Achmad Hilal Madjdi

IMPROVING **STUDENTS** **WRITING COMPETENCIES** THROUGH THE PROCESS OF **REFLECTIVE TEACHING METHOD** AT SENIOR HIGH SCHOOL

Bildung

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Improving Students' Writing Competencies Through The Process of Reflective Teaching Method at Senior High School

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PREFACE

ALHAMDULILLAH, thank you Allah. I could not be more grateful for the grace of God and wisdom in enabling me to finish this study. This study is put forward as an incredibly helpful book for an in-depth comprehension of how to improve Students' writing competencies through the process of the Reflective teaching method at Senior High School.

This book describes a reflective teaching process that is not a learning activity that is foreign to teachers because teachers often introspect or contemplate every time they do learning and teaching activities to improve the quality of their teaching and student learning outcomes.

In the context of reflective teaching, the role of teachers in controlling emotions towards critical thinking to find weaknesses in several aspects of their teaching is an interesting key point to explore, especially in rooting Writing. On the other hand, the patience of students to follow all the processes of learning and teaching activities is also a very significant contribution to achieving successful teaching and learning. Because various activities and projects may be carried out several times as part of reflective activities.

This book presents several studies on reflective teaching and its benefits and effects on student achievement, especially in writing skills. To enrich the discussion, various research results are reviewed and referenced, however, the results of previous research are not necessarily the same as the studies conducted because there are some differences related to the individuals involved, school background, and background

of knowledge. The author hopes that this difference will complement the discourse on reflective teaching, especially in teaching writing skills.

However, no job is perfect, even if everything is prearranged and programmed to sidestep slip-ups. Therefore, suggestions and criticisms for further advances are straightaway expected.

Kudus, 5 April 2024

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CHAPTER I
INTRODUCTION

1. BACKGROUND OF THE RESEARCH

LEARNING COLORED with the hope that learners will engage effectively. Although some studies do not address this question, they reveal data on the involvement of students in learning. Several scholars recognized that learners' engaged involvement in learning is essential for good learning outcomes and also acknowledged that teachers can urge learners' involvement by producing a positive learning atmosphere and using effective teaching methods. Successful teaching approaches comprise utilizing a variety of methods, providing chances for learners' cooperation, and giving excellent lessons (Hadibarata & Rubiyatno, 2019).

The success of teaching English as a foreign language also depends on students' active participation in the learning process. Students' involvement in an EFL classroom can be influenced by factors such as motivation, emotions, and teacher behavior. Motivation plays an important role in students' willingness to learn English as a foreign language (Trigueros et al., 2019). Teachers' behavior and student orientation can both influence students' participation (Hasan et al., 2019). Emotions, such as learning enhancers and motivators, can, however, influence students' willingness to study a language and participate in classroom activities (Khan et al., 2019). In addition, grit and foreign language anxiety can influence learners' willingness to communicate in a foreign language (Bicen & Kocakoyun, 2018a).

Several factors influence students' active participation in learning English as a foreign language, including motivation, emotions, and teacher behavior. Understanding and addressing these factors can help to increase the success of EFL learning (Dai & Zhang, 2019). Several studies have been conducted to investigate the link between foreign language anxiety and learners' willingness to communicate in a foreign language. On of the studies found that foreign language anxiety can have a significant impact on learners' willingness to communicate in a foreign language (Hilal, 2020).

A study on the role of English as a foreign language learners' grit and foreign language anxiety in their willingness to communicate found that less anxious learners were more willing to communicate (Bicen & Kocakoyun, 2018b). Another study discovered a significant inverse relationship between students' foreign language classroom anxiety and their willingness to communicate (Hussain et al., 2018). The effects of foreign language anxiety on academic success and language learning have been extensively studied. Foreign language anxiety has been associated with negative academic, cognitive, and social outcomes for students (Atteberry et al., 2017a).

Controversies with exchanges on English teaching in Indonesia always operate within the pretense of emphasizing the perpetual inability story of the subject matter itself (C. Wang, 2021). Several draperies appear to have covered the overall long process of teaching and learning English, which was established shortly after Indonesia's independence day. The reality that there are rigorous educators who follow the official process of getting ready instructional resources, methods, and other components in the format of a lesson plan (Yanuarti & Treagust, 2016) is one of the major issues. The other window has something to do with the way of thinking and conditions of professional growth according to Nurkamto and Sarosa. (2020), the foundation of professional growth is the acquisition of qualifications that will allow educators to improve the way their pupils acquire knowledge and experiences.

Educators can increase their expertise to improve the way their students gain knowledge and experiences. First, they can engage in on-

going professional growth programs. These programs can help them broaden their knowledge in various subject areas and stay current on the most recent developments and recommended procedures in learning (Dhillon & Murray, 2021; Leal, 2021). They can also learn new methods and approaches to instruction to better meet their students' needs. Teachers can also improve their classroom management skills, specialized teaching strategies, technology use, and working together with colleagues to become more successful teachers (Chabalala & Naidoo, 2021).

Second, they can participate in current learning about psychology courses. These courses can help them improve their capacity for empathy and comprehend more fully the demands of their pupils. As an example, teachers can take part in seminars or teachers' conferences. These events may offer a shorter, more concentrated emphasis on professional improvement and chances for hearing from specialists in the field. Participating in professional development courses can help educators recognize more about the personalities and requirements of young people and how to respond to them properly (Chung, 2022). Creating intimate connections with schools, teacher employers, and the educational profession may assist educators become updated on the most recent advances in the field and provide chances for ongoing education and development (Portela Pruaño et al., 2022).

Third, accrediting teacher education programs and certifying new teachers can help guarantee that instructors have the appropriate expertise, abilities, and personal skills to become successful educators (Nurhattati et al., 2020). These programs persuade an academic development strategy that involves pride, promotion, and educational strategies. This can help educators remain educated and develop throughout their professional lives (Siebenhütter, 2023).

A question may arise dealing with developing teachers' professional work, that is how educators can identify areas where they need to improve their skills. To identify areas where they need to improve their skills, educators can Reflect on their teaching practices by reviewing their present methods of instruction and figure out areas where they may be less assured or where there has been a lack of involvement from

students or comprehension (Li et al., 2023)exploring the correlates of work engagement in university contexts seems to be a promising research area. As an attempt to further clarify this research area, this study sought to examine the significance of reflective teaching and academic optimism as correlates of work engagement among university instructors in Iran. Having been selected via convenience sampling, a sample of 289 Iranian English as a foreign language (EFL. Observing colleagues teach offers perspectives on various methods and strategies, helping teachers identify areas for advancement. Working with other teachers might offer chances to exchange ideas and learn from each other's experiences, assisting teachers in identifying areas for enhancements (Oo & Habók, 2020; Puspitasari et al., 2021). Additionally, Analyzing student performance data can help educators identify learning shortcomings and areas where students require more assistance (Xiaoya, 2022).

Some researchers put forward the necessity and significance of the reflective teaching method (Richard and Rodgers, 2014; Yanuarti &Treagust, 2016; Mann and Walsh, 2017; Nurkamto & Sarosa, 2020) who draw attention to this approach as a means of improving the performance of teachers by overseeing the entire instruction and learning process, which includes creating and providing instructional resources, improving relationships between educators and students, and improving the management of the classroom (Oo et al., 2023). Various strategies can be used to effectively manage the classroom and improve relationships between educators and students. For example building good relationships to improve beneficial relationships between educators and learners, such as compliment assertions and constructive criticism, while reducing adverse relationships.

Reflective teaching is a process in which teachers examine the way they teach to discover ways to assess, create, or even modify their methods of instruction to enhance learning for learners (Chang & Chen, 2020). This can be accomplished by seeking information about the students' involvement and progress, as well as how they teach concerning the use of instructional methods, strategies, and techniques. Teachers may then demonstrate their instructional styles, addressing the at-

tempts to offer successful educational environments for their learners.

To offer successful educational environments for learners, teachers can implement the following strategies. First, develop beneficial interactions with learners and parents, that is by encouraging open discussion and confidence among parents, pupils, and educators. This can be done by creating student connections and giving pupils opportunities to develop interactions with their fellow pupils and teachers (Bay, 2020). Second, recognize and praise students' accomplishments, no matter how small, to boost their confidence and motivation. This can be done by keeping a positive attitude, giving priority to personal care, and managing stress to keep your enthusiasm and energy high (Moltudal et al., 2019). Third, develop an enjoyable physical atmosphere, and create a classroom that is attractive, well organized, and advantageous to learning. Ensure that the material is culturally relevant, and adjust your instructional methods to your students' distinct cultural experiences and backgrounds. Notice that the use of different learning models provides a variety of instructional styles and techniques to meet different student requirements and preferences is also important to do (Brandisauskiene et al., 2022).

One of the primary issues in most classroom and educational activities is the teacher's failure to reminisce on what he or she has done to organize his or her instruction and learning process. Fortunately, teaching must consider the following approaches to improve learning and enable success for students who may have been resistant to common and typical forms of instruction (Renan, 2012). Create a case for learning, and explain clearly and frequently why something is important, relevant, and necessary for students to understand. This can help students understand the importance of education and increase their motivation to participate in the learning process (Mu et al., 2022). Creating learning situations in which students can experience success early on is necessary for learners who lack confidence. It is critical to offer chances to experience early achievement to develop their self-image as learners and promote a mindset of growth (Brandisauskiene et al., 2022).

On the other hand, Writing as an important skill in the English language, is considered very urgent and necessary to teach as Harmer (2004) states that Writing has always been a part of the syllabus for teaching English. Furthermore, a few observations on language instruction indicate that the instruction of writing has received critical prominence either as a language learning activity or an assessment technique (Zeraatpishe and Azarnoosh, 2018). Kroll (2001) states that to be a writing teacher, you must first understand teaching philosophy and learning beliefs, which entails becoming a reflective teacher.

2. RESEARCH QUESTION

Based on the preceding discussion, it is critical to conduct research that involves teachers to improve students' English language skills through the use of reflective teaching methods. The research questions are defined as the followings:

1. How is the teachers' response toward teaching writing by using reflective teaching?

2. Is reflective teaching effective in enhancing the students' writing skills seen from:
   a. their gender?
   b. their age?
   e. their grade?

3. THE PURPOSE OF THE RESEARCH

The purposes of the research were to find out:

1. The students' response toward teaching writing by using reflective teaching.

2. The effectiveness of reflective teaching to enhance the student's writing skills is seen from:
   a. their gender
   b. their age
   e. their grade

4. THE APPROACH TO THE PROBLEM

The research problem will be solved through field research using a mixed method and a factorial design. Field research is a methodological strategy used to observe behavior in the natural world. It involves collecting data in the field, where the occurrence of interest appears itself (Chaffee et al., 2020; Morgan, 2022). It also entails observing and interacting with other individuals or participants in their natural surroundings to comprehend the way they act, their relationships, and their social environments. Therefore, field research methods include direct observation, participant observation, and qualitative interviews.

