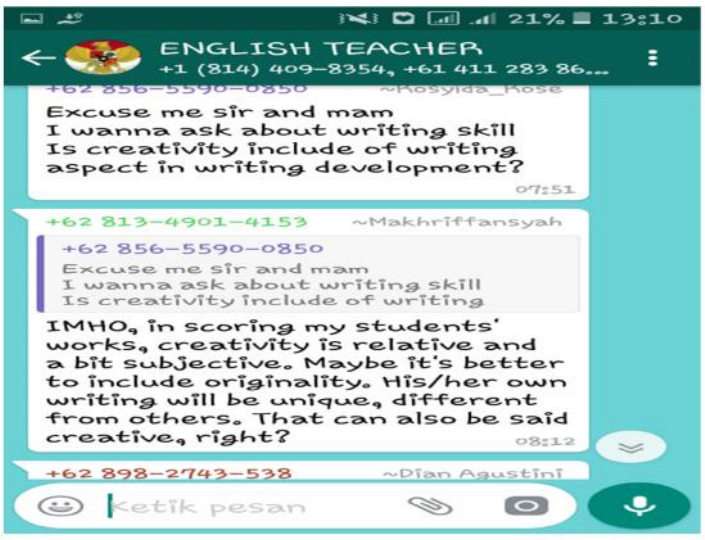
In this chapter, the researcher presented research findings and further discussion related to the research questions. This research was conducted with a purpose to identify and analyze the implementation of reflective practice in Whatsapp.

A. How participants implementation the reflective practice process in Whatsapp group

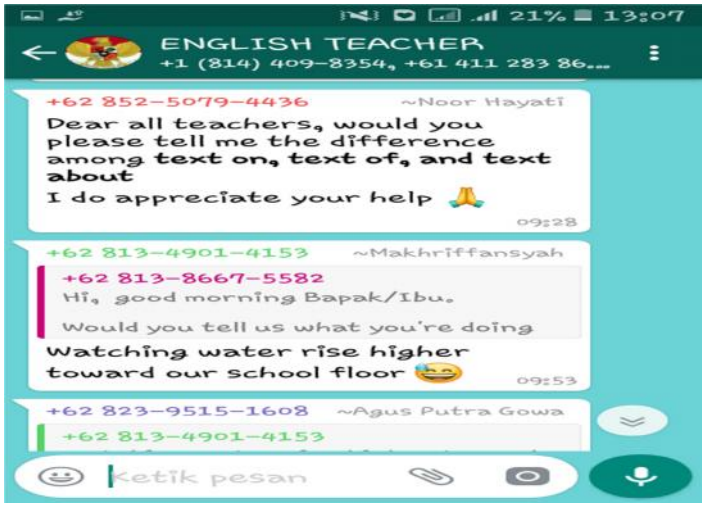
In the session, the researcher shows the second finding and discusses how the steps of reflective practice are applied. From the checklist, researchers identified four steps built into the conversation of participants in the WhatsApp group.

1. Describe

Describe which is applied in the discussion group includes several problems including the following:

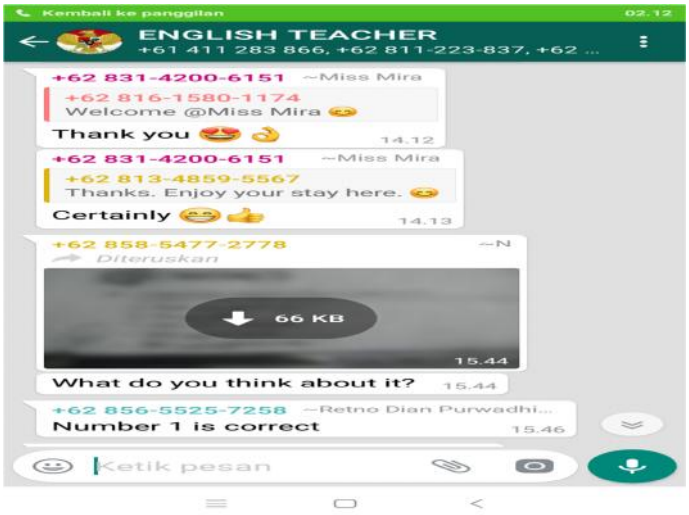


Participants applied to describe it as a topic "Excuse me sir and my mother wants to ask about writing planning development including writing skills in thpe writing aspect?" From the conversation above, it can be explained that the questions about writing skills are included because the topics related to the questions are in accordance with the theory of description, writing skills are learning material that must be understood by a teacher. That represent some examination and possible change critical aspect of practice needing. The first step involves description of the problem, task, or incident on which the practitioner wishes to focus in order to improve his or her practice. from the conversation the participants read about the problems in writing skills.



This can be seen from discussion the participants discussed the differences in the use of text in, texts and texts about the following "Please explain the differences between the text on, text and text about" from the sentence above. described because participants draw problems about the use of

text, text and text about it in accordance with the theory. A person must describe the problem and action exactly as he sees it. The first step involves description of the problem, task, or incident on which the practitioner wishes to focus in order to improve his or her practice. From the theory above the participants apply describe by discussing the problem of the teacher in teaching material about the use of text on, text about. From these problems the participants need solutions and answers from the participants about the problems being discussed



Participants in a discussion about student assessment "what do you think about that (picture)? It is said to describe because according to the theory that the participant must describe the problem, incident or question. This is in accordance with the theory of sentences categorized questions. Describe the problem, task incident that represents some critical aspect of practice examination and possible change. The first step involves the problem,

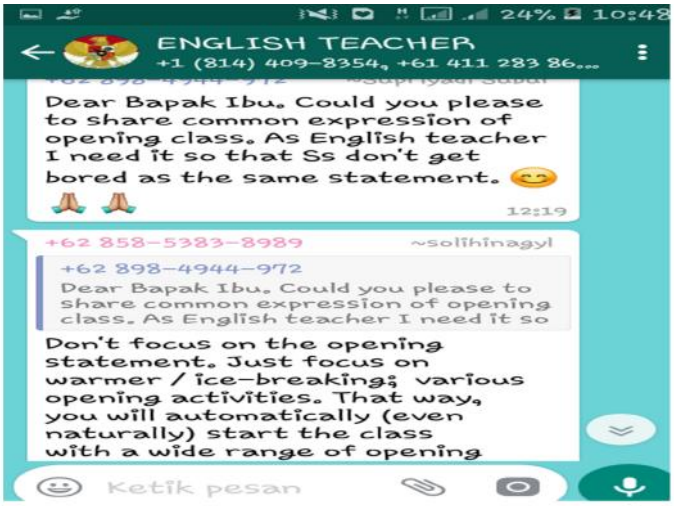
task, or incident on which the practitioner wishes to focus on order to improve his or her From the explanation of John Peters' theory that describing applied in the discussion is that participants give a problem in teaching about giving student scores. The teacher needs an explanation from other participants about the problem in giving scores to students.

Participants apply reflective practice by asking questions about "How do you usually teach tenses to your students" the sentence is categorized as describing because according to the theory it describes the description must contain information about the settings in this problem, about other people involved, about events, and about roles owned by these people and the problem solvers played in this event, and the questions contain information for other participants. You should describe the problems and actions exactly as he or she sees them. The description should contain information about the settings in which the problem occurs, about other people involved, about events, and about the roles of these people and the

problem solvers played in these events. From the above theory can be explained in the discussion of the participants discussing the problem regarding the administration of tenses in the class where participants gave problems in teaching tenses. and participants need explanation and sharing from other participants on the topic

Participants in the conversation discuss student tests "Do you think that all the tests given to your students must be hot?" it includes a category describing because the sentence that leads to the question relating to the sentence of the student which includes describing is "given a test for your students to be hot (interest)". One should describe the problems and actions exactly as he or she sees them. The description should contain information about the settings in which the problem occurs, about other people involved, about events, and about the roles of these people and the problem solvers played in these events. From the results of the analysis in the group discussion the participants discussed the problem regarding giving the test the purpose of

which was the impact of giving tests to students. in the discussion group participants need an explanation of the problem or response from other participants on the topic.



