



**REFLECTIVE TEACHING STRATEGIES AND IT'S IMPACT ON IMPROVING  
TEACHERS COMPETENCE**

**AN UNDERGRADUATE THESIS**

**Presented to  
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In partial fulfillment of the requirements  
For the degree of *Sarjana Pendidikan* in English Language Education**

**by  
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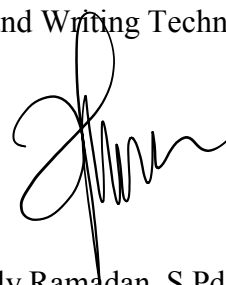
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## STATEMENT OF AUTHENTICITY

I, the undersigned, Muhammad Al Ayubi, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 22 December 2021

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## ABSTRACT

**Muhammad Al Ayubi.** 2022. Reflective Teaching Strategies and It's Impact on Improving Teachers Competence. Thesis. English Education Department, Faculty Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: (I) Dra. Andi Irlina, M.Hum, (II) Willy Ramadan, S.Pd, M.S.I.

**Keywords:** Reflective Teaching Strategies, Reflective Teaching Impact, Teacher Competence

Reflective teaching is a process in which teachers think about their teaching practices, analyze how something is taught and how that practice can be improved or changed for better learning outcomes in future teaching. In nowadays, all EFL teachers struggle to decide the best method and strategies reflective in the teaching and learning process going. The goal of this research is to find out reflective strategies are used by the EFL teachers. and describe how the impact of reflective teaching strategies in improving their teaching competence.

The qualitative method was applied in this study. There were four participants involved in this research, four in-service English teachers, who handled English lessons at MAN Tanah Laut and were interviewed and observed as part of this study. It presented three steps of data analysis procedures: data reduction, data display, and conclusion drawing.

The result showed, there were three reflective teaching strategies: Reflection-in-action which consists of two indicators that fulfill by teacher: Teacher solve problems in the classroom and Teacher understands the institutional and cultural context of teachers teaching; Reflection-on-action: the indicators consisted of: Teachers develop a deeper, better "schemata" of teaching, Teachers have better pedagogical reasoning skills, Teachers are better at improvisation in the classroom, Teachers become better decision-makers in the classroom because they know what can influence learning outcomes; Reflection-for-action: the indicators consisted of: Teacher succeed what did he/she intend to teach; Teacher effective in teaching materials; Teacher adapt from the lesson plan; Students respond actively to the lesson. The impact of the application of reflective learning in classroom teaching such as more innovative learning, teaching effectiveness, knowing shortcomings and needs, and effective learning.

## ABSTRAK

**Muhammad Al Ayubi.** 2022. *Reflective Teaching Strategies and Its Impact on Improving Teachers Competence*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dra. Andi Irlina, M.Hum, (II) Willy Ramadan, S.Pd, M.S.I.

**Kata kunci:** Strategi Pengajaran Reflektif, Dampak Pengajaran Reflektif, Kompetensi Guru

Pengajaran reflektif adalah proses di mana guru memikirkan praktik pengajaran mereka, menganalisis bagaimana sesuatu diajarkan dan bagaimana praktik itu dapat ditingkatkan atau diubah untuk hasil belajar yang lebih baik dalam pengajaran di masa depan. Saat ini, semua guru EFL berjuang untuk menentukan metode dan strategi reflektif yang terbaik agar proses belajar mengajar tetap berlangsung. Tujuan dari penelitian ini adalah untuk mengetahui strategi reflektif yang digunakan oleh guru EFL dan mendeskripsikan bagaimana dampak strategi pengajaran reflektif dalam meningkatkan kompetensi mengajar mereka.

Metode kualitatif merupakan metode yang diterapkan dalam penelitian ini. Ada empat subyek yang terlibat dalam penelitian ini yaitu empat guru bahasa Inggris yang menangani pelajaran bahasa Inggris di MAN Tanah Laut diwawancara dan juga diobservasi dalam penelitian ini. Tiga langkah dalam prosedur analisis data ditampilkan dalam penelitian ini yaitu: reduksi data, display data dan penarikan kesimpulan.

Hasil penelitian menunjukkan, terdapat tiga strategi pengajaran reflektif: Refleksi-dalam-tindakan yang terdiri dari dua indikator yang dipenuhi oleh guru: Guru memecahkan masalah di kelas dan Guru memahami konteks kelembagaan dan budaya mengajar guru; Refleksi-sedang dalam-tindakan: indikatornya terdiri dari: Guru mengembangkan “skema” pengajaran yang lebih dalam dan lebih baik, Guru memiliki keterampilan penalaran pedagogis yang lebih baik, Guru lebih baik dalam berimprovisasi di kelas, Guru menjadi pengambil keputusan yang lebih baik di kelas karena mereka mengetahui apa yang dapat mempengaruhi hasil belajar; Refleksi-untuk-tindakan: indikatornya terdiri dari: Guru berhasil apa yang dia ingin mengajar; Guru efektif dalam bahan ajar; Guru mengadaptasi dari RPP; Siswa menanggapi pelajaran dengan aktif. Dampak dari penerapan pembelajaran reflektif dalam pengajaran di kelas yaitu, pembelajaran lebih inovatif, efektifitas mengajar, mengetahui kekurangan dan kebutuhan, serta pembelajaran yang efisien

**MOTTO**

*“I smile to show the pressure of heroes and to trick the fear inside of me.”*

**-All Might**



## **DEDICATION**

I dedicate this thesis for:

1. My beloved parents Salamuddin Nahar and Sri Rezeki who always give me endless love, support mentally, spiritually, and materially during the time of study and the process of making this thesis.
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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestions will be expected to make it better.

Banjarmasin, December 22<sup>th</sup> 2021

Muhammad Al Ayubi

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