

**INVESTIGATING THE SELF-REFLECTIVE INQUIRY OF IN-SERVICE
ENGLISH TEACHER AT PROFESSIONAL EDUCATION PROGRAM
(PPG) UNIVERSITAS MUHAMMADIYAH MAKASSAR**



A THESIS

*Submitted to The Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the
Degree of Education in English Education Department*

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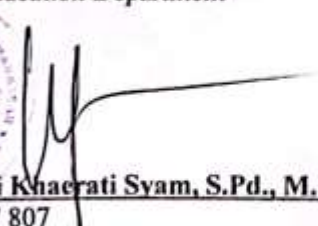
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MOTTO AND DEDICATION

“Allah does not charge a soul except with that within its capacity”

(Q.S Al-Baqarah,2: 286)

“Allah has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a work the wait”

This thesis is dedicated to:

“My beloved parents and my big family”

ABSTRACT

NURHAFIFA. 2023. “Investigating the Self-Reflective Inquiry of In-Service English Teacher at Professional Education Program Universitas Muhammadiyah Makassar” Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (Supervised by Nunung and Hj. Ilmiah)

This research aimed to find out the kind of the self-reflective from mostly used by in-service English teachers in doing reflection and to find out the result of self-reflective inquiry affect the teaching and learning process.

The research applied qualitative methods by conducting interviews and observations method. The sample of this research was purposive sampling technique, which consist of 5 in-service English teacher who attend PPG.

The result of the research showed that There are two self-reflective mostly used by the teacher, it's called DEAL (Describe, Examine, and Articulate Learning) and 4F (Facts, Feelings, Findings, and Future). Self-reflection in relation to efforts to develop professionalism is also in line with other studies in the context of psychology which show that self-reflection can have a positive impact on human self-development. This is associated with development efforts self-awareness that must be seen as something fun, a valuable experience to explore one's potential and use it as a basis for taking an action and there are many results obtained from self-reflection starting from the teacher that help to improve teacher's professional in teaching, help the teacher to adapt new curriculum and new learning strategies, will show the success or failure of the teacher in teaching, and the teacher can evaluate the learning process, determine the necessary parts maintained, developed, or need to be modified. Then for learning process that help the teacher can seek creative solutions to overcome the problem in learning process, the reflection process supports centered learning on students, and help in realize there is always an opportunity for more improve the effectiveness of learning in the classroom. And for student that help to increasing student's interest in learning, train the student to think critically in problem solving, and increasing student achievement.

Keywords: Self-Reflective, DEAL, 4F, Teacher Professional Education Program

ABSTRAK

NURHAFIFA. 2023. “Investigating the Self-Reflective Inquiry of In-Service English Teacher at Professional Education Program Universitas Muhammadiyah Makassar” Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, dibimbing oleh Dr. Nunung Anugrawati, S.Pd., M.Pd. dan Dr. Hj. Ilmiah, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui jenis refleksi diri yang paling sering digunakan oleh guru bahasa Inggris dalam masa percobaan dalam melakukan refleksi dan untuk mengetahui hasil dari refleksi diri yang mempengaruhi proses belajar mengajar.

Penelitian ini menggunakan metode kualitatif dengan melakukan wawancara dan observasi. Sampel dari penelitian ini menggunakan teknik purposive sampling, yang terdiri dari 5 orang guru bahasa Inggris yang sedang mengikuti PPG.

Hasil penelitian menunjukkan bahwa ada dua refleksi diri yang paling banyak digunakan oleh guru, yaitu DEAL (Describe, Examine, and Articulate Learning) dan 4F (Facts, Feelings, Findings, and Future). Refleksi diri dalam kaitannya dengan upaya pengembangan profesionalitas juga sejalan dengan penelitian-penelitian lain dalam konteks psikologi yang menunjukkan bahwa refleksi diri dapat memberikan dampak positif bagi pengembangan diri manusia. Hal ini terkait dengan upaya pengembangan kesadaran diri yang harus dipandang sebagai sesuatu yang menyenangkan, pengalaman berharga untuk menggali potensi diri dan menggunakannya sebagai dasar untuk melakukan suatu tindakan dan ada banyak hasil yang diperoleh dari refleksi diri mulai dari guru yaitu membantu meningkatkan profesionalisme guru dalam mengajar, membantu guru mengadaptasikan kurikulum baru dan strategi pembelajaran yang baru, akan menunjukkan keberhasilan atau kegagalan guru dalam mengajar, dan guru dapat melakukan evaluasi terhadap proses pembelajaran, menentukan bagian-bagian yang perlu dipertahankan, dikembangkan, atau perlu dimodifikasi. Kemudian untuk proses pembelajaran yang membantu guru dapat mencari solusi kreatif untuk mengatasi masalah dalam proses pembelajaran, proses refleksi mendukung pembelajaran yang berpusat pada siswa, dan membantu dalam menyadari selalu ada kesempatan untuk lebih meningkatkan efektivitas pembelajaran di kelas. Dan bagi siswa yaitu membantu meningkatkan minat belajar siswa, melatih siswa untuk berpikir kritis dalam memecahkan masalah, dan meningkatkan prestasi belajar siswa.

Kata Kunci: Refleksi Diri, DEAL, 4F, Program Pendidikan Profesi Guru (PPG)

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The researcher is fully aware that this thesis is still far from being perfect, for that the researcher expects constructive criticism and suggestions from the readers. Hopefully this research can be useful for readers and other researchers.

Makassar, 03 Juni 2023

The Reseacher

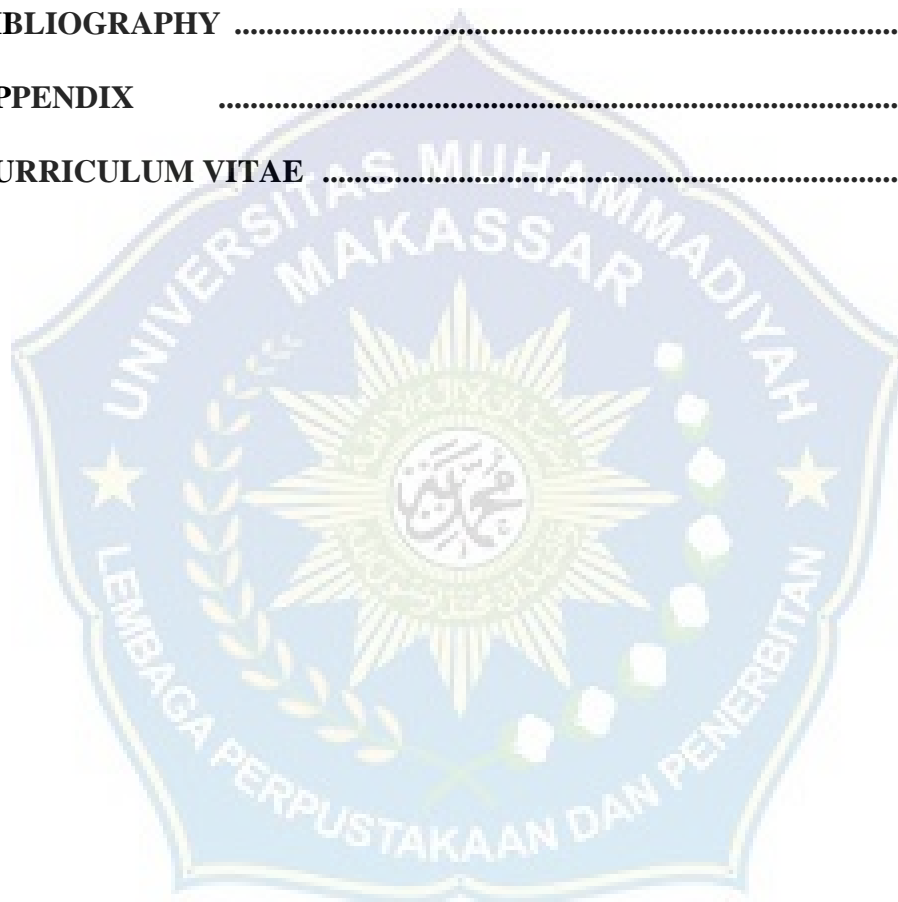
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CHAPTER I

INTRODUCTION

A. Background

Education is a number of experiences that influence attitudes, habits and knowledge related to the health of individuals, communities and nations (Machfoeds and Suryani, 2007). Education is a need that must be fulfilled for capital to live in society. Education can be done inside and outside of school. Humans cannot develop without education (Dwi Siswoyo, 2011).

The success of education can be determined by several factors, one of which is the teacher. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education, while professionals are jobs or activities carried out by a person and become a source of life income that requires expertise, proficiency, or skills that meet certain quality standards or norms and require professional education (Law No. 14 of 2005 article 1). Teachers have a position as professionals in primary education, secondary education and early childhood education in formal education channels (Law No. 14 of 2005 Article 2 paragraph 1). there are several ways to improve the professionalism of a teacher, one of which is by conducting self-reflective inquiry.

Reflective practice is the ability to reflect on one's actions so as to take a critical stance or attitude towards one's own practice and that of one's peers, engaging in a process of continuous adaptation and learning. According to one

definition it involves "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight". A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential. Reflection is therefore one way that Indonesian teachers can improve their professional roles and responsibilities. Bowman (1989) says that self-reflection is a major element of professionalism. Bowman's opinion is reinforced by Loughran's (2005) statement that reflecting on teachers' professional practices, especially learning and teaching, is an important factor in the formation of innovation and revolution in classroom learning. Even today, teacher self-reflection in the context of continuous professional development is a key concept in teacher education.

Based on some of the explanations above, the researcher interested in conducting research with the title "Investigating the Self-Reflective Inquiry of In-Service English Teachers". The reasons why this study to be search because there are some models of self-reflective inquiry and this study I want to investigate what kind of models that the teacher use to improve or develop his/her professionalism as a teacher when learning in the classroom.

Problem Statement

Based on the background above, the problem of the research can be formulate in the following questions:

1. What kind of the self-reflective from mostly used by the teacher's in doing reflection?

2. How do the result of self-reflective inquiry affect the teaching and learning process?

B. Objectives of the Research

Based on the problem statement above, the researcher formulated to objective of the research, as followed:

1. To find out What kind of the self-reflective from mostly used by the teachers in doing reflection
2. To find out How do the result of self-reflective inquiry affect the teaching and learning process

C. Significance of the Research

The result of this research expected to be useful information for many people such as:

1. The teacher

The researcher hopes that teachers can improve their professionalism and competence through self-reflective inquiry, especially teachers who are undergoing pre-service and in-service Teacher Professional Education Program (PPG).

2. The Researcher

The use as reference material for future researchers

D. Scope of the Research

This research limited on kinds self-reflective inquiry of in-service English teacher and the result of the self-reflective inquiry for the teacher.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Finding

Several studies already conduct about the previous findings by some researcher, many studies have been performed by the research related in used strategies, method, technique or media in improving students' ability in learn English. There were some researches related to this research.

The first Kholis & Madya, 2020, "Reflective Teaching Practice among EFL Teachers in Special Region of Yogyakarta" Implementing reflective teaching enables teachers to enhance their professional development. Considering this role, this study aimed to find out how much EFL teachers have practiced reflective teaching and its relation with gender, length of teaching, and brain hemisphere dominance. This is a quantitative study which followed the correlational approach. The data collection was obtained by distributing the instruments of this study namely: the questionnaire and the quiz. The data in this study were collected from the EFL public Senior High School teachers in the Special Region of Yogyakarta.

