# **CHAPTER II**

# REVIEW OF RELATED LITERATURE

### A. THEORETICAL FOUNDATION

## 1. Teaching and learning

# a. Definition of teaching

According to Nana Sudjana, teaching is an arrangement process of students' environment to make a teaching and learning process. Teaching is about the "transmission" of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves. Teaching is focused to do something for students. Teaching is formal action to bring about a greater opportunity for the students becoming educated.

Therefore, teaching means that the teacher gives or transfers knowledge for the students. Teaching is an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciation, and knowledge. The teacher attempts to bring about desirable behavioral changes or tendencies toward changes in his students. It is apparent that there must be decisions made as to what learning is desirable, and how best to perform such teaching and learning.

Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P* 

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

A purpose of teaching is to help the students to learn. Each student learns, however, from his own efforts and experiences. A teacher may inspire students to want to learn and may guide them in experiences from which he may learn some fact, attitude or skill.

# **b.** Definition of learning

Learning is a process which is conducted by teacher for student. <sup>2</sup> Therefore, learning is a process of interaction between teacher and student. It helps student in gaining knowledges from the material, mastery of skill and behavior, and the establishment of attitudes and beliefs on learners. In other words, learning is a process to help student learn well. Learning has the same meaning with teaching although has a different connotation.

# a. The nature of teaching and learning process

Teaching and learning process as known as learning process is a combination between 2 concepts, both are learning which is conducted by student and teaching which is conducted by the teacher. Learning is directed to student who receives the learning material while teaching is directed to the teacher who gives learning material to the student.

Teaching and learning is two word which have different meaning but both are related in teaching and learning process. From those process of teaching and learning will obtained the learning outcomes. To gain

<sup>&</sup>lt;sup>2</sup> Dimyati and mudjiono, *Belajar dan Pembelajaran*, (Jakarta, rineka cipta, 2013) P 25

optimal result, teaching and learning process must be done well and organized. Both concepts are related to the interaction between student and teacher when teaching and learning process is held. This is the meaning of teaching and learning as a *process*. Student and teacher interaction becomes primary meaning in learning process which plays an important role to achieve the goal of effective teaching. Learning is not memorization nor remembers. Learning is a process that is characterized by a change in a person behavior. Changes as a result of the learning process can be demonstrated in a variety of forms such as knowledge, understanding, attitudes and behaviors, skills, skills, abilities, power receiver etc.<sup>3</sup> This is the nature of learning, as the core of the teaching process. In other words that in the process of teaching or learning interaction becomes a major problem in changing students' behavior through various experiences gained.

As well as learning, teaching is essentially a process of arranging, organizing the existing environment around students so as to raise and encourage the students' learning process. At a later stage, learning is a process of giving guidance or assistance to students in the learning process. The concept was implicit that the role of a teacher is a leader and facilitator of learning. Not only teaching a lesson but also a process of educating students.

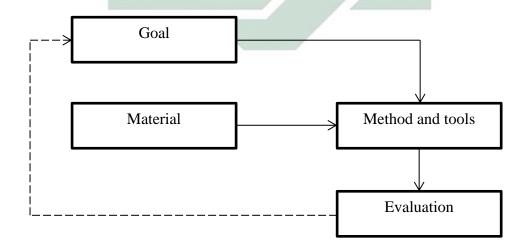
## b. Teaching and Learning components

Learning and teaching is a process that should be able to develop and answer some of the fundamental issues, concerning:

- 1. Where does the process will be directed?
- 2. What should be addressed in the process?
- 3. How to do the process?
- 4. How to determine success or failure of the process?

The first issue relates to the purpose of teaching process, the second issue is talking about the subject matter or materials, third problem relates to the methods and tools used in the learning process, the fourth issue regarding the assessment in the learning process. The fourth components are not independent, but interrelated and mutually influence each other. Schematically four components can be illustrated in the following diagram:<sup>4</sup>

# **Teaching and Learning Components**



4 Sudjana Nana, Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

# 1. Learning goal

Learning objectives is the first component to be set in the learning process. The role of learning goals is very important because it determines the direction of the learning process. A clear goal would give clear instructions to apply the selection of teaching materials. According to the level, type of school and education programs, there are four levels of educational objectives:

- 1. General goal of education, is human formation of Pancasila
- 2. Intuitional goal is destination of educational institution.
- 3. Curriculum goal, the goal of learning material
- 4. Instructional goal (tujuan pembelajaran), the goal of teaching and learning process.<sup>5</sup>

Institutional goal is which can be achieved by an institutional or school to gain the general goal of education. Therefore, institutional goal for elementary school have a differences with the institutional goal for junior or senior high school.