In the conversation it can be seen that the participants asked to share the general expression of the opening class as an English teacher. In this sentence it is explained that participants give questions about the expression of opening class which can be categorized as describing because the sentence contains questions. Describe problems, assignments or events that represent some of the critical aspects of the exercise that require examination and possible changes. The first step involves a description of the problem, task, or event in which the practitioner wants to focus on improving the practice. From the discussion in the group participants discuss the topic of the problem and the opening class is good with the aim of not getting students bored in learning. in the discussion

participants need an explanation of either new information or sharing experiences on the topic of discussion.

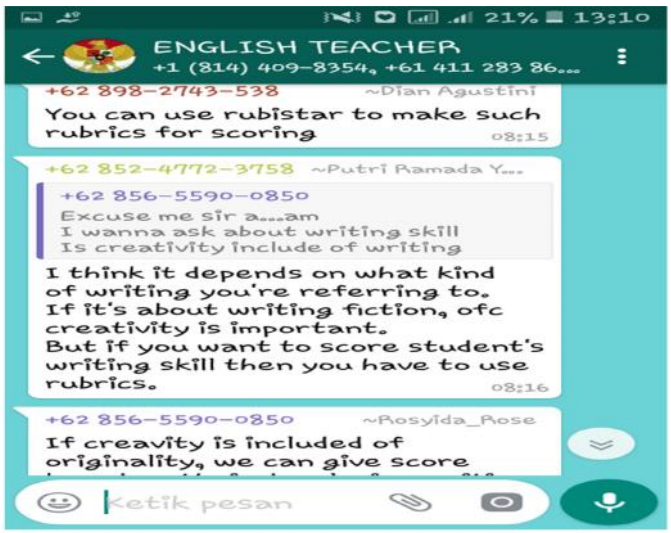
In the data it can be seen that the participants on day 18 discuss students who make 5, 15 Fiveteen, usually seventeen happy (teenagers mean a dozen, and average ty). The sentence explains that many students cannot distinguish English from 15 and 20. Therefore the topic presented is categorized as describing because participants provide problems faced and solutions are needed from other participants. Describe problems, assignments or events that represent several important aspects of the exercise. Requires inspection and possible changes. The first step involves a description of the problem, task, or event in which the practitioner wants to focus on improving the practice. in the discussion participants had problems in the pursuit of writing in English. As for the problem is the participant get students who write English about ambiguous numbers. where

in the discussion participants or teachers need a solution to solve the problem, of course opinions and sharing on the topic in the group.

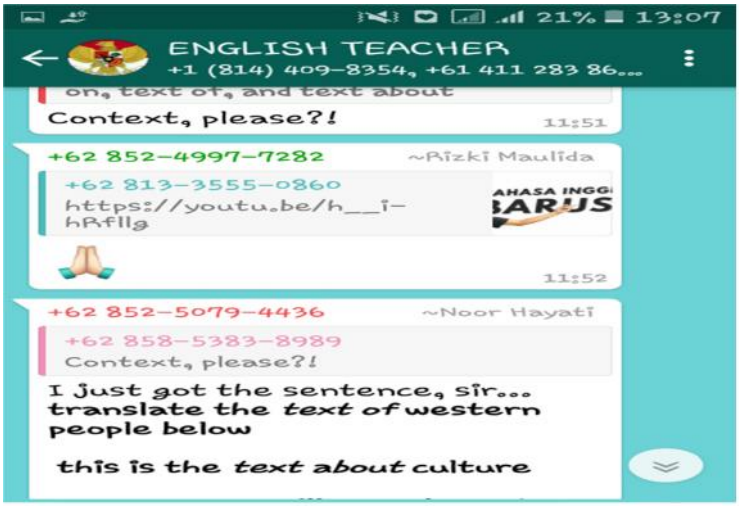
It can it be seen that the participants gave the topic of discussion about prepositions here "can we write here?" the sentence can be categorized as described because the participant asked about the preposition. Where preposition is English learning material. Back to the theory of describing that every question, problem in teaching or information that is new knowledge is the describe. Describe the problem, task or incident that represents some examination and possible change critical aspect of practice needing. The first step involves description of the problem, task, or incident on which the practitioner wishes to focus in order to improve his or her practice. In the discussion the participants discussed the problem regarding the use of preposition in the sentence. In the group participants need answers and explanations regarding the use of prepositions in sentences.

1. **Analyze**

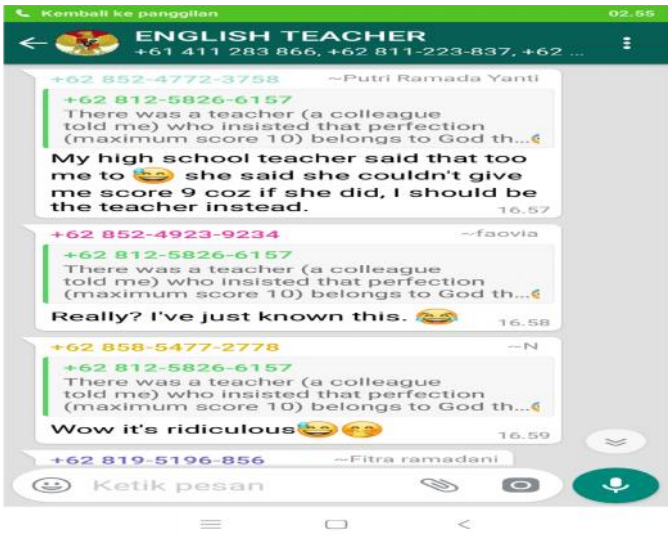
Analyze that is applied in the discussion group includes several problems including the following:



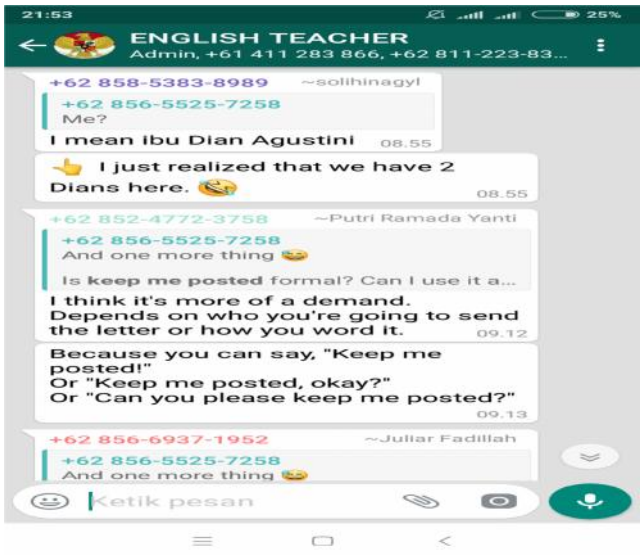
Participants apply analysis in response to the topic "I think that is the type of writing you mean. If it's about writing fiction, creativity is important. But if you want to print skills, you have to use the rubric." It analyzes opinions and responses related to the topic of discussion about writing skills. Analyze the nature of what is described, including assumptions that support actions taken to solve problems, ask questions, or incident. Everyone can agree on the problem definition and solution, as people do for most math problems. From conversation analysis with the topic of participants' writing skills giving responses about writing skills, it is said to analyze because the participants responded to the topic in discussio



It can see the participant responding "I just got the sentence from the western people below. This is the text about culture" from the sentence above according to the theory of response analysis can be a question sentence or sentence that support from the topic of discussion. Like for example participants discuss text about. Analyze the nature of what is described, including assumptions that support actions taken to solve problems, ask questions, or incident. Everyone can agree on the problem definition and solution. in analyzing based on the theory that participants provide assumptions, responses, or responses to the problems being discussed. As for the response to the first problem, the participants reported that the use of text on or text about corresponds to the sentence or context. This is analyzed because participants give answers or opinions regarding the use of text on or text about

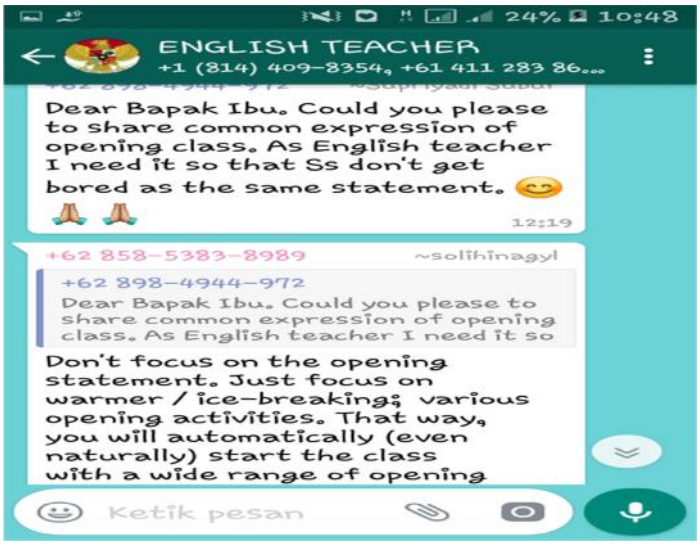


Based on the responses of other participants "The high school teacher also told me, he said he could not give me data on the sample data. Score 9 because if he did, I should be a teacher." Included in analyzing scoring student. The nature of what is describe, includes assumptions that support actions taken to solve problems, ask questions, or occur. Everyone can agree on the problem definition and solution, as people do for most math problems. In the discussion the participants gave responses on the topic of discussion where one participant shared experiences or sharing related to the topic of discussion. Participants apply analyze because participants give responses and assumptions in responding to topics or problems discussed.



