

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

After doing the study, the data have been obtained about the Reflective Teaching Strategies and It's Impact on Improving Teachers competence. Based on the result of data collection, the researcher found several kinds of Reflective Teaching Strategies and It's Impact on Improving Teachers Competence. In MAN Tanah Laut, it will be explained below:

1. The reflective strategies are used by EFL teachers.
 - a. The strategies are used by EFL teachers.

Table 4.1			
The strategies are used by EFL teachers.			
No	Types Of Reflective Teaching Strategies	Characteristics	Total
1	Reflection-in-action	Teacher mastery learning theory and educational principles.	
		Teacher solves problems in the classroom.	1

		The teacher is aware of the assumptions he or she brings to the classroom.	
		Teacher is aware of the institutional and cultural context in which teachers teach.	1
2	Reflection-on-action	Teachers improve their "schemata" of instruction.	1
		Teachers have superior pedagogical reasoning abilities.	3
		Teachers are better than students at improvising in the classroom.	3
		Teachers improve their classroom decision-making skills as they gain a better understanding of the factors that influence learning outcomes.	1
3	Reflection-for-action	Teacher succeeds what did him/she intends to teach.	1
		Teacher effective in teaching materials.	3
		Teacher used group arrangements.	
		Teacher adapt from the lesson plan	3

		Students respond actively to the lesson	2
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The findings of the research show that the teachers used three reflective strategies which are: reflection in action, reflection on action, and reflection for action. In each part, it consisted of 4-5 indicators. Here was the result and could fulfill by the respondents:

1) Reflection-in-action

The table showed that result of observation, it was known that reflective strategies used by teachers were related to reflection-in-action, there were four indicators that should be applied by teachers during teaching English as a foreign language. In the research result, it got the data there were two indicators which could apply by teachers in teaching English as a foreign language. The indicator consisted of: the first indicator is teacher solve problems in the classroom it means, the teacher can mediate if the learning is less effective and motivational, for example, when there is a student who has difficulty or lacks interest in the lesson, the teacher can act directly to provide a way out so that students are interested and easy to understand the lesson.

The second indicator is that the teacher understands the institutional context and the teacher's teaching culture. It means, the teacher can understand the teaching by the institution adopted and understand the cultural norms that apply in the community, for example, if there are students who have difficulty doing something or in terms of learning the teacher can play an active role. roles by institutional regulations and using culture as a medium for approaching students. Form 4 respondents; 2 respondents applied it during teaching-learning activity. Every indicator consisted of 1 respondent.

2) Reflection-on-action

The table showed that result from observation, it was known that reflective strategies used by teachers were related to reflection-on-action, there were four indicators. All indicators were fulfilled well by respondents. Teachers, among other indicators, develop deeper and better educational "schemata", have better pedagogical reasoning skills, and are better at improvising in class. Teachers become better decision makers in the classroom as they better understand the factors that influence learning outcomes. In the first

indicator, one respondent was well-applied to teachers developing deeper and better educational "schemata." It means the teacher can develop a sequence that has been created dynamically when teaching in the classroom, for example, when learning that has been sequenced becomes ineffective, the teacher can dynamically develop the planned scheme so that learning is expected to be effective.

In the second indicator, there were 3 respondents who applied Teachers have better pedagogical reasoning skills. It means the teacher can adjust the pedagogical application that is applied in the classroom, for example when the teacher provides teaching materials the teacher can adjust the way of learning in the classroom. In the third indicator, 3 respondents applied Teachers are better at improvisation in the classroom. It means that teachers can develop their teaching by student behavior efficiently, for example, if learning begins to enter the saturation stage which is caused by many factors the teacher can act as a changer in the atmosphere in the classroom to be more positive and enthusiastic.

The last, in the fourth indicator there was 1 respondent who can apply Teachers become better

decision-makers in the classroom. It means that the teacher has succeeded in weighing and being careful in determining what actions should be bolted in class, for example, when students are facing learning problems or the learning atmosphere is not conducive the teacher can act as a decision-maker so that learning becomes more efficient

3) Reflection-for-action

The table showed that result from observation, it was known that reflective strategies used by teachers were related to reflection-for-action, there were five indicators. The respondents could fulfill four indicators. The indicators consisted of: Teacher succeed what did he/she intend to teach, Teacher effective in teaching materials, Teacher used group arrangements, Teacher adapt from the lesson plan, and students respond actively to the lesson.