Curriculum goal is an explanation from institutional goal which conclude educational programs in curriculum. This goal describes the student which got a material from learning process, such as program for IPA, IPS etc.

The first step for teacher to do is to plan a teaching and learning process. *Instructional goal* is a statement about an ability and behavior

.

<sup>&</sup>lt;sup>5</sup> Ibid, . . . . . P 57-58

which must be gained or mastered for student after getting the learning process. Learning goal is an aim or an expectation which should be achieved for student. In other word, it is a result of learning process that achieved for student after getting the leaning process.

## 2. Learning material

Other component except the goal is an expectation about learning material and teaching learning process. Learning material is formulated after the goal is assigned. Learning goal must be designed as good as possible to gain a good learning process. While, teaching and learning process determined from the goal and learning material. Therefore, should be a systematic and harmonious relationship between goal — learning material — teaching and learning process. The problem is how to set learning material in order to support the goal of learning?

## 1. Setting up learning material

Learning material is a content which given to student while the process of teaching and learning. Through learning material student will deliver to the learning goal. In other meaning, the goal that should student gain is colored and formed by learning material. There are some things that need to be considered in determining the learning material:<sup>6</sup>

 a. The material must be appropriate and support the achievement of learning goals.

<sup>&</sup>lt;sup>6</sup> Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P* 

- b. Written materials in the teaching planning is limited to a concept or shaped outline it is not also described in detail.
- Setting up the learning material should be matched to the step of learning goal.
- d. The step of learning material should have continuity from each other.
- e. Setting up learning material from simple to complex, from easy to difficult, from concrete to abstract.
- f. Learning material should be factual and conceptual, means factual is easy to remember, and conceptual means need an understanding.

# 2. Teaching methods

Teaching methods is a way used by a teacher to create a relation to student while teaching and learning process. Therefore, the role of teaching methods is to create teaching and learning process. With this method, expected an increasing about learning process according to teaching process or creating an educative interaction. In this interaction teacher becomes an activator or supervisor while student becomes receiver or guided. Interaction process will be good if the student becomes more active than the teacher. According to Nana, there are several types of types of teaching methods that are still used in teaching today, are:<sup>7</sup>

### a. Speech method

<sup>&</sup>lt;sup>7</sup> Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P* 76 - 89

- b. Asking and answering method
- c. Discussion method
- d. Learning task method
- e. Group work method
- f. Demonstration method or experiment
- g. Problem solving method
- h. Role-playing method
- i. Team teaching method
- j. Drill method
- k. Field or trip method
- 1. Resource person method
- m. Simulation method

# 3. Learning tools

Learning tools hold an important role in teaching and learning process. Methods and learning tools are the component that cannot stand independently. Both components must stay together to gain batter learning and teaching process. Learning tool makes the material becomes easier for student to understand. It is also called as visual audio means the tools which can be reserved by five senses. There are 6 functions of learning tools in teaching and learning process, are:<sup>8</sup>

<sup>8</sup> Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar* . . . . . . . . P 99-100

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

- To help teacher and student gain the effective situation of teaching and learning.
- Using learning tools becomes an integral part of teaching situation.
   Which mean, teacher should develop it to become more effective to use in teaching and learning process
- 3. It can be an interesting tool to gain more attention for the student.
- 4. To make a teaching and learning process becomes more quick and also help student to gain better understanding about the material.
- 5. Learning tool makes a material which explained by teacher becomes more inscription in students understanding.

### 4. Evaluation

To be able to determine whether or not the learning objectives achieved in learning process, necessary, teacher should take an impossible solution to make an assessment or evaluation program. Assessment or evaluation gives a consideration, a price or a value based on certain criteria. The result which gained from evaluation or assessment expressed in terms of learning outcomes. Therefore, an action or activities describes as the evaluation of learning outcome.