Based on participant response"I think it's more than just a request. It depends on who you are sending the letter to or how you say it" discussion of the topic and participants giving examples of sentences to other participants. Analyze the nature of what is described, including assumptions that support actions taken to solve problems, ask questions, or incident. Everyone can agree on the problem definition and solution, as people do on most mathematical problems. On applying analyze to the topic about teach tenses participants give responses to the topic.

It can be seen that the participants gave feedback on the topic of discussion "Of course they will. Those who take English courses learn English with enthusiasm, while the average Ss is not". From the sentence above, it was explained that the response given by participants was related to the topic given by other participants. In fact, one person can define the same problem quite differently from one case to the next. Thus, an important aspect of the analysis step is identification of why problem solvers define problems in a certain way and explore other possible interpretations. in applying analyze participants gave responses or responses regarding topics based on the above theory that participants gave responses to either questions or assumptions from other participants on the topic.



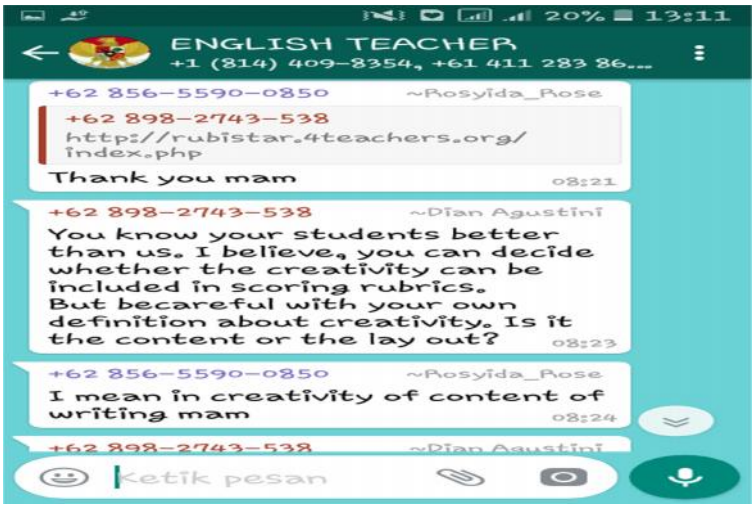
In the data sample, the teacher can be used to increase student enthusiasm before learning. The sentence because it is an explanation of the topic and participants explain the opening class expression. and also analyze the theory which says that in analyzing the participants, according to the topic or according to the topic. Analyzing the nature of the problem, including assumptions that support actions taken to solve problems, ask questions, or incident. Everyone can agree on the problem definition and solution, as people do for most math problems. In fact, one person can define the same problem very differently from one case to the next. in discussions with the topic of expression opening class, other participants gave responses and responses based on experience or only provided information about the topic, there were several assumptions, one of which was as follows responded that in the opening class the teacher could provide ice breakers with the aim of students not getting bored in learning.

It can be seen that participants responded to translate English directly from Indonesian (five = five fifteen = fifteen). Answers and explanations about dozens of writing and dozens of each have provisions. Affirming the nature of the problem, including assumptions that support actions taken to solve problems, ask questions, or occur. Everyone can agree on the problem definition and solution, as people do for most math problems. In fact, one person can define the same problem very differently from one case to the next. in the conversation participants gave responses based on the topic of discussion, namely participants explained that in the problem students wrote English how the teacher's explanation in giving explanations about the material so that students could accept without confusion.

The response in the conversation "heavy rain here in Jambi". The sentence of other participants regarding the preposition where participants gave examples of using preposition. thus the sentences can be stronger. b. Analyze the nature of what is described, including assumptions that support the actions taken to solve the problem, ask, or incident. Everyone can agree on the problem definition and its solution, as people do on most math problems. In fact, one person may define similar problems quite differently from one case to the next. based on the above theory can be applied in a discussion group where other participants give assumptions or assumptions about the main problem in this case the topic is the use of preposition. Other participants gave an example in using the preposition. This is in accordance with Peter's theory.

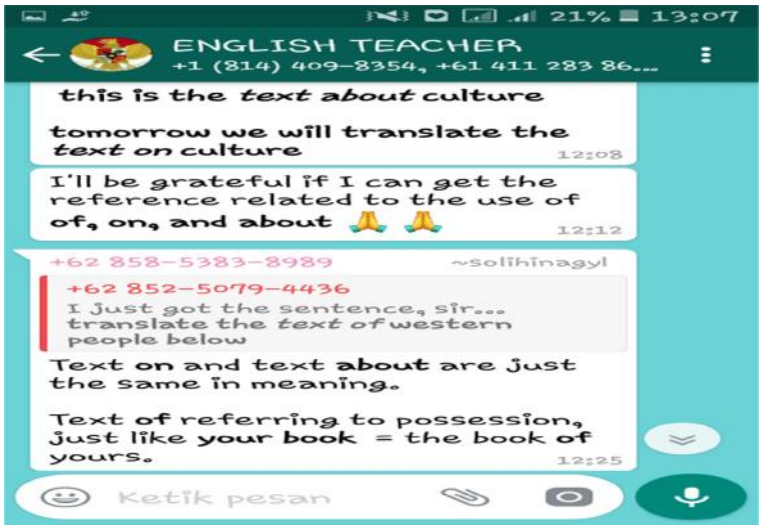
2. Theorize

Theorize that is applied in the discussion group includes several problems including the following:



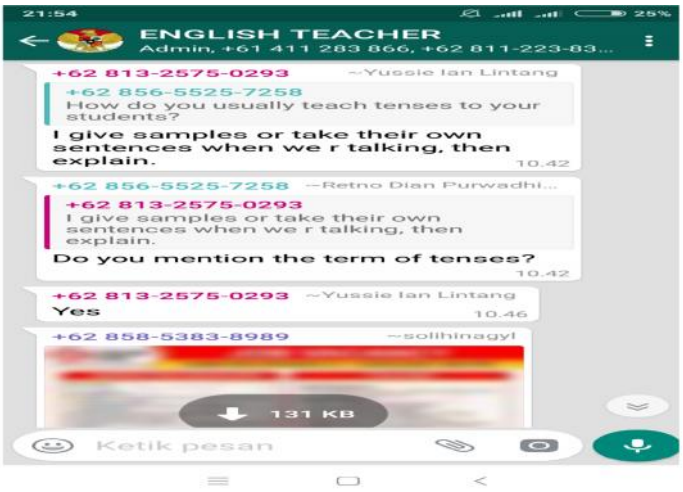
In the discussion the participants discussed the rubric suggesting the scores of students suggested using the rubric. "You know your students are better than us. I believe that can be included in the assessment rubric." From the conversation it is in accordance with theoretical theory which contains statements that convince participants to solve problems. Theory about alternative ways to approach problems, tasks, or events. This analysis is designed to sort out the actual beliefs, rules, and motives that guide a person's practice in relation to a particular problem. in the discussion the participants applied the theorize as one of the reflective practice processes where based on the above theory it was

explained that participants gave responses in the form of experience-based suggestions. in the topics discussed the participants suggested that teachers use rubric in assessing students' writing skill creativity**.**



It can be seen that the participants explain “Text on and text about are just the same in meaning. Text of referring to possession just like your book= the book of yours” while categorized as theorize because in the sentence the participant gives a detailed explanation, the meaning is that the participant gives an example in order to convince other participants. Theorize about alternative ways to approach the problem, task, or incident. The analysis step is designed to sort out actual beliefs, rules, and motives that guide one’s practice with respect to a particular problem.