In the first indicator, there was 1 respondent who can apply the indicator well about teacher succeed what did he/she intend to teach. It means that the teacher succeeds with what is applied and can bring learning to be effective and efficient, for example, the teacher can provide clear instructions that are easy for students to

understand. In the second indicator, 3 respondents can apply well about teacher effective in teaching materials it means the teacher provides centrally and knows what is being taught in the classroom, for example giving concisely and clearly the material being taught.

There were no respondents which applied the third indicator in this phase. In the fourth indicator, 3 respondents can apply indicators well about teacher adapt from the lesson plan. It means that the teacher teaching materials according to the lesson plans that have been made. For example, teachers regularly and structure in teaching in the classroom. The last, 2 respondents could apply indicators during a learning activity about students responding actively to the lesson. it means that the teacher can attract children's interest in the learning that is brought for example when the teacher provides material the teacher can provide interesting things to students so that students can respond to learning well.

2. Impact of reflective teaching strategies in improving their teaching competence.

The finding was about the impact of reflective teaching strategies on improving their teaching competence. In this phase, there were 5 questions to find out the impact of reflective teaching strategies. In every question, there were 4 answers from each respondent. Here was the result:

- a. The teacher can identify the basic concept of reflective teaching.

Based on the result of the interview, it was known that the impact of reflective teaching strategies in improving their teaching competence is the teacher can identify the basic concept of reflective teaching. One of the teachers' opinions stated that a teacher reflection strategy is how a teacher reflects by understanding one's shortcomings when teaching in class. The second teacher thinks about how a teacher applies to teach according to the conditions and situations in the classroom. One of them stated that a teacher reflection strategy is how can they reflect and find a natural way of teaching that is in accordance with the environmental conditions in the classroom. Another says that it's a way of finding a way out to reflect on the actions a teacher takes when teaching.

By understanding the classroom environment and conditions, it can conclude that the impact of a reflective

teaching strategy is the way teachers teach in the classroom. Competent pedagogical by covering the ability of teachers to understand students, create learning designs, carry out learning, evaluate learning outcomes, grow students and realize their potential. If you can improvise in a way. This depends on the teacher's ability and the teacher's ability to handle the class. Teachers can reflect on the conditions and situations in the classroom, and teach students depending on the conditions and situations of the class.

- b. Teachers realize the character that the teacher must-have in the classroom.

Based on the results of the interview, it was known that the impact of reflective teaching strategies in improving their teaching competence, teachers realize the character that the teacher must-have in the classroom. the first teacher stated that the character needed was a teacher who had firmness, tenderness, and character and was open-minded in any condition, namely in terms of criticism and suggestions. on the other hand, the second teacher stated that the character that must be possessed is someone who is open-minded and wise in teaching without discriminating from one student to another. Besides that, the third teacher

also answered that the character that must be possessed is a pleasant character, and compromise in every situation, the last teacher stated that the character that needs to be possessed is the character of someone who is pleasant and open to new things.

There were many characters that teachers should be needed in the classroom such as firmness, gentleness, manners, open-mindedness, wiseness, fun character, compromise in every situation, and openness to new things. These characters were important to apply during English as a foreign language teaching-learning. Teaching English as a foreign language needs more skills and competence because there were many differences with students' daily language. Besides that, it can also develop the teacher's ability about personality competencies including knowledge of the subject matter, effective communication skills, punctual, disciplined, and understanding of the character of a psychology student as a role model.

c. Teachers can take a reflective approach to students

Based on the results of the interview, it was known that the impact of reflective teaching strategies in improving their teaching competence is teachers can take a reflective approach to students. The first teacher stated that she took a reflective approach when the teacher reflected on himself and his teaching, by discussing the obstacles faced by students, such as difficulties in understanding the material, by reflecting during learning and prioritizing student feedback. the second teacher answered that he approached by discussing with students, while he was teaching, by asking students. The third teacher said the approach he took was a spontaneous approach in class when teaching. the approach he uses in teaching is how to give students the freedom to give opinions about the learning that has been passed. the last, the teacher stated that the approach she always uses is to discuss what kind of learning the students want so that the teacher can create the learning that the students want.