This kind of research was chosen because this research enables researchers to observe and interact with the phenomenon of interest in its natural setting, which can provide a more accurate and thorough understanding of the topic. Therefore, this kind of approach also helps researchers gain firsthand experience and knowledge about the events, processes, and people being studied. Furthermore, as it is known as a terrific way to learn how social context shapes people's experiences and enables a deeper comprehension of the social, cultural, and economic background, this design is well-known as a beneficial approach that aids in understanding social context(Hsu et al., 2020; Morgan, 2022).

Additionally, The quality of field research results is determined by the researcher's involvement, observational skills, and accessibility to new ideas. Field research has developed over time and has been used in many fields of study, including anthropology, sociology, and economics, to study different cultures and social issues (Balnaves & Caputi, 2011). Field research has several advantages and disadvantages. First, field research enables the gathering of very detailed data about both individuals and procedures, which may not be available through other methods. Second, field research supplies an in-depth comprehension of the social atmosphere in which people live and interact with one another. Researchers can observe the intricate details and complexity of daily life. Third, Field research can reveal aspects of people's lives or interactions in groups that are not immediately apparent, providing an unusual viewpoint on the phenomena of society. Fourth, the data ob-

tained through field research is frequently in-depth and has high external validity, making it beneficial in comprehending situations in the real world. Fith, Field research offers an essential social framework for the parameters being studied, which can be especially beneficial in research projects where context-dependent data is essential.

5. STATE OF THE ARTS AND NOVELTY

In previous studies and practices, a reflective approach involves a repetitive and systematic process to acquire fresh perspectives and expand trustworthy expertise and behavior. It is utilized extensively in numerous disciplines, including education and qualitative studies (Moghaddam, 2019a). Reflective practice can be described as "getting things done through and from events to obtain fresh perspectives into oneself and one's execution" (Keshavarzi & Fumani, 2015). It is a procedure that allows individuals to rethink their preconceptions, examine how they respond to circumstances, and make links between a variety of experiences. Reflective practice in teacher education helps novice educators overwhelm their anxieties while improving their feelings, philosophical beliefs, and particular approaches to instruction (Grant et al., 2019).

It helps new teachers understand what is currently going on in their minds, which results in new and operational actions in the classroom. In qualitative research, reflection is often used to legitimize and confirm methods of investigation (Chen, 2017). It is a procedure that enables professionals to critically examine their professional occupations, approaches, or methodology to constantly enhance their expertise in their field. The reflective process is commonly based on a repetitive framework, such as Gibbs' six-stage approach, which moves forward from an account of what occurred to insights and concerns for future occurrences (Liu, 2019).

Reflective practice has changed as time passed, with scholars bringing more comprehensive methods into account. It is a precious instrument that experts can use to continuously enhance their professional abilities and direct their conduct away from biases that serve them (Moghaddam, 2019a). In simple terms, in both study and profession, a

reflective approach is a successful strategy to acquire fresh perspectives, challenge notions, and continuously improve qualified expertise and behavior.

This study deals with teachers' commitment to critically reflect on their teaching and learning processes from their perspectives. This means that the research identified teachers as one of the variables that may influence the efficacy or poor performance of pupils in their learning. The approach of watching into the overall teaching and learning process is well known as a reflective approach. However, unlike previous studies, which focused primarily on the teaching method, this study is unique in that it investigates several variables related to students' gender, age, and grade.

The novelty of reflective teaching broadly can be attributed to the reality that it is a procedure in which teachers examine their instructional methods, review their curriculum arrangements, consider student feedback, and make adjustments to improve learning and sense of social connection. Before, while, and after a course is explained, reflective teaching involves assessing one's fundamental assumptions about teaching and learning, as well as how they correspond with real-world instruction in the classroom. Because the students and their needs change each semester, reflective teaching is a continuous practice that promotes efficient and student-centered instruction. Reflective teaching is not a new idea, but it has evolved. Over the last two decades, studies on teaching excellence have shown that successful practice is linked to exploration, reflection, and ongoing professional growth. Preservice teacher education is one background where reflective teaching has been explored (Puspitasari et al., 2021; Salani & Jojo, 2023).

When compared to previous studies on a similar issue as this research, the inquiry into student age, gender, and grade appeared to be novel because students are Indonesians who do not speak English daily.

6. RESEARCH METHOD

This research applied a mixed-method project that uses a descriptive design to collect qualitative and quantitative data sequentially and

use its findings to comprehend the issue being studied (Creswell, 2005). This study will concentrate on numerical information. The qualitative data will then be used to optimize the findings of the quantitative data through an explanation process with those who participated.
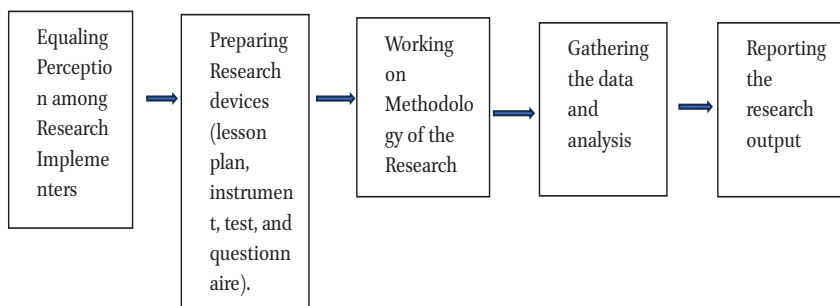
For the qualitative aspect, a questionnaire will be managed for the learners of MA Muhammadiyah Kudus to gather their opinions concerning the teaching of writing using reflective instruction. The quantitative part will look at how well a reflective teaching strategy performs when it is applied during the teaching writing to MA Muhammadiyah students. The assessment will be used to evaluate the efficient reflective teaching implementation. The effectiveness will also be assessed separately based on three factors, including the students' (i) gender, (ii) grade, and (iii) age.

As a result, the quantitative aspect will use a factorial experimental design model. The factorial model can be defined as the three sets of 1 x 2 factorial designs detailed below:

1. The first 1 x 2 factorial model represented the independent variable (reflective teaching) and the first two moderator variables (gender: male and female)

2. The second 1 x 2 factorial model represented the independent variable (reflective teaching), and the fourth two moderator variables (age: under 17 and above 17)

3. The third 1 x 2 factorial model represented the independent variable (reflective teaching), and the fifth two moderator variables (level of class or grade)

The population of this study was all MA Muhammadiyah Kudus students and the sample was drawn using cluster random sampling with three grades (one class from each X, XI, and XII).

This study was conducted through the steps drafted in the figure as follows:

| Equaling Perception among Research Implementers | → | Preparing Research devices (lesson plan, instrument, test, and questionnaire). | → | Working on Methodology of the Research | → | Gathering the data and analysis | → | Reporting the research output |

Phase.1

Adjusting the understanding among research administrators is essential for several purposes. When participants who participate in research project administration have identical knowledge and opinions about the project's objectives, methodologies, and final results, it can lead to strengthened cooperation, participation, and ultimately successful implementation.

In the setting of any scheme, it is critical to think about equity-focused results from implementation as well as key stakeholders' viewpoints on accomplishment. Recognizing professional opinions on empirically supported practice accomplishment is important because it can shed light on how decisions are made and the variables that affect the performance of the successful implementation.

Phase.2

When creating research instruments, it is important to keep in mind the basic features of an effective instrument, such as its capacity to obtain appropriate information, examine hypotheses, be free from prejudice, and be accurate and trustworthy. Educational researchers use a variety of research instruments to gather, measure, and analyze information corresponding to their fields of study. These instruments are frequently employed to evaluate individuals, customers, learners, educators, and staff members in the health sciences, social sciences, and education. Interviews, tests, surveys, and checklists are examples of research tools.

Research instruments are classified into two types: those completed by the researcher and those completed by the subject. Instruments completed by researchers include rating scales, interview schedules/guides, and observation forms. Whereas questionnaires, self-checklists, and attitude scales are completed by subjects.

Phase.3

Methodological concerns must be made when obtaining data in an educational setting to ensure that data is collected effectively. Educational research data collection methods include surveys or questionnaires, individual or group interviews, observations, field notes or diaries, narratives, and documents. These methods were selected depending on the research issue and the information that they can generate. The validation involves gathering and evaluating facts to ascertain an instrument's preciseness. When developing instruments for research, their reliability and validity constitute essential factors to consider. Validity refers to the instrument's ability to accurately measure what it is designed to measure, whereas reliability refers to the consistency of the instrument's results.

Therefore, when developing research instruments in an educational setting, it is critical to consider the characteristics of a good research instrument, the different types of research instruments available, methodological considerations for data collection, and the importance of validity and reliability in instrument design and selection.

Phase.4

Collecting and analyzing data are critical components of research, which involve gathering, interpreting, and applying data to generate conclusions and make decisions based on facts. The process includes identifying issues, gathering and interpreting relevant data, and understanding and analyzing information from several different sources in an objective and unbiased manner.

Subsequently, it is important to analyze and convey findings from the analysis results, which include summing up, illustrating, as well as clarifying the data relevant to the research issue and goals. The interpre-

tation of information is the procedure of going over data and coming to important inferences using a variety of scientific approaches. It involves critically engaging with data, analyzing its meaning in context, and presenting it in such a way that the audience can use the information as intended. The interpretation of information entails more than complying with computations or laws; it also necessitates critical reasoning and logic. It involves identifying and clarifying sequences in the collected data.

In the event of interpreting and presenting information on data analysis, it is essential to differentiate between qualitative and quantitative analysis and use the appropriate techniques. Some of the best practices and tools for interpreting data analysis and reporting include using visual aids and storytelling, ensuring the validity, reliability, and relevance of data sources, providing context and explanation for data and results, and soliciting feedback and improvement.

Nevertheless, interpreting data is important because it helps researchers understand the connections between components and the entire thing, allows them to deduce and integrate data collected from observations, and strengthens their capability to make deductions, draw inferences, and develop hypotheses.

So, the interpretation of data includes critically engaging with data, examining its significance in its proper context, and then presenting it in a manner that enables readers to utilize the data to accomplish their intended purpose. It is important to differentiate between qualitative and quantitative analysis, employ the proper techniques, and utilize best practices and instruments such as visual aids, storytelling, and seeking feedback to ensure perpetual enhancement.ion entails engaging with data critically, analyzing its meaning in context, and presenting it in a way that allows the audience to use the information for their purpose. It is critical to distinguish between qualitative and quantitative analysis, use the appropriate methods, and employ best practices and tools such as visual aids, storytelling, and seeking feedback for continuous improvement.