It can be seen sentences from other participants regarding the topic "My suggestion you should give your private student a motivation and meet the teacher or send WA messenger" this sentence is theorize category because participants give suggestions in order to strengthen the opinions given so that other participants are faster get a conclusion. Theorize about alternative ways to approach the problem, task, or incident. The analysis step is designed to sort out actual beliefs, rules, and motives that guide one's practice with respect to a particular problem.



This can be seen from other participants on the topic "I give examples of their own sentences when we talk then explain". An alternative method of approaching problems, tasks, or events. The analytical step is designed to sort out the real beliefs, rules, and motives that guide a person's practice in relation to a particular problem. in the discussion participants applied the theory as a reflective practice process. based on the theory above the participants gave an alternative theorize in solving the problem wherein in theorize the researcher focused on the participants giving advice. in the group as for the advice given, namely the teacher in explaining can give an example and then explained with the aim that students can better understand the learning material.

Based on the conversation in the group as follows "From 2009 until now I have tried to influence my seniors to realize that they need to know this language" in that sentence participants provided experiences that gained new

knowledge for other participants, sentences categorized as theorizing are about high seniors to realize that they need to know this language. Through that step, the problem solver should have exposed much of his or her current theory about the actions involved. The result is not intended to be a formal theory in the scholarly sense, but it is enough to reveal how one thinks about what he or she does. From the theory the participants gave suggestions based on their experience with the reason that they could give direction from problems in the class, namely about learning material.

Based on the conversations in the group as follows "lots of ice breakers on youtube just just type in" games and ice breakers in the class "then you all see lots of videos". Theorizing about alternative ways to approach problems, assignments, or incidents The analytical step is designed to sort out the actual

beliefs, rules, and motives that guide a person's practice with respect to a particular problem. Through that step, problem solvers should have explained most of his current theories about the actions involved. From the problems in the opening class, other participants gave suggestions to use ice breaking as an alternative in reducing students' boredom in learning by finding other information in social media, one of them videos youtube.

Based on the conversations in the group as follows "Yep you are right ... what do you think causes this kind of common mistake, especially for English teachers". Theory about alternative ways to approach problems, tasks, or events. This analysis is designed to sort out the actual beliefs, rules, and motives that guide a person's practice in relation to a particular problem. Through this step, the problem solver must be presented in his current theory of the actions

involved. In the conversation in the group, other participants gave suggestions in accordance with the above theory where participants were generally wrong in the examination, but the teacher would better explain the material taught in more detail. .

Theorizing in conversation "Yes, you can say it's hot here which shows that you are in a room and it's hot inside". Theorizing about alternative ways to approach problems, tasks, or incidents. The analytical step is designed to sort out the actual beliefs, rules, and motives that guide a person's practice in relation to a particular problem. Through that step, problem solvers should have revealed most of their current theories about the actions involved ... Punishment can be categorized as a theory because participants provide advice on use for but only as *suggestions but participants give reasons* for the

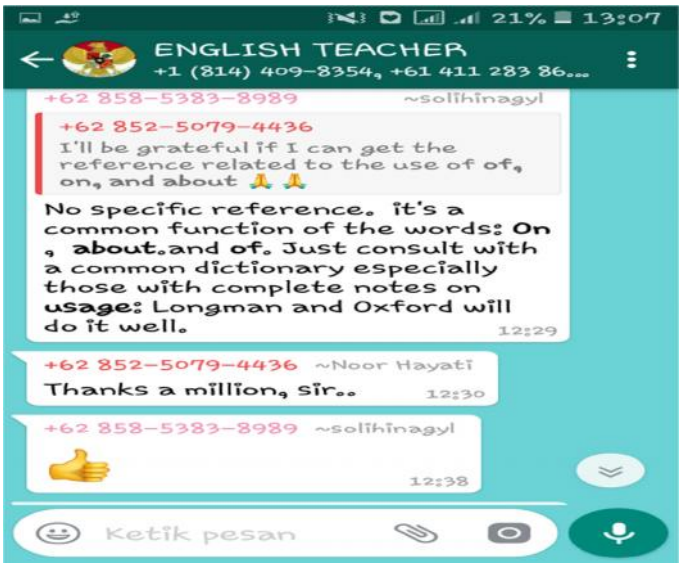
statement, and other reasons include theorizing is because participants give advice, give advice in discussions including theories of theorizing.

3. Act

Act that is applied in the discussion group includes several problems including the following:

Act on discussion is about writing an assessment rubric "IMHO, in judging my students working, creativity is relative and somewhat subjective. It might be better to include it initially. Act on the basis of the theory. There are at least three reasons for taking action. First of all, the purpose of this whole effort is to improve practice. Second, action serves as a test of the theory developed in the third step. Third, the action itself can become the subject of further reflection

and analysis. The process is thus like a spiral; each step offers an opportunity for reflection and a chance to return to earlier steps for deeper analysis The writing itself will be unique, different from the others. It can also be said creative, right? "From the sentence given, the participant explained that the point of creativity in writing is writing that is unique and different from the others. In scoring rubrics it is subjective in assessing students. So, you can say the act category because in the delivery, the statement is the point of the opinions and suggestions from other participants.



From conversations about text on, text of and text about that sentence can be used as a conclusion because the participant gave a detailed explanation on the topic "There is no specific reference. Act on the basis of the theory. There are at least three reasons for taking action. First of all, the purpose of this whole effort is to improve practice. Second, action serves as a test of the theory

developed in the third step. Third, the action itself can become the subject of further reflection and analysis. The process is thus like a spiral; each step offers an opportunity for reflection and a chance to return to earlier steps for deeper analysis. This is a general function of the word: on, from and about only consulting general dictionaries especially those with a complete record of use "means that general use can be overridden by context.

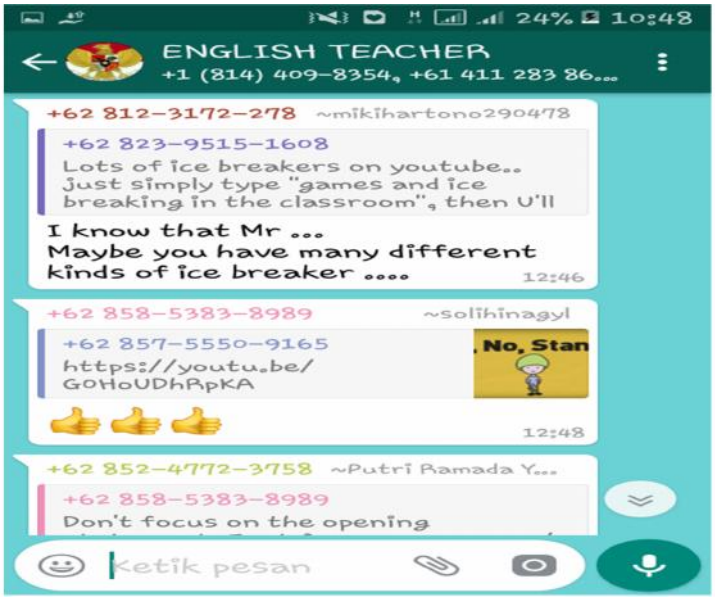
From the conversation "Stay away from this kind of school. It sucks and never thinks about the process, focuses on impossible results. Acts on the basis of theory. There are at least three reasons for taking action. First of all, the goal of all these efforts is to improve practice. the theory test action is developed in step 3. Third, the action itself can be subject to further reflection and analysis, the process is like a spiral, each step offers an opportunity for reflection and steps for deeper analysis, based on the theory above the participants in the group apply act as one

of the processes in reflective practice where participants provide conclusions and solutions to the discussion.

