CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present and analyze the data which had been collected during the research. The first data concerned on preservice teachers' problems in teaching and learning process and the role of reflection in solving the problem of teaching and learning process. The researcher gained all of the data through documentation, questionnaires, observation and interview.

A. RESEARCH FINDINGS

The data collected was analyzed to answer the two research questions as stated in chapter I. The research questions were 1) the problems faced by pre-service teachers in teaching and learning process and 2) the roles of reflection in solving the problem of teaching and learning process. To show the result of the study clearly and completely, the researcher attempted to categorize the finding based on the research question of the study:

The problem faces by pre-service teachers in teaching and learning process

This study described about the finding of the problem faced by preservice teachers in teaching and learning process. The data collected to analyses about the first research question. In this case, researcher analyzed the problem faces by pre-service teachers in teaching and learning process based on their reflection and theories in chapter II. (See appendix I)

In this study, teaching reflection focuses on the problems of teaching and learning process which reflected by pre-service teacher on teaching reflection was analyzed. Student reflected themselves using the form of teaching reflection which they get from lecturer. Therefore, Researcher analyses their reflection to gain the data about the second research question.

Researcher selects 10 pre-service students teacher to become the subject of this research. As the result of their reflection, some student has a different problem on their teaching and learning process. As a result, the data will be explained one by one from each pre-service student teacher. The analysis of pre-service teaching reflection and the problems of teaching and learning process which reflected by pre-service teacher on teaching reflection are described below:

1. Pre-service teacher A

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Method and technique and doing an evaluation in teaching and learning process.

Based on the explanation from their reflection, pre-service teacher

A asks his student to make a question in one group, but it becomes

individual not in a group. Therefore, pre-service teacher also reflect about the activities. He said that that their activity is not good enough. It is not support the indicator.

This problem was included on "Selecting the method and technique method, arranging scenario of English teaching and learning".

b. Content or material

Pre-service teacher makes a crazy story than asks to the student for making a sentence. But student cannot read about the sentence. This problem was included in "Selecting material and media, doing an assessment".

No	Pre-service teacher problem reflected in their reflection.	Checklist
1	Instruction and goal	
2	Content or material	V
3	Method and technique	$\sqrt{}$
4	Obstacle or other problem	
5	Evaluation and assessment	$\sqrt{}$

1. Pre-service teacher B

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Instruction and goal

In this reflection, pre-service teacher purpose that learning goal is not achieved perfectly, the problem causes on managing the activities.

b. Method and technique

In this reflection, pre-service teacher reveals that the problem is about giving instruction. Pre-service teacher has the lack of clarity on giving instruction.

c. Content or material.

Pre-service teacher told that in the middle of delivering the material, he/she feels nervous. Therefore, the explanation about the material or vocabs is not good enough.

No	Pre-service teacher reflection problem	Checklist
1	Instruction and goal	√
2	Content or material	√
3	Method and technique	√

4	Obstacle or other problem	
5	Evaluation and assessment	

2. Pre-service teacher C

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Instruction and goal

In this problem, pre-service teacher waste the time. Therefore, the learning goal is not achieved.

b. Method and technique.

Pre-service teacher reveals that the problem is about giving instruction.

Therefore, pre-service teacher also have a problem on gesturing.

c. Content or material.

Pre-service teacher faced the problem of building new vocabularies in delivering learning material.

No	Pre-service teacher problem.	Checklist
		,
1	Instruction and goal	$\sqrt{}$
2	Content or material	$\sqrt{}$
3	Method and technique	
	•	

4	Obstacle or other problem	
5	Evaluation and assessment	

3. Pre-service teacher D

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Obstacle or other problem and Content or material.

When pre-service teacher plays the first audio recording, the students are slightly confused. And the second audio has quite long duration. Therefore, pre-service teacher didn't finish the teaching within the given time.

b. Making and doing an evaluation in teaching and learning process

Pre-service teacher have a problem on checking the students tasks.

Therefore, pre-service teacher have to change the way how to check students' task.

Other problem is about decreasing the way of pointing students to answer the question.

No	Pre-service teacher problem.	Checklist
1	Instruction and goal	

2	Content or material	V
3	Method and technique	
4	Obstacle or other problem	V
5	Evaluation and assessment	V

4. Pre-service teacher E

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Method and technique

It is about the elaboration of the activities, pre-service teacher doesn't like the activities because the lack of it. Pre-service teacher have to add another activities. Therefore, pre-service teacher doesn't give clear instruction.

No	Pre-service teacher problem.	Checklist
1	Instruction and goal	
2	Content or material	
3	Method and technique	V
4	Obstacle or other problem	

5	Evaluation and assessment	

5. Pre-service teacher F

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Method and technique and Content or material.