Phase.5

The reporting of the results of research involves outlining the results of a study according to the results of the data collection methodology. The outcomes part of a research paper should present the study's findings objectively and logically. It should always be expressed in the past tense and clearly with non-textual elements like figures and tables used to more effectively demonstrate results when suitable.

The length of this section is determined by the amount and type of data that will be reported. When composing the findings part, keep in mind that research findings do not demonstrate anything. The results of a study can only support or dispute the hypothesis. The results chapter should be preceded by a section for discussion in which the results are taken into account and conclusions drawn from them.

The results of research can be conveyed in a variety of ways, such as reports in written form, data visualizations, and oral presentations. Abstracts, introductions, literature reviews, methods, results, discussion, conclusions, references, and appendices are common components of written reports.

When presenting the results of research, following ethical guidelines and regulations is essential for ensuring the work's quality and credibility. Scholars have to convey what they have discovered precisely and without prejudice, without defrauding or exaggerating data or results. Scholars have to keep themselves responsible for the quality of their research by submitting it on time and following the guidelines of their funding organization and a given institution.

Thus, collecting and analyzing data in studies necessitate thoughtfully choosing suitable data collection techniques, thorough data management and planning, and considerate data interpretation and analysis.

CHAPTER II
REVIEW OF RELATED LITERATURE

1. REFLECTIVE TEACHING

The reflective approach teaching practice is one of the variables that influence a teacher's accomplishment. The act of reflection which was pioneered by Dewey (2001) in 1961, is referred to as an exhaustive systematic approach to decision-making to address a particular issue. Reflection allows teachers to consistently and intentionally think about related activities and procedures that add significance and contribute to achievements (Grant and Zeichner, 1984). According to Wu and Wu (2014), The purpose of reflective teaching is to assist educators improve competently. Furthermore, Cunningham (2001) detects four benefits of reflective teaching: flexibility, practicality, professionalism, and sustainable practice. It can improve mindsets, opinions, and methods for instruction (Pacheco, 2005).

Reflective teaching challenges instructors' assumptions about classroom practice, which may contribute to a growth mindset in students. This frame of mind enables teachers to see barriers as possibilities for development and enhancement, not as problems (Mabasa-Manganyi, 2023). Reflective teaching can assist teachers form more informed views about their teaching methods. Teachers can form more proof-based thoughts about what works most effectively for learners by reviewing their approaches to teaching, taking feedback from students into consideration, and adhering to their own teaching experiences

(Ypsilanti & Karras, 2023). Reflective teaching can encourage the use of better instructional techniques. Taking into account the way they teach allows teachers to recognize parts for advancement, or experimenting with novel approaches, and modify their instruction to satisfy the demands of learners (Oo & Habók, 2022).

The discussion on reflective teaching also entails intentional contemplation as part of an arranged process of self-awareness and self-examination. It needs gathering information, deductive reasoning, and planning for the future. Teachers can learn from a variety of sources, including feedback from students, colleagues' opinions, individual experiences, and research on education (Mabasa-Manganyi, 2023). Reflective teaching is a procedure by which teachers evaluate their method of instruction and find strategies to enhance, grow, or even modify their methods of instruction for the sake of students. This process allows teachers to reflect on, sketch about, and/or go over their instruction, as well as their methods of instruction and approaches. This involves taking a look at one's fundamental assumptions about learning and instruction and how they relate to real instructional practices before, during, and after teaching a course. Reflective teaching is essential because it enables teachers to more effectively involve learners consistently elevate their lesson plans. Here are some benefits of reflective teaching:

- This increases teachers' innovative thinking and optimism when faced with problems in the teaching environment.
- The teachers can develop personalized methods and approaches for learners who are struggling.
- Encourages teachers to thoroughly reflect on their instruction and identify facts that promote effective events.
- Assists teachers in identifying their strengths and weaknesses and making necessary changes to enhance student learning.
- Teachers can evaluate their effectiveness by examining different elements of the instruction, such as teacher talking time and collaboration among students.
- It offers valuable data from several sources, such as the views of

learners, colleagues' thoughts, individual experiences, notions, and studies.

· This approach encourages students to reflect, analyze, evaluate, and enhance their comprehension of topics.

· This personal tool allows teachers to monitor and assess how learners behave in the learning environment.

It is believed that reflective teaching practices include keeping a teaching journal, participating in cooperative contemplation with administrators or peers, and utilizing a wide range of resources and techniques to learn from materials such as learners' viewpoints, peers' thoughts, individual experiences, concept, and studies (Liao, 2020). Another notion about reflective teaching is a belief that it is a more peaceful, more organized approach to examining what happened. It requires persistence and thorough evaluation of the whole class's practical experience (Pho et al., 2022). This can be achieved by asking about the students' involvement and advancement as well as their teaching methods, strategies, and methods. Teachers get to reflect on their methods of instruction as they strive to establish successful educational experiences for learners (Puspitasari et al., 2021).

Murphy (2001) identifies reflective teaching as having three objectives when teaching English as a foreign or second language (EFL/ESL). They are to acquire a greater awareness of the method of instruction and learning, expand one's portfolio of potential strategies as a language teacher, and enhance the quality of opportunities for learning offered in language school settings (He et al., 2022). To enhance the quality of opportunities for learning offered in language school settings, teachers can apply effective language of lessons regulations that address the language that students comprehend and utilize may considerably enhance learning and school progress. This consists of teaching children in their native tongue from preschool education to at least the end of elementary school, using their native tongue for lessons in academic disciplines outside reading and writing, and bringing any extra language as a subject with an initial focus on oral proficiency (Oo & Habók, 2020).

The teachers can also give students opportunities to actively participate and interact with one another about the language they're learning. This can be accomplished through collaborative endeavors, discussions in groups, and project-based instruction. It is also suggested tp develop autonomy in those who are learning English by offering teachers suggestions for how to help learners modify social economic and linguistic problems (Arıkan & Turhan, 2009).

2. THE CHALLENGES OF IMPLEMENTING REFLECTIVE TEACHING

Reflective teaching is a valuable practice that may assist educators to strengthen their teaching skills. However, educators may face problems when carrying out reflective teaching in the teaching environment. Here are some challenges to implementing reflective teaching in the classroom:

· Law of Near and Far:

   Reflective teaching necessitates teachers taking a step back and viewing their lessons from an entirely different viewpoint. This can be hard because teachers must be open to disputes and see their instruction through the viewpoints of their learners.

· To focus:

   Reflective teaching emphasizes particular components of teaching, such as formatting, participation by students, and lesson preparation. This can be challenging because teachers must choose which topics they want to reflect on and adhere to their ideas.

· Memory:

   Reflective teaching needs teachers to think about particular elements of their class, such as what operated and what did not. This can be tricky because the teacher needs to have a strong mental capacity and take documentation either during or after class.

· Isolation:

   Reflective teaching can be a personal and confidential experience,

making teachers feel estranged. This can be challenging because teachers frequently have trouble acquiring feedback and support from fellow educators.

· Recognize Progress

Reflective teaching requires teachers to acknowledge and strengthen the way they teach. This can be not easy because teachers need to be truthful and acknowledge their accomplishments as well as their shortcomings.

· Self-understanding:

Teachers who perform reflective teaching must have an in-depth comprehension of themselves as both educators and students. This can be a challenge because it calls on teachers to be aware of themselves and depict their own opinions, principles, and presumptions about learning and instruction.

In simple terms, reflective teaching can be challenging for teachers because it involves viewpoints, focus, recall, solitude, advancement acknowledgment, and awareness of oneself. However, these obstacles can be overcome by establishing an organized practice of reflection that is arranged and facilitated by colleagues and instructors. According to the previous discourse, students may struggle with reflective teaching for some explanations, including impairment of viewpoints, retention, isolation, awareness of advancement, and understanding. Students can use several kinds of techniques to get past these difficulties:

· Use thinking framework:

Frameworks or mental models can help students focus on particular elements of their instruction.

· Write a reflecyionJournal.

Using a notebook for reflection or video clips may assist learners keep in mind essential information and monitor their advancement.

· Request feedback:

Learners may express their ideas with respected classmates to get

input and encouragement, overcoming isolation and gaining novel points of view.

· Attend seminars and training:

To address gaps in understanding, learners may participate in reflective instructional workshops or training sessions, or they may ask for guidance from colleagues who have greater expertise.

· Encourage student participation:

Learners might promote involvement and ask others to pass on their expertise and expertise to acquire fresh viewpoints and concepts.

· adjust particular instructional objectives and monitor how you're doing in addressing prioritized problems.

· Try it out using multiple reasoning methods to figure out the most successful approach for connecting disparities in skills.

Other challenges of implementing Reflective Teaching have something to do with first, time management. Teachers might discover it difficult to schedule time they spend to reflect on their instruction, particularly in working and competitive settings with multiple objectives, time constraints, and demands. Teachers may have difficulty scheduling time for reflection because of the requirements of their obligations as educators. However, there are ways they can use to establish reflection as an everyday practice. This can be done by establishing a dedicated reflection time, and by setting a time each day or week for teachers to reflect on what they have taught. This could occur during preparation periods, before or following school, or even during breaks for lunch.

The second challenge deals with a lack of support. Some teachers might feel solitary, unreliable, or disappointed when proposing to reflect on the way they teach, dealing with obstacles such as unfavorable perspectives, opposition, or condemnation from others (Gudeta, 2022). The shortage of encouragement from executives, who do not regard reflective practice as a beneficial business, can be an important barrier to reflective teaching. This is capable of rendering it hard for teachers to succeed and involve reflective practices in their classroom instruction.

To get around this obstacle, it is recommended that top executives define ways to maximize the benefit of the expenditures, such as upgraded teaching practices or happier staff, and highlight the positive outcomes of reflective practice for both the teacher and the learner (Oo et al., 2023).

The third challenge is about a lack of confidence where Teachers might become uncertain, apprehensive, or hesitant to reflect on their practice, disputing their competence, abilities, or proficiency, and nervous about making oversights, confronting objections, or revealing their shortcomings. A lack of optimism regarding reflective teaching can be an important obstacle for new educators, constraining their capacity to develop and grow their abilities. Studies reveal that teacher optimism, or self-worth, can be affected by previous encounters and present educational environments (Mabasa-Manganyi, 2023).

The fourth challenge has something to do with teachers who might discover it hard to recognize the value they seek, significance, or advantages associated with reflection. They also take into account that it is too time-consuming, complicated, or exhausting, and may face obstructions such as a lack of materials, rewards, or recognition for their contemplation.