It can be seen that the participants gave “Teacher are models for their students. I remember being a student when access to self- learning sources was so limited. I took everything that my teacher said as correct” The teacher is a model for their students. I remember being a student when access to independent learning resources was very limited. Act on the basis of the theory. There are at least three reasons for taking action. First of all, the purpose of this whole effort is to improve practice. Second, action serves as a test of the theory developed in the third step. Third, the action itself can become the subject of further reflection and analysis. The process is thus like a spiral; each step offers an opportunity for reflection and a chance to return to earlier steps for deeper analysis. I took everything my teacher said was the right one "the point here is so how the pursuit received by students all depends on how the teacher gives

lessons. so this is categorized as an act because the sentence gives points from the topic of discussion .

Participants apply the action sentence" We also manage several classes not as a swamp class like at school. "As well as large classes. Act on the basis of theory. There are at least three reasons for taking action. First of all, the overall goal of this effort is to improve practice, second, the theory test action is developed in step three, Third, the action itself can be subjected to reflection and further analysis of the spiral, each step offers an opportunity for reflection and steps for deeper analysis, based on the theory the other participants give conclusions and the solution to the discussion in the topic.



Participants apply basic theoretical actions. "Acting on the sentence" I know that there are many reasons for taking action. Acting on the basis of theory. There are at least three reasons for taking action. First of all, the goal of all these efforts is to improve practice. Second, the theory test action was developed in the third step. Third, the action itself can be subject to further reflection and analysis. The process is like a spiral; each step offers opportunities for reflection and steps for deeper analysis. based on the discussion on the topic the participants gave conclusions from the results of the discussion conclusion or act that is applied in accordance with the theory above.

Participants applied the action in discussions such as for the sentence "There are some in my school, but not for the one pak pahriadi. It is about simple grammar like subject verb agreement". Act on the basis of the theory. There are at least three reasons for taking action. First of all, the purpose of this whole effort is to improve practice. Second, action serves as a test of the theory developed in the third step. Third, the action itself can become the subject of further reflection and analysis. The process is thus like a spiral; each step offers an opportunity for reflection and a chance to return to earlier steps for deeper analysis.

Based discussion participants give a statement in the form of conclusions "Some Americans still do say raining café and dogs. But they are mostly older people. The britist have stop saying it a long time ago. So I guess the isiom has died out". Act on the basis of the theory. There are at least three reasons for taking action. First of all, the purpose of this whole effort is to improve practice. Second, action serves as a test of the theory developed in the third step. Third, the action itself can become the subject of further reflection and analysis. The process is thus like a spiral; each step offers an opportunity for reflection and a chance to return to earlier steps for deeper analysis.

B. What kind of reflection done by teacher english as a foreign language in WhatsApp

Based on schon's theory there are two types of reflection, reflection in action and reflection on action. In the discussion in WhasApp group online discussion there are several issues discussed in the discussion, namely the first,

the topic of writing skills where participants discuss about the assessment in the writing skill creativity there are responses, suggestions and solutions from discussions with the topic.

Based on the analysis of the discussion, the researcher relates to Schon's theory of type reflection, which is reflection on action, which involves reflecting on how to develop after the event on action, thinking back on what we do in order to discover how we know in action. because during the discussion the participants applied reflective practice steps to the discussion in accordance with reflection on action where based on the explanation of reflection on action there was a routine in sharing both problems or questions. while reflection in action involves using analysis of observation, listening and touch "feel" to the solve problem. It therefore sounds like reasoning where reflection is a problem solving view of the practitioners, values and beliefs.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the data, in this chapter the conclusion and suggestion as the last part of the research. The conclusion below is the answer of the research question while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. CONCLUSION

Based on the finding and discussion in previous chapter, the conclusions are:

In the application of the reflective practice process the use of *describe* tends to be used more often but the topics discussed do not lead to teaching problems but tend to be more to share knowledge and experience in the education world. In discussing the participants usually do not directly give the talk but the participants often say "hello" or "how do you think about a picture" to attract responses from other participants.

In the process of *analyzing*, the participants gave a lot of opinions and responses from each topic or question that was asked, even participants still discussed the previous topics or just responded. In analyze the peseta tends to give a response or opinion based on experience or just as an opinion from each participants.

In appeal to *theorize*, the participants gave fewer suggestions to other participants because they gave more opinions and responses in the discussion. The last in *act*, the act process discussion is not used much because of the many responses and opinions from other participants there is not much that can be used as a solution for the topic being discussed. As for other reasons, there are not many problems that are discussed, but only a sharing and sharing of experiences and knowledge

In the application of reflective practices in the group there are two types of reflection that are carried out in the group participant namely reflection in action and reflection on action. From the results of the eight discussion with thirty different topics it can be concluded that participants in the English Teacher group Whatsapp uses the type of reflection on action with various reasons and evidence from table 4.

B. SUGGESTIONS

After analyzing the script conversation in Whatsapp group English Teacher, the researcher would like to give some suggestion which may be useful for:

1. Teacher

For teachers, they must be smart and sensitive in relation to understanding teaching in language learning because with the presence of groups can be a source of knowledge and information from various experiences.

2. English Tadris Study Program

For the English tadris study program, with the Whasaap English Teacher group can be used as inspiration to create a special English tadris study program as a forum to actively distribute information both knowledge and experience related to education.

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A P P E N D I X

ENGLISH TEACHER
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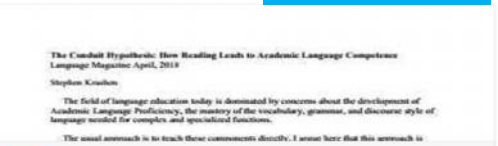
25 APRIL 2018

+62 858-5383-8989 keluar

+62 857-5550-9165 [redacted]


The Conduit Hypothesis: How Reading Leads to Academic Language Competence
Language Magazine April, 2018
Stephen Krashen
The field of language education today is dominated by concerns about the development of Academic Language Proficiency, the mastery of the vocabulary, grammar, and discourse style of language needed for complex and specialized functions.

PDF 2018_the_conduit_...

7 halaman · 138 KB · PDF 07:42

+62 898-4944-972 ~Supriyadi Subur
Why Mr. Solihin left WAG? 07:45

+62 813-4859-5567 ~Pahriadi Noerbek
> +62 898-4944-972
> Why Mr. Solihin left WAG?
No one can answer but him 07:48

+62 898-4944-972 ~Supriyadi Subur
> +62 813-4859-5567
> No one can answer but him
😂😂😂 let's keep sharing and learning here 💪💪💪💪💪 07:50

+62 856-5590-0850 ~Rosyida_Rose
Excuse me sir and mam
I wanna ask about writing skill
Is creativity include of writing aspect in writing development? 07:51

+62 813-4901-4153 ~Makhriffansyah
> +62 856-5590-0850
> Excuse me sir and mam
> I wanna ask about writing skill
> Is creativity include of writing
IMHO, in scoring my students' works, creativity is relative and a bit subjective. Maybe it's better to include originality. His/her own writing will be unique, different from others. That can also be said creative, right? 08:12

+62 898-2743-538 ~Dian Agustini
You can use rubistar to make such rubrics for scoring 08:15

+62 852-4772-3758 ~Putri Ramada Y...
> +62 856-5590-0850
> Excuse me sir a...am
> I wanna ask about writing skill
> Is creativity include of writing
I think it depends on what kind of writing you're referring to. If it's about writing fiction, ofc creativity is important. But if you want to score student's writing skill then you have to use rubrics. 08:16

+62 856-5590-0850 ~Rosyida_Rose
If creavity is included of originality, we can give score