In their reflection, pre-service teacher said that he/she still nervous in the beginning of teaching process. Therefore, pre-service teacher get difficulties on writing about the material.

Pre-service teacher also have some mistake in pronouncing some words and he/she need to give more feedback and more activities before asking students to write the material.

No	Pre-service teacher problem in teaching and	Checklist
	learning process.	
1	Instruction and goal	
2	Content or material	√
3	Method and technique	V

4	Obstacle or other problem	
5	Evaluation and assessment	

6. Pre-service teacher G

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Content or material.

Pre-service teacher have many mispronounce words and the use of wrong grammatical form. He/she also forgot to use vocabularies in high level for students.

b. Method and technique.

Pre-service teacher also feels that she/he still cannot be a good teacher model for students because the act just like freely, childish, and to comedian.

c. Obstacle or other problem.

Pre-service teacher cannot use computer well, he/she plays it randomly, therefore, pre-service teacher also not really good on using audio material for open-ended respond and those problems makes student feel confuse about it.

Based on the data about, researcher make a documentation checklist depend on the problem from teaching and learning process. The documentation checklist will be interpreted below:

No	Pre-service teacher problem in teaching and	Checklist
	learning process.	
1	Instruction and goal	
2	Content or material	V
3	Method and technique	V
4	Obstacle or other problem	V
5	Evaluation and assessment	

7. Pre-service teacher H

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Instruction and goal.

Pre-service teacher said the learning goal is no achieved because there are many aspects that doesn't not related and appropriate with the material and topic.

b. Method and technique.

Activities; reading aloud should not exist because it is not speaking, Giving instruction: it is shall in clear and simple way, pre-

service teacher uses long instruction on teaching., Main activities: there is one of the activities that pre-service teacher did not use it in teaching because the time is over, Target of language teaching: pre-service teacher did not teach the phrase that should be in asking and giving direction.

	No	Pre-service teacher problem in teaching and learning process.	Checklist
	1	Instruction and goal	1
1	2	Content or material	
	3	Method and technique	$\sqrt{}$
	4	Obstacle or other problem	
	5	Evaluation and assessment	

8. Pre-service teacher I

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Instruction and goal.

Pre-service teacher said the learning goal is no achieved because the lack of student involvement in the learning interaction. Students just accept what is given by the teacher. The teacher is not able to deliver material with plenty of variety.

b. Method and technique

Pre-service teacher have the lack of engaging students. He/she also still cannot to stimulus student to gain topic of the material.

c. Evaluation system.

Evaluation is not maximal. Pre-service teacher have an evaluation on correcting a question from student.

No	Pre-service learning pro		problem	in	teaching	and	Checklist
1	Instruction a	nd goal					V

2	Content or material	V
3	Method and technique	V
4	Obstacle or other problem	
5	Evaluation and assessment	V

9. Pre-service teacher J

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Instruction and goal.

Pre-service teacher have a problem on deciding the good instructional goal that balances with teaching and learning process.

b. Content or material.

The problem is looking for the appropriate material with the students' level and curriculum.

c. Method and technique.

Pre-service teacher have bored activities for the student and he/she also write a different teaching method in lesson plan with the method in used in the class.

d. Evaluation system.

Dealing with the system of evaluation, pre-service teacher have a difficulties on making a rubric.

Based on the data about, researcher make a documentation checklist depend on the problem from teaching and learning process. The documentation checklist will be interpreted below:

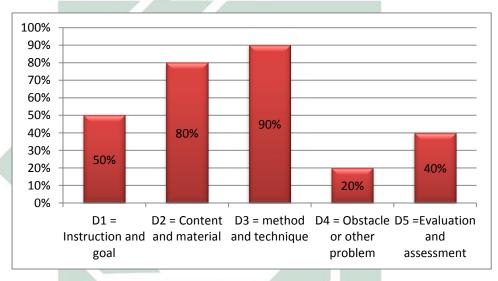
No	Pre-service teacher reflection problem reflected in	Checklist
1	Instruction and goal	V
2	Content or material	V
3	Method and technique	V
4	Obstacle or other problem	
5	Evaluation and assessment	V

From the data above, the researcher conclude that pre-service teacher faced a general problem on teaching and learning process. The problems are: (1) formulating and implementing the learning goal, (2) deciding and implementing the teaching and learning material, (3) the precision of method or technique and the usage of visual-aid or tool of teaching and learning process and (4) making and doing an evaluation in teaching and learning process.

The finding of the problem of teaching and learning will interpret using the formula:

$$\frac{number\ of\ problem}{number\ of\ student}\ X\ 100 = result\%$$

Diagram 4.1: the result of pre-service teacher's problem in teaching and learning process.