The second Abdullah & Nawi, 2022, "Reflective journal is used by the pre-service teachers (PSTs) to reflect on their learning and teaching experiences in the classroom but they lack writing it in a more critical way. This study aims to explore the common stages of reflective practice among the PSTs using a six-stage framework. The methodology utilised a case study involving a purposive

sampling of a group of 20 participants in an institute of teacher education in Malaysia. The instruments were observations, reflective journals and interviews. The journals were analysed using content analysis by following the framework of reflective practice. The findings indicated that the PSTs reflected mostly at the lowest stage of 'Describing' compared to the highest stage of 'Developing'. It is also interesting to note that the PSTs reflected more deeply after they were able to project their feelings and receive peer feedback. The six-stage framework used in this study not only provides the PSTs a guideline to reflect deeply, but also allows them to develop their future roles as teachers. The implication is for the policy makers and educators to include the proposed framework in the course syllabus and it is recommended for the PSTs to use it as a guideline in developing their reflective practice.

The third research by Radhakrishnan, (2020) Self-Reflection is the evaluation process to comprehend the ability of an individual. It is an essential practice to be employed in the Second Language Classroom (SLC) to foster self-knowledge and self-judgement in the teaching and learning process. Self-Reflective Practice involves the learners to monitor and critically evaluate their performance, and metacognition plays a crucial role in this domain. The paper proposes the necessity to effectuate Self-Reflective Practice of SL learners by promoting their metacognitive knowledge: Person Knowledge, Task Knowledge and Strategy Knowledge. This in turn, promotes the learners to analyse their own competence and skills, and augment their performance according to their learning needs. The paper further explores the role and intervention of teachers

to hone the Self-Reflective practice of SL learners. Eventually, this potential exercise capacitates the learners towards Self-Directed Learning.

The forth research by Prihatmi (2022). This article aimed at sharing the experiences of teaching English for Specific Purpose (ESP) for mechanical engineering students online during the COVID-19 pandemic. The aspects covered in this reflective thinking were the learning objectives, teaching strategies, student perceptions, and the learning problems and results from the author's classroom. By using a narrative inquiry, the data used in this study were the teaching-learning documents, student's video project, and journal records. As the result, this study found that students' social environment at home affected their learning styles and outcomes. The author also suggests that other ESP teachers conduct more research on reflective practices that can help developing learning strategies and technology implemented in their course.

Based on some of the findings above, the researcher provides similarities between the findings of the researchers above and the researchers themselves that self-reflective can improving someone specially teacher's professional, competence, skill and their ability in teaching and their interaction with the student. Self-Reflection is the evaluation process to comprehend the ability of an individual. It is an essential practice to improving their professional in their work. Reflective Teaching Practice enables teachers to enhance their professional development. It's allows them to develop their future roles as teachers. Self-reflective for English teachers refer to the teachers that can plan, implement, and evaluate in teaching English. Through reflecting,

the teachers become more self-directed in evaluating on their teaching process. They become more reflective. For more research on reflective prove that practices self-reflective can help developing learning strategies and technology implemented in their course.

B. Some Pertinet Ideas

1. The Definition of Teacher Professional Education Program (PPG)

Education is a very influential factor in society and the development of Indonesia. Education is a human right; every living being has the right to get proper education to be able to develop and survive in this modern and competitive world. Education can increase our self-understanding and knowledge of certain things, making us aware of the social environment and the regulations around us. To improve Indonesian human resources, the government must start by improving the education system. The most important aspect in educating the next generation is the role and quality of educator or teacher. For this reason, the government needs to prepare professional educator, usually known by the name of “teachers.”

Teachers are like the tip of the spear in the government's plan to educate the nation. Students may not be able to learn or improve their knowledge and abilities on their own. Being a teacher is a profession. The year 2005 was a milestone in the appreciation and protection of the teaching profession in Indonesia. In 2005 the Indonesian Government passed the Constitution Number 14/2005 regarding Teachers and Lecturers (Indonesian Ministry of Research, Technology and Higher Education, 2018). The Constitution defines a teacher as

a person who provides knowledge to students and who has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early education, formal education, basic education, middle education. From the definition of teacher above it can be concluded that being a teacher is a tough task. Teachers are referred to as professional educators, meaning that teacher's work can only be done by someone who has academic qualifications, competencies, and educator certificates according to certain types of education. Therefore, not everyone can become a teacher.

As mentioned above, there are five requirements to become a teacher, two of which are having four competencies of a teacher and having an educator certificate. According to Emron, Johny, and Imas (2017: 140) stated that "competency is an individual's ability to carry out a job properly and has advantages based on matters relating to knowledge, skills, and attitudes." The formulation of teacher competencies developed in Indonesia has been written in the Constitution Number 14/2005 Article 10, Paragraph One. It says that teacher competencies include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through the teacher certification program (Indonesian Ministry of Research, Technology and Higher Education, 2018).

According to Constitution Number, 14/2005 on Teachers and Lecturers: (1) pedagogical competence is the teacher's ability to manage student learning. (2) Personality competence is that the teacher has a solid personality, has a noble character, is wise and dignified, and is a role model and role model for his

students. (3) Social competence is a teacher's ability to communicate and interact effectively and efficiently with students, guardians or parents of students, fellow teachers and the surrounding community. (4) Professional competence is the ability to master teaching material broadly and deeply.

The explanation of teacher competencies is further outlined in the regulation of Ministry of National Education Number 16/2007 concerning academic qualifications and teacher competency. The regulation states that every teacher is required to meet academic qualifications and teacher competencies. Furthermore, as stated in Article Four, Paragraph One, the Educator Certificate for teachers is obtained through Teacher Certification (PPG) Program organized by the universities that have an accredited education personnel procurement program, both organized by the Government and the Community, and held by the Government.

Almost all LPTKs (Educational Institutions for Educational Personnel) and state-owned universities having the Faculty of Educational Science have been appointed to organize the PPG program. One of the universities that organize teacher certification programs in Indonesia is Universitas Muhammadiyah Makassar (UNISMUH). PPG program at Unismuh has been running for several years. This program is addressed for all in-service teachers including English language teachers.

Pre-service certification program is a program intended for teacher candidate who have met the academic qualifications requirements of S-1 / D-IV and will apply to become teachers. Whereas in-service certification program is a program intended for currently serving teachers. In-service teachers consist of civil servants and non-civil servant teachers who have taught at education units,

whether it is held by the central government, regional governments, or community education providers who have work agreements or collective work agreements.

2. The Definition of Pre-Service and In-Service

a) Pre-Services

Pre-service teacher education program aims to prepare undergraduates students to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). So, based on that, pre-service teacher is the undergraduate students from the university that had done every material that has relation with education to some school, it can be as a teacher in senior high school or junior high school and they only teach for several month in the school that they are choose.

Pre-service teacher is the most challenging experience, because only for several months, they have to teach the students based on their study program. During their teaching experiences, they have to implement the teaching strategies or methods, theories that they have been studied in their college. In the teaching process, they have to apply the strategies that have been studied based on the condition in the class to make the students enjoy and acquire easier the materials. On the words, pre-service teacher is a teacher training before they under taken the teaching.

b) In-Service

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like

B.Ed makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

There are formal and informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for overall proficiency and betterment.

According to Lawrence, "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

3. Self-Reflective Inquiry

a. Concept of Self-Reflective Inquiry

Reflective is an integral part of evaluation. It explores human being's experiences of what have been done. The aim of this research is to discover the

conceptual model and the empirical model of self-reflective model for English teachers. It is hoped that the English teachers be more efficient in teaching. Reflective is also able to dig out the transcendent meaning of human experience. As a teacher, reflective is used in order to look back at the experience in teaching in order to have better teaching for self-actualization. The teachers become aware of their experiences and do self-reflection.

The teacher is hoped to be able to master those competences for self-improvement that can give better impact on the teaching-learning process. The 2013 curriculum also plays an important role in the teachers' self-reflective. This curriculum is the newest curriculum in Indonesia. Hence, the teachers have to master this curriculum in relation with the Act No.14 Year 2005 about teaching competences. The teacher integrates 2013 curriculum such as scientific method, authentic evaluation, and competence-based.

1. Definition of Self-Reflective Inquiry

Being reflective can enrich the personal experience, and teachers will become more aware of what they do while making a better change as well as becoming adaptive to the changing situation.

The concept of reflective practice has been encouraged in Asia, including in Indonesia (Lubis, 2017). It is chained as an aspect of teachers' professionalism. Teachers' professionalism has always been an important concern for the Indonesian government in its education. For instance, in the implementation of the Curriculum 2013, it mentions teachers must be

reflective. Doing reflection by self-evaluation and self-observation will keep them develop their quality as a teacher.

Nunan (1996: 120) states that “reflective on ones’ teaching, and, in the process, developing knowledge and theories of teaching is an essential component in this lifelong process”. Nunan added that reflective involves planning, implementation, and evaluation of teaching in the process of reflection.

Dewey J (1933) was among the first to write about reflective practice with his exploration of experience, interaction and reflection. Soon thereafter, other researchers such as Kurt Lewin and Jean Piaget were developing relevant theories of human learning and development. The phrase “reflective inquiry” is made up of two words. Reflection means serious thought or consideration. And inquiry means investigation or an act of asking for information. In the context of coaching, reflective inquiry refers to when the coach enables the client to think about their situation in a deeper way, see things in a new light and possibly develop new perspectives.

2. Kinds of Self-Reflective Inquiry

There are some kinds of self-reflective inquiry for teacher to increasing their professional teaching:

a) DEAL (Describe, Examine, and Articulate Learning)

Ash & Clayton (2009) define critical reflection as “evidence based examination of the sources of and gaps in knowledge and practice with

the intent to improve on both.” The three steps of the DEAL model are Describe, Examine, and Articulate Learning. The DEAL model works well for experiential, civic, or service learning related activities.

- 1) **Describe** : Objectively describe an experience
- 2) **Examine** : Examine the experience by category of learning goal, such as personal growth, academic enhancement, or civic engagement
- 3) **Articulate Learning** : Using responses in steps 1 and 2, verbalize what learning has occurred, linking it back to the original learning objective

b) 4F (Facts, Feelings, Findings, and Future)

This framework is designed by (Greenaway Roger : 2018) , an expert on training teachers and facilitators. By working through the four levels of this model, you will have critically examined the situation you want to review and reflect upon, while thinking about how to use what you have learned in the future, the four F's are:

- 1) **Facts**: An objective account of what happened
- 2) **Feelings**: The emotional reactions to the situation
- 3) **Findings**: The concrete learning that you can take away from the situation
- 4) **Future**: Structuring your learning such that you can use it in the future

c) 5R (Reporting, Responding, Relating, Reasoning, and reconstructing)

The 5R framework, the 5R framework was developed by Bain et al and allows for critical reflection on an experiencing by focusing on the five core stages to make sense of a learning experience. The 5 stages are:

- 1) **Reporting** of the context of the experience
- 2) **Responding** to the experience (observations, feelings, thoughts, etc.)
- 3) **Relating** the experience to knowledge and skills you already have
- 4) **Reasoning** about the significant factors/theory to explain the experience
- 5) **Reconstructing** your practice by planning future actions for a similar experience

Sometimes ‘reporting’ and ‘responding’ are presented as one interlinked level. A number of helpful questions as well as key components are outlined below for each of the stages. You don’t have to answer all of them, but they can guide you to what sort of things make sense to include in that stage. You might have others questions that work better for you.

