

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.

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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.