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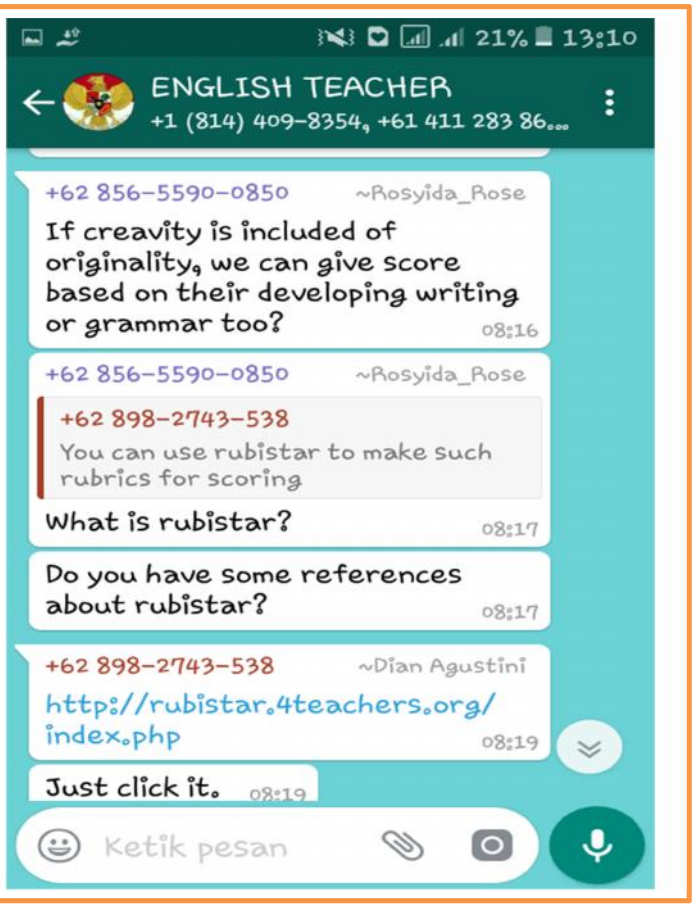
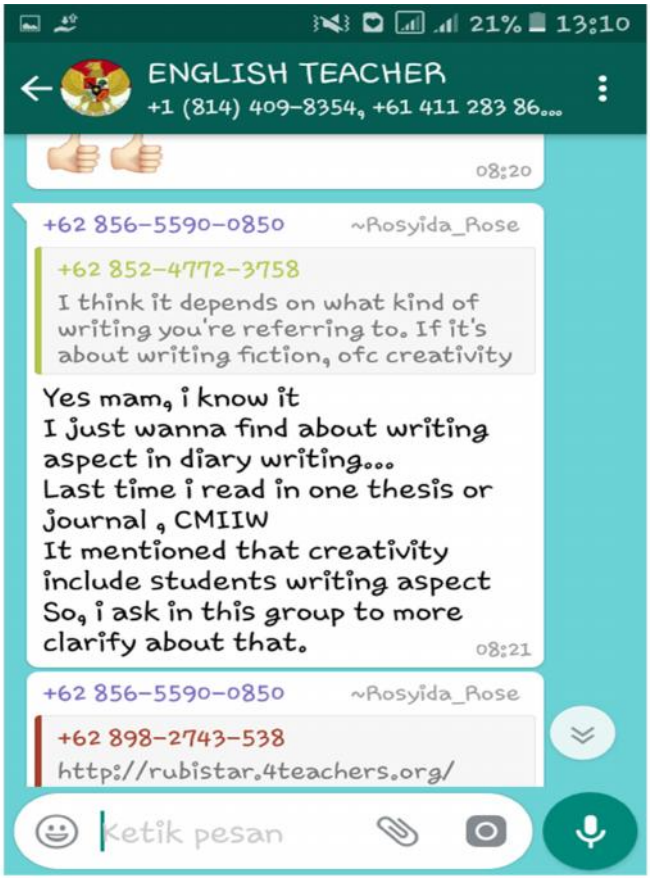
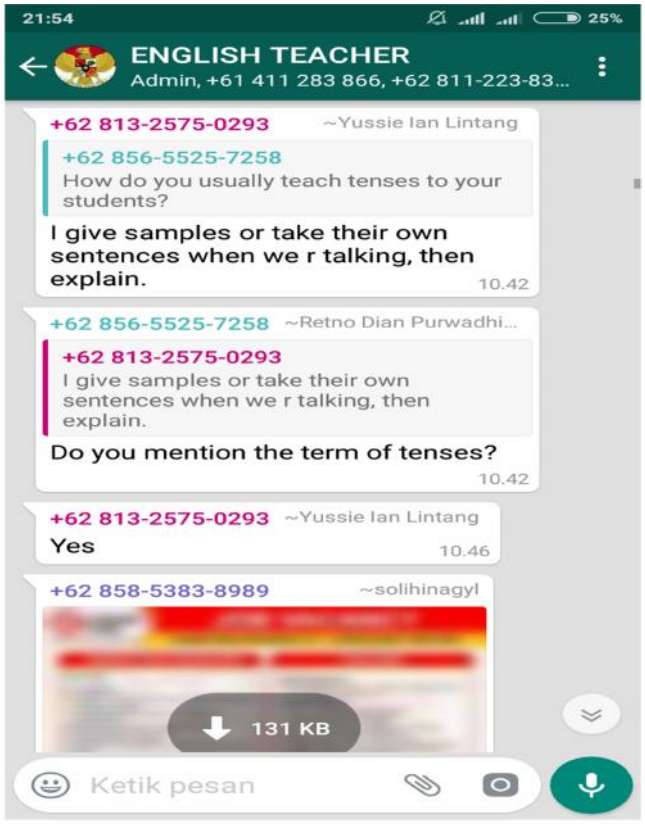

21% 13:10
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
+62 856-5590-0850 ~Rosyida_Rose
If creavity is included of originality, we can give score based on their developing writing or grammar too?
08:16
+62 856-5590-0850 ~Rosyida_Rose
+62 898-2743-538
You can use rubistar to make such rubrics for scoring
What is rubistar?
08:17
Do you have some references about rubistar?
08:17
+62 898-2743-538 ~Dian Agustini
http://rubistar.4teachers.org/index.php
08:19
Just click it.
08:19
Ketik pesan


21% 13:10
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
08:20
+62 856-5590-0850 ~Rosyida_Rose
+62 852-4772-3758
I think it depends on what kind of writing you're referring to. If it's about writing fiction, ofc creativity
Yes mam, i know it
I just wanna find about writing aspect in diary writing...
Last time i read in one thesis or journal , CMIIW
It mentioned that creativity include students writing aspect
So, i ask in this group to more clarify about that.
08:21
+62 856-5590-0850 ~Rosyida_Rose
+62 898-2743-538
http://rubistar.4teachers.org/
Ketik pesan