3. Advantages of Self-Reflective Inquiry

All teachers know that self-reflective is a hugely important part of the profession. To show you exactly how this process can help improve your

performance in the classroom, we're discussing 5 of the key benefits of self-reflective for teachers. Reflective teaching can be seen as a means by which teachers can develop a greater level of self-awareness about their actions and behavior while teaching (Cimer, et al : 2013)

a) Aid Professional Development

For instance, self-reflective can help you to identify strengths and weaknesses within a lesson plan to improve the way you teach any given curriculum area. It'll also give you the opportunity to determine how you can develop your skillset to progress your professional development as a teacher. As Rahman's (2014) statement that Self-reflection can also help teachers to explore their potentials, improve their weaknesses and find the solutions they need for development.

b) Create a Student-Centered Learning Environment

Being reflective and adapting your teaching to suit your students is a key part of putting your students' best interests first. Not to mention, if you're actively engaging in self-reflective, you can pass this process onto your students and encourage them to become more reflective learners too. Loughran (2010) shows how teachers can engage their students in ways that create a real 'need to know', and a desire to become active learners.

c) Increases confidence

Contrary to popular belief, reflecting on your teaching performance isn't *all* about what you did badly. Yes, it's important to

focus on areas that need improving, but it's also important to focus on what you did well and why it worked so that you can replicate it across other lessons and adapt it when teaching other classes.

d) Encourages Honesty

Whilst reflection isn't entirely focused on what could be improved, it is important to be honest so that you can make real progress. And whilst it's great to be confident in your ability, Reflective practitioners are important self-knowledge in professional educators (Bowman, 1989). There's *always* room for some sort of improvement.

e) Keep Lesson Current

Reflective is an important part of keeping your teaching relevant to your students, so you can improve their focus and learning. It encourages you to be innovative and keep up to date with new practices and strategies which might help tackle any areas you feel you need to improve on.

As a teacher, it's easy to get stuck in your ways, especially if you're teaching similar content year on year. There's always a new spin to be considered though, and this may help your teaching resonate better with your students. Self-reflective will help you to find and implement your new ideas in the most effective ways.

4. The correlation between Teacher professional education program and Self-Reflective Inquiry

Firstly, related to the situation where the reflective teaching practice becomes uncommon for the pre-service teacher and in-service teacher in Indonesia is quite contradictory with the demand from the government's line which already stated in the curriculum and the national education regulation. Arose from that point, this study intends to seek the quality of the teachers' reflective practice by investigating and exploring the level of their reflection. Since their understanding of reflective teaching will be translated into how they perform their instructional setting, it can be the monitor of the level of reflection they are in, and it is affected by their comprehension of what responsibility they have (Burton, 2009).

Teachers' self-reflective is used for better self-progress in teaching. The teachers look back at their own teaching whether their teaching has correlation with the goal of teaching and also look back whether their teaching competences have been well developed and prepared the students to work globally in the future or not (Ratnaningsih, 2015).

This teachers' self-reflection model has the ultimate goal for efficiency and self-actualization. The first is efficiency. The teacher's self-reflection model has to be effective so that it can improve the teacher's affiance in the teaching-learning process. The second is self-actualization. The teacher who has done self-reflection is hoped to have self-awareness of the teachings' experience. It leads to the promotion of equity in teaching and autonomy (Bismoko, 2014). The teacher can have the same perspective of equity in teaching competences. It empowers the

teacher to have better teaching which at the end they can have self-actualization on how the best teaching to improve their competences.

C. Conceptual Framework

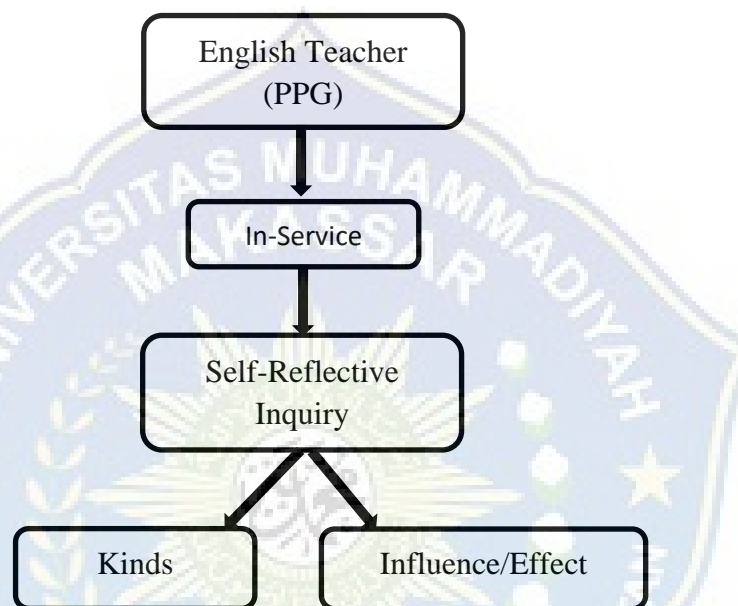


Figure: 2.1: Conceptual Framwork

This research aims to investigate the kinds of self-reflective inquiry from in-service PPG teachers, because there are many models in self-reflection, so researchers want to investigate what kind of models mostly use by the teacher and what are the benefits of doing self-reflection for teacher on improving their professional and competence in teaching process and the influence/effect of self-reflective.

In this study, in-service teachers were studied because they have more teaching experience and have gone through various learning processes.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present about the research design, subject of the research, research instrument, data collecting technique, and data analysis technique.

A. Research Design

Research design is a research method used to find the kinds of self-reflective inquiry answers to the research problem. In this study, researchers used qualitative methods by conducting interviews and observations. Determine the result of self-reflective inquiry, on teacher professional education program. This method was chosen because the researcher went directly to take samples from the existing population, and this research method was easier to do, so it accelerated the research process. In this study, the method used in data collection was structured interviews.

B. Subject of the Research

The research subjects used self-reflective inquiry in this study was the teacher's professional education program of Universitas Muhammadiyah Makassar. These subjects were chosen as informant to find out the kinds of self-reflective inquiry and the result of self-reflective of in-service English teacher. This research was conducted using purposive sampling technique to obtain the

data in this study, because to obtain a sample that represents the objectives of the research being conducted and meets the criteria in providing information. The subject and there are 5 teacher of PPG that the researcher used as a subject.

C. Research Instrument

In this research, the research used two instruments for collecting data, as follow:

1) Observation

Observation was used to find out the teacher's data about their self-reflective model in improving their professional in teaching.

2) Interview

Interviews are conducted by researcher if researcher obtained data from informant. This type of interview was a structured interview. The structured interview is a type of interview where we can prepare a list of questions to be developed by the researcher. In this interview, the researcher gave 11 questions to 5 teacher professional education program.

D. Data Collection

This study, there were several steps taken by researchers in collecting data, and these steps were:

1. The researcher contacted the research subject to ask for consent to conduct the interview.

2. After the research subject agreed to be interviewed, the researcher proposed a schedule to conduct the interview.
3. Then the researcher met with the research subject to conduct an interview.
4. The researchers recorded the results of interviews which will then be processed by researchers.

E. Data Analysis

Data were analyzed using several appropriate steps the theory of Miles, Huberman, and Saldana (2014) are to analyze data in three steps: data condensation, presenting data (data display) and drawing conclusions or verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data.

a. Data reduction

Data reduction is one of the qualitative data analysis techniques. Data reduction is a form of analysis that clarifies, categorizes, directs, discards unnecessary and categorizes data in such a way that final conclusions can be drawn.

b. Data presentation

Data presentation is one of the qualitative data analysis techniques. Presentation of data is an activity carried out when the collection of information is arranged so as to give the possibility of drawing conclusions.

c. Drawing conclusions

Drawing conclusions is one of the qualitative data analysis techniques. Drawing conclusions are the results of the analysis that can be used to take action.

BAB IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of the research. The findings of the research cover the answer the two research question : (1) What kind of the self-reflective from mostly used by the teachers in doing reflection? (2) How do the result of self-reflective inquiry affect the teaching and learning process?. The discussion of the research cover further explanation of the fiindings.

A. Findings

The research was carried out through observation and interviews with research subject were five English teachers who follow the professional education program of Universitas Muhammadiyah Makassar.

1. Kinds of Self-Revlective Mostly Used by the In-Service English Teacher

English teacher have to be reflective in the process of teaching. Nunan (1996: 120) states that “reflective teachers are ones who are capable of monitoring, critiquing, and defending their actions in planning, implementing, and evaluating language programs”. In this case, reflective English teachers refer to the teachers that can plan, implement,

and evaluate in teaching English. Through reflecting, the teachers become more self-directed in evaluating on their teaching process. They become more reflective. Reflection is included in the evaluation. Evaluation can be done individually that is called self-evaluation. Self-evaluation can be in the form of checklist in order to analyze the teaching-learning process (Nunan, 1996: 238).

There are four Self-Reflective Mostly Used by the In-Service English Teacher there are :

a. DEAL (Describe, Examine, and Articulate Learning)

There are many self-reflective models that are applied by teachers in carrying out the learning process in the class and in dealing with the problems that arise during the learning process, one of them is DEAL. This self-reflective model start with the teacher describe an experience, examine the experience by category of learning goal then articulate of learning to make plans for future improvement.

In this model, teacher describe their experience in English teaching. Teacher objectively describe like when/where did the teaching take place, who was they teach, how the teaching going on.

In the process, teachers shared some of their experiences in teaching, which helped them to analyze the classroom situation.

"Dari beberapa bulan yang lalu mengikuti PPG saya mendapatkan hal baru bahwa yang akan saya ubah lebih kepada metode pembelajaran yang akan saya terapkan mungkin seperti, jadi klo misalkan dulu lebih ke metode konvensional ataupun lebih banyak

menggunakan metode ceramah, sekarang di perbaharui dengan metode2 yang lebih sesuai dengan minat siswa atau ketertarikan siswa.

(I what I will change is more about the learning methods that I will apply, maybe like, so if for example in the past it was more conventional methods or more use of the lecture method, now it is updated with methods that are more in line with student interests or student interests.)” (Teacher 2 no. 2)

Then they analyze the experience by comparing it to the goals/plans that they have been made before. What academic skills did I use/should I have based on that experience or what method suits to the experience.

“Masalah-masalah yang sering dihadapi tentu banyak salah satunya bahwa dalam me-menage atau mengatur siswa...dan kemampuan gurunya menyesuaikan strategi atau metode pembelajaran yang kurang tepat

There are many problems that are often faced, one of which is in managing students...and the ability of teachers to adjust learning strategies or methods that are not appropriate”. (Teacher 2 no. 10)

During the teaching process, teachers find several problems that need to be analyzed so that these problems can be resolved. There are many things that teachers can do in solving problems in the classroom such as organizing the class or applying methods that are suitable or appropriate.

“karena mata pelajaran saya adalah bahasa inggris maka metode yang sering saya gunakan adalah games dan metode demonstrasi (because my subject is English, the methods I often use are games and demonstration methods.)” (Teacher 5 no. 9)

The last step of this model, teacher's articulate of learning to make plans for future improvement. Thus, the learning process is more enjoyable and can increase students' interest in learning.