The type of reflective teaching that teachers applied during classroom activities was student feedback. To improve the teacher's social ability to teach and interact with students, their relationship to the environment or the public interest, those who are in or out of school, and both

students. It is important. I have values, manners, and etiquette. It also made students actively speak during a classroom activity. Besides, it gave more advantages on increasing students' ability in learning English as a foreign language.

d. Teachers know what to do in class.

Based on the result of the interview, it was known that the impact of reflective teaching strategies in improving their teaching competence is teachers know what to do in class. Teachers answer that a teacher does is to accept input and criticism so as to provide ideas and future innovations in terms of teaching. must be done was an active and interactive teacher so that teachers were aware of the shortcomings in teaching; what a teacher needs to do was discuss with fellow teachers to find a way of teaching that was more effective and open to criticism and suggestions received, and accepted criticism in teaching.

There are many types of reflective strategies that must be used by teachers in the classroom such as receiving suggestions and criticisms, being active and interactive in teaching activities, and also finding effective ways to teach in the classroom. There are three reflective strategies used

by teachers in classroom activities during the research process, and it also develops about professional competence expected to be fulfilled that teachers must master the ways of learning that are effective, should be able to create a model unit of lessons, can understand the curriculum as well, able to teach in the classroom, to become a model for the students. It can be concluded that the teacher can find out what kind of teaching actions or activities the teacher should apply to improve teaching efficiency in the classroom.

e. Teachers can apply reflective teaching in class

Based on the result of the interview, it was known that the impact of reflective teaching strategies in improving their teaching competence is teachers can apply reflective teaching in class. The first teacher answered were the impact that arises when she applies this strategy makes them more innovative in teaching and can find ways to be more effective in terms of teaching and know what is lacking and needs to be added to their teaching, the second teacher stated that impact and benefit which feel were a

sense of satisfaction and pleasure when can apply the learning effectively; the third teacher answered the benefit and impact which received was finding new and more innovative ideas in teaching; the fourth teacher stated the impact which received was that they found an effective way of teaching without looking at one side only.

The impact from applied reflective teaching in teaching in the classroom such as more innovative learning, effective terms of teaching, know lacking and need and also learning effectively. The impact gave big advantages on the contribution during teaching-learning activity. It could help teachers in determining the way of teaching-learning activity, to improve the educator's ability (pedagogical), the educator's ability to manage the student's learning includes the ability to understand the learner. Besides, this impact also helped the teacher to maintain fun learning activities in the class.

B. Discussions

Based on the problems that had been identified above, the researcher discussed the whole identified problems in this phase

entitled “Reflective Teaching Strategies and Its Impact on Improving Teachers Competence”. Here was the discussion:

1. Reflective teaching strategies are used by EFL teachers

a. Reflection-in-action

1) Teacher solves problems in the classroom.

According to Foshay and Kirkley (1998), problem solving is defined as a set of mechanical, systematic, and often abstract (non-contextualized) skills used to solve mathematical puzzles and equations. According to a study by Doghonadze and Gorgiladze (2008, p. 114), problem solving in foreign language education is a time-consuming process for both teachers (planning, selection of materials) and learners (finding solutions). Traditional explanations take longer than drawing conclusions on your own or with the help of an experienced teacher. Both teachers and students will find it intellectually challenging. This approach, however, is required if we want our students to possess not only essential knowledge, which is rapidly becoming obsolete in today's world, but also the ability to acquire knowledge on a continuous basis. Teachers can use the following principles to teach problem solving in the classroom:

- a) Identify the declarative and procedural knowledge components for any "real world" job or job skill. Give each lesson the attention it deserves.
- b) After establishing the problem-solving context, alternate between teaching declarative and procedural knowledge, or combine the two.
- c) Emphasize mental models that are appropriate for future problem solving when teaching declarative knowledge, by explaining the structure of knowledge and asking students to predict what will happen or explain why something happens.
- d) When remote transfer is a teaching goal, emphasize moderate and unstructured problem solving.
- e) Teach problem-solving skills in the context of their application. With scenario-based simulations, games, and projects, use authentic problems in explanation, practice, and assessment. Problem solving should not be taught as a separate, abstract, and decontextualized skill.