Function of evaluation in teaching and learning process.

a. To determine whether the learning objectives achieved. In terms of instructional objectives. This function can be determined the level of the lessons mastered by students. b. To know the effectiveness of teaching and learning process. With this function, teacher be able to know whether his teaching success or not. The factors of the lack on learning outcomes which gained by student cannot be determined to student ability but also can be determined from teacher ability in teaching.9

Therefore, evaluation in teaching and learning process has equal function, for student and teacher. An evaluation of learning outcomes can be implemented in 2 stages. First stage is implemented after the process of teaching and learning also called short-term or formative. Second stage, long-term, is implemented after teaching and learning process occur multiple times or after passing through certain period for an example *mid-term* examination or final-exam. This evaluation called summative.

# c. The Problems of teaching and learning process.

Teaching is not only a process on delivering knowledges; therefore teaching must be accompanied by education. Indirectly, teacher has to lead their student to do and be aware of ethics, cultural and moral. According to Oemar Hamalik there are 5 problems in teaching, <sup>10</sup> those are: (1) Instruction, (2) Evaluation, (3) Content/sequence, (4) Method and (4)

<sup>&</sup>lt;sup>9</sup> Sudjana Nana, Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P

<sup>&</sup>lt;sup>10</sup> Hamalik Oemar, Perencanaan Pengajaran Berdasarkan Pendekatan Sisitem (Jakarta, PT Bumi Aksara, 2002), P. 15

Obstacle. Therefore, teaching must become a systematic system in planning, designing, preparing, performing, and evaluating learning activities effectively at a reasonable time period. <sup>11</sup> In fact, a skilled teacher has a good planning. Teacher has to plan a good strategies, principles and techniques in other to use it in learning process.

### 2. Reflection

### a. Definition of reflection

Reflection is seen as one of the ways that professional learns from experiences in order to understand and develop their practice. <sup>12</sup> Through reflection students learn by themselves. They can develop their thought from their experiences. They can evaluate their lack and get deep understanding about information in detail from their experiences.

Kolb states that knowledge is continuously derived from and tasted it in the experiences of the learners. People learn from what had been learned in the past. Improvement occurs through deep thought and it will be continuously improved by other learners. The process of understanding more and improving knowledge is reflection. The principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some ways the quality of

-

<sup>&</sup>lt;sup>11</sup> Hilda Karli, dkk, *Implementasi KTSP dalam model-model Pembelajaran* (Jakarta, Generasi Info Media, 2007) P. 15

<sup>&</sup>lt;sup>12</sup> Jasper, Beginning Reflective Practice: Foundation in nursing and health care. 2

<sup>&</sup>lt;sup>13</sup> D.A Kolb, *Experiental learning: Experiences as the source of Learning and Development* (Englewood Cliffs, NJ: Prentice Hall, 1984), 27.

those which come after.<sup>14</sup> Learners reflect on something in order to get deep understanding and to modify knowledge quality which will be learned and reflected by other.

# b. Types of reflection

Schon categorizes reflection on two types; they are reflection in action and reflection on action.

### 1) Reflection in action

Reflection in action is concerned with practicing critically. It happens when we are in the midst of an action and in doing and being reflective-in-action we are 15. It happens during the event, not after it.

### 2) Reflection on action

Reflection on the other hand, happens after the action. Reflection on is the activity which has taken place and thinking about what is done. Reflection on action is significant in the process of engaging in the critical reflection.<sup>16</sup>

#### c. Levels of reflection

Curriculum development that questions assumptions and aims for emancipatory ideals. In the earlier work, its concern is mainly with reflection as a tool for curriculum construction. It is propose three levels at

<sup>&</sup>lt;sup>14</sup> John Dewey, *Experience and Education*, The kappa Delta Pi Lecture (Newwork: Simon & Schuster Inc, 1938), 35.

<sup>&</sup>lt;sup>15</sup> Anne brockbank and Ian McGill, *Facilitating Reflective Learning in Higher Education*, 2<sup>nd</sup> ed. (NewYork: McGraw-hill, 2007), 87.

<sup>&</sup>lt;sup>16</sup> Brockbank n McGill, Cacilitating Reflective Learning in Higher Education, 91

which reflection operates: technical, practical and critical. Technical reflection is concerned with effectiveness and efficiency in achieving ends, which are not opening to criticism. Critical reflection doesn't incorporate aspects of the previous two but also includes consideration of moral and ethical criteria and locates analyses in the wider socio-historical context<sup>17</sup>. Here are some levels of reflection:

#### 1. First level

Thinking and acting in a common sense manner on a daily basis, clear separation between reflection and action.