*“Sejauh ini, yang telah saya terapkan dalam kelas proses pembelajaran siswa lebih banyak menyukai metode pembelajaran berbasis projek atau project based learning...Jadi minat siswa lebih terbangun dari pada di suruh mengerjakan atau berpikir...
(So far, what I have implemented in the classroom learning process, students prefer the project-based learning method...So students' interest is more developed than being told to do or think....)”*
(Teacher 2 no. 9)

One of the most powerful ways to attract students' interest in learning is to involve them directly in the learning process, because students are more interested in acting than thinking. That's why the ability to find the cause of the problem must be owned by a teacher.

*“Mencari tau akar permasalahannya kemudian mencari solusi yang tepat seperti apa misalnya kalo siswa minim kosa kata berarti ditingkatkan penguasaan kosa katanya melalui video atau flascard jadi siswa bisa mengetahui kosa kata
“Finding out the problem and then finding the right solution, for example, if the students lack vocabulary, it means increasing the mastery of vocabulary through videos or flashcards so that students can find out vocabulary.”.* (Teacher 2 no. 11)

The main benefit of this model is that it helps teachers in gaining a deeper understanding of self, profession and how they can become effective, efficient teachers, and make students successful in study. Besides that, self-reflection can also help teachers to explore the potentials that exist within, improve weaknesses and look for solutions that are they need for their professional development.

b. 4F (Facts, Feelings, Findings, and Future)

Self-reflection for teachers is a process of self-evaluation to improve self-ability in improving their teaching skill. The benefits of the teacher-reflection results for the improvement and development of learning English subjects.

4f is an example of self-reflective developed by Dr. Roger

Greenaway to assist teachers in self-reflection. It consist of four step

1) Facts

The teacher tells about experiences during carrying out learning when implementing real action in class. Then, what things have been experienced in the process.

“Pada saat mengajar bagi kami yang mengajar dijenjang SMK tentunya karakter siswa SMK ini jauh lebih dominan praktek dibanding teori. Nah pada saat kita menjelaskan di dalam kelas itu, itulah yang menyebabkan siswa itu kurang bersemangat karena lebih dominan praktek di banding mendengarkan penjelasan teori...(When teaching for those of us who teach at the SMK level, of course the character of SMK students is far more dominant in practice than theory. Now when we explain in the classroom, that is what causes students to be less enthusiastic because they are more dominant in practice than listening to theoretical explanations.)”(Teacher 3 no. 3)

The teacher explained the experiences he had during the learning process, starting from how the characters of the students they taught and the habits of the students that would sometimes make the teacher uncomfortable unhappy.

“Sebagai seorang guru, ada banyak hal yang kadang membuat kita tidak senang dengan perilaku dan kebiasaan dari siswa dan saya pribadi sangat tidak menyukai ketika da siswa yang tidak

beretika, keluar masuk kelas semaunya, tidur dalam kelas dan tidak sopan terhadap guru (As a teacher, there are many things that sometimes make us unhappy with the behaviour and habits of students and I personally really dislike it when there are students who are not ethical, go in and out of class at will, sleep in class and are disrespectful to teachers.)” (Teacher 5 no. 3)

Next, write down the obstacles and difficulties experienced.

Furthermore, the teacher's solution in overcoming these obstacles.

2) Feelings

In the next step is to tell how you feel during the learning process. The teacher explains the feelings that arise during his/her teaching process and the reasons why these feelings arise.

“Untuk saya pribadi saya tidak menyukai siswa yang tidak beretika dalam kelas...(For me personally, I dislike students who are not ethical in class)” (Teacher 5 no. 4)

Sometimes as teachers, they will feel very disrespected when there are students who pay less attention to the material being taught. This shows that students are not very interested in following the material that is being taught.

“Yang tidak saya sukai saat mengajar adalah ketika saya memberikan materi, anak-anak terlihat kurang memperhatikan dan kurang meminati...(What I don't like about teaching is that when I give the material, the children don't seem to pay attention and are less interested..)”(Teacher 4 no. 3)

When a teacher is able to manage his feelings, then the teacher can be said to be professional because he is able to teach with whatever feelings he feels. A professional teacher is a

teacher who is able to control his or her emotions during the teaching process.

3) Findings

Findings is telling what has been learned today. Elaborate also with the most memorable learning. Tell what the teacher has got during the learning process.

“Pelajaran yang saya dapatkan bahwa Guru Harus selalu mengasah kemampuan 4 kompetensi Bahasa Inggris seperti speaking, writing, listening dan reading dari hal-hal yang baru atau terkini...(The lesson I learnt was that teachers must always hone their skills in the four English competencies of speaking, writing, listening and reading from new or current events)” (Teacher 1 no. 5)

Through the training that a teacher participates in, a lot of new knowledge can help them in planning and creating more interesting and enjoyable learning for students. Teachers will find a lot of useful knowledge to apply during the teaching process.

“Dari beberapa bulan yang lalu mengikuti ppg saya mendapatkan hal baru bahwa yang akan saya ubah lebih kepada metode pembelajaran...(From participating in ppg a few months ago, I learnt something new that I will change more about the learning method)” (Teacher 2 no. 2)

During the learning process, the teacher finds many things that can be used as a teacher’s evaluation tool in the learning process. So that the teacher understands what he will do in the next lesson.

“Sejauh ini, yang saya lihat dalam proses pembelajaran siswa lebih banyak menyukai metode pembelajaran berbasis proyek atau project based learning...Jadi minat siswa lebih terbangun dari pada di suruh mengerjakan atau berpikir...(So far, what I have seen in the learning process is that students prefer the project-based learning method...So students' interest is more developed than being told to do or think)” (Teacher 2 no. 8)

Finding problems in the learning process is very important for a teacher. It helps the teacher to determine what method is suitable to be applied. Because each class has a different character and interest in learning the subject is also different.

4) Future

In the future the teacher tries to fix some of the problems found in the learning process in the classroom. Including the application of what methods are suitable for the class they teach.

“yang akan saya lakukan pada tahun depan adalah saya akan mengikuti berbagai kegiatan yang akan meningkatkan profesional sebagai seorang guru sehingga ini bermanfaat untuk menjadi guru yang lebih profesional (what I will do next year is that I will participate in various activities that will improve my professionalism as a teacher so that it will be useful to become a more professional teacher)” (Teacher 5 no. 8)

efforts that can be made by teachers to improve their competence as a teacher such as attending various kinds of teacher training and learning more about strategies, methods, and better ways of teaching.

“Jadi untuk masalah mengubah cara mengajar ditahun lalu yang akan saya ubah tentunya dari cara mengajar dari segi strategi dan metode maupun teknik-teknik penelaian yang masih belum

maksimal dari tahun-tahun sebelumnya (So for the problem of changing the way of teaching in the past year, what I will change is of course the way of teaching in terms of strategies and methods as well as assessment techniques that are still not optimal from previous years)” (Teacher 3 no. 2)

A teacher must be able to solve the problem in the classroom, such as students who are not interested in the subjects we teach or students who are less able to absorb the material.

2. The Result of Self-Reflective Inquiry Effect for The Teacher and Learning

From the various types of reflection used by English teachers, it can be seen that doing self-reflective is very beneficial for teachers in the learning process in the classroom. This allows teachers to be able to evaluate themselves and their students. From the results of interviews with English teachers, they mentioned several effects of conducting Self-Reflective Inquiry, including:

- a. The process of reflection is a step of self-development to improve teacher's professional in teaching. Reflection process will help teacher maintain curiosity in personal learning activities, and develop habits of inquiry that drive self-change and continuous improvement in teaching practice.

Self-reflective teachers will continue to make changes that can have a positive effect on the teaching and learning process in the classroom. The changes are based on the teacher's desire to do the best for the learning process.

- b. As teachers adapt to the new curriculum and new learning strategies, the process of reflection can help teacher in the process of adjusting the mindset. Thus, the teacher is able to carry out the process critical analysis of new information and the effectiveness of its application in learning, so the level of student's understanding will be more developed.

Teachers who teach based on the curriculum will carry out learning according to what is mandated. Understanding the curriculum will make it easier for teachers to plan, compile indicators of competency achievement, carry out learning steps systematically, and be able to apply various fun learning methods. Well-organised learning will result in quality learning.

- c. The reflection process that has been carried out certainly will show the success or failure of the teacher. Failure is certainly important and useful for teachers to learn more and find out other strategies more effectively by reading or doing experiment.

Self-reflection will make teachers more familiar with their strengths and weaknesses. For example, during the learning process, do some students understand the content you deliver? If not, what shortcomings do you have? Did you not prepare enough learning media?

Have you given your best performance in service to learners?
All of these questions can be a starting point in the reflection process

carried out by teachers until they can finally map out their strengths and weaknesses. Ideally, teachers understood the strengths they have and the weaknesses they need to improve, especially in terms of learning.

- d. In the reflection process, the teacher can evaluate the learning process, determine the necessary parts maintained, developed, or need to be modified. So, the teacher has a broader insight and more careful consideration.

In evaluation activities, teachers are not only enough to assess the results that students have achieved from the learning process, but also must evaluate the learning process that has taken place before. the learning process that has taken place before. To be able to optimise its role as an evaluator the teacher is required to have skills about the implementation of the evaluation itself, starting from the concept, selection of evaluation models, preparation of evaluation instruments and evaluation models, preparation of evaluation instruments, to the evaluation report.evaluation. The information obtained from the implementation of learning evaluation learning evaluation is in turn used to improve the quality of the teaching and learning process in the future. teaching and learning process in the future.

Besides that, the teacher mention the result of Self-reflection can improving learning quality

- a) The reflection process will encourage the teacher to practice think critically about the results of lesson plans which has been prepared. Furthermore, the teacher can seek creative solutions to overcome them barriers and find innovative ways to improve their teaching skills.

Critical thinking can also develop properties or new possibilities that have existed before, and discover and imagine something that has not existed before. Teachers are said to have attitudes in creative thinking including originality/newness, and suitability for teaching.

- b) The reflection process supports centered learning on students. Student-centered learning is programs, instructional approaches, and strategies academic assistance that aims to fulfill learning needs vary in students, according to different interests, aspirations, abilities, and backgrounds. Reflection process involving feedback from students will provide information to the teacher to make contextual and meaningful lesson plans for student.
- c) The reflection process will align an educator's beliefs about learning activities and real experiences in the teaching and learning process in the classroom. Often, educators find that there is a mismatch between their assumptions and the reality of what happens in the classroom. For example, senior educators believe that a particular learning approach to a topic will always work to improve student understanding. Students' understanding. But with the process of self-

reflection, educators can realize that there are always opportunities to further improve the effectiveness of learning in the classroom.

As a teacher, it's easy to get stuck in your ways, especially if you're teaching similar content year on year. There's always a new spin to be considered though, and this may help your teaching resonate better with your students. Self-reflection will help you to find and implement your new ideas in the most effective ways and it help to interest the student in learning.

There the result of Self-reflection for student that teacher mention in interview:

- a. Increasing student's interest in learning, It is not just a matter of whether the student likes the subject or not. Rather, interest includes the student's attitude, motivation and engagement with the material.

Students' interest in learning can be different depending on many factors, such as personality, environment, and the material being taught. Students who have a high interest in learning tend to be more motivated to learn and achieve better than students who have a low interest in learning.