- f) For declarative knowledge and well-structured problem-solving using direct (deductive) educational strategies.
- g) Use inductive education strategies to encourage the integration of mental models and the resolution of poorly structured problems.
- h) Assist students in understanding (or defining) the goals of problem-solving exercises and help break them down into intermediate goals. Use problem-solving errors as evidence of misconceptions rather than carelessness or random guesses. Identify and correct any possible misunderstandings if at all possible.
- i) Posing questions and offering suggestions for problem-solving strategies to encourage students to think about how they solve problems. This can be done prior to or after the learner takes action.
- j) Encourage generalization of students to practice similar problem-solving strategies in a variety of situations.
- k) Pose questions that encourage learners to comprehend aspects of the skill that can be

generalized across many similar problems in various contexts.

- l) Employ contexts, problems, and teaching styles that increase interest, motivation, self-confidence, persistence, and self-awareness while decreasing anxiety.
- m) Create a series of lessons that go from beginner to expert level understanding of the knowledge structure used.
- n) Remind students of well-structured problem-solving as they teach.
- o) When teaching moderately structured problem solving, encourage students to use declarative (context) knowledge to find appropriate strategies for the context and problem.
- p) When teaching unstructured problem solving, encourage students to use declarative knowledge (context) to define goals (acceptable properties of solutions) before attempting to solve them.

These theories are related to the reflective teaching strategies are used by EFL teachers. Problem-solving during teaching-learning activities is important

to apply. It made teachers should have much knowledge about the lesson they taught. Besides, teachers also should know the concept during delivering material in the class until giving problem-solving to the students about certain material. The teacher's ability in problem-solving would make learning activity fun which also taught students to solve the problem by themselves.

- 2) Teachers understand the institutional and cultural background of their education.

According to Mavuru and Ramnarain (2018, p. 2), the result is the role of teacher educators in designing their curriculum, with a focus on assisting teachers to change their pedagogical orientation to suit the type of teaching and learning environment in which they tend to work. As a result, throughout their teacher's professional development, these pre-service teachers will be involved in the process of repositioning their pedagogical orientation.

Furthermore, Foriasti (2012) assumed in his research that students will benefit from student teachers who are culturally aware. As a result of the interconnected relationship between English language

teaching, culture, and student teacher, by acquiring this knowledge, teachers will find that they will have an advantage in practice, as they will play important roles for students, such as guides, designers, and models of good characters.

Based on the research result above could conclude that knowledge in institutional and cultural contexts was important for a teacher. The teacher as a facilitator in the classroom activity should give good examples during a learning activity. Good understanding in the teacher would influence students' understanding also. Most of the students could follow the teacher because of their attitude and knowledge than follow the teacher's command directly. Besides, a good understanding of cultural context also would big tolerance among students in the class.

These theories were in accordance with the reflective teaching strategies are used by EFL teachers. when teaching in the classroom needed much understanding. The understanding was not only to the material was taught, but also institutional and cultural context. The understanding in the institutional was important for teachers during a learning activity. It

would make learning activities better for students also teachers. Besides, the understanding of cultural context was important to apply because students had different cultural backgrounds. In the classroom activity, different cultures could make some conflict. By this condition, a teacher should have the ability to understand the cultural context to avoid conflict that possibly happens to the student.

b. Reflection-on-action

- 1) Teachers develop a deeper, better “schemata” of teaching

According to Basmalah (2013, p. 99), the result of the schema in the activity depends on the teacher’s teaching experience. There are teachers who use all activities in their classrooms, including pre-reading activities, while reading activities, and post-reading activities. Activities such as asking questions, providing images, and holding group discussions on the subject. Bottom-up processing is used in activities where the teacher explains the content of the text and describes the cultural knowledge of the text, whereas top-down processing is used in listening activities

where the teacher explains the content of the text and describes the cultural knowledge of the text. Finally, activities such as role playing, group discussions, and writing are used to ensure that students understand the material being taught.

This helps students better understand the material, especially in EFL learning. Schema theory is a theory of how knowledge is acquired, processed, and acquired. This study was related to Al-Issa (2006, p. 41) before deciding which reading material to use in the L2 classroom. There are five questions you need to ask.

- a) Are my students likely to be interested in reading the material?
- b) Is this material appropriate for my students' level of English proficiency?
- c) From these materials, what content knowledge will be extracted?
- d) Will the materials lead to cultural clashes in the classroom?
- e) How can I engage and motivate my students to read the material?

