

CHAPTER I

INTRODUCTION

A. Background of Study

The teacher is one of the components in the learning process who contributes to efforts to establish human resource potential in the field of development. Teachers play an important role in achieving educational objectives. Teachers play an important role in learning processes and teaching to improve student quality. For effective teaching, teachers must be equipped by skills and knowledge. This means that the sole purpose of education is to acquire or master knowledge.

According to Feng, and Sass (2017, p. 2), a teacher is a quality in determining student achievement. The teacher is the center of school consideration, and most education policy discussions focus directly or indirectly on the teacher's role. It determines a country's progress in the future. One of the teacher's competencies is to increase of students' knowledge and skills in particular of subject area. Furthermore, teachers are responsible for educating students to have positive attitudes and behaviors, both in and out of the classroom and in the community. Teachers, as we know, are professional educators in their fields who have the primary task of conducting, training, directing, guiding, teaching, educating, and assessing students who begin their education through formal channels at a young age. Teachers are formally defined as teachers in public or private schools who are qualified to teach because they have a formal educational background of at least a bachelor's degree and are covered by the Indonesian language teacher and lecturer law.

Professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students are commonly referred to as EFL (English Foreign Language) teachers in Indonesia, particularly in the teaching of EFL (English Foreign Language). As an EFL teacher, today's teaching is a process of paying attention to students' feelings, needs, experiences, and intervening in them to help them learn certain things and go beyond what they've been taught. Teaching is, in general, an attempt to create environments or systems that support and encourage learning.

If learning is said to be owned by students, teaching is a teacher activity. lessons provide knowledge to each student. According to Ababio (2013, p. 32), teaching is the process by which a teacher imparts skills, knowledge, values, and attitude to students or groups of students in a manner that respects the integrity and intellectual capacity of students, to change student behavior. On the other hand, EFL teachers have to improve their teaching strategies, as we know teacher strategies means to refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. In this case, teachers need to know about knowledge strategies of teaching, teacher knowledge involves various fields of knowledge such as reflective teaching strategies.

Ashraf et al (2016, p. 48) stated that reflective teaching is a distinguishing feature of competent teachers, the main feature of teacher training programs, and one of the elements that contributes significantly to teaching practice. Reflective teaching considers the flow of teaching in the classroom, considers the dos and don'ts of practices and reflects on the suitability of the materials. Teachers will be aware of the classroom setting

throughout the process and using the collected data, they will be able to analyze their thoughts and presented practices. This thought system and amalgamation of actions could lead to advancements in education. The way a teacher thinks about the class influences his or her progress. It is a process of self-evaluation, reflecting on what has been done in class, and, if necessary, making changes.

As defined reflective practice has become an important aspect in determining good teaching and learning practices. According to Yazdanmehr and Akbari (2015, p. 1), it is an important part of professional practice and professional growth, where reflective practice is the reactivity of an experience and trying to learn and improve it. For a prospective teacher, it is important to have teaching skills, with which the teacher can control his actions, see what can still be improved, improved, or maintained. Maulid, (2017, p. 25) stated that reflective teaching as teachers think about what happens in the lesson in the classroom and think of alternative ways to achieve goals and objectives, reflective teaching is used by teachers to think, analyze, and objectively assess their classroom actions.

Reflective teaching strategy allows the teacher to observe and handle the students based on their consideration of what is the most suitable learning method for the students. This relates to the parts to education life like stated in Al-Quran the verse An-Nahl 125 (16:125):

أَعْلَمُ هُوَ رَبُّكَ إِنَّ أَحْسَنَ هِيَ بِالتِّي وَجَادِلُهُمُ الْحَسَنَةَ وَالْمَوْعِظَةَ بِالْحِكْمَةِ رَبُّكَ سَبِيلٌ إِلَى أَدْعُ

بِالْمُهْتَدِينَ أَعْلَمُ وَهُوَ سَبِيلُهُ عَنْ صَلَّ بِمَنْ «١٢٥ : ١٦»

The verses above explain about a mentor that is seen as the best one who knows you better particularly those who have lost way and need to be led and taught. It stated that the teacher can lead the students, particularly in engaging the students to learn and be knowledgeable. A teacher observes and gives the best learning method to create smart students for sure.