3. ADVANTAGES OF REFLECTIVE TEACHING

Previous research on reflective teaching has revealed that there are numerous benefits for teachers who practice it. Zulfikar and Mujiburrahman (2017) discovered that reflective practice might raise instruction consciousness and enhance the performance of teachers while having classroom instruction.

Reflective teaching has been defined as a practice that entails thinking about it, wording, and/or talking about courses and methods of instruction to enhance both the experience of teaching and pupil achievement goals. The positive outcomes of reflective teaching are numerous, involving:

- Career Development:

  Reflective practice in teaching allows teachers to organize their classes, review and enhance previous instruction, and gain greater awareness of the subject matter and themselves as educators. The process enables teachers to come up with methods and create specific methods to assist students who are struggling, helping them get stronger resourceful, and trustworthy when encountering obstacles in the classroom. That is why reflective teaching assists teachers in recognizing their abilities as well as their deficiencies, resulting in professional growth and enhanced instructional practices.

- Improve student learning:

  The use of reflective instruction increases teachers' adaptability and reactivity to their students' diverse needs. It supports teachers to consistently assess their teaching techniques and methods, which can result in better preparation for lessons and improvement in pupil results. By being mindful of themselves and empathetic to learners, educators may modify their methods of instruction to more effectively involve and encourage learners, which leads to heightened satisfaction among learners.

- Problem-solving capacity:

  Reflective instructional design fosters educators to explore how to address challenges while doing classroom instruction, thus promoting their innovative thinking and problem-solving abilities.

- Positive learning environment:

  Teaching through reflection enables teachers to become more conscious of their fundamental assumptions and convictions about the teaching and learning process, stimulating an enjoyable learning atmosphere. Reflective teaching may assist educators get involving their learners with greater success, thereby enhancing the whole learning environment.

- Continuous improvement:

    Effective reflective instruction allows teachers to continually enhance their methods of instruction to more effectively address the educational requirements of the pupils they teach. It also allows them to modify their approaches and react to difficulties, intentionally expand several kinds of compatible and contextually specific methods and approaches, and establish their classroom instruction in settings, larger social and political contexts, and educational settings. Reflective teaching can increase teaching effectiveness by allowing teachers to recognize and take care of areas for advancement.

4. GENDER FACTOR IN REFLECTIVE TEACHING

Gender factors are frequently a fascinating subject to investigate, both in the study and in writing for publications. However, it seems that the gender of a student does not impact all learning processes. Similarly, in the advancement of instructional resources for specific programs, factors dealing with gender may be considered important. This topic of discussion is extremely contentious because studying is frequently thought to be strongly connected to learners as well as the gender aspect (Liang et al., 2018).

There have been no studies that have examined whether there is a connection between gender-related variables and educational experience employing a reflective teaching strategy. Thus, gender variables have no impact on studying when teachers use a reflective instructional method to enhance the process of instruction and outcomes for learners (Cheng, 2018). However, Gender disparities can have an impact on the teaching process and student outcomes. Schools must address these disparities by promoting consciousness about gender biases and supporting equal opportunities for men and women in the teaching and learning process (Liu et al., 2022)Sichuan Province, and to provide a scientific basis for prevention and control of myopia. Methods. This was a school-based cross-sectional study. Children aged 6-15 years were selected from kindergartens, primary schools, and middle schools in the ur-

ban setting of Suining City. The children underwent ocular examination including measurement of uncorrected visual acuity (UCVA.

The particular implications of reflective teaching on males and females are not explicitly mentioned in the research results. The results of studies focus on the reflective teaching process and its implications for teaching practice, rather than examining the possible consequences of reflective teaching on students' gender. The results of the studies do not provide overwhelming proof of whether reflective teaching has a beneficial or detrimental effect on students' gender, or whether it contributes to the roles of gender in classroom instruction and learning (Amnouychokanant et al., 2021; Hajer & Sarsam, 2021)gender, and learning performances. The survey used for measuring students' attitudes toward programming consisted of 20 questions on a five-point Likert scale in five dimensions (meaningfulness, interest in programming, self-efficacy, creativity, and collaboration. However, it is necessary to persuade teachers to join in practices of reflection, which entails questioning their prejudices and presumptions about gender. This can be facilitated by workshops, seminars, or other professional advancement chances that concentrate on awareness of gender and inclusiveness.

Offering teachers chances to take part in gender-sensitization workshops, can assist them in becoming more considerate of their prejudices and how they may be affecting their methods of instruction (Sucipto et al., 2023). It is then very important to recognize that creating gender-inclusive educational settings is not an egalitarian endeavor and that supporting equal opportunities for women and men in education is advantageous for all of the pupils. Gender-specific classes can also be advantageous in improving student learning, as teachers might think of such classes as beneficial for male students, and students in particular gender classes have fewer things to do.

On the other hand, gender Spectrum has provided training to numerous educational institutions, districts of education, healthcare facilities, and other organizations, encouraging tens of thousands of teachers, administrators, doctors, psychologists, counselors, and other leaders to create gender-inclusive surroundings for the teenagers

they're interacting with. When teaching from gender-biased materials, ask questions that serve as guidelines for encouraging critical thought, and additionally reinforce the project with additional resources that promote equality between men and women (Kusumaningtyas et al., 2020)namely professional, pedagogy, social, and personality. This study is to describe the achievement of competence level as a teacher in the physics education study program. The method used is a survey method for physics education students, with 50 students participating. Competency measurement uses the test instrument consisting of four aspects, namely professional (65 items.

5. REFLECTIVE TEACHING AND STUDENTS' AGE

Several research projects have found that the use of reflective teaching approaches correlates with student age. This is among others correlated with the psychological issues of learners in complying with learning at school and getting feedback from the teacher. As previously stated, students do not always accept reflective actions from teachers for a variety of factors. Yet, learners in the early range of entering secondary school are still deemed to be capable of accepting the teacher's reflective conduct as they learn well (Hartshorne et al., 2018)

A critical period or age exists when learning English in general. During this critical period, students' ages have a significant impact on their learning achievement, particularly when learning how to communicate in English. Hartshorne et al. (2018) found significant evidence linking the critical age factor to the accomplishment in acquiring the skills how to speak English.

The critical period hypothesis suggests that there is an optimal time window during brain development when an individual can learn a language with less difficulty. The theory is based on the theoretical notion of the critical phase in the biological sciences, which signifies a specific period during which a human being must gain an ability or skill or risk losing it later in life. The most crucial phase for learning a new language is thought to last between 2 and 13 years of age, with the first few years being the most important for complete proficiency in a lan-

guage. However, this hypothesis is subject to discussion because there are exemptions to the regulation, and the capacity to learn a second language does not completely close after the critical has passed (Beckman et al., 2019).

In contrast, age, immersion level, and first language proficiency all have an impact on speaking ability. Younger learners may learn faster because their brains are constantly building relationships whereas older learners benefit from improved comprehension of grammar and how language works. Exciting circumstances, such as home settings, may have a profound effect on speaking skills, and primary language expertise performs a role in second language acquisition (Cendra & Sulindra, 2022).

Primary proficiency in a language plays an important role in learning a second language. Studies have shown that students who have inadequate spoken language ability encounter problems with academic competencies such as proficient reading. Their receptive language (i.e., understanding) is generally more effective than their language of expression (Ud Duha et al., 2022).

Additionally, research findings show that native language proficiency may affect the acquisition of second languages (Cendra & Sulindra, 2022). For instance, English-Spanish bilingual individuals with higher self-reported reading skills in Spanish had higher English reading fluency outcomes, whereas English-Mandarin bilingual individuals with higher self-reported reading skills in Mandarin had lower English reading fluency results.

6. REFLECTIVE TEACHING AND STUDENTS' GRADE

Learning centered around pupil involvement is presently a fascinating development to investigate further, both through studies and other undertakings. Participation by students during instruction is a key component in the contemporary process of learning, where the teacher's role is only to facilitate learning (Almahasees et al., 2021). In an instructional methodology that focuses on facilitating learning,

the teacher serves as an advisor, helper, and supervisor of student discussions. Their main objective is to reinforce the thinking of learners, guarantee involvement, and allow them to take part in their process of learning (*Reflective-Teaching-in-English-Language-Classrooms-Perception-and-Practice-of-English-Language-Instructors-at-Wachemo-UniversityEducation-Research-International.Pdf*, n.d.). The facilitator's role differs from a conventional instructor in that they do not have expertise, knowledge, or previous experience in a specific area, but rather form an archive of information for the group of students who are searching for responses to various problems.

Other settings in learner activity-based learning occasionally correspond to grade level, and at certain grade levels, student activity-oriented instructional methods may have a detrimental effect. In other activities, learning based on student engagement in specific classroom experiences can have significant beneficial effects. In fundamental principle, there is no relation between interactive learning, where educators begin with contemplation on prior learning. (Temezhnikova, 2022).

The correlation between teaching English and student grades is complicated and multidimensional (Will et al., 2020). Studies have shown that favorable, pleasant, and encouraging interactions between educators and students are correlated to higher achievement among students, student intellectual abilities, students' sense of school affiliation, and a lower incidence of behavioral issues. However, using English as a means of instruction (EMI) has been discovered to be an endeavor for teachers in non-native English-speaking countries, which could influence their self-esteem during instruction and possibly impact their pupil's grades (Wang, 2017)this study addresses the implementation of the most commonly used cloud applications, Google Docs, in a higher education course. The learning environment integrated Google Docs that students are using to develop and deploy writing assignments in between classes has been subjected to learning experience assessment. Using the questionnaire as an instrument to study participants (n=28.

To summarize, while teaching English has no immediate impact on students' grades, the extent of the relationship between instructors

and pupils, the self-confidence of educators, and the interaction between learners and instructors may all impact the academic achievement of pupils.

Nevertheless, throughout the overall context of reflective learning, the contribution of students, along with all other factors, such as grade level, can have a positive impact. Grade level is frequently utilized to explain pupil engagement during the process of learning and instruction. Thus, whenever the teacher uses reflective learning, the atmosphere for learning may be affected by the grade level at which the instructor is instructing (Temezhnikova, 2022).

CHAPTER III
STUDENTS' RESPONSE TOWARD TEACHING WRITING BY IMPLEMENTING REFLECTIVE TEACHING

IN THE BEGINNING, learners did not realize that teachers employ a reflective approach in writing classroom activities. This is because of teachers' uninformed use of the reflective approach. The teacher's account does not inform reflective procedures due to the teacher wishes to implement ongoing and traversing learning advancements so that learners believe they do not receive treatment differently (Chen, 2017). This is associated with the idea that pupils shouldn't experience being assaulted or condemned which leads to the endeavor enhancing instruction (Nurfaidah et al., 2017).