Educators must recognise students' learning interests to be able to provide the right curriculum according to students' interests. By optimising student learning interests, educators can improve student learning outcomes.

- b. Train the students to think critically in problem solving, help students think more about things by instilling a love for learning and a desire to understand how things work. Look for answers to all the "why" questions.

Students can look for answers by reading books, reading articles or journals on the internet, or even asking friends, family, or other people.

- c. Increasing student achievement, Related to external factors, teachers have an important role in influencing student learning achievement. The main task of the teacher is of course to educate, teach, and convey knowledge in accordance with their field of competence. From this, the learning process can be said to be very important or inseparable from learning achievement because almost part of the knowledge absorbed and received by students is obtained through the teacher's learning process in the classroom. How the teacher teaches, manages the class, uses media, and understands the characteristics of students is important in a learning process in the classroom so that the material can be well received and understood.

B. Discussions

In this part, the research discussed finding the kinds of kinds of self-reflective mostly used by the pre-service and in-service English teacher

obtained from the observation checklist and the self-reflective mostly used obtained from the interview

1. Kinds of Self-Reflective Mostly Used by the In-Service English

Teacher

From the five teachers, almost of them did self-reflective. It help them to improve their ability in English teaching.

"...Ini sangat berguna ketika saya mengajar dan mendukung untuk peningkatan cara mengajar saya (This is very useful when I teach and supports the improvement of my teaching methods)" (Teacher 3 No. 7)

According to the Rahman's (2014) statement, the teachers can make an assessment of themselves, whether they have done with the task as well as possible or not. So, the teachers will be able to know their weaknesses and strengths, and then they will encourage themselves to move to make improvements to their competencies. They used several types of self-reflective to improve their skills and professionalism in teaching, but the most widely used are deal and 4F.

a. DEAL (Describe, Examine, and Articulate Learning)

From the observations, shows that some teachers begin self-reflection by describing themselves and telling the experiences they gain while teaching.

"Dalam proses pembelajaran permasalahan yang pertama yaitu kurangnya kosa kata bahasa inggris kemudian siswa juga masih kurang percaya diri dalam mengungkapkan ide-idenya selain itu siswa juga merasa sulit untuk berbicara bahasa inggris, karena itu tadi kurangnya kosa kata dan tidak percaya diri...(In the learning process, the first problem is the lack of English vocabulary then students also still lack confidence in expressing their ideas besides

that students also find it difficult to speak English, because of that lack of vocabulary and not confident)” (Teacher 2 no. 9)

It is not enough for a teacher to only have experience in managing learning, but requires a lot of learning about how to teach and teach students by describing the weaknesses or shortcomings of their students. This is according to Darling-Hammond, Holzmant, D. J, et al., 2005's statement that a teacher must be able to utilize pedagogical knowledge, culture, language, subject matter, and learning to solve practical problems in class. This is of course not an easy job where every student comes to class with different characters and their respective weaknesses in receiving learning material.

Then analyze the experience by comparing it to the goals/plans that have been made before. They can develop new perspective and new ways in looking on their own action, and their own behaviour (Çimer et al., 2013)

“Dalam proses belajar mengajar seperti yang saya katakan tadi saya masih menggunakan metode konvensional atau cara-cara yang lama atau lebih ke teacher center. Kedapan saya akan menerapkan pembelajaran yang inovatif dan kreatif dan menjadikan siswa sebagai pusat pembelajaran atau student center atau lebih aktif student nya (In the teaching and learning process, as I said earlier, I still use conventional methods or old ways or more to the teacher centre. In the future I will implement innovative and creative learning and make students the centre of learning or student centre or more active students)” (Teacher 2 no. 6)

“Guru aktif mengikuti kegiatan MGMP Bahasa Inggris yang berfungsi sebagai sarana untuk saling berkomunikasi, belajar dan bertukar pikiran dan pengalaman dalam rangka meningkatkan kinerja guru sebagai praktisi perubahan pembelajaran di kelas (Teachers actively participate in MGMP English activities which

function as a means to communicate, learn and exchange ideas and experiences in order to improve teacher performance as practitioners of learning change in the classroom)” (Teacher 1 no. 8)

Last, Articulate learning. Allows teachers to capture their reflections so they can act on them. This can only happen if teachers can clearly articulate their reflection process. By answering questions such as: What did I learn? Why is it important? And what will I do now?

“Maka sebagai guru harus mencari kembali tips dan tricks yang lain. Dengan kemampuan yang lebih baik dalam memberikan feedback kepada siswa agar dapat belajar secara optimal (So as a teacher, you have to look for other tips and tricks. With a better ability to provide feedback to students so that they can learn optimally.)” (Teacher 1 no. 9)

”...misalnya kalo siswa minim kosa kata berarti ditingkatkan penguasaan kosa katanya melalui video atau flascard jadi siswa bisa mengetahui kosa kata (...For example, if students lack vocabulary, it means improving their mastery of vocabulary through videos or flascards so that students can find out vocabulary)” (Teacher 2 no. 10)

With self-reflection, teachers reflect that while in class, they can gain the necessary experience that can be used in teaching practicums, and practicing teaching simulations can help them to become professional teachers. This means they can look back on her experience during lessons, and she intends to perform better in the future by evaluating her teaching simulations directly.

self-reflective inquiry in which practitioners seek to solve problems, improve practice, and increase their understanding of their own context so as to develop their competence and teaching abilities.

b. 4F (Facts, Feelings, Findings, and Future)

The teacher tells the facts that have been experienced during the learning process. Starting from what happened, what benefits were obtained, and what obstacles and difficulties were encountered during the learning process.

“Pertama-tama yang akan saya ubah yaitu di rencana pelaksanaan pembelajaran (RPP) yang biasanya saya hanya men-copy paste dari teman-teman MGMP. Tahun ini Alhamdulillah ada perkembangan lebih baik lebih maju karena ilmu yang kami dapatkan dari ppg tentang bagaimana merancang perangkat (The first thing I will change is the lesson plan (RPP) which I usually only copy and paste from MGMP friends. This year, Alhamdulillah, there is a better and more advanced development because of the knowledge we got from the PPG on how to design learning tools)” (Teacher 4 no. 2)

From these fact arises a feeling that is usually difficult for teachers to deal with at the beginning of their teaching. This is because the feelings that arise tend to be more negative. Whether it's sad, angry or dislike of what is experienced in the classroom. Like Teacher 2 no. 3 and Teacher 4 no. 3 said at findings. However, the facts obtained when teaching help teachers to adapt themselves and how to teach in the classroom.

Self-reflection can also help teachers explore the potentials that exist within themselves, improve weaknesses like Teacher 1 and Teacher 2 said at finding then find solutions they need for their professional development.

For the future, as mention by Teacher 2 no. 10 and Teacher 3 no. 2, as shown by the results of this study, self-reflection makes a high

contribution to helping teachers in their efforts to develop their professionalism, and the subsequent impact will of course have a positive influence on the effectiveness of teaching and learning activities in the classroom which has an impact on increasing student competence. Self-reflection activities are activities that provide many benefits in developing teacher professionalism and increasing student achievement (Bowman, 1989).

2. The Result of Self-Revlective Inquiry Effect for The Teacher and Learning

As discussed in finding, there are several results obtained from doing self-reflection:

- a. The process of reflection is a step of self-development to improve teacher's professional in teaching. Reflection process will help teacher maintain curiosity in personal learning activities, and develop habits of inquiry that drive self-change and continuous improvement in teaching practice.
- b. As teachers adapt to the new curriculum and new learning strategies, the process of reflection can help teacher in the process of adjusting the mindset. Thus, the teacher is able to carry out the process critical analysis of new information and the effectiveness of its application in learning, so the level of student's understanding will be more developed.

“Persiapkan Bahan Pembelajaran dan penguasaan prinsip-prinsip dasar pembelajaran bahasa Inggris. Sebagai guru harus sesuai

dengan RPP sebagai pedoman mengajar supaya pembelajaran dan pengajaran dapat terarah dan terlaksana dengan baik. Oleh karena itu, guru harus mempersiapkan bahan pembelajaran yang berkualitas (Prepare learning materials and master the basic principles of English learning. As a teacher, you must be in accordance with the lesson plan as a teaching guide so that learning and teaching can be directed and carried out properly. Therefore, teachers must prepare quality learning materials)”(Teacher 1 no. 1)

According to Loughran, 2010 opinion that professionalism means that the teacher's ability is inseparable from technical competence, tips and tricks on how teachers can understand and organize in such a way their role and function as an educational process for both themselves and students

- c. The reflection process that has been carried out certainly will show the success or failure of the teacher. Failure is certainly important and useful for teachers to learn more and find out other strategies more effectively by reading or doing experiment.

“Saya akhirnya mencoba menyesuaikan metode apa yang cocok dengan siswa (I finally tried to adjust what method suits the students)” (Teacher 4 no. 5)

Teachers will be able to know their weaknesses and strengths, and will later encourage themselves to move to make improvements to their competencies. They will be encouraged to make efforts to develop their professionalism, starting from how they plan learning, preparing the learning process until later evaluating the achievement of the expected student competencies (Rahman, 2014)

- d. In the reflection process, the teacher can evaluate the learning process, determine the necessary parts maintained, developed, or need to be modified. So, the teacher has a broader insight and more careful consideration

“Kemampuan yang lebih baik dalam menciptakan dan menggunakan pendekatan pembelajaran bahasa Inggris; kemampuan yang lebih baik dalam memahami dan menggunakan berbagai teknik pembelajaran bahasa Inggris (Improved ability to create and use English language learning approaches; improved ability to understand and use a range of English language learning techniques)” (Teacher 1 no. 3)

For Ash & Clayton, assessment must be developed in tandem with critical reflection activities. Assessment, like the reflection questions themselves, must link explicitly with the learning goals as objectives of the EL activity. As such, assessment needs to incorporate both the Describe and the Examine aspects of the Deal model. Summative assessments would evaluate the student's accomplishment of the learning objectives while formative assessments would provide the feedback necessary for students to act on their learning. The authors describe the creation of critical reflection and assessment as modeling the EL learning process, with the opportunity for teachers to continuously learn from their students' responses to improve the experience, the efficacy of the reflection assignments, and student learning

Besides that, the teacher mention the result of Self-reflection can improve learning quality

- a) The reflection process will encourage the teacher to practice think critically about the results of lesson plans which has been prepared. Furthermore, the teacher can seek creative solutions to overcome them barriers and find innovative ways to improve their teaching skills.
- b) The reflection process supports centered learning on students. Student-centered learning is programs, instructional approaches, and strategies academic assistance that aims to fulfill learning needs vary in students, according to different interests, aspirations, abilities, and backgrounds. Reflection process involving feedback from students will provide information to the teacher to make contextual and meaningful lesson plans for student.
- c) Through self-reflection process, teachers can realize that there is always an opportunity for more improve the effectiveness of learning in the classroom.

As a teacher, it's easy to get stuck in your ways, especially if you're teaching similar content year on year. There's always a new spin to be considered though, and this may help your teaching resonate better with your students. Self-reflection will help you to find and implement your new ideas in the most effective ways

- a) Increasing student's interest in learning.

Educators must recognise students' learning interests to be able to provide the right curriculum according to students' interests. By optimising student learning interests, educators can improve student learning outcomes.