In this data, the most problem of teaching and learning process reflected by pre-service teacher is the precision of teaching method and technique. The average of this problem is 90%. Pre-service teacher almost get the problem to use the method in teaching or deciding what method will pre-service use in teaching and learning process and also about the activities in class. Second problem is about deciding and implementing the teaching and learning material. The average of this problem is 80%. Most of pre-service teacher get confuse about deciding the appropriate teaching

material which suitable from students. It is also have to become an effective and interested material for students. The third problem is about formulating the learning goal. As the result of research question 1. This problem gets the high average of general problem on teaching and learning process which has 50%. Therefore, in pre-service teaching reflection, this problem has a medium average because they thought that their learning goal is achieved in the process. In this case, there are still a problem on learning goal caused of their lack in process of teaching and learning such as: poor of activities/method or technique, how to write an appropriate words between learning goal and indicator and etc. making and doing an evaluation in teaching and learning process. is become complicated problem in teaching and learning process. The problem is about what preservice teacher should evaluate in the process. It is about making rubric or etc. therefore, this data interpret the average of this problem is 40%. The last point of this result is about visual-aid or tool in teaching and learning process. It is about making an interesting visual-aid or tool for student. And also about the lack of money from pre-service teacher. This has average 20%.

According to the result of documentation analysis about the problems faced by pre-service teachers in teaching and learning process, the researcher concludes the finding as follow:

a. Instruction and goal

1. The achievement of learning goal.

Pre-service teachers perceived that there were many aspects that did not appropriate with the material and topic.

2. Communicating the learning goal to student.

Pre-service teachers perceived that they did not engage student in their activities in gaining the learning goal.

- 3. Learning goal was not suitable with student ability and student needs.
- 4. Formulating instructional goal clearly.

This case affected for student on gaining the goal of the material, they did not satisfied on learning material, student realized that learning goal which taken from teacher was not relevant with their needs and did not have meaning to their daily life.

b. Problem in Evaluation and assessment.

- Dealing on making a rubric, pre-service teachers perceived that they did not know about making rubric to gain the successful criteria in assessing student.
- 2. Evaluation procedure was not clear.
- Pre-service teachers had the lack on checking student task and correcting the answer from student

 Teachers did not take an advantage of the analysis results of evaluation as a feedback.

c. Problem in content or material

- 1. The delivered material was not relevant to the learning goal.
- 2. Pre-service teachers were less able in delivering the material with the time management.
- 3. Pre-service teachers had a problem in building new vocabularies while delivering the material.

d. Problem in method and technique.

- 1. Pre-service teachers had the lack on delivering the material effectively and interestingly.
- 2. The method was not relevant with learning goal and material.
- 3. Pre-service teachers were skilled enough in implementing the method.
- 4. Pre-service teachers did not give a feedback to student's assessments.

e. Obstacle or other problem

- Pre-service teachers told that in the middle of teaching and learning process he-she felt nervous.
- 2. Pre-service teachers had a problem in the usage of visual-aid or tool in teaching and learning process. The media or audio had quite long duration. Therefore, pre-service teachers did not finish the process within the given time.

- 3. The number of media was not appropriate with student, it was not attractive enough and had limited of fund.
- 4. Pre-service teachers were lack of mastering English language.

According to the problems above, teaching and learning process would be less effective. Pre-service teachers faced the problem in developing their teaching and learning process.

2. The role of reflection in solving the problem of teaching and learning process

This study described about the finding of the role of reflection in solving the problem of teaching and learning process. The data collected to answer the second research question. In this case, researcher analyzed the problem faced by pre-service teachers using questionnaires form of agreement and opinion from pre-service teachers toward the role of reflection in solving their problem in teaching and learning process.

In this findings, the role of teaching reflection in solving the problem of teaching and learning process were analyzed. This data is taken form questionnaires. The data of questionnaires were obtained from the theories about the role of teaching reflection. Pre-service teachers' interpreted 15 question about the role of teaching reflection in solving the problem of teaching and learning process. The first question is to know about the role of teaching reflection on evaluating teaching and learning process, and also to that teaching reflection support and give the

information about teaching and learning process. The second question is about the role of teaching reflection as teacher judgement, informed by evidence based enquiry and insight from other pre-service teacher. The third question is about to know the role of teaching reflection on helping and improving teaching and learning process. Therefore it is also become enhancement of professional teaching and learning process through collaboration and dialogue with other pre-service teacher.

A. Teaching reflection as the informer about strength and weaknesses in teaching and learning.

Analysis of the qualitative data indicated that the pre-service teacher of English education department in Islamic state university of Sunan