These theories are related to the reflective teaching strategies are used by EFL teachers. in

teaching developing deeper, better schemata of teaching were important to make learning activity run well. A teacher should have the ability on developing schemata of teaching. schemata in the teaching-learning activity were important. It could help teachers in determining material during teaching-learning activities, the step on teaching-learning, and explanation in the class. Besides, schemata also would make students had a clear understanding of the material in class.

2) Teachers have better pedagogical reasoning skills.

According to Abad (2012, p. 97), his findings include teachers' linguistic ego, views on teacher roles, and attitudes towards English, all of which shape and relate to teacher education. I am. Teachers' professional development should utilize these factors to help teachers effectively modify their beliefs, adapt their practices and ensure the quality of their education. It was concluded. This theory is related to the reflective teaching strategies are used by EFL teachers. Pedagogical skill refers to a teacher's ability on teaching students in the classroom. The ability of the

teacher on teaching-learning activities would determine the student's understanding of material also class conditions. Pedagogy also determined teachers' mastery of classroom activity.

3) Teachers are better at improvisation in the classroom

According to Holdhus et al (2016, p. 1), improvisation occurs frequently and is intuitive and voluntary to take full advantage of bad situations when plans fail or unexpected things happen. It is understood as a highly responsive activity. There are four different aspects that distinguish improvisation:

- a) Communication and dialogue: Communication in improv can be described along a two-position continuum: from the internal process of communication itself to the desired external result.
- b) Structure and design: According to all traditions, in order to be a good professional improviser, you must be aware of and skilled in structural planning and thinking.
- c) Repertoire: A learnable repertoire comprised of content knowledge and pedagogical content knowledge is a prerequisite underlying improvisation in education.

- d) Context: Professional improve practice is highly dependent on a specific context and domain.

In a teacher-proof approach, research related to Graue et al (2015, p. 33) whose improvisation practices cannot be written down. Instead, they employ a shared cultural script, which serves as a framework for actors to fill with meaning. They cannot be evaluated in terms of implementation fidelity. These theories are linked to EFL teachers' reflective teaching strategies. It is intended that improvisation play an important role in classroom learning activities. Improvisation in the classroom will improve the classroom environment so that the teacher can lead the class effectively.

- 4) Teachers become better classroom decision-makers because they understand what influences learning outcomes.

According to McCarty et al (2017, p. 1), the act of decision-making in a classroom is situated within the context of highly social environments founded in constant and complex human interaction. This theory is related to the reflective teaching strategies are used by EFL teachers. In the classroom activity teacher was a

facilitator during a learning activity, it made the teacher can decide everything during the learning activity. In this condition, the teachers should try to make the decisions because learning activity was theirs under control. Teachers should decide to make an learning group, learning material, learning assessment, and all needs during a learning activity. This condition made the teachers be the decision-maker to determine how they brought learning activity. Teacher decisions would influence learning activity and also the students.

c. Reflection-for-action

- 1) Teacher succeeds what did he/she intend to teach.

According to Hayes (2014), the following factors have an impact on teaching: (1) Generalist elementary class teachers with training in basic English teaching methods; (2) English level teachers; (3) Pre-service teacher training system; (4) School-focused continuous professional development system; (5) A teacher-respected education system; (6) Teachers with a positive attitude toward English and language teaching; (7) A curriculum that enables both teachers and students to engage in meaningful language use; (8) Children's realistic target language; (9) learning

time; (10) materials; Significant exposure to English outside of school in a local setting; (11) A fair education system; (12) A system in which private tutoring is available; (13) A system in which testing is extensive of risk.

According to Sartika and Amin (2014, p. 32), these factors are classified as internal and external. Motivation and interest are examples of internal factors. Family, school conditions (teachers), and community are all external factors that aid students in learning to speak. These theories are connected to the reflective teaching strategies are used by EFL teachers. In teaching activities, teachers should understand about material delivered. Besides, teachers also should have the ability on their lesson. It would make learning activities run well.

2) Teacher effective in teaching materials.

According to Fitriah (2015, p. 43), the materials should help students learn or be part of a teaching activity in a class that helps both teachers and learners. This theory is related to the reflective teaching strategies are used by EFL teachers. It means that effective teaching material would give more

advantages during a learning activity. Effective learning materials would make students have a better understanding of the material. It also made learning activities better.