Sometimes being assaulted or condemned may result in better instruction in a variety of ways. For example, in the framework of law enforcement justice, being involved with the process might result in greater awareness of how it works, possibly enhancing training on the law and justice for all. Overall, experiencing the trauma of being abused or decried can increase one's understanding of the worth of education and the demand for guidance on these topics to avoid comparable events in the years to come. In the context of reflective teaching, being assaulted or condemned can have serious consequences for people's learning processes.

In the learning process, Reflective activities are important parts because they enable individuals to reflect on what they have learned, acquire fresh perspectives, and build an improved comprehension of what they did. These sorts of events are especially essential in the educational system because they allow learners as well as educators to look back on the way they teach, examine how well they are doing, and make adjustments that are required (Pérez & Díaz-Moreno, 2022). Numerous evocative projects can be utilized to foster contemplation and education. For students who are fond of writing or note-taking down ideas, creating blogs or keeping journals are excellent options. The use of digital storytelling, in the learners who generate graphical representations of what they have learned, can be an entertaining and significant method to look back on what they have learned (Godsell, 2022).

Reflective activities can help to improve analytical thinking, capacity for solving problems, consciousness of oneself, and regulation of oneself. They can also assist learners in recognizing their strengths and weaknesses, setting goals, and developing strategies to enhance the results of their learning (Oo et al., 2023). In the framework of classroom instruction, reflective practices may assist learners learn by pushing them to reflect on what they have learned, examine their advancement, and create objectives for further development. These exercises additionally assist teachers examine the pupil's reflections and modify their approaches to teaching to better serve the unique needs of each student (Buhagiar et al., 2023).

If learners aren't convinced they are in the incorrect or are being accused, their educational process improves. Putting the onus on students for educational issues might leave worn-out administrators and educators imagining helpless, and it is detrimental to the educational setting and classroom atmosphere (Ogegbo et al., 2019). If learners do not feel mentally and emotionally secure, their educational experience varies considerably, so educators must offer social, psychological, and scientific support to pupils. If a kid has challenges with learning or performing at school, the primary reason is usually a dropped curriculum, defective teaching schedules, unsuccessful governance practices, a lack

of home-based counseling, or physical and/or behavioral problems (Le Thanh Thao et al., 2023).

Some academics recognize that not every aspect of educational advancement should involve instructing learners. While transferring information is a vital aspect of instruction, there are additional methods that may significantly enhance the performance and learning of students (Nida et al., 2019). Giving students insightful comments can have a significant positive impact on their educational experience and achievement, which is something that teachers should keep in mind. It is essential to inform students about their achievements, areas for advancement, and how their academic achievement has developed or upgraded as time passes (Lee et al., 2019).

Educational experts agree that when instruction is connected to a powerful, uplifting feeling, children can absorb more information. When students feel encouraged, hooked up, and under less pressure, they advance their cognitive abilities and relish learning more (Chernysh et al., 2020). However, by the next lesson, learners noticed that the teacher was using a method of reflection because they had previous experience with the same substance (Tanis, 2020). They became aware of the existence of various learning strategies and techniques from the session before them. The fascinating thing is that when learners become apprised of modifications to the teacher's learning methods and approaches, their engagement and involvement begin to rise. This rise in numbers is a fascinating result, as adjustments in learning methods and approaches employed by teachers influence the educational setting that includes learners.

The learning approaches and methods used by teachers might have an immense effect on the atmosphere of learning, which involves learners. The methods of instruction applied may affect how learners engage with the subject matter, their comprehension of it, and their overall experience of learning. A student-centered approach, such as personalized instruction, can assist in fulfilling learners' specific requirements by personalizing educational programs to their particular skills as well as learning styles (Hsu et al., 2022). Furthermore, the use

of technological devices in the learning environment, as demonstrated by Connectivist Learning Theory, may enhance a student's capacity to discover and sort employing knowledge which is particularly crucial for learners from Generation Z and future generations of learners (Haerazi et al., 2020)U-Dictionary, and Email.

The intentions of learners' psychological health and academic achievement can be significantly affected by their educational atmosphere (Ogegbo et al., 2019). According to research, a variety of factors, such as electricity, furniture levels of noise, and the general atmosphere, may affect students' drive and capacity to learn (Hadibarata & Rubiyatno, 2019). Intrinsic motivation, perceived control, perseverance, openness to problem-solving, and individualized learning experiences can all have an impact on students' desire and ability to learn. The commercial system of education, which frequently emphasizes standardized curriculum and universally applicable methods of instruction, may restrict the potential of learners and disrupt their capacity to actively participate in the learning process (Moltudal et al., 2019).

To increase students' motivation and learning capacity, teachers ought to think about using student-oriented approaches, such as personalized learning, which corresponds to the interests of learners and desires with the fundamental abilities needed for accomplishments. This method of instruction enables learners to proceed at their convenience, go after topics of concern, and improve whatever competencies they may not possess, enabling a more particular and successful learning atmosphere (Brandisauskiene et al., 2022).

While learners with challenging circumstances might have trouble remembering information and staying active, those in advantageous circumstances tend to have greater levels of inspiration, involvement, and general educational capacity (Lozano et al., 2017). In addition, it has been recognized that a stimulating educational setting strengthens learners. concentration and focus promote valuable educational experiences, boost their academic achievement, and motivate them to employ more sophisticated strategies for critical thinking (Bay, 2020b).

To apply more advanced analytical strategies, consider the following strategies. First, thinking critically begins with requesting appropriate inquiries. Persuade people to formulate open-ended queries that probe their preconceptions and look into different points of view (Wale & Bishaw, 2020). Second, Those with critical thinking skills evaluate data acquired from different perspectives to reach the best inferences. Persuade people to collect information, assess its accuracy, and think about various perspectives (Amin et al., 2020)ADI, RQA integrated with ADI are constructivistic learning strategies that can accommodate these skills. The researches specifically examining the correlation between metacognitive skills and critical thinking skills at the implementation of RQA, ADI, and RQA integrated with ADI learning strategies are still rarely found. This research is a correlational research, aiming at revealing the correlation between metacognitive skills and critical thinking skills. The data of metacognitive skills and critical thinking skills are collected by using a valid and reliable essay test. The samples of this research are the fourth semester (IV. Third, the process of critical thinking entails challenging fundamental assumptions and examining commonly held opinions. Promote people to evaluate procedures and processes and divide complicated subjects into segments to acquire greater comprehension (Mohseni et al., 2020).

However, the philosophical-instructional program's, mental, and real environments—which include learners' and educator's relationships the entire course's atmosphere, and the learner's demographics—all have an enormous influence on the degree to which learners acquire knowledge (Zhu et al., 2016). Additionally, building an awareness of a neighborhood in the educational setting, promoting cooperation, and boosting relationships between learners and instructors are all essential elements for establishing a positive and secure atmosphere for learning (Bates et al., 2014). Creating an enjoyable and safe place to learn includes establishing an environmental, cultural, and psychological atmosphere that promotes student happiness and academic achievement (Perifanou et al., 2023).

To summarize, students' learning environment is a complicated occurrence that includes a variety of social, psychological, and emotionally charged factors. Fostering an engaged and happy learning environment can have a significant impact on students' motivation, engagement, and general learning capacity, resulting in improved academic performance and good health as a whole. In this setting, any action taken by the teacher may have an impact on student responses, ultimately leading to their participation in teaching and learning. The teacher's conduct and interactions might have an essential effect on the responses of pupils, resulting in their involvement in learning and instruction. Excellent levels of interaction between educators and pupils have been associated with effective student outcomes. Less or inactive communication may result in unfavorable feelings among learners (Katawazai, 2021).

Teacher participation, which includes intellectual, psychological, and interpersonal participation, has been shown to improve students' independent drive, pleasure, and accomplishment, demonstrating that teacher initiatives may affect students' learning and participation (Acton, 2019). Furthermore, approaches to teaching that encourage beneficial interactions with teachers and give students a sense of community may improve students' participation and eagerness in their educational atmosphere (Brandisauskiene et al., 2022). Overall, the role that teachers play in developing students' attitudes, conduct, and confidence is important, successful teaching may contribute to better engagement among pupils and to improve academic performance (Laine et al., 2018). Therefore, building intimate connections between learners and their households is essential for fostering an enjoyable learning atmosphere.

The third response is the courage The third reaction is the willingness to ask questions and share their viewpoints. It is the case that asking questions and expressing one's opinions involves courage and confidence because communicating clearly and effectively is essential for avoiding misinterpretations (Cohn et al., 2019). requesting questions or expressing viewpoints could imply building and sustaining beneficial interactions depending on requiring the right inquiries in professional

as well as personal settings. The right questions are essential for successful interactions in both professional and personal contexts. In professional environments, private interactions can help future employers obtain the best prospective employees and enhance the hiring procedure. This is due to interpersonal relationships and personalized service is capable of revealing information about a candidate's principles, convictions, and personal desires that resumes may not be captured. It also enables open and transparent interaction which is important for both candidates and employers (Solomon, 2021).

Those who are concerned with the Foundation for Critical Thinking established a significant amount of importance on queries because they explain targets articulate problems, promote and stimulate, generate new ideas, and shift perspectives (Farrell and Brunton, 2020). Asking questions encourages brave communication because it gives people agency and authority while also facilitating communication across hierarchies and levels of accountability. Asking captivating and inspiring questions is a critical component of effective leadership, especially during challenging and ambiguous times. It can help to solve impossible concerns, encourage connections between others, and achieve the trust of others (Nsangi et al., 2023).

The fourth response showed up during the fourth session of the study activity when learners started attempting to start small-group debates of three to four people. Learners kicked off to take pitfalls by establishing conversations in smaller groups (Arends et al., 2017). Beginning with small communities might offer learners a secure setting in which they may develop assurance and trust while trying out new ideas with other learners. Several research investigations on the effects of student-led discussions on student involvement and engagement assigned learners into small groups of four after beginning with whole-group discussions (Dong et al. 2018). When employing small teams, it is essential to be apparent about the expected outcomes for the time framework assigned, as well as to update learners ahead of time about what is required of them (Donker et al., 2018).

Nevertheless, teachers must also determine whether self-selected or diverse groups are best fit for the subject matter. Alternatively, going over what pupils talked about in small groups, teachers may utilize whole-group time to go into detail on important concepts or perspectives obtained in small discussions (Etfita & Wahyuni, 2020). Successful discussions require thorough preparation before the time, such as generating a secure environment for daring, student-centered discussions to thrive, being readily apparent about discussion targets, and asking appropriate, productive queries (Akbaba & Başkan, 2017).