According to Ghanizadeh and Jahedizadeh (2017, p. 211), reflective thinking is an active and ongoing process of thinking about any subject matter that drives and guides the learning process. This includes feelings of uncertainty, perplexity, mental difficulty, and doubt, as well as the acts of asking, hunting, and seeking solutions to complex problems. On the other hand, in critical thinking, people analyze and reflect on the results of their thinking. Of course, there needs to be clear observation and exploration activities, as well as the inquiry to gather accurate information so that it is easier to see if there is an order or something conspicuous. It means a thought process that occurs in a person and aims to make reasonable decisions about something that he can believe to be true and what will be done later.

A person at a certain time will always have to make decisions, therefore critical thinking skills must be developed, especially when in making that decision he is dealing with a critical situation, pressed by time and what he is facing is not so clear and complicated. This usually happens if a person is faced with several possible decision options, and he has to choose which is the best of the choices. Likewise, in terms of critical thinking, the decisions to be taken must be based on accurate information and a clear understanding of the situation at hand. For example, in deciding on choosing a strategy or a theorem in

mathematics to prove a statement to produce a correct conclusion, then this must be based on information that is known or sourced from what is known and the properties that are relevant to the problem faced.

Based on the description above, the researcher is interested in researching reflective teaching strategies. The focus of research in this study is the reflective strategies are used by the EFL teachers, and the impact of reflective teaching strategies on improving teacher competence. The researcher chooses MAN Tanah Laut as the research location because MAN Tanah Laut has the goal of improving the learning method effectively. Moreover, this school also focuses on serving good learning activities and socialization. As we know by implementing reflective teaching, the teachers may assess their teaching practices including how they deliver the materials, how they manage the students, and how they build an engaging atmosphere during the learning class. Moreover, Reflective teaching links the beliefs about the teaching and learning process, and how it applies in an actual classroom. So, the researcher believes that this strategy will help in creating or building a supportive atmosphere to improve the teacher's skills. The researcher limits the scope of the study of this research, in-service teachers who teach English lessons. The researcher is interested in raising the issue with the title "**REFLECTIVE TEACHING STRATEGIES AND IT'S IMPACT ON IMPROVING TEACHERS COMPETENCE**".

B. Research Questions

Based on the previous explanation, the research is suitable for the statement of the problem. This research conducted is to find out:

1. What reflective strategies are used by the EFL teachers?
2. What is the impact of reflective teaching strategies on improving their teaching competence?

C. Objective of Study

Based on the research question above, the objectives of the study are:

1. To find out reflective strategies are used by the EFL teachers.
2. To describe how the impact of reflective teaching strategies on improving their teaching competence.

D. Significant of Study

Theoretically, it is expected that the result of this research could enrich knowledge related to Pre-service about Reflective learning. Practically, there are some advantages to follow:

1. Enriching the writer's expertise and experience in this particular field of study.
2. Making meaningful contributions to the teaching and learning process for all English students.
3. Providing a useful reference for future scholars who want to research a related topic.

E. Definition of Key Terms

To prevent readers from misinterpreting the findings of this study, the following terminology must be defined:

1. Reflective Teaching Strategies

Reflective teaching strategies are a self-assessment of teachers' teaching when teaching in the classroom such as thinking, analyzing, and evaluating their actions objectively.

2. Reflective Teaching Impact

The impact of reflective teaching is the result where the teacher's actions as a contributor to improved learning in the classroom, for instance, the application of reflective teaching procedures, reflect performance, and self-evaluation.

3. Teacher Competence

Teacher competence is defined as the ability of a teacher to educate students in the teaching and learning process to produce superior students based on their four competencies, namely personal, professional, pedagogic, and social competencies.