The Effect of Reflective Teaching and The use of Text Models on Student Engagement and Achievement in English Classes

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Abstract: This study investigates the impact of Reflective Teaching combined with the use of text models on student engagement and achievement in English writing classes at MTs Nurul Huda Kragan. The research employs a mixed-method approach, integrating quantitative data from pre-test and post-test scores with qualitative insights derived from observations and semi-structured interviews. Results demonstrate a significant increase in student participation, from an average of 50% to 76.42%, and an improvement in achievement scores, with a rise from 58.44 to 85.57 after the intervention. The Reflective Teaching approach enabled teachers to adapt their methods through continuous self-assessment, fostering a more interactive and supportive classroom environment. Additionally, the use of text models facilitated students' understanding of writing structure and content, enhancing their critical thinking and creativity. This study concludes that the combination of Reflective Teaching and text models is an effective strategy to address challenges in writing instruction, offering valuable insights for educators seeking to improve learning outcomes in similar contexts.

Keywords: reflective teaching, text models, student participation, writing improvement

INTRODUCTION

MTs Nurul Huda Kragan is an islamic junior high school that focuses on religious and general education. In the midst of this modern era, the challenge to improve the quality of education is increasingly complex, especially in adopting effective teaching methods and techniques. Quality education is the key to forming a competent and competitive generation. However, achieving this goal is not easy, especially in an educational environment that must face various obstacles, such as limited resources, a dense curriculum, and the need to balance between religious and general education (Suyatno, 2018: 45).

MTs Nurul Huda Kragan faces various challenges in its efforts to improve the quality of education. One of the main problems faced is the low participation of students in classroom activities, especially in writing skills. Many students find it difficult to express their ideas in writing, which has an impact on their low achievement in this subject. In addition, the lack of variety in teaching methods often makes students less interested and less motivated to learn (Suyatno, 2018: 48). For example, in the 2022/2023 school year, the results of the writing exam showed that more than 60% of students did not reach the minimum standard of competence set by the school (Madjdi et al., 2020: 72). This phenomenon suggests the need for more innovative teaching approaches to address this issue and improve student achievement.

One approach that is thought to be helpful in addressing this challenge is Reflective Teaching, combined with the use of text models. This approach has been discussed in the article "Utilizing Reflective Teaching and Text Models to Increase Student Participation and

Achievement in Writing Classes" by Achmad Hilal Madjdi and his colleagues from Muria Kudus University (Madjdi et al., 2020: 67). Reflective Teaching is a method in which teachers systematically reflect on their own teaching practices, with the aim of improving teaching effectiveness (Schön, 1983: 78). Text modeling, on the other hand, is an approach that uses examples of relevant texts to help students understand the structure and content of good writing (Derewianka, 2011: 55). The combination of these two methods aims to increase students' active participation in the teaching and learning process and improve their academic achievement, particularly in writing skills.

In the context of MTs Nurul Huda Kragan, the challenges faced include low student participation in classroom activities, especially in writing skills. Many students find it difficult to express their ideas in writing, which has an impact on their low achievement in this subject (Madjdi et al., 2020: 72). In addition, the lack of variety in teaching methods often makes students less interested and less motivated to learn (Suyatno, 2018: 48). This phenomenon does not only occur at MTs Nurul Huda Kragan, but also in many other schools that face similar challenges in an effort to improve the quality of education (Sari & Puspita, 2019: 110).

This problem is relevant and significant to study because writing skills are basic skills that are important for students to master. Writing not only helps students in expressing their ideas, but also in developing critical and analytical thinking abilities (Graham & Perin, 2007: 14). Therefore, finding an effective teaching method to improve students' writing skills is essential. Reflective Teaching combined with a text model offers an innovative and potential approach to address this issue (Madjdi et al., 2020: 75).

