ABSTRACT

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Nowadays, Reflection has been set as a method in teacher professional development. This phenomenon motivates an university in Indonesia including UIN Sunan Ampel Surabaya to make and obligation about reflection in their microteaching class especially at English Education Department. Furthermore, microteaching class has been set as the one of curriculum in order to give an experience about teaching for colleagues. Students who participate in microteaching class are called pre-service teachers. Many of them face some problems on their teaching practice. In order to help them facing the problem, reflection can be used as a tool in solving the problem. In this case, this thesis discuss about the problem faces by pre-service teachers and the role of reflection in solving the problem in teaching and learning process. The setting of the study was UIN Ampel Surabaya and the subjects are 10 pre-service teachers of English Education Department. Descriptive qualitative method is implemented in this research.in addition; the data were in the form of documentation, questionnaires and observation. Documentation is the method that use for gaining the data about pre-service teachers' problem in teaching and learning process base on their reflection. Meanwhile, questionnaires and observation are for gaining the role of reflection. The result shows that pre-service teachers' problems in teaching and learning process are instruction, goal, evaluation, assessment, content, material, method, technique and obstacle. Moreover, the roles of reflection in solving the problem in teaching and learning process are; reflection as informer about the strengths and weaknesses in teaching and learning, reflection as reflection as a teacher judgement, informed suggestion, analysis and perception from other observer, reflection as self-evaluation and reflection as a problem-solving in teaching and learning process.