21:54
25%
ENGLISH TEACHER
Admin, +61 411 283 866, +62 811-223-83...
+62 813-2575-0293 ~Yussie Ian Lintang
+62 856-5525-7258
How do you usually teach tenses to your students?
I give samples or take their own sentences when we r talking, then explain.
10.42
+62 856-5525-7258 ~Retno Dian Purwadhi...
+62 813-2575-0293
I give samples or take their own sentences when we r talking, then explain.
Do you mention the term of tenses?
10.42
+62 813-2575-0293 ~Yussie Ian Lintang
Yes
10.46
+62 858-5383-8989 ~solihinagyl
131 KB
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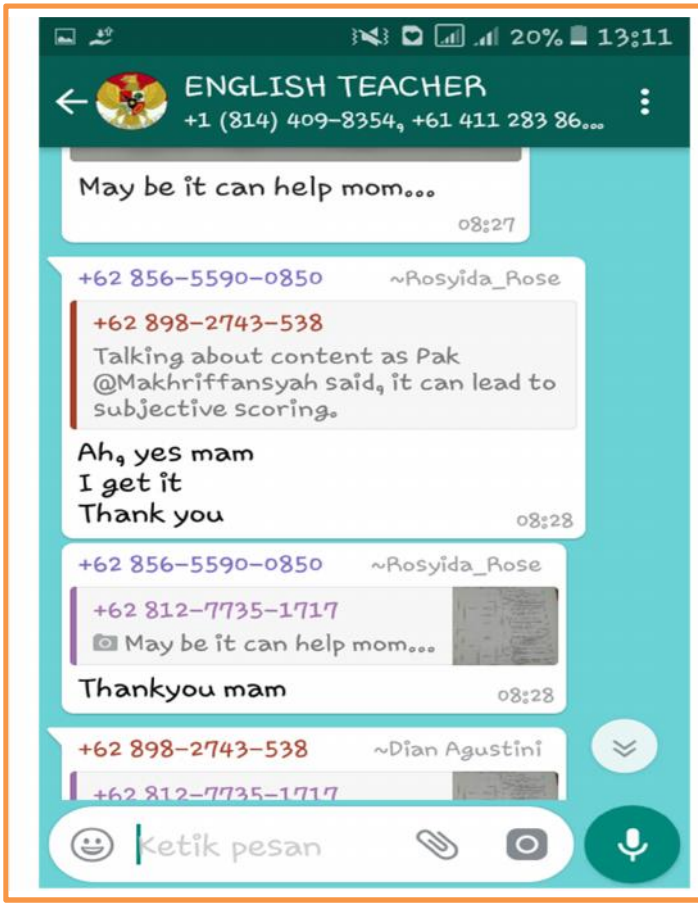
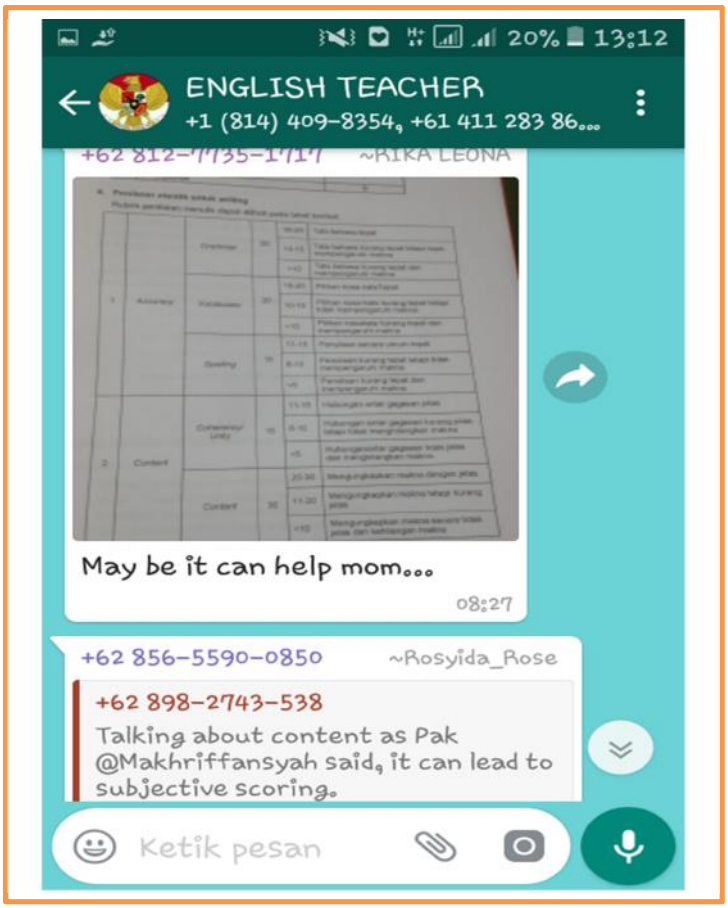
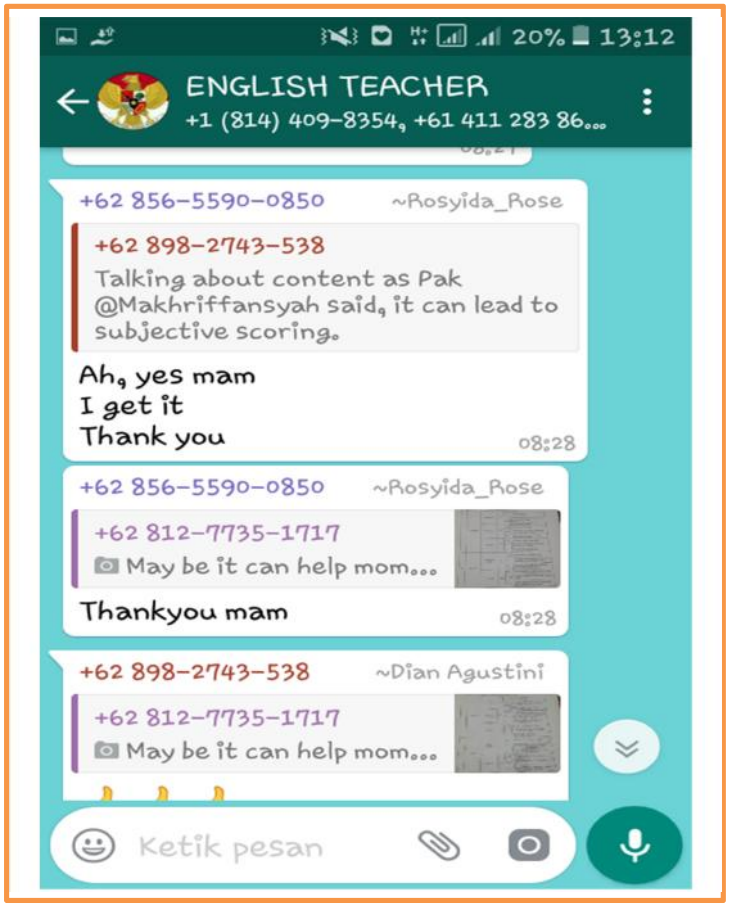
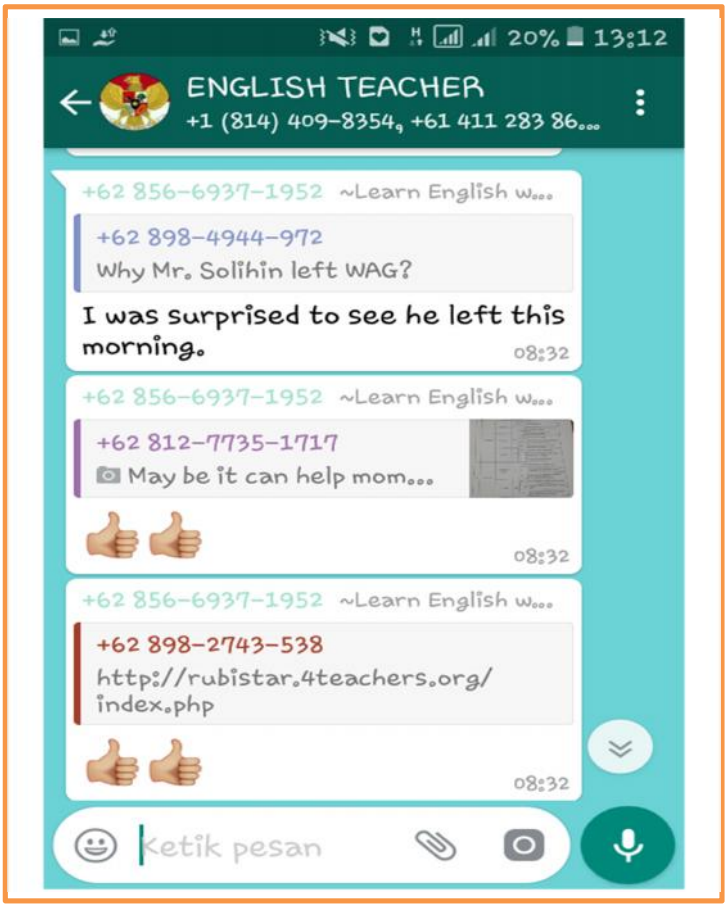

20% 13:11
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
May be it can help mom...
08:27
+62 856-5590-0850 ~Rosyida_Rose
+62 898-2743-538
Talking about content as Pak @Makhriffansyah said, it can lead to subjective scoring.
Ah, yes mam
I get it
Thank you
08:28
+62 856-5590-0850 ~Rosyida_Rose
+62 812-7735-1717
May be it can help mom...
Thankyou mam
08:28
+62 898-2743-538 ~Dian Agustini
Ketik pesan


20% 13:12
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
+62 812-7735-1717 ~RIKA LEONA
May be it can help mom...
08:27
+62 856-5590-0850 ~Rosyida_Rose
+62 898-2743-538
Talking about content as Pak @Makhriffansyah said, it can lead to subjective scoring.
Ketik pesan


20% 13:12
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
+62 856-5590-0850 ~Rosyida_Rose
+62 898-2743-538
Talking about content as Pak @Makhriffansyah said, it can lead to subjective scoring.
Ah, yes mam
I get it
Thank you
08:28
+62 856-5590-0850 ~Rosyida_Rose
+62 812-7735-1717
May be it can help mom...
Thankyou mam
08:28
+62 898-2743-538 ~Dian Agustini
+62 812-7735-1717
May be it can help mom...
Ketik pesan


20% 13:12
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
+62 856-6937-1952 ~Learn English w...
+62 898-4944-972
Why Mr. Solihin left WAG?
I was surprised to see he left this morning.
08:32
+62 856-6937-1952 ~Learn English w...
+62 812-7735-1717
May be it can help mom...
08:32
+62 856-6937-1952 ~Learn English w...
+62 898-2743-538
http://rubistar.4teachers.org/index.php
08:32
Ketik pesan