3) Teacher adapt from the lesson plan

According to Sesorina (2014), survey results show that lesson planning includes all the necessary components and that activities are similar to theme-based learning. However, there is room for improvement in setting action goals, encouraging student responsibilities, and producing learning outcomes.

In addition to the findings of Ratnawati (2017), this study showed that the developed RPP is more interesting, applicable and informative than its predecessor. Along with this, development is important in education. One way to foster creative and innovative thinking is through the development of education. In addition, lesson planning is important in determining the success of the teaching and learning process. During the learning activity, the lesson plan plays an important role. It makes it simple for teachers to lead the class and

plan out what they will do during class activities. These theories are linked to EFL teachers' reflective teaching strategies. A lesson plan will ensure that teachers have good plans for preparing learning activities as well as being good at delivering material. Furthermore, class activities are well-structured.

4) Students respond actively to the lesson

According to Anton, (2017, p. 20), the result of the research students feel joyful and fun, teachers need to be able in giving suitable methods for the students' needs; Teachers also need to encourage pupils to give them good reasons why they need to learn English; Teachers need to be able to make fun English learning system in the classroom or outside the classroom. This theory is connected to the reflective teaching strategies are used by EFL teachers. The respond actively pointed out those students had an interest during the following learning activity. Besides, responding actively would make teacher easy to know about students' abilities in certain material delivered.

2. Impact of reflective teaching strategies on improving their teaching competence.

Strategic reflective teaching is a way for teachers to teach in the class by understanding the environment and condition of the class. It depended on the teacher's ability to handle class. The teacher could reflect conditions and situations in the class and teach students depending on the classroom condition and situation. When the teacher taught in the class, all components in the class were needed to support the learning activity. In this phase, the understanding about environment, situation, and also condition in the class was important to maintain funny learning, particularly in English teaching-learning. The teacher should understand who was their students, their ability, language level, and ability. it was a must to make sure that the learning activity could do well. Besides, determining the way to handle class was the most difficulties that should be decided by the teacher. Every day had different ways because it also had different conditions.

Characters that should be needed in the classroom such firmness, gentleness, manners, open-mindedness, wise, fun character, compromise in every situation, and openness to new things. These characters were important to apply during English Foreign Language teaching-learning. Teaching English as Foreign Language needs more skills because there were many differences with students' daily language. During

learning activity maintaining character and application in learning activity was important. Character during learning was one factor that determines success in the learning activity. Besides, characters had a main important role in determining students' interest in following learning activities. It made teachers have a chance to maintain many friendly and kind characters during delivered material in the classroom. The character also brought a good atmosphere during the learning activity. It would influence students directly and indirectly.

The kind of reflective teaching applied by teachers during classroom activities was students' feedback. It is important for teachers to teach students. It also made students actively speak during classroom activities. Besides, it gave more advantages on increasing students' ability in learning English as Foreign Language. Students' feedback was the students' opinion about teacher performance during delivering material in the classroom. It had an important role because teachers need feedback to maintain and increase their performance during delivered material. Besides, it also made teachers and students have good relationships and support each other.

There were many kinds of reflective strategies that should be used by teachers in the classroom such as accepting

advice and critics, being active and interactive in teaching activities, and also finding a way to teach in the classroom. Three reflective strategies were found in classroom activities during the research process. Accepting advice and critics was important to apply because it would make teacher has new strategies on increasing teaching performance. Besides, make students feel comfortable during the following learning activity. Active and interactive learning included teacher and students having good interaction during a learning activity. The communication walked into two ways between teacher and student. The last was about finding a way in teaching. Finding out a way in learning activity was important and a must. Teaching-learning activity was dynamic; it would need more innovation to follow advancement in the learning activity. It also gave more advantages for teachers to learn something new.

The impact from applied reflective teaching in teaching in the classroom such as more innovative learning, effective terms of teaching, know lacking and need, and also learning effectively. The impact gave big advantages on the contribution during teaching-learning activity. It could help teachers in determining the way of teaching-learning activity. Besides, this impact also helped the teacher to maintain funny learning activities in the class. The impact on the application of reflective teaching would give new situations during a learning activity.