#### 2. Second level

More specific reflection focused on events or incidents.

## 3. Third level

Reflection on personal experience and that of others, which is more systematic with an aim is arriving at an understanding through explanation.

Reflection on the manner of reflection, that think about the

of knowing (metacognition) and the conditions that shape

### 4. Fourth level

nature

experience.

<sup>&</sup>lt;sup>17</sup> Adler, S. The reflective practitioner and the curriculum of teacher education. Journal of Education for Teaching, (1991) 17, 2, 139-150.

#### d. The correlation between reflection and education

The Kolb's cycle experimental learning identifies reflection as stage of learning<sup>18</sup>. Learning can be gained from the experience but it is not just happen. Some learning process is necessary to get more knowledge in learning. Many things can be learned through experiences. By thinking what have done or why is done in learning process it will be better to gain better process in the future.

Teacher and student engage in reflection on emergent practice to reinforce their learning and to enhance their practice<sup>19</sup>. Student can learn through listening, watching, doing and by being what they have done. Students do not only learn from lectures, books or explanation on the board but student also can learn from their practice experiences. By doing before or after an action, they can learn through their critical thinking what happen on the process.

Furthermore, Student will recall their reflection on previous action as a piece of knowledge or learning when they begin to reflect their next action. The purpose on this reflection is to gain better practice in the next action. By the following time, student will get more understanding what they will do in the class.

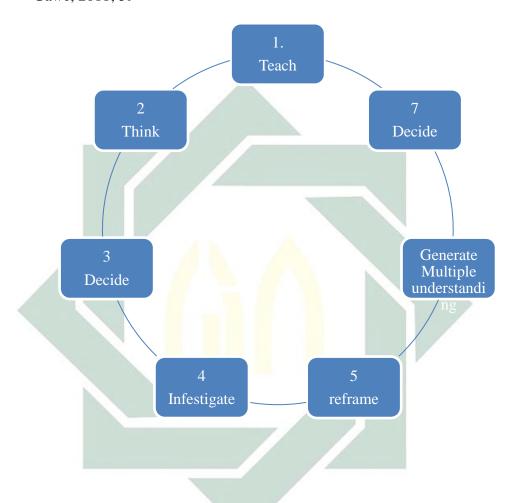
<sup>18</sup> Moon, Learning Journal, A Handbook of Reflective Practice And Professional Development, 10

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

<sup>&</sup>lt;sup>19</sup> Anne brockbank and Ian McGill, *Facilitating Reflective Learning in Higher Education*, 2<sup>nd</sup> ed. (NewYork: McGraw-hill, 2007), 87.

# e. The cycle of reflection

Figure 2.1: Reflective cycle adapted from Jacobs, Vakalisa and Gawe, 2011; 59



The first stage, what the lecturers have to do on reflective teaching is to teach the students. Before the lecturers teach the students, they have to make suitable materials for their students in the teaching and learning process. After that, lecturers should implement the plan in the real situation. It means that the lecturers have to teach the students using the plan that the lecturers make before. The lecturers can also monitor the

class activity during teaching and learning process. It is supposed to measure whether the instruction from the lecturers is clear or not.

The second stage, the lecturers have to think again about their teaching. It means that the lecturers have to think back their teaching, such as the condition, situation, the method that the lecturers used and response of the students toward the learning process. The lecturers have to think about the condition and situation of the class whether it is conducive or not when they teach their students. Actually, the important thing to support the learning and teaching process is the conducive class. When the students feel bored to learn in the class, for example the lecturers can go to outside of the class such as the garden or yard of the school.

The third stage, the lecturers should make decision after they teach the students. The lecturers have to decide whether their teaching is successful or not. Analytic decision making is particularly important because lecturers often have to make their decisions quickly and under uncertain conditions. The lecturers have to make the decisions as soon as possible in that time. The decision is not only to decide the successful teaching process but also the lecturers have to look at the method that the lecturers use in the class. The lecturers should decide that the method that they use is appropriate to the students or not.

The fourth stages, the lecturers investigate the reason of their result of their teaching. If the teaching process of the lecturers is successful, the lecturers also have to indicate the causes of the successful teaching. After

that, the lecturers can improve their method and try to teach the other class with the same method. The lecturers have to analyze the weakness and the strengths if their teaching is not successful. For example, the lecturers get successful teaching in the class because they know what the students need. Hence, the lecturers can use the same method for that class.