Instructors may employ a wide range of methods and approaches to promote student-centered discussions and define the discussion goals. Multiple strategies may be applied. First, frame the discussion. Successful exchanges necessitate extensive preparation to establish an environment for student-centered discussions to thrive. This involves establishing clear discussion objectives and asking appropriate, productive queries (Mart, 2019). The second step is to establish discussion procedures. Using discussion protocols may guarantee learners engage in productive talks that are relevant to the lesson targets. This could involve requesting students to contribute early responses regarding the course materials gathered before choosing a confined query and supporting the group discussion by employing an arrangement of prompted phases (Kranzfelder et al., 2019).

Third, engage in cogenerative dialogues. Cogenerative discussions (cogens) are discussions between teachers and pupils about their instructional excursions. Teachers and learners talk about what they observe in the learning environment, and the participants' unique perspectives are brought out, revealing profound understandings of the context of the learning environment. These cogens aim to work together on creating an approach to strengthen the classroom expertise, including the environment of learning and instruction (Hawaii State Department of Education Authorized Courses and Code Numbers (ACCN) Guide, 2019).

The learning and instruction environment is a tangible or online setting that promotes the acquisition, development, and application of

knowledge. It encompasses a wide range of learning circumstances, such as learner-centered, knowledge-centered, assessment-centered, and community-centered contexts, each with distinguishing features designed to address the expectations of learners (Portela, 2020). An excellent educational setting is focused on learners, with teachers serving as facilitators and pupils carrying out the greater part of the talks. It ought to additionally be trauma-informed care, integrate social and emotional learning (SEL), and encourage a supportive atmosphere where learners experience security to experiment with mistakes and obtain knowledge from other students (Mora, 2020).

Fourth, generative pedagogies emphasize triggering learners through student-centered practices. This strategy points out the necessity of encouraging a learning atmosphere aimed at increasing engaged involvement and engagement. When a child struggles to learn or behave in school, the cause is usually a misplaced curriculum, faulty teaching routines, ineffective school management practices, a lack of home-based support, or physical and/or psychological problems. If a kid challenges to gain knowledge or conduct themselves at school, the primary reason typically involves a misplaced curriculum, and faculty teaching patterns of behavior. Unsuccessful instructional practices, an absence of home-based assistance, or other biological and/or psychological problems may contribute unpleasant learning atmosphere.

Greet students as they enter the classroom, recognize those who reveal the components of the teaching and learning policy, and establish procedures with pupils as well as parents. Set up clear learning environment schedules and regulations to make learners feel safe and endorsed. Therefore, the teacher should Provide input as quickly as they can after the conduct or accomplishment took place, while the specifics are still new in the minds of everyone. To create an easily understood learning environment with timetables and standards that make learners feel safe and endorsed. (Eridani et al., 2021)several technologies can be used on an attendance system, including barcode, radio frequency identification (RFID. This can be done by creating a timetable that is straightforward while permitting versatility to accommodate individual

requirements. This may make pupils believe safer while promoting autonomy and self-management.

Visual support structures, such as analysis of tasks and support from the environment, may assist students in comprehending procedures and getting around the world around them (Okougbo & Okike, 2021). Share the timetable with kids, colleagues, and relatives to guarantee that everyone understands what they should anticipate every single day. Guarantee that the timetable is encompassing and adheres to the requirements of kids with particular educational requirements or behavioral problems. Make sure that the learning environment is a secure environment where learners can express themselves and ask queries.

CHAPTER IV
THE EFFECTIVENESS OF REFLECTIVE TEACHING TO ENHANCE STUDENT'S WRITING SKILL

1. GENDER ASPECT

ALTHOUGH RESEARCH on reflective teaching and its relationship to sexual orientation differences is severely restricted some studies provide information about the topic. According to a study, female teachers were significantly more actively engaged in reflective activities than their male counterparts (Sucipto et al., 2023). However, another research project noticed there was no significant distinction between male and female teachers, nor between beginners and more seasoned teachers in the use of reflective thinking (Kusumaningtyas et al., 2020) namely professional, pedagogy, social, and personality. This study is to describe the achievement of competence level as a teacher in the physics education study program. The method used is a survey method for physics education students, with 50 students participating. Competency measurement uses the test instrument consisting of four aspects, namely professional (65 items. These results imply that, while gender and teaching experience may influence reflective methods of teaching, the connection is complicated and varies according to the setting and personal experiences.

The results of this study are more or less the same as the results of this study, with quantitative data of pre-test and post-test results on students in terms of gender presented in Table 1.

Factor	Mean Pre Tes	Mean Post Tes	Result
Male	73	61,9	decreased
Female	79,6	68,2	decreased

Table 1. Mean of Pre-Test and Post-Test of make and female Students

According to the data provided in Table.1, gender does not affect the results of learning when employing a reflective approach. This is a fascinating issue to talk about because teachers do not treat students differently based on their gender. In learning, every teacher does not always address pupils with the same conduct, verbal, and behavioral patterns. Culture impacts teachers' beliefs, principles, and conduct, which they offer to the educational environment. Discriminatory treatment has been linked to race, with learners of color frequently getting fewer words of encouragement salute for their academic achievement. However, the transition from a classroom environment to a paradigm for learning in colleges and universities highlights an approach centered around students that emphasizes distinct experiences and points of view.

A few studies look into the relationship between gender disparities in written work by students and reflective instruction. A recent investigation made an effort to figure out whether there was any correlation between student perceptions of reflective writing in composition classes and gender categories (Cheng, 2018). Several research investigations have looked at the relationship between students' opinions of reflective writing and their academic performance. According to another study, keeping a journal promoted self-reflection and upgraded academic performance (Moghaddam, 2019b).

A different research project examined the reflective writing experiences among pupils and health professionals, emphasizing the significance of such kind of writing in the improvement of occupation-spe-

cific skills, the purchase of completion of empathic attitudes, and the enhancement of abilities (Grant et al. 2019). This entails acknowledging and appreciating cultural disparities, using curriculum and instructional practices associated with students' cultures, and establishing relationships with students by incorporating what they have learned into the process of learning. The process of learning Writing by utilizing a reflective approach is also perceived as a reflective writing process.

Reflective writing is the process of comprehending, complicated and thoughtfully evaluating course-based learning possibilities while also considering one's studies, undergoes, and prosecutions (Lee et al., 2019). Reflective learning cycle to structure students' writing will assist them in covering the entire process and explaining not only what occurred, but also why it came about and how you can improve based on your new cognition. However, according to a theoretical framework on service learning (J. Wang, 2017), journal writing is a complicated way for both teachers and pupils to further develop their reflective skills.

A distinct study project investigated reflective writing interactions between learners and health professionals, demonstrating the value of such writing in facilitating the growth of occupation-specific capabilities, the acquirement of empathic behaviors, and the development and improvement of capacity (Grant et al. 2019). The male or female backgrounds of learners and their behaviors toward reflective writing are seen to be related to one another. Following the research conducted at Florida International University, there were no distinctions between genders in how learners experienced reflective writing. However, there was one apparent disparity between male and female learners about how they outlined the concept of reflective writing (Liang et al., 2018).

Reflective teaching allows teachers to objectively evaluate how they teach themselves, look into their curriculum choices, consider input from learners, and carry out modifications that are needed to improve the engagement and comprehension of students (Oo et al., 2023). Reflective teaching involves examining one's fundamental assumptions about teaching and learning, as well as how they are consistent with real-world classroom instruction, before, during, and after a course.

Self-awareness, observation of classrooms, feedback from learners, and education research are various instances of reflective activities on the methods they use to teach. The use of reflection has no bearing on differences in gender in the classroom (Granero-Gallegos et al., 2020).

The results of these studies indicate that, while reflective instructional methods may not be right away correlated with the gender disparities in instructional settings, studies regarding the possibility of an impact of males and females on the style of instruction and practices of reflection are in progress. This points out the critical role of considering several kinds of aspects, such as sexual orientation, when evaluating instructional procedures and how they affect the setting in which students learn. Being aware of both wellness and illness involves thinking about a variety of variables, such as sexual orientation. Analysis of gender regarding wellness has mainly been carried out by social science researchers, who have come to realize that biological distinctions themselves cannot completely clarify behaviors related to health. Social as well as economic variables contribute to the results of healthcare, which consequently affect societal cultural, and political situations. When discussing both wellness and illness, gender, as well as sexual orientation, must be taken into account (Steinmayr et al., 2019).

To achieve the best instructional accomplishments, teachers should incorporate gender-specific instructional strategies that take into consideration male and female learners and their varying styles of learning. Promoting equal opportunities for women and men in education involves raising awareness of gender disparities, exceedingly hard conventional wisdom, and introducing learners to unconventional employment or characters (Cabeza-García et al., 2018). Furthermore, teachers might encourage equality between men and women throughout the educational system by being mindful of the ways they respond, conduct, and strategies for instruction to foster an equitable and encouraging environment of learning for everyone in the classroom (Liang et al., 2018). Educational professionals may contribute to fostering gender-equal opportunity in education by being mindful of how they respond, actions, and strategies for instruction to foster an inclusive and encouraging at-

mosphere of learning for every pupil.

2. STUDENTS' AGE ASPECT

According to research on reflective writing based on student age, reflective journal writing is a successful instrument of instruction for developing learners and their perpetual acquisition of skills (Anandari et al., 2024). Reflective writing is frequently used in higher education courses to encourage reflective thinking on experiences of learning to enhance student achievement (Olmos-Ochoa et al., 2021; Salahi & Farahian, 2021). Another study presented the finding that reflective writing may be advantageous to students of any age (Suraworachet et al., 2023)

The results of this study also revealed similar data, that the activities of reflective writing did not influence the outcomes of students' learning. The data of this study related to students' age are shown in the following table 2.

Students Age	Mean of Pre-test	Mean of Post-test	Result
17	80	68,8	decreased
16	72,5	70	decreased
15	68,3	71,05	increased
14	71.8	75	increased

Table. 2 Mean of pre and post-test based on students' age

The data displayed above shows that at particular age boundaries, the reflective teaching approach has no influence on the results of learning, but at specific age points, reflective teaching affects the average improvement in scores. Before, after, and while teaching a course, the reflective approach to instruction involves looking at and aligning one's underlying beliefs about learning and instruction with what happens in the classroom. Reflective practice is believed to help prospective teachers learn by spanning the space between classroom instruction and classroom theory and actively taking into account behavioral aspects, and individual, and environmental variables when viewing the effectiveness of teachers (Motallebzadeh et al., 2017).

Dealing with students' age, reflective teaching is beneficial in the case that first, it enables learners to work on how they write and portray their writing workflows, which may contribute to better writing competence. Second, it encourages learners to reflect on their implicit comprehension and draw relationships between what they've learned and what they know, which could improve their ability to think critically. Third, it may further develop studying by allowing learners to evaluate what they have learned and relate current understanding with novel data. Fourth, it assists pupils to cultivate awareness of themselves and reflective skills, which might lead to their own development and interpersonal skills. Fifth, it has been discovered to be an indicator of student achievement in several evaluation arrangements, such as written examinations, oral reviews, and overall instructional levels.