“Sama seperti yang sudah saya katakan bahwa lebih ke penggunaan metode dan media pembelajaran dalam kelas sehingga menciptakan suasana kelas yang dapat membuat siswa lebih semangat dalam belajar... (Just like I said, it's more about the use of learning methods and media in the classroom so as to create a classroom atmosphere that can make students more enthusiastic in learning," he said.)”(Teacher 2 No. 8)

As Rahman (2014) said that engaging in self-reflection in their professional development can help teachers to become more aware of the qualities of their learners, so they will be better able to guide these children in their learning, and help them mobilise the qualities of learners in the school.

b) Train the students to think critically in problem solving,

“Projek based learning problem based learning metode yang saya gunakan pada proses pembelajaran di dalam kelas yakni PJBL dan PBL dimana kedua metode ini mengarah kepada berpikir kritis sebagai mana yang kita ketahui (Project-based learning problem-based learning methods that I use in the learning process in the classroom are PJBL and PBL where these two methods lead to critical thinking as we know)” (teacher 3 no. 9)

By teaching students to formulate effective questions, we help them gain powerful intellectual tools and build confidence. When students learn to ask questions, it is a way for them to engage in learning, solve problems, navigate challenges, critically assess media, and prepare to participate in a robust democracy. Relate to Çimer, A., Çimer, S. O., & Vekli, G. S. (2013) that train students to develop High Order Thinking Skills (HOTS) or also referred to as Executive Function so that students

are trained to self-evaluate on personal learning goals as well as monitoring behaviour and attitudes in learning. Thus, students' self-awareness self-awareness will increase so that students are actively involved in the whole learning process and become independent learners

c) Increasing student achievement,

To achieve good achievement requires cooperation between vital components in the teaching and learning process, in this case teachers and students as the main components in the learning process. If the teacher has good quality in teaching meets students who have good learning motivation, it will certainly produce satisfactory learning achievements.

"...sebagai seorang guru ter update untuk memberikan pelajaran yang terbaik untuk peserta didik saya (as an updated teacher to provide the best lessons for my students)" (Teacher 5 No. 11)

Increasing the role of teachers in teaching should enable teachers to carry out teaching and learning. If the teacher succeeds in carrying it out properly, there will be true changes in his students, among others, his learning achievement will increase. Learning achievement is a measuring tool to determine the success of the educational process that has been carried out, the teaching and learning process can be said to be successful if the achievements produced by students are satisfactory in accordance with what is expected (Uliartin, 2021)

From the discussion above, it can be seen that self-reflective is very important for teachers to do. not only to improve their ability to teach but also to produce a better teaching and learning process and increase student achievement to be higher.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion. The first part was conclusion that are based on the research finding and discussion. The second part was suggestion that based on the conclusion

A. Conclusion

Based on the discussion and explanation in the previous chapter and looking at the result of this research, the researcher put forward some conclusions as follows:

1. There are two self-reflective mostly used by the teacher, it's called DEAL and 4F. Self-reflection in relation to efforts to develop professionalism is also in line with other studies in the context of psychology which show that self-reflection can have a positive impact on human self-development. This is associated with development efforts self-awareness that must be seen as something fun, a valuable experience to explore one's potential and use it as a basis for taking an action.
2. There are many results obtained from self-reflection:
 - a. For Teacher: to improve teacher's professional in teaching, help the teacher to adapt new curriculum and new learning strategies, will show the success or failure of the teacher in teaching, and the teacher can evaluate the learning process, determine the necessary parts maintained, developed, or need to be modified

- b. For learning process: the teacher can seek creative solutions to overcome the problem in learning process, the reflection process supports centered learning on students, and help in realize there is always an opportunity for more improve the effectiveness of learning in the classroom.
- c. For Students: increasing student's interest in learning, train the student to think critically in problem solving, and increasing student achievement.

B. Suggestion

Based on the conclusion above, teachers can also continue to learn to improve their competence in meaningful learning contexts, so as to increase student competency achievements in every aspect of behavior which is the goal of learning both attitudes, knowledge, and skills during their career as professional behavior, especially for teachers.

Likewise with students, teachers are also are learners, they learn how to become professional teachers. The teacher as a learner must also pay attention to the learning aspects that will shape the character as a learner. A learner always thinks about the learning process, or what changes will be indicators of successful learning.

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APPENDIX I

OBSERVATION CHECKLIST

NO	SELF-REFLECTION OBSERVATION CHECKLIST	DEAL	4F	5R
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Where :

DEALS: (Describe,Examine,and Articulate Learning)

4F: (Facts Feelings, Findings: Future)

5R: (Reporting, Responding,Relating,Reasoning,and Reconstructing)



1.	The teacher tells what activities are carried out in the classroom (Guru menceritakan kegiatan apa saja yang dilakukan di dalam kelas)	√		
2.	The teacher tells about the experience gained when teaching. (Guru bercerita tentang pengalaman yang didapat saat mengajar)	√	√	
3.	The teacher explains the difficulties when teaching. (Guru menjelaskan kesulitan-kesulitan saat mengajar)		√	
4.	The teacher tells the problems faced when teaching. (Guru menceritakan masalah yang dihadapi saat mengajar)		√	
5.	The teacher knows the causes of problems when teaching. (Guru mengetahui penyebab masalah saat mengajar)		√	
6.	The teacher explains the efforts made to overcome the problems in the classroom. (Guru menjelaskan upaya yang dilakukan untuk mengatasi masalah di dalam kelas)	√		
7.	The teacher describes the feelings that arise when teaching. (Guru menggambarkan perasaan yang muncul ketika mengajar)		√	
8.	The teacher knows the reason of these feelings. (Guru mengetahui alasan dari perasaan-perasaan ini)		√	
9.	The teacher is able to overcome his feelings while teaching and not show them in front of students. (Guru mampu mengatasi perasaannya saat mengajar dan tidak menunjukkannya di depan siswa)	√	√	
10.	The teacher explains what methods have been used.(Guru menjelaskan metode apa saja yang telah digunakan)	√	√	
11.	The teacher explains the method that is suitable for his students.(Guru menjelaskan metode yang cocok untuk murid-muridnya)	√	√	
12.	The teacher knows what needs to be changed in the way he teaches.(Guru tahu apa yang perlu diubah dalam cara mengajarnya)	√	√	
13.	Teachers understand the extent of their teaching ability.(Guru memahami sejauh mana kemampuan mengajar mereka)		√	
14.	Teachers try to improve their teaching skills. (Guru-guru berusaha meningkatkan keterampilan mengajar mereka)	√	√	

ENDIX II

INTERVIEWS

Teacher 1

1. Apa tujuan anda mengajar tahun ini?

(What are your goals for teaching this year?)

“Prepare learning materials and master the basic principles of English learning. As a teacher, you must follow the lesson plan as a teaching guideline so that learning and teaching can be directed and carried out properly. Therefore, teachers must prepare quality learning materials. All lessons, including English, must be prepared with teaching materials that are included in the lesson plan. Teaching materials that are suitable and interesting for students can make teaching and learning activities more effective.”

2. Apa yang akan anda ubah dari cara mengajar di tahun lalu?

(What will you change from the way you taught last year?)

“Focus on Practice. A language becomes more meaningful when it is spoken. Therefore, this subject requires students to be more active in language practice as much as possible.”

3. Apa yang tidak anda sukai saat mengajar?

(What do you dislike about teaching?)

“Using the Right Learning Methods. Teachers should often look for learning strategies or methods that are varied and appropriate for today's era. With better ability in designing and implementing effective and

efficient lesson plans; better ability in creating and using English learning approaches; better ability in understanding and using various English learning techniques”

4. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 3?

(What actions will you take to solve problem number 3?)

“Teachers must be technologically literate, meaning that teachers must continue to explore and improve the ability of increasingly sophisticated technological knowledge. For example, mastering applications such as Ms word, excel, ppt, outlook, and applications for learning media sources to make them more interesting.”

5. Apa kekuatan anda sebagai seorang guru?

(What are your strengths as a teacher?)

“I only feel able to teach English as my strength and I also try to approach the students I teach.”

6. Apa yang salah dari diri anda dan perlu diperbaiki?

(What is wrong with you and needs to be improved?)

“Build Confidence. As a teacher, it is mandatory to have the confidence to teach in front of students. In addition, teachers must also be consistent in their discipline and English language skills, trying to always be able to use English.”

7. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 6?

(What actions will you take to overcome problem number 6?)

“The teacher conducts evaluation or reflection from students regarding students' understanding of the learning provided by the teacher. As an improvement in the quality of learning carried out through various collaborative activities. If it is felt that there are still many students who do not understand, then as a teacher must look for other tips and tricks. With a better ability to provide feedback to students so that they can learn optimally.”

8. Apa yang akan anda lakukan tahun ini untuk hal yang lebih baik di tahun depan?

(What will you do this year for the better next year?)

“Teachers actively participate in MGMP English activities which function as a means to communicate, learn and exchange ideas and experiences in order to improve teacher performance as practitioners of learning change in the classroom.”

9. Metode apa yang anda gunakan pada proses pembelajaran dalam kelas?

(What methods do you use in the classroom learning process?)

10. Permasalahan apa yang biasa bapak/ibu hadapi ketika proses pembelajaran?

(What problems do you usually face during the learning process?)

11. apa tindakan bapak/ibu setelah masalah tersebut terselesaikan?

(What are your actions after the problem is resolved?)

Teacher 2

1. Apa tujuan anda mengajar tahun ini?

(What are your goals for teaching this year?)

“My goal as a teaching staff, of course, is to transfer knowledge to students, besides that as a teaching staff, my goal is also to help students develop their abilities or skills.”

2. Apa yang akan anda ubah dari cara mengajar di tahun lalu?

(What will you change from the way you taught last year?)

“From a few months ago participating in ppg, I learned new things that what I will change is more about the learning methods that I will apply, maybe like, so if for example in the past it was more conventional methods or more use of the lecture method, now it is updated with methods that are more in line with student interests or student interests.”

3. Apa yang tidak anda sukai saat mengajar?

(What do you dislike about teaching?)

“Sometimes I feel overwhelmed in dealing with students when the classroom is less conducive so for example sometimes we encounter two or one student who is ignorant or who often disturbs his friends, this has the effect of disturbing the concentration of his other friends so that the atmosphere in the classroom is less conducive. The action I take is by giving more treatment to students who are usually ignorant or who often cause trouble in the classroom, which I call special. For example, I ask

him to sit in front of me, so that he can focus and I can control him. I also sometimes find out, students like this like what kind of lesson so that he is interested in learning English so that his learning is also more focused because he likes it so like that.”

4. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 3?

(What actions will you take to solve problem number 3?)

5. Apa kekuatan anda sebagai seorang guru?

(What are your strengths as a teacher?)

“I feel that I am able to approach students so that if for example there are students who have difficulties or problems in the learning process, I am able to approach them as a place for them to consult.”

6. Apa yang salah dari diri anda dan perlu diperbaiki?

(What is wrong with you and needs to be improved?)

“In the teaching and learning process as I said earlier, I still use conventional methods or old ways or more to the teacher center. In the future I will implement innovative and creative learning and make students the center of learning or student center or more active students.”

7. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 6?

(What actions will you take to overcome problem number 6?)

“Jawaban No. 7 sudah merangkap di no. 6 tadi”

8. Apa yang akan anda lakukan tahun ini untuk hal yang lebih baik di tahun depan?

(What will you do this year for the better next year?)

“Just as I have said that it is more about the use of learning methods and media in the classroom so as to create a classroom atmosphere that can make students more enthusiastic in learning so I have to find the right learning, which is innovative, creative and preferred by students according to students' interests and interests. Likewise with the use of learning media. Usually students prefer learning media in the form of videos or games like that.”

9. Metode apa yang anda gunakan pada proses pembelajaran dalam kelas?

(What methods do you use in the classroom learning process?)

“So far, what I have seen in the learning process is that students like the project-based learning method more, so students like it when there is something to do or work in groups to make this and that and then present it. So students' interest is more awakened than being told to do or think.”

10. permasalahan apa yang biasa bapak/ibu hadapi ketika proses pembelajaran?

(What problems do you usually face during the learning process?)

“In the learning process, the first problem is the lack of English vocabulary then students also still lack confidence in expressing their ideas besides that students also find it difficult to speak English, because of that lack of vocabulary and lack of confidence and that is the most crucial thing that I find most often besides that the problems that are usually found, students know the meaning of an English word but do not know how to pronounce it or the pronunciation is not right.”

11. apa tindakan bapak/ibu setelah masalah tersebut terselesaikan?

(What are your actions after the problem is resolved?)

“Finding out the root of the problem and then finding the right solution, for example, if students lack vocabulary, it means increasing their mastery of vocabulary through videos or flascards so that students can find out vocabulary.”



Teacher 3

1. Apa tujuan anda mengajar tahun ini?

(What are your goals for teaching this year?)

“That as educators, of course, have a goal of educating the nation's life and developing human beings as a whole, making people who have faith and devotion and have noble character.”

2. Apa yang akan anda ubah dari cara mengajar di tahun lalu?

(What will you change from the way you taught last year?)

“So for the problem of changing the way of teaching in the past year, what I will change is of course the way of teaching in terms of strategies and methods as well as assessment techniques that are still not optimal from previous years. Thus I can improve my teaching skills again”

3. Apa yang tidak anda sukai saat mengajar?

(What do you dislike about teaching?)

“When teaching for those of us who teach at the SMK level, of course the character of SMK students is far more dominant in practice than theory. Now when we explain in the classroom, that is what causes students to be less enthusiastic because they are more dominant in practice than listening to theoretical explanations, well that's a few things that make this class noisy and of course that's almost all teachers like yes, meaning classes that are difficult and difficult for us to organize that's where the problem lies. Things we don't like when in class”

4. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 3?

(What actions will you take to solve problem number 3?)

“So the action that must be taken, we as a teacher must be able to choose the right method or strategy for the class.”

5. Apa kekuatan anda sebagai seorang guru?

(What are your strengths as a teacher?)

“Able to master the class by communicating more intensely with students. So the kit must be able to establish close communication with our students.”

6. Apa yang salah dari diri anda dan perlu diperbaiki?

(What is wrong with you and needs to be improved?)

“As a teacher, we must have shortcomings and need to be improved from myself is the mastery of methods and strategies as explained earlier that the mastery of these methods and strategies has not been able to master, therefore we must develop ourselves in mastering methods in teaching.”

7. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 6?

(What actions will you take to overcome problem number 6?)

“The action I took was to learn more to look for literature reviews and of course conduct classroom action research so that we can know whether the strategies or methods we use are appropriate or not, successful or not. This is very useful when I teach and supports the improvement of my teaching methods.”

8. Apa yang akan anda lakukan tahun ini untuk hal yang lebih baik di tahun depan?

(What will you do this year for the better next year?)

“What I will do to be better next year is to improve myself as a teacher, as an example and as a role model for our students at school, of course, in improving myself this is more about the way we teach as I said earlier that the way we teach, namely the strategies, methods and techniques that we use in classroom assessment must be more interesting and can motivate our students in the classroom.”

9. metode apa yang anda gunakan pada proses pembelajaran dalam kelas?

(What methods do you use in the classroom learning process?)

“Project based learning problem based learning methods that I use in the learning process in the classroom are PJBL and PBL where both of these methods lead to critical thinking as we know”

10. permasalahan apa yang biasa bapak/ibu hadapi ketika proses pembelajaran?

(What problems do you usually face during the learning process?)

“The problems that are often faced are of course many, one of which is that in managing or organizing students in students it includes problems then problems from students as well as to teachers regarding strategies or methods that are not appropriate so problems like this we have to adjust to our students”

11. Apa tindakan bapak/ibu setelah masalah tersebut terselesaikan?

(What are your actions after the problem is resolved?)

“Once the problem is solved as a person, when the learning process runs smoothly, safely and under control then that's when we feel very happy and excited to go to class.”



Teacher 4

1. Apa tujuan anda mengajar tahun ini?

(What are your goals for teaching this year?)

“I briefly want to tell you why I want to be a teacher, from a young age I wanted to be a teacher because I love to share knowledge. I love to teach and thank God Allah SWT realized and blessed me to have ideals and teach me and my goal when I became a teacher was actually first just wanting to share, share knowledge in my way. My goal in teaching this year is ... especially after participating in PPG, namely teaching with innovative learning models and methods, better than before.”

2. Apa yang akan anda ubah dari cara mengajar di tahun lalu?

(What will you change from the way you taught last year?)

“The first thing I will change is the lesson plan (RPP) which I usually only copy and paste from MGMP friends. This year, Alhamdulillah, there is a better and more advanced development because of the knowledge we get from ppg on how to design learning tools starting from the indicators, the objectives of how to make indicators how to describe all of that starting from models, learning methods then strategies and techniques that we are looking for whether they match the indicators we use. Then after the lesson plan, the application in the classroom with various limitations, especially in my school which is in a village with many limitations, but God willing, it can change from the previous year which only used lecture, discussion or old methods. Insha Allah, this year, Alhamdulillah, we have been able to

use a projector that allows children to directly view videos from YouTube as learning media. Then the children can already use such as quisis, google form etc.”

3. Apa yang tidak anda sukai saat mengajar?

(What do you dislike about teaching?)

“What I don't like when teaching is when I provide material, the children seem to pay less attention and less interested, meaning that they are not interested in what we explain, what we explain in front of the children. Then the second thing I don't like is that we teach using an android why because at this time the package books are not all available so the children use cellphones as a tool to download package books. Sometimes there are children who play cellphones when we teach.”

4. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 3?

(What actions will you take to solve problem number 3?)

“Here with the problem of children who are not interested in learning then the use of cellphones my action is the model and method I do is to adjust to what children are interested in what can make them interested, for example by showing youtube providing games or for example roleplay that can distract them from their android.”

5. Apa kekuatan anda sebagai seorang guru?

(What are your strengths as a teacher?)

“My strength is motivation, self-motivation I try to prioritize my obligations as a teacher every day.”

6. Apa yang salah dari diri anda dan perlu diperbaiki?

(What is wrong with you and needs to be improved?)

“I am well aware that previously my teaching method was limited by the facilities and infrastructure that we should have prepared to innovate more, but due to various things, it could not be prepared, but the school tried to prepare it even though it was limited as well.”

7. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 6?

(What actions will you take to overcome problem number 6?)

“In this case, sometimes the methods I use are not able to attract students' interest. So that I have difficulty in controlling the class because students play more on their own than listen to explanations from me. I finally try to adjust what methods are suitable for students”

8. Apa yang akan anda lakukan tahun ini untuk hal yang lebih baik di tahun depan?

(What will you do this year for the better next year?)

“Insha Alla, I will try to facilitate myself with learning facilities and infrastructure without depending on the school and participate more in self-development activities.”

9. metode apa yang anda gunakan pada proses pembelajaran dalam kelas?

(What methods do you use in the classroom learning process?)

“The most setting method I use is that I adjust it to the syntax of the learning model, but what I use more often now is problem-based learning with project-based leaning using main mapping.”

10. permasalahan apa yang biasa bapak/ibu hadapi ketika proses pembelajaran?

(What problems do you usually face during the learning process?)

“For example, we can overcome students' lack of interest with roleplay, which makes it clear that we can overcome this problem by activating students more by applying learning methods that make students more active because students are the center of learning.

11. apa tindakan bapak/ibu setelah masalah tersebut terselesaikan?

(What are your actions after the problem is resolved?)

“Alhamdulillah, if the problem is resolved, in the future it is possible to improve then see where the shortcomings are again and try to improve the next step so that it is better.”

Teacher 5

1. Apa tujuan anda mengajar tahun ini?

(What are your goals for teaching this year?)

“which is certainly my goal of teaching from the past until this year is to carry out my duties and responsibilities to educate the children of the nation, then I want to become a professional teacher where I will always try to develop knowledge in the teaching and learning process.”

2. Apa yang akan anda ubah dari cara mengajar di tahun lalu?

(What will you change from the way you taught last year?)

“So if there is anything that I will change, it is the teaching models and methods that I use. If in the past years I used teaching models and methods that were less creative, namely teacher-centered so that students were less interested in learning, but I will try this year to use more creative and innovative teaching models and methods that are student-centered so that students are interested in learning in my subject.”

3. Apa yang tidak anda sukai saat mengajar?

(What do you dislike about teaching?)

“As a teacher, there are many rights that sometimes make us unhappy with the behavior and habits of students and I personally really dislike it when students are unethical, go in and out of class at will, sleep in class and are disrespectful to teachers.”

4. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 3?

(What actions will you take to solve problem number 3?)

“For me personally I don't like students who are not ethical in class, so what I do, the first of course is like I said earlier we have to use good and interesting and innovative teaching models and methods and approaches so that students feel at home and stay in our subjects that we teach. we also have to approach students because students have different characters.”

5. Apa kekuatan anda sebagai seorang guru?

(What are your strengths as a teacher?)

“My strength lies in the learning tools, because all the learning processes that we will do are all in the learning tools. The material, the teaching and

learning process, the assessment are all in the learning toolkit, so we as teachers will feel confident to perform in front of our students.”

6. Apa yang salah dari diri anda dan perlu diperbaiki?

(What is wrong with you and needs to be improved?)

“So what is wrong and needs to be improved is the use of teaching models and methods that are less interesting and innovative.”

7. Tindakan apa yang akan anda lakukan untuk mengatasi masalah nomor 6?

(What actions will you take to overcome problem number 6?)

“That is to develop my professionalism as a teacher through various activities that support my knowledge so that I am more updated about the teaching and learning process in the classroom.”

8. Apa yang akan anda lakukan tahun ini untuk hal yang lebih baik di tahun depan?

(What will you do this year for the better next year?)

“What I will do for the year is I will participate in various activities that will improve my professionalism as a teacher so that this is useful to become a more professional teacher.”

9. metode apa yang anda gunakan pada proses pembelajaran dalam kelas?

(What methods do you use in the classroom learning process?)

“Because my subject is English, the methods I often use are games and demonstration methods.”

10. Permasalahan apa yang biasa bapak/ibu hadapi ketika proses pembelajaran?

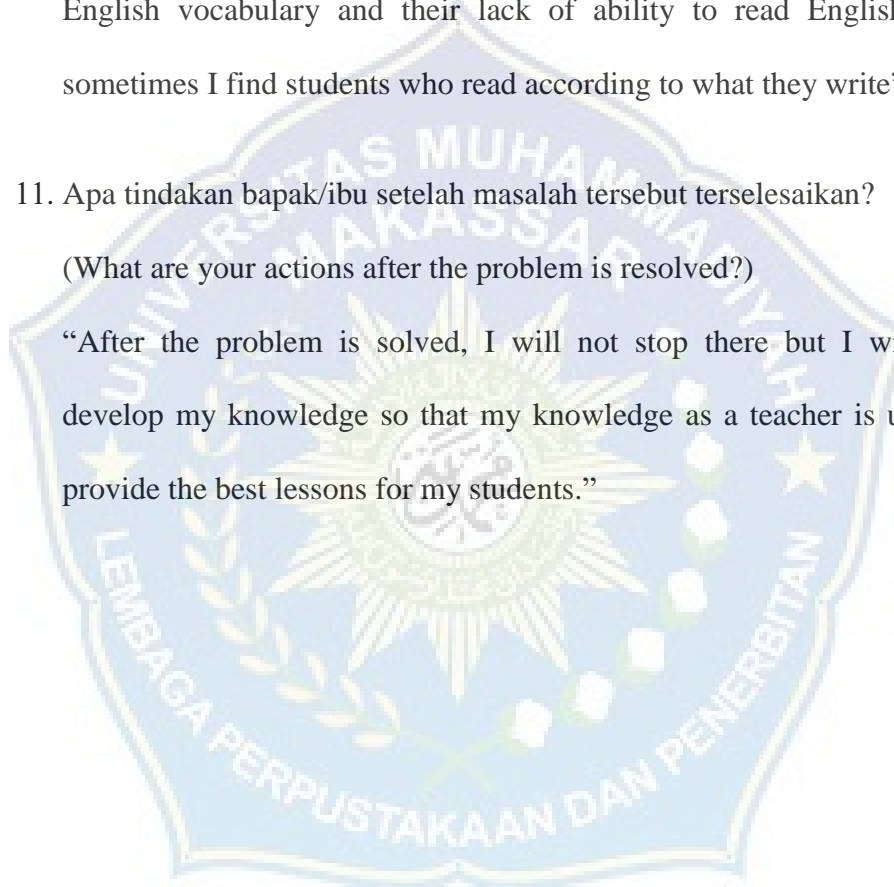
(What problems do you usually face during the learning process?)

“The problem that I often face in the teaching and learning process is the lack of students' ability to understand English material due to their lack of English vocabulary and their lack of ability to read English because sometimes I find students who read according to what they write”

11. Apa tindakan bapak/ibu setelah masalah tersebut terselesaikan?

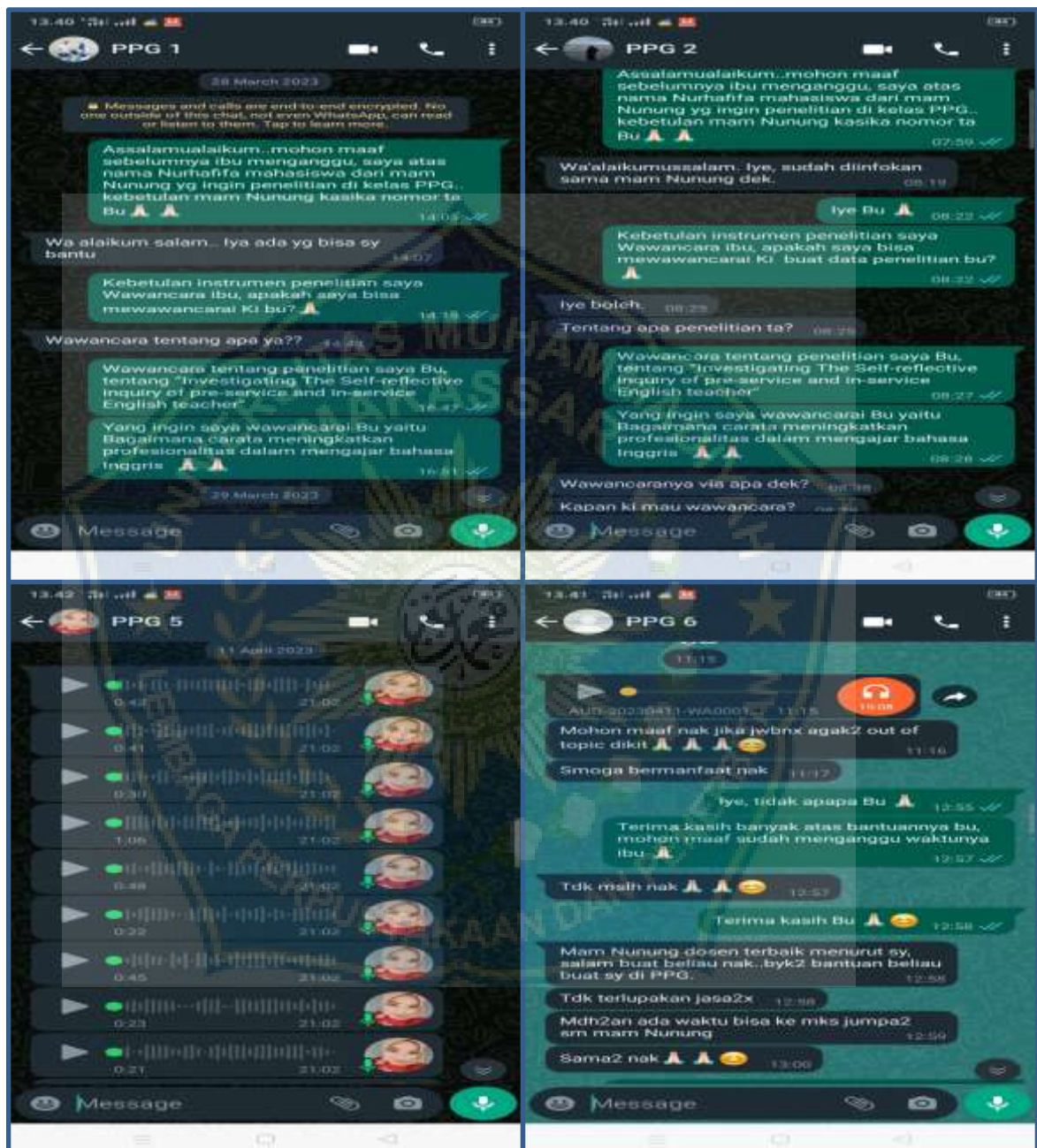
(What are your actions after the problem is resolved?)

“After the problem is solved, I will not stop there but I will always develop my knowledge so that my knowledge as a teacher is updated to provide the best lessons for my students.”



APPENDIX III

DOCUMENTATION



APPENDIX IV

LETTERS



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Tlp: (0411) 865972, 881533, Fax: (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurhafifa
NIM : 105351120817
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	6 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya

Makassar, 07 Juni 2023
Mengetahui
Kepala UPT- Perpustakaan dan Penerbitan,



Nurhafifa Nur Hafidha, S.P.
NIM 105351120817

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 10605/FKIP/A.4-II/VIII/1444/2022
 Lampiran : 1 [Satu] Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Nurhaffa
Stambuk	: 105351120817
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Malapa / 28-08-2000
Alamat	: Abdullah dg Sirua 1

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Self-Reflective Inquiry Students in Getting Ideas of Reading Comprehension At Institut Agama Islam As'Adiyah Sengkang*

Demikian pengantar ini kami buat, atas kerjasamanya dhaturkan *Jazaakumullahu Khaeran Katsiraani*.

*Wassalamu Alaikum
 Warahmatullahi Wabarakatuh.*

Makassar, 6 Muharram 1444 H
 03 Agustus 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM: 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
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Nomor : 119/05/C.4-VIII/1/1444/2023

26 Jumadil akhir 1444 H

Lamp : 1 (satu) Rangkap Proposal

19 January 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Dekan Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhamamdiyah Makassar

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12452/FKIP/A.4-II/V/1444/2023 tanggal 18 Januari 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURHAFIFA**

No. Stambuk : **10535 1120817**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Investigating The Self-Reflective Inquiry Of Pre-Service and In-Service English Teacher"

Yang akan dilaksanakan dari tanggal 23 Januari 2023 s/d 23 Maret 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.

081 402 7716



**MAJLIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PRODI PENDIDIKAN BAHASA INGGRIS**

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurhafifa
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 Judul Penelitian : *Investigating The Self-Reflective Inquiry of In -Service English Teacher*
 Tanggal Ujian Proposal : 7 Juli 2022
 Tempat/Lokasi Penelitian : PPG Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 23 Januari 2023	Bertemu dosen Pengampu PPG	Dr. Nunung Anugrahwati, S.P.d., M.pd	
2	Selasa, 24 Januari 2023	Interview dan Observasi Guru PPG 1	Leni Mandasari, S.Pd	
3	Selasa, 31 Januari 2023	Interview dan Observasi Guru PPG 2	Dian Hera Utami, S.Pd., M.Pd	
4	Kamis, 2 Februari 2023	Interview dan Observasi Guru PPG 3	Syafriani, S.Pd	
5	Selasa, 7 Februari 2023	Interview dan Observasi Guru PPG 4	Isriani Ishak, S.Pd	
6	Kamis, 9 Februari 2023	Interview dan Observasi Guru PPG 5	Ira Reski Awalia, S.Pd	
7				
8				
9				
10				

Menggabul, _____ 2023

Ketua Program Studi,
PSTP Unismuh Makassar



Dr. Emami Khasnati Syam, S.Pd., M.Pd
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Pimpinan/Kepala sekolah/Instansi



Dr. Sukmawati, M.Pd
NIDN: 0028127002



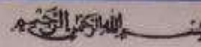






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SURAT KETERANGAN PENELITIAN

Nomor : 251/FKIP/05/A.5-VI/V/1444/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : **Nurhafifa**
 NIM : 10535 1120817
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2022/2023 terhitung sejak 23 Januari 2023 s.d 09 Februari 2023, dalam rangka penyusunan Skripsi dengan judul:

"Investigating The Self-Reflective Inquiry Of Pre-Service and In-Service English Teacher."

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

29 Syawal 1444 H

Makassar,

19 Mei 2023 M

Dekan,
 FKIP Unismuh Makassar,



Erwin Akub, M.Pd. Ph.D
 NBM. 860 934



| Terakreditasi Institusi



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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0782/BG-FKIP/LOA/B/VII/1445/2023

Dear NURHAFIFA

It is our pleasure to inform you that, after reviewing your paper:
**INVESTIGATING THE SELF-REFLECTIVE INQUIRY OF IN SERVICE
ENGLISH TEACHER**

The manuscript ID: 1002

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 28 July 2023 M
10 Muharram 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



The researcher's name is Nurhafifa, she was born on August 28, 2000 in Malapa, North Luwu Regency. She was the first children from Kamaruddin and Marwa. she has a brother. She entered at Elementary School SD Negeri 108 Pongo and graduate in 2011. In the same Year, she continued to junior high school at SMPN 3 Baebunta and graduate in 2014. Then continued her study in Senior High School in SMAN 1 North Luwu and graduate in 2017. After finishing her study at school, she enrolled at the Universitas Muhammadiyah Makassar in 2017 and took English Education Department. At the end her study, she could finish the thesis entitled "Investigating The Self-Reflective Inquiry of In-Service English Teacher at Professional Education Program (PPG) Universitas Muhammadiyah Makassar"