The fifth stage, the lecturers should modify their plan or reframe the plan. The lecturers have to modify the plan in their teaching. The plan is the most important to overcome the failed teaching. When the lecturers want to change or modify the plan, the lecturers have to make good strategy for their teaching. The lecturers should know the plan that is suitable with characteristic of the students. For example, if the characteristic of the students is passive, the lecturers have to make the material that can make the students become more active such as making the game in class activity.

The sixth stage, the lecturers have to make generate multiple understanding with the plan of their teaching. The lecturers should master the plan that they want to use in the teaching and learning process. The lecturers have to fully understand about the concept to apply in the classroom. Mastering the plan is very important to the lecturers because they should give the clear instruction for the students. The lecturers also rethink about the effect that may happen if the lecturers use the plan or strategy in their teaching. Actually, the lecturers usually face the effect of

the plan that the lecturers use in their teaching. They have to imagine the effect of their plan and the lecturers should try to find the problem solving.

The last stage, after the lecturers make planning and think in general multiple understanding, the lecturers have to make the new decision. It means that the lecturers should choose which plan that the lecturers want to use in their teaching. Lecturers must become reflective decision maker which is capable of distinguishing between the alternatives strategy that the lecturers use in the teaching and learning process. The decision also has consideration to support the teaching and learning process. The consideration is based on the characteristic of the students that the lecturers have to teach. The lecturers have to decide the planning that can overcome the problem in their teaching such as the students in class that are very crowded. For example, the lecturers can use individual assignment, like making essay in the class directly. So, this stage is the most important to the lecturers, because they have to make the best decision to choose the plan that they want to use in the teaching and learning process.

#### f. Characteristic of reflection

According to Dewey, the process of reflection for teacher begins when they encounter a difficulty, troublesome event, or experiences that cannot be immediately resolved.<sup>20</sup> Teacher has to step back to analyses

<sup>&</sup>lt;sup>20</sup> Zeichner Kenneth M, Liston Daniel P, *Reflective teaching: An Introduction (Routhledge. Newyork and London, 2014) P 9.* 

their experiences, this stepping back can occur either in the midst of action or after the action is completed.

Rodgers states that there are four criteria of reflection based on Dewey. Those are: $^{21}$ 

- Reflection is a meaning-making process that moves a learner from one experience into the nest with deeper understanding of its relationship with and connection to other experiences and ideas.
- 2. Reflection is a systematic, rigorous, disciplined wat of thinking. With its roots in scientific inquiry.
- 3. Reflection needs to happen in community, in interaction with other.
- 4. Reflection requires attitudes that value the personal and intellectual growth of oneself and other.

# g. The role of reflection in teaching and learning.

According to Farrel Thomas, There several role of reflection in the process of teaching and learning:<sup>22</sup>

### a. Reflection as self-evaluation

.

<sup>&</sup>lt;sup>21</sup> Rodgers Carol, Defining reflection: Another look at John Dewey and reflective thinking, ( New York, 2002). P 3

<sup>&</sup>lt;sup>22</sup> Farrell Thomas, *Reflective Language Teaching: From Research to Practice*, (Continuum. 2007), p, 5-6

Teacher can evaluate themselves by reflection. It can increase the teachers' confidence, because they can correct their mistakes in the teaching and learning process such as change the good method in teaching or the material. In this case, the teacher has to reflect themselves and try to critic their teaching. The teacher also can criticize other problem in their teaching.

## b. Reflection as self-judgement

Reflection help the teacher to make judgments in their teaching, because from the reflection the teacher can know what method they want to use to their students depends on the characteristic of them. They judge their problem from themselves, supervisor or other research. Teacher can identify their problem in teaching and learning process. If the teacher routine to reflect their teaching, it can make the teacher become a professional teacher. The teacher can evaluate, modify the material and strategy in their teaching routine.

# c. Reflection helps teacher to think analytically, critically and creatively.

Reflection improves the quality of the teacher. After the teacher reflects their teaching and try to criticize their problem in teaching, they have to develop their innovation to change the strategy. It can happen because the teacher can evaluate their mistakes in their teaching by reflecting themselves directly.

#### d. Reflection as the informer

Reflection can be a purifying experience for practicing teacher because they can get some information from their experience. The new teacher can evaluate their teaching by reflection; it can improve the quality of teaching. Their experience in the teaching and learning process is very important in their future, because the teacher can know how to be good teacher and add some information after they reflect their teaching.