Before, after, and while teaching a class, reflective teachers look over their fundamental assumptions about the teaching and learning process, as well as how they align with what they do in the classroom. If instructors use reflective teaching, they take the time to evaluate their instructional practice, look over their course of study decisions, think of input from students, and make modifications to enhance learners' pertaining as well as educational experience (Nurfaidah et al., 2017).

Therefore, it is believed that reflective writing might assist students develop their academic achievement through the improvement of analytical abilities, awareness of oneself, as well as writing abilities (Anandari et al., 2024).

Some ways to use reflective writing with learners could be explained as the following. First, design reflective writing tasks to encourage learners to reflect on what they have learned, link what they already know with freshly acquired knowledge, and think logically about what they are learning. Second, explore reflective writing to assist learners develop their abilities to write, such as grammar, spelling, and structure of sentences. Teachers may offer learners suggestions and advice to assist them enhance their ability to write. Third, helps learners in developing awareness of themselves and reflective skills, which might help promote their own development and mental well-being. Fourth, encourage learn-

ers to reflect on what they have learned, recognize areas where they are struggling, and draw links between fundamental ideas to further develop their comprehension of the topics at hand. Fifth, persuade learners to take an active role in the process of learning by challenging them to sum up what they've learned, recognize their areas of knowledge and disorientation, and portray the way they've evolved as authors. Sixth, recommend learners to pass on their reflections to fellow students, enabling sharing and gaining knowledge from other people.

Furthermore, reflective teaching has an important effect on pre-teacher prospective candidates' understanding, abilities, and mindsets. It improves learners and their understanding and abilities while additionally improving teachers' awareness of themselves and ability to successfully address pupil's educational needs. Maksimović and Osmanović (2019) define reflective practice as what teachers do beforehand, throughout, and after class. It has become common knowledge that teacher quality is right away associated with achievement among pupils.

Reflective teaching is not restricted by the age of the pupil because it is an approach that may be employed at all levels of education. Teaching through reflection has a more significant effect on the teacher's expertise, abilities, and personality traits, as well as their capacity to fulfill the needs of the students, rather than being age-dependent. As a consequence, reflective teaching might assist instructors in collaborating with learners of various ages (Aldahmash et al. 2017).

The most important phase for language acquisition is the time when language grows effortlessly before becoming considerably harder and eventually less effective over time. The critical period hypothesis declares that the first language acquisition has to take place earlier than complete intellectual lateralization, which takes place during the teenage years (Ramsey & Wright, 1974).

The critical period is widely debated, with projections varying between 2 to 13 years old (Cognitive Scientists Define Critical Period for Learning Language, n.d A research project carried out at MIT, however, points out that children keep very significant levels of competency in

learning a new language's grammar for a longer time than predicted, up to the age of 17 or 18. The research also found that as long as individuals begin to learn an additional language by the age of it is virtually unattainable for them to attain language competency on the same level as a native speaker (Cognitive Scientists Define Critical Period for Learning Language, n.d.). This suggests that the crucial time frame for acquiring a language is significantly longer than formerly believed.

Proficiency in languages and abilities to communicate have multiple aspects and include linguistic, cognitive, and sociocultural components. Being competent in a language requires the capacity to effectively use the four language domains—listening, speaking, reading, and writing—appropriately for a wide range of reasons, events, and target populations. According to a study, learners with low spoken proficiency in language have trouble with intellectual abilities like comprehension and proficiency in reading (Rigamonti et al., 2021). According to Piaget and Vygotsky, language serves an important role in bringing about intellectual growth (Husen et al., 2022).

The connection between proficiency in languages and overall intellectual capacity has been investigated, and research indicates that language can either support or motivate intellectual growth (Velez & Power, 2020). Writing, a more challenging cognitive assignment, has been discovered to be especially significant regarding overall cognitive capacity in the setting of English language learners (ELLs).

However, it is essential to recognize that the connection is complicated and multidimensional. proficiency in languages may affect cognitive capacities, but it is not the only factor to consider (Amin et al., 2020)ADI, RQA integrated with ADI are constructivistic learning strategies that can accommodate these skills. The researches specifically examining the correlation between metacognitive skills and critical thinking skills at the implementation of RQA, ADI, and RQA integrated with ADI learning strategies are still rarely found. This research is a correlational research, aiming at revealing the correlation between metacognitive skills and critical thinking skills. The data of metacognitive skills and critical thinking skills are collected by using a valid and

reliable essay test. The samples of this research are the fourth semester (IV. Other factors that influence a learner's comprehension and capacity to read incorporate general intellectual capacity, intellectual growth, and possibilities for education. Teachers can help students with limited spoken language competence improve their intellectual capacities through the implementation of a variety of approaches centered on the development of language and capacities for literacy. Narrative language abilities have been shown to improve social and academic outcomes in a variety of child populations. Applying narrative programs might improve the narrative language abilities of learners with inadequate spoken language competence (Hartono et al., 2022).

Therefore teachers must make sure students obtain suitable literacy training based on their language competence degree. This could include teaching proficiency in literacy in their native language before moving to English or offering further assistance in English instruction for literacy. Develop rich, well-suited spoken language circumstances that give students enough time and opportunity to interact with native speakers. This might assist them to boost their speaking ability in English, which is an essential basis for the development of literacy. Think about implementing instruction in two languages into the learning environment, as this is advantageous to students who have limited spoken competence in the language.

Family members and caregivers play a major part in their children's language and communication advancement, which they may facilitate through participating in endeavors such as reading, generating language-rich circumstances, and illustrating the ability to listen (Medina et al., 2021). If kids have difficulties with language and speech development, they need to seek assistance from specialists so they can receive the required assistance.

In addition, going through gender-based violence could generate awareness of the problem and an eagerness to exchange knowledge with others, thereby enhancing courses on gender-based molest and mitigation measures. In the context of destitution and favorable to slavery disputes, being responsible for respecting the exemptions of others

might end up in an improved awareness of the complicated nature of the rights of others and the necessity of enlightening humans about them.

3. STUDENTS' GRADE ASPECT

Reflective teaching influences students' grades and entire outcomes of learning. It improves the achievement of pupils, drive, and ability to think critically, resulting in higher academic achievement as well as retention prevalence.

The data of this study related to students' grade levels are shown in the following table.2:

Student	Mean of Pre-Test	Mean of Post-Test	Result
X	66,1	72,2	Increased
XI	77,3	66,1	Decrease

Table 3 Mean of pre and post-test based on students' gender

The data presented above clearly show that the reflective approach taken by teachers to improve learning affected students' achievement on the X grade and had no effect on students at higher grade levels. This result indicates that reflective teaching methods, such as self-assessment, observation of instruction, discussion of observations, and discussions about practical methods to improve planning, instruction, and student learning, are especially effective for students in grade X. However, it seems that this approach does not have the same influence on learners in higher grades, implying that the efficacy of reflective teaching methods could differ based on grade level and other aspects.

Reflective teaching methods' efficacy can vary depending on the grade level and other factors, as demonstrated by studies and classroom practices (Mabasa-Manganyi, 2023). Reflective approaches to instruction use a structured process that includes self-reflection and assessment for ongoing learning, which is essential for successful ongoing professional growth and turning into a more highly competent teacher.

There is no convincing proof that teachers' reflective methods for enhancing instruction have a distinct impact on learners at various grade levels. Before, during, and after teaching a lesson, reflective teachers look at their fundamental assumptions about learning and instruction, as well as how those beliefs correspond with what they do in the classroom. When teaching reflectively, instructors critically examine their teaching and seek evidence of effectiveness. This critical analysis can be based on a variety of sources, including student perspectives, colleagues' perceptions, personal experience, theories, and research. Reflective teaching, regardless of grade level, can help to foster professional development while also improving student belonging and learning (Moghaddam, 2019b).

Teacher feedback, self-regulated learning, autonomy for learners, assessment systems, and grade-level management all have an impact on learners, which may differ within different grade levels. According to studies, feedback from teachers and the self-regulation of learners are distinct by the level of grade, with the upper grades highlighting rivalries more, increasing the burden on learners (Chen, 2017). In addition, boosting choice for pupils at all grades has been claimed to interfere with fixed societal and instructional timetables and give learners greater autonomy (Motallebzadeh et al., 2017).

Systems of grading affect students in both positive and negative ways because they offer a measurable magnitude for their academic achievements, but they may additionally contribute to high positions and tense relationships between parents and children (Nurfaidah et al., 2017). Grade-level school organization has both advantages and disadvantages, including the effect on extracurricular involvement and individual attentiveness given to learners (Maksimović & Osmanović, 2019).

Transferring teachers between various grades, on the other hand, has been demonstrated through studies to have a detrimental effect on student achievement, with learners attributed to a teacher from a different grade dealing with an important decrease in learning as compared to those instructed by a qualified instructor in their level (Lima et al., 2016). The occurrence affects learners as well as educators, hin-

dering their progress and success. Within-school grade-level instructor reassignments are also unexplored, but study shows they are harmful to learning accomplishment. Additionally, within-school grade-level reassignments may harm student achievement by reducing teachers' grade-specific expertise in teaching, which is more crucial than broader experience in teaching (Lima et al., 2016).

Teachers' adjustments in terms of experience are greater when they get to experience at the same grade level, and the makeup of initial assignments in the classroom affects later accessibility options significantly. In addition, teachers who migrate grades are more likely to go through a decline in their efficiency as teachers, which takes place even in teachers with greater experience as well as across all grades. Within-school instruction reassignments (grade-level and subject shifts) have identical implications, as confirmation indicates that teacher turnover negatively impacts middle school student's academic performance (Aldahmash et al., 2017).

One study found that being switched to a new subject-matter-grade-school task may decrease achievement among students (Atteberry et al., 2017b). The research noticed that if teachers are strategically placed in positions of authority where they excel, the initial decreases in Impact might be compensated by a long-term achievement for student's gains. Nevertheless, the research also points out that reassignments might be linked to lower achievement among pupils, but the prior poor achievement is the trigger, not the outcome of the reassignment. Another research investigation found that setting students to learners from different grade levels hinders their educational experience. If the teacher moves to another educational institution, the detrimental effect on the learning of students worsens (Nai, 2022).