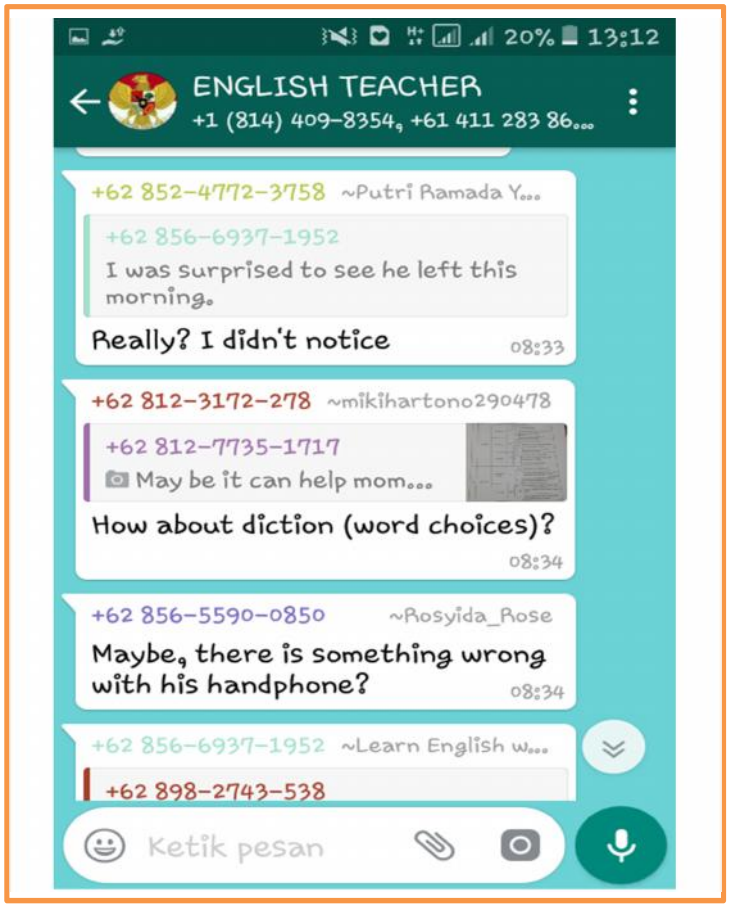

20% 13:12
ENGLISH TEACHER
+1 (814) 409-8354, +61 411 283 86...
+62 852-4772-3758 ~Putri Ramada Y...
+62 856-6937-1952
I was surprised to see he left this morning.
Really? I didn't notice
08:33
+62 812-3172-278 ~mikihartono290478
+62 812-7735-1717
May be it can help mom...
How about diction (word choices)?
08:34
+62 856-5590-0850 ~Rosyida_Rose
Maybe, there is something wrong with his handphone?
08:34
+62 856-6937-1952 ~Learn English w...
+62 898-2743-538
Ketik pesan

Table 1.1

Checklist Analysis (Based On Steps of Reflective Practice)

Steps Of Reflective Practice	Indicators	Sub indicators		Exist	Not Exist	Expla
Describe	Describe the problem, task or incident that represent some critical aspect of practice needing examination and possible change	1. Participant should describe the problem and actions exactly as he or she feel experienced. The description should contain information about the setting in which the problem occurred, about other people involved, about events, and about the roles these people and the problem solver played in these events. 2. Other participant record his thought and feeling related to each element of the description.	*a. Participant shares (describe) his problem in teaching process* b. Other participant record his thought and feelings related to the problem	√	√	**(Rostida_Ros** sir and mam, about writi creativity incl aspect i development?
Analyze	Analyze the nature of what is described, including the assumptions that support the actions taken to	3. Participants define or identify together about the issues that are the topic of discussion. 4. Participants must then describe each of the reasons because every	a. Participant writes his opinion on the issues being discussed. b. There is a reciprocal	√ √		**(Putri Ra** it depend of writ referring t writing creativity But if you student's then you rubrics

	solve the problem, ask, or incident	reason given is analyzed, and the results of this analysis are analyzed, and so on,	response from each discussion.			1. **(Rosyida_** creavity i originality score bas developing grammar t 2. What is ru 3. Yes mam just wann writing as writing. La in one the that creat students w
Theorize	Theorize about alternative ways to approach the problem, task, or incident	Participants speculate about problem solving or topics discussed. Each opinion can be used as a theory to apply.	Participant give input or suggestions to solve problems.	√		1. **(Dian Agust** your stude us. I beli decide creativity included rubrics. B with your about crea content or 2. You can u make suc scoring
Act	Act on the basis of the theory	Each person take action to overcome problems.	Participants take other participant's solutions from to solve the problem assumptions.	√		**(Makhriffans** scoring my stu creativity is re bit subjective. better to inclu His/ her own unique, differ others. That c creative, right

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor 019 /St.02/I/PP.00.9/01/ 2018
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ,

Mengingat :
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
   Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor I Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Sakut Ansori, M.Hum** — **19811020 200604 1 002**
2. **Eka Apriani, M.Pd** — **19900403 201503 2 005**

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Ayu Kastina**
N I M : **14551004**
JUDUL SKRIPSI : **Reflective Practice Of Efl Teacher In Social Media.**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 3 Januari 2018
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Jurusan Tarbiyah

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Ayu kastina
NIM	: 14551004
JURUSAN/ PRODI	: Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I	: Sakut Anshori, S.Pd.I, M. Hum
PEMBIMBING II	: Eka Apriani, M.Pd
JUDUL SKRIPSI	: The Reflective Practice of English as a Foreign Language teacher In Social Media (An analysis on whatsapp group " English Teacher ")

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Ayu kastina
NIM	: 14551004
JURUSAN/ PRODI	: Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I	: Sakut Anshori, S.Pd.I, M.Hum
PEMBIMBING II	: Eka Apriani, M.Pd
JUDUL SKRIPSI	: The Reflective Practice of English as a Foreign Language Teacher In Social Media (An analysis on whatsapp group "English Teacher")

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Sakut Anshori, S.Pd.I, M.Hum
NIP. 19810202006041002

Pembimbing II,

Eka Apriani, M.Pd
NIP. 199004032015032005

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	[illegible]/4 2018	Revisi chapter 1, 2 and 3 - Key of key term - Delimitation	[illegible]	[illegible]
2.	[illegible]/4 2018	Revisi chapter 3 - Instrument - Kind of the research	[illegible]	[illegible]
3.	[illegible]/8 2018	Acc chapter 1 and 2	[illegible]	[illegible]
4.	[illegible]/9 2018	Revisi Instrument	[illegible]	[illegible]
5.	[illegible]/8 2018	Acc chapter 1, 2 and 3.	[illegible]	[illegible]
6.	[illegible]/9 2018	Acc chapter 4 and 5	[illegible]	[illegible]
7.	[illegible]/10 2018	Revisi chapter 4 and 5 - Finding discussion	[illegible]	[illegible]
8.	[illegible]/10 2018	Acc Sidang Munaqasah.	[illegible]	[illegible]

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	15/3 2018	Perbaikan BAB 1 dan 2 - Background - Research Questions	[illegible]	[illegible]
2.	29/3 2018	Acc Bab 1 dan 2	[illegible]	[illegible]
3.	19/4 2018	Perbaikan Bab 3	[illegible]	[illegible]
4.	21/6 2018	Instrument	[illegible]	[illegible]
5.	23/8 2018	Acc chapter 1, 2 dan 3	[illegible]	[illegible]
6.	13/9 2018	Chapter 4 and 5	[illegible]	[illegible]
7.	20/9 2018	Revisi chapter 4 and 5	[illegible]	[illegible]
8.	9/10 2018	Acc for final examination	[illegible]	[illegible]

The researcher's name is Ayu Kastina. She was born in Kepahiang on 11 August 1996. She is a daughter from best couple Mr. Marnoto & Mrs. Mawarnawati, She has brother Dwi Andre Pangestu She finished her elementary school at SDN 125 Tebo Jambi, continued to junior high school at SMPN 35 Tebo Jambi then continued to senior high school at SMAN 3 Muara Bungo Jambi. Alhamdulillah, all of her education was passed very well.