The experience of reflection is also important information for new teacher, because they can know the next step that they have to do in their teaching. So, the students as the perspective teacher or lecturers also have to use reflective teaching in their teaching.

## **B. PREVIOUS STUDY**

In this case, the researcher will conclude some analysis form other researcher. This case provides a brief summary of the other researcher findings; it could be same or the differences.

According to Ambreen Zehra, on his thesis analysis about *the role* of reflection on ELT, <sup>23</sup> as mentioned earlier, the main purpose of his study was to investigate teachers" views and attitudes about reflection and its role in their professional development. Interpretation of the study's results suggest that most of the 30 teachers surveyed and interviewed for the study were aware of the concept of reflection and its positive effects on their teaching practices. Results also indicated that the majority of the

.

<sup>&</sup>lt;sup>23</sup> Ambreen Zehra, the role of reflection on ELT, university of Sharjah.

through various means in order to improve professionally. The findings also revealed the participating teachers" views about some factors that inhibit reflection. In this case the researcher has same direction to analyses teaching with the use of reflection. But, this will be different in the objective which Zehra, in this problem the researcher use student teacher as his objective and Zehra use the real teacher. As findings of Zehra's research suggest that to ask teachers directly whether they are reflective teachers could not unfold the complete story, it might be better to investigate the issue in more indirect ways.

As the research before, depend on Ririn Kunarti thesis, *Reflective Teaching of English Education Department Lecturers in Universitas Muhammadiyah Yogyakarta*, <sup>24</sup> his discussion was divided into some explanations. The first explanation was answered the first research question about how the lecturers reflect their teaching. The lecturers usually reflected their teaching, such as think critically about their teaching such as investigate the teaching technique, add the technique and material in their teaching and make the appropriate material. Second, this research indicated that the respondents reflected their teaching in the outside of the classroom. Third, this finding indicated that the respondents did reflective teaching by reflection-on-action, because they thought back about their teaching at the end of the teaching and learning process. Fourth, this

\_

<sup>&</sup>lt;sup>24</sup> Kunarti ririn, Reflective Teaching of English Education Department Lecturers in Universitas Muhammadiyah Yogyakarta

research only follow the stage of reflective teaching until number five, because of the time constrain. Based on this case, the researcher takes a conclusion. A same direction the researcher did is about to reflect teacher technique, material etc. it is include some factors which have to reflect, material is also depend on teaching and learning process as in researcher theory. The difference is also about the object, Ririn object is a lectures.

Based on Ririn findings, the respondent usually forgot some detail in their teaching problem if she did not make documentation. The researcher suggests that the lecturers should take the video during teaching and learning process. Even if the respondent did not want to video, the respondents can make note during teaching and learning process. The respondent can write down some detail information in teaching that necessary to identification. Hence, this way could help the lecturers to forget some detail in the teaching and learning process. In this case the researchers already have the list in his questionnaire about the detail in teaching problem as Ririn ask.

Based on Dini Mustaqima thesis, *Reflective Teaching Practice Of Pre-service teachers For Young Learners At A Teacher Training Institute*, <sup>25</sup> the result of her finding are about the learning content and the way conducting reflective teaching. She suggests to employing the course program, the learning contents which need more emphasis in the course is on the case of classroom management. Pre-service teachers tend to have difficulty especially on organizing student. Actually pre-service teachers's

-

<sup>&</sup>lt;sup>25</sup> Mustaqima Dini, *Reflective Teaching Practice Of Pre-service teacherss For Young Learners At A Teacher Training Institute*, universitas pendidikan indonesia

knowledge in classroom management is enough, but when it comes to the teaching practice with the real student as the target learners more practice are still required. To be more specific, reflective teaching practice of preservice teachers in course program period should be done more frequently with each session focusing on the teaching aspects including the learner variable, teacher roles, classroom activities, and classroom management.

From her research we can find that teacher should not only reflect on one direction but in all condition form teaching and learning process.

This research will be the question to be more specific question to teaching and learning process.

According to research above, the researcher conclude that every reflective teaching should be more specific on teaching and learning process. After gaining the same method that reflective teaching should be in real teaching, lecturers or pre-service teachers, the researcher will add about all of the methods according to reflective teaching to develop teaching and learning process. This study is talking about how to develop teaching process and the differences in solving the problem.