Following Guo's study, pupils in second grade who were put in charge of a teacher from an entirely distinct grade degree experienced substantial adverse effects on their academic achievement that could still be examined a couple of years later (Guo, 2020). Another research investigation found that teacher's constructive criticism of learners at various grades varied, with higher grade levels receiving a greater

amount of criticism from their instructors (Brummet et al., 2017). Research has shown that within-school teaching reassignments, such as grade-level alterations, harm academic achievement. Learners of color, students from lower socioeconomic strata, and those who are learning English are particularly inclined to be taught by teachers who have been switched to new grades, implying that these learners are particularly impacted by the influence of these poorly performing instructors. Nevertheless, grade converting is an increasingly prevalent practice, with nearly 25% of all teachers performing it. A notable exemption to this adverse effect is "revolving," which includes a teacher adhering to a whole group of learners for two or more years and has been demonstrated to enhance the learning process (Guo, 2020).

Along with this, grades are frequently utilized to assess and exchange information about the academic achievement of a student. They execute a wide range of tasks, such as assessing student work, getting in touch accomplishment to stakeholders, encouraging learners, and arranging a course. Nevertheless, it is essential to acknowledge that grades are not always reliable indicators of a student's educational expertise or academic ability. Educational understanding involves skills such as managing time, managing stress, and effective methods of studying, all of which are vital to successful learning but might not be fully reflected in grades.

To summarize, while grades serve as essential for assessment and interaction, they do not always reflect a student's full range of educational expertise and learning ability. It needs to take a holistic approach to evaluating and encouraging learning, which includes acknowledging the significance of academic understanding beyond grades.

CHAPTER V
CONCLUSION AND SUGGESTION

1. CONCLUSION

THE IMPLEMENTATION of a reflective approach to educational instruction entails more than just self-reflection; it must also consider the positive impact of all actions. Competing authority and outcomes must be harmonious because teachers are dealing with learners who are growing in mental processes, respect, and psychological movement power. Reflective learning involves vigorously tracking and assessing one's understanding, capacities, and accomplishments all through the learning process to improve both the process and its results. It also includes using reflection techniques to express, evaluate, and convey knowledge, as well as provide constructive criticism. Reflective practices can strengthen students' comprehension and recognition ability, encourage them through engaged performance in groups, and boost their inspiration levels. Personal development, enhanced educational results, analytical skills, and the capacity to structure opinions are all possible outcomes of reflective learning.

Furthermore, reflective thinking is thought to boost both teacher and student achievement, with the impact of reflection on learning facilitated by raised perceived self-confidence. Reflective instruction provides advantages for students by strengthening their sense of ownership of subject-matter expertise, boosting metacognition, and supplying

a deeper comprehension of complex subject content. As a consequence, reflective learning is a vital component of many different education, training, and job placement initiatives.

Furthermore, reflective learning requires vigorously recording and assessing one's comprehension skills, capacities, and accomplishments throughout the process of learning to further enhance both the process of learning and its results. Personal growth, enhanced educational results, analytical skills, and the ability to effectively organize ideas are all possible outcomes. Reflective learning also helps participants comprehend themselves, enhances metacognitive abilities, and enhances feelings of independence, authority, and drive.

As a result, reflective practices might enhance adaptation and learned capacity, encourage learners through proactive participation in groups, and improve their enthusiasm levels. It has gained widespread acceptance in many fields and is a required aspect of numerous educational, coaching, and job-training programs. This is due to contemplation is necessary for learners to get a sense of and develop from what they have learned, and it is a research-supported work a consequence, reflective learning is an essential part of the process of learning as it promotes the ability to think critically as well as individual growth in intelligence.

Reflective learning might be used in a variety of educational settings. Common approaches include reflective journals, portfolios, and more official procedures like conducting action research projects. To maintain the reflections pertinent and to maintain the learner's focus, these exercises should follow a curriculum-based arrangement. When designing reflective workouts, it is essential to take into account the results of learning and the effect of reflection on how the pupil learns.

An additional method is to employ reflection scenarios, such as the SEAL model (Self-reflection, External reflection, Action, and Learning). This conceptual framework might be utilized to guide assignments and evaluations which foster contemplation. Person-to-person instructional operations group discussions, and peer feedback are also effective ways to encourage reflective learning. Reflective learning may prove

challenging, especially in the initial stages, but it may end up in better educational results and other advantages in the future. integrating reflective learning into various types of education can help pupils build abilities to think critically, improve their learning process, and boost their enthusiasm and autonomy.

2. SUGGESTION

Teachers can utilize a variety of techniques to motivate pupils to get involved in reflective learning. First, generate reflective activities. Create reflective activities that follow a curriculum-based framework to keep reflections pertinent and the attention of students focused. Second, offer support. Since certain learners might require assistance in generating operational reflections, it is critical to supply assistance and guidance in this area. Third, use reflective models. Use reflection designs to lay the groundwork for exercises and evaluations that encourage review.

Fourth, promote the utilization of reflective blogs, portfolios as well as other formal procedures like conducting action research missions. Fifth, promote discussions in groups as well as direct conversations. Sixth, Tutorial Projects. These kinds of tasks may provide learners the chance to engage in learning through introspection. Professional educators may emphasize the beneficial effects of learning through reflection, such as enhanced educational results, abilities to think critically, as well as feelings of independence and oversight.

Learners can reflect on what they have learned through a wide range of methods, involving written contemplation, discussions in groups, and analytical thinking activities. They may organize a reflection project by which students construct experiences at the terminating point of the year, identifying knowledge acquired and experiences they would like to preserve. This project encourages scholars to contemplate their years of experiences and studies. Implement lessons that need students to engage in evaluation and recovery.

The teacher may additionally organize small-group discussions where learners can express their thoughts and reflections with others in their group. This sort of interaction lets learners comprehend many different points of perspective and learn from the lived experiences of other people. Discussions in groups could encourage analytical thinking. Create activities that promote analytical thinking, such as having students encompass the most significant takeaways they obtained from reading or identifying the most confusing viewpoints in an instruction. These kinds of tasks promote metacognitive thinking and reflective thinking. Persuade learners to utilize reflective journals and accounts to better understand their comprehension and mental processes, which will assist with modifications to their philosophical perspective.

The process of reflection projects could be adapted to different age groups in a wide range of ways. Painting, drawing, and play-based endeavors might generate contemplation activities for young kids more pleasurable and engaging. Teachers, for example, can promote reflection through matching games, narrative storytelling, and memory rocks. High school and middle school pupils may engage in more organized, important thinking-focused contemplation endeavors. To promote reflection, educators can use growth mindset and goal-setting activities, reflective journals, or reflective cubes.

Reflection activities for adult learners can be more independent and practical in nature. Educators might utilize case studies, role-playing, and group discussions to encourage reflection.

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GLOSARIUM

Approach

This term refers to thoughts about the occurrence of certain processes that are very general in nature. With this approach, the direction and goals of learning become easier to achieve

Coherent

They express their thoughts in a clear and calm way, so that other people can understand what they are saying

Conjunction

Words that link other words, phrases, or clauses together.

Enhance

It is a verb that refers to the act of intensifying, improving, or augmenting something to make it better or more valuable. It implies the idea of taking something and elevating it to a higher level.

Gender

Differences between men and women based on values and behavior. This is the characteristics and behavior attributed to men and women which are formed socially and culturally.

Grammatically

In a way pertaining to grammar

Novelty

An element of novelty or findings from research. Research is said to be good if it finds new elements of discovery so that it contributes both to science and to life.

Reflective thinking

Reflective thinking is meaningful thinking, which is based on reasons and goals.
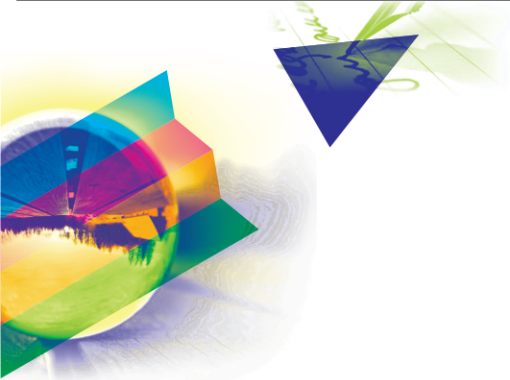
Teaching

Or provide knowledge, skills, or insight to someone through teaching or training.

CURRICULUM VITAE

ACHMAD HILAL MADJDI adalah dosen tetap Program Studi Pendidikan Bahasa Inggris Universitas Muria Kudus (UMK), suatu perguruan tinggi swasta di Kota Kudus Jawa Tengah yang berdiri sejak tahun 1980. Pengabdiannya pada dunia Pendidikan sudah dimulai sejak tahun 1982 sebagai guru Sekolah Dasar (SD) di salah satu SD di Kecamatan Kota Kabupaten Kudus. Sambil melaksanakan tugasnya sebagai Guru SD, Pak Hilal (sapaan akrabnya) menempuh Pendidikan S1 pada Program Studi di mana ia sekarang mengabdi sebagai dosen.

Kariernya sebagai dosen di UMK dimulai sejak tahun 1989 sampai sekarang, sembari melanjutkan studi S2 dan S3 pada Program Pasca Sarjana Universitas Negeri Semarang (Unnes). Beberapa tugas tambahan pernah diamanatkan kepadanya mulai dari Kepala Bagian Pengabdian Masyarakat di Lembaga Penelitian UMK, Ka Prodi Pendidikan Bahasa Inggris, Dekan dan Wakil Rektor.

Beberapa hibah penelitian *multi years* pernah diraihnya yang kemdian diikuti dengan diseminiasi hasil- hasil penelitian baik dalam Seminar Nasional maupun Internasional dan artikel- artikel dalam jurnal nasional maupun internasional. Jabatan Fungsional akademik saat menulis monograf ini adalah Lektor Kepala.

IMPROVING **STUDENTS** **WRITING COMPETENCIES**
THROUGH THE PROCESS OF
REFLECTIVE TEACHING METHOD
AT SENIOR HIGH SCHOOL

This book describes a reflective teaching process that is not a learning activity that is foreign to teachers because teachers often introspect or contemplate every time they do learning and teaching activities to improve the quality of their teaching and student learning outcomes.

In the context of reflective teaching, the role of teachers in controlling emotions towards critical thinking to find weaknesses in several aspects of their teaching is an interesting key point to explore, especially in rooting Writing. On the other hand, the patience of students to follow all the processes of learning and teaching activities is also a very significant contribution to achieving successful teaching and learning. Because various activities and projects may be carried out several times as part of reflective activities.

This book presents several studies on reflective teaching and its benefits and effects on student achievement, especially in writing skills. To enrich the discussion, various research results are reviewed and referenced, however, the results of previous research are not necessarily the same as the studies conducted because there are some differences related to the individuals involved, school background, and background of knowledge. The author hopes that this difference will complement the discourse on reflective teaching, especially in teaching writing skills.