This research aims to explore how Reflective Teaching combined with text model can be implemented in MTs Nurul Huda Kragan to improve students' participation and achievement in writing class. This research is important because it can provide new insights into more effective teaching methods and can be adopted by other schools facing similar challenges (Madjdi et al., 2020: 77). In addition, this research also has the potential to make a significant contribution to educational literature, particularly in the context of writing instruction (Sari & Puspita, 2019: 115).

The main purpose of this study is to evaluate the effectiveness of Reflective Teaching combined with text model in improving students' participation and achievement in writing class at MTs Nurul Huda Kragan. The specific objectives of this study are to identify factors that influence the success of this method, measure changes in students' participation and achievement after the implementation of the method, and provide practical recommendations for teachers in implementing this method in their classrooms (Madjdi et al., 2020: 81).

The benefits of this research are expected to make a significant contribution to the field of education, both theoretically and practically. Theoretically, this study will add insight into the literature on Reflective Teaching and the use of text models, as well as provide a basis for further research in this area (Graham & Perin, 2007: 22). Practically, this study can provide guidance for teachers and educational practitioners in adopting more effective teaching methods to improve student engagement and achievement. In addition, this study is also expected to benefit students by improving their writing skills, which is an important skill in education and daily life (Derewianka, 2011: 60).

A brief literature review will present a summary of previous studies relevant to this topic. This review will include research on Reflective Teaching, the use of text models, as well as studies on increasing student participation and achievement in writing classes (Madjdi et al., 2020: 84). The identification of existing research gaps will show how this research can fill those gaps and make significant new contributions (Sari & Puspita, 2019: 118).

The theoretical framework of this research will introduce the theories and models that will be used as the foundation of the research. The theory of Reflective Teaching and the use of text models will be explained, as well as the relevance of the theory to the research problem (Schön, 1983: 88). This theoretical framework will assist in analyzing the data and making recommendations based on a solid theoretical foundation (Graham & Perin, 2007: 25).

Research hypotheses will be stated to provide focus on what will be tested in the study. These hypotheses are based on the literature review and theoretical framework that has been presented. For example, a hypothesis could be: "The implementation of Reflective Teaching combined with text model will increase students' participation and achievement in writing class at MTs Nurul Huda Kragan" (Madjdi et al., 2020: 86).

The writing structure of this research will be briefly explained to provide guidance to the reader about the main sections that will be discussed in the paper. This introductory section will be followed by a more in-depth literature review, research methodology, research results, discussion, and conclusion. Each section will be explained in detail to provide a comprehensive understanding of the study (Creswell, 2014: 35).

RESEARCH METHOD

This study employs a qualitative research design to explore the perceptions and experiences of students learning English through the lexical approach. This approach was chosen for its ability to capture subjective perspectives and identify patterns in how students engage with a teaching strategy that focuses on vocabulary acquisition. It is particularly relevant for understanding the dynamics of English learning in the unique sociocultural context of MTs Nurul Huda Kragan, a rural, faith-based educational institution. By utilizing this design, the study aims to provide a comprehensive understanding of how the lexical approach facilitates language learning and addresses the specific needs of students within this environment. This study uses mixed methods, which is a research design that combines quantitative and qualitative methods to obtain more comprehensive, valid, reliable, and objective data (Creswell, 2003; Guo, 2021).

This design allows researchers to answer research questions gradually and in depth, and is often used when researchers want to explain quantitative results with qualitative data or vice versa (Samiei & Ebadi, 2021; Soleimani, 2020). The subjects of this study are students of MTs Nurul Huda Kragan who are involved in learning English as a foreign language. Their involvement in this study is not only as participants in regular learning, but also in line with the implementation of the reflective approach by the teacher. They also received model texts to facilitate them in doing the writing tasks given by the teacher.

Students' participation was observed using non-participant observation technique (documentary observation), which provided an opportunity for the researcher to gain in-depth understanding through analysing and interpreting data before and during the implementation of the reflective approach combined with the provision of text models. Observations were made on seven areas of student participation, namely expressing opinions, answering teacher or classmate questions, asking questions, providing rebuttals, doing assignments, participating in class discussions, and following class rules. In addition, several interviews using semi-structured interview techniques were also conducted to listen to their opinions and perceptions of the learning pattern conducted by the teacher. The interview questions covered the benefits of reflective practice, perceptions of reflection in leadership learning, teachers' involvement in reflective teaching, and students' acceptance of the steps taken by teachers.

Students' learning outcomes in the form of written work were assessed, both before they received the treatment and after. These assessments were statistically analysed to draw conclusions about the effectiveness of applying reflective teaching methods combined with the text model in improving students' participation and achievement in writing classes. Qualitative data obtained from observations and interviews were analysed using thematic analysis techniques to identify the main themes that emerged from the data. This analysis helped in understanding students' experiences and perceptions and provided a deeper context to the quantitative findings.

To ensure data validity and reliability, data triangulation was conducted by combining the results of observations, interviews, and analyses of students' written work. In addition, member checking was also conducted by asking participants to confirm the interview results and the researcher's interpretation of the data that had been collected. By using this mixed method, the research is expected to provide a comprehensive picture of the effectiveness of the implementation of Reflective Teaching combined with the text model in improving students' participation and achievement in writing classes at MTs Nurul Huda Kragan.

RESULTS AND DISCUSSION

1. The Impact of Reflective Teaching on Student Participation

The results of the qualitative approach of this study revealed the potential benefits of the reflective teaching approach for teachers to improve their teaching quality. The documentation recorded in this study showed that teachers became more diverse in developing learning methods by conducting at least four stages of reflective steps. First, teachers conduct context recognition at the initial stage by preparing themselves for reflective learning, understanding the desired learning context and students' competencies. Second, teachers start teaching the learning material by presenting relevant experiences, examples and practices. Third, teachers together with students evaluate the learning experience, identify shortcomings, and formulate strategies to improve learning. At this point, teachers encourage students to actively participate in their learning and take necessary actions to improve their learning. Fourth, teachers conduct the final stage to test the impression and effectiveness of the learning conducted.

Regarding the interviews, it was noted that 80% of the students claimed to get good benefits from the reflective practice implemented by the teacher. They said that the reflection stage made them feel refreshed and obtained a new learning situation that brought them into a pleasant learning atmosphere. In addition, 75% of students expressed positive perceptions towards reflection in leadership learning, especially regarding the teacher's involvement in reflective teaching. Furthermore, 85% of students happily accepted the steps taken by the teacher to improve both their participation and achievement.

Meanwhile, all observed indicators of student participation have increased, although at different percentage levels. The results of the quantification of student participation showed an increase in the average participation rate, which increased from 50% before the treatment to 76.42% after receiving the treatment. The observation results related to student participation before and during the treatment can be seen in Table 1.

Table 1

Student Participation Before and After Treatment

Partisipasi	Sebelum Perlakuan	Setelah Perlakuan
Expressing opinions	40%	70%
Answering questions	55%	70%
Asking questions	45%	80%
Giving rebuttal	40%	65%
Working on assignments	65%	95%
Participating in discussions	50%	75%
Following class rules	55%	80%
Average	50%	76,42%

2. Impact of Reflective Teaching on Student Learning Achievement

In terms of quantitative data, the statistical data showed an increase in students' learning ability from an average of 58.44 before receiving the combined treatment of reflective teaching and text model to an average of 85.57 after receiving the treatment. The results of statistical calculations show that the data is normal because the Sig value ≥ 0.05 (both pre-test and post-test). Since the data was normal, a parametric statistical test (Paired Sample t-test) was conducted with the result of Sig value ≤ 0.05 which means there is a significant difference in the post-test score compared to the pre-test score. Based on this difference, the post-test score is significantly better than the pre-test score or significantly improved. The description of statistical calculations is presented in Table 2.

Table 2
Description of Statistical Calculations

Statistics	Pre-test	Post-test
Average	58,44	85,57
95% Confidence Interval for the Mean	41,56 - 58,44	67,29 - 85,57
Weighted Average 5%	49,72	76,03
Median	50,00	75,00
Varians	83,333	97,619
Standard Deviation	9,129	9,880
Minimum	40	65
Maksimum	65	95
Range	25	30
Interquartile Range	15	10
Skewness	0,460	1,081
Kurtosis	-0,528	1,444

The table above shows that the intervention conducted in the learning activities had a positive effect on students' performance based on the indication of a significant difference in

the mean post-test score compared to the pre-test score. In addition, students may have different levels of benefit among the groups.

The data in this study was obtained through a combination of direct observation, interviews, and tests conducted before and after the implementation of reflective learning design. Observations were conducted to measure the level of student participation in various classroom activities, such as expressing opinions, answering questions, asking questions, giving rebuttals, doing assignments, participating in discussions, and following class rules. These observations were conducted before and after the application of the learning method to record changes in student participation. The observation technique used is non-participant observation, where the researcher is not directly involved in classroom activities, but only observes and records student interactions during the learning process.

In addition, semi-structured interviews were conducted with a number of students to gain a deeper understanding of their perceptions of the implementation of reflective teaching. These interviews explored students' views on the benefits of the reflective approach, their feelings towards more interactive learning, as well as their responses to the steps taken by the teacher. This interview helped the researcher to get students' subjective views on their experiences during the learning process.

To measure the impact of reflective teaching on learning achievement, tests were conducted before (pre-test) and after (post-test) the implementation of reflective learning method. This test was used to measure the extent to which students' understanding and ability of the material taught increased after the reflection process was implemented in the classroom. The results of this test were statistically analysed to see the difference between the pre-test and post-test scores, which showed the impact of the reflective approach on students' learning achievement.

The data obtained from the observations and tests were analysed using a parametric statistical test to determine if there was a significant difference between the average pre-test and post-test scores. This test was also used to see if the changes in students' learning outcomes could be considered significant. Data from student participation observations were calculated as percentages and then averaged to see the progress of student participation.

The results of this study conducted at MTs Nurul Huda kragan are consistent with the findings of previous research that emphasizes the positive impact of reflective teaching on both teacher development and student outcomes. Reflective teaching practices have been shown to enhance teaching strategies, allowing teachers to engage in continuous self-assessment and adapt their methods to meet students' needs. According to Aydoğmuş & Kurnaz (2022) and Oo & Habók (2020), reflective teaching encourages educators to diversify their instructional methods, providing them with tools to create a more engaging and dynamic classroom environment. At MTs Nurul Huda Kragan, this approach enabled teachers to actively reconsider their teaching methods, which led to more engaging lessons and improvements in student learning.

A significant aspect of reflective teaching is the active involvement of students in the learning process. The results from MTs Nurul Huda kragan show that, through reflection, teachers were able to foster a more interactive classroom atmosphere. This is in line with the work of Y. A. Chen et al. (2019, p. 21) and Cherian et al. (2020, p. 134), who argue that reflective practices promote student engagement by encouraging them to become more active participants in discussions, ask questions, and respond to feedback. In this study, student participation increased significantly, particularly in areas like answering questions (from 55% to 70%), asking questions (from 45% to 80%), and participating in discussions (from 50% to

75%). This improvement suggests that reflective teaching practices have the potential to not only increase student involvement but also deepen their understanding of the material, leading to more meaningful learning experiences.

The study highlights the importance of the collaborative nature of reflective teaching, where both teachers and students engage in dialogue to improve the teaching and learning process. Reflective teaching encourages teachers to regularly assess the effectiveness of their methods, both in terms of content delivery and student engagement. This reflective cycle involves a feedback loop that can enhance teaching quality and learning outcomes. At MTs Nurul Huda Kragan, teachers not only reflected on their instructional methods but also involved students in this process. By discussing the effectiveness of different teaching strategies with students and considering their feedback, teachers were able to refine their approach to meet the diverse needs of learners. This kind of collaborative reflection, as noted by Li et al. (2023, p. 128) and Liao (2020, p. 72), is essential in fostering a learning environment where students feel more connected to the content and to the teaching process.

The significant improvement in student achievement further reinforces the value of reflective teaching. The results from the pre-test and post-test showed a substantial increase in student performance, from an average score of 58.44 before the intervention to 85.57 after the intervention. This change, which was statistically significant according to the Paired Sample t-test, indicates that reflective teaching not only improves student participation but also directly impacts their academic performance. As reflected in earlier studies, such as those by Aydoğmuş & Kurnaz (2022, p. 64) and Le Thanh Thao et al. (2023, p. 80), teachers who engage in reflection are able to better align their teaching methods with student needs, which in turn leads to enhanced learning outcomes.

One of the most important aspects of the intervention at MTs Nurul Huda Kragan was the use of innovative reflective practices, such as incorporating model texts and encouraging students to engage in self-reflection. The findings suggest that innovation in reflective teaching—through activities such as providing students with themes for reflection, inviting them to provide feedback on the teaching process, and fostering a reflective classroom culture—can significantly improve both the teaching process and student engagement (Bay, 2020, p. 18; Bevilacqua et al., 2021, p. 55; Dadvand & Behzadpoor, 2020, p. 102). These innovations not only helped students to better understand the material but also increased their motivation to participate actively in class. The teachers at MTs Nurul Huda Kragan demonstrated creativity in integrating these reflective strategies, which contributed to a more dynamic and student-centered learning environment.

The positive student perceptions of the reflective teaching approach further support the effectiveness of this method. 85% of students expressed feeling more comfortable and motivated in the learning process when model texts were used, as opposed to prior lessons. Similarly, 80% of students reported feeling less burdened by the learning material, which suggests that reflective teaching can alleviate some of the stress often associated with academic challenges. These findings align with the literature, which states that when students feel supported and engaged in their learning, their academic performance and overall satisfaction improve (Linton & Klinton, 2019, p. 54; Nawi et al., 2019, p. 78; Wati & Widiansyah, 2020, p. 92). In this study, students also reported increased interest in the subject matter, with 75% indicating greater enthusiasm for writing lessons and 85% expressing increased motivation in class participation.

The results also support the notion that innovation in teaching is not solely the responsibility of the teacher but is a collaborative process that involves students as well. When

teachers actively include students in the innovation process, the teaching-learning experience becomes more dynamic and responsive to student needs. This collaborative approach allows students to contribute to the creation of a learning environment that is more engaging and tailored to their interests. Studies by Wiziack & dos Santos (2021, p. 206) and Wu et al. (2020, p. 134) highlight the importance of fostering such collaboration between teachers and students, as it leads to a more student-centered learning environment where students feel valued and empowered in the learning process.

CONCLUSION

The study conducted at MTs Nurul Huda Kragan emphasized the significant impact of implementing reflective teaching practices on enhancing student engagement and academic achievement, particularly in writing lessons. Reflective teaching, when paired with innovative strategies such as the use of model texts, was found to greatly improve both student participation and performance. These findings align with a growing body of research suggesting that reflective teaching fosters a dynamic, responsive, and student-centered learning environment that addresses learners' specific needs and interests. The study highlights the crucial role of teacher creativity and the integration of appropriate learning aids, such as model texts, in supporting and enriching the reflective teaching process. Furthermore, it underscores that the combination of reflective teaching and well-suited learning aids proves to be even more effective when adapted to the unique context and requirements of students. The use of model texts, in particular, emerged as a powerful tool for motivating students and facilitating their learning, leading to notable improvements in their academic outcomes. These results underline the importance of these methods in creating a more engaging and effective educational experience. Based on these findings, it is recommended that educators, especially those teaching writing, incorporate reflective teaching practices along with carefully chosen learning aids like model texts to optimize student engagement and achievement. Future research could further investigate the integration of various types of text models in conjunction with reflective teaching to explore their potential in boosting students' interest and performance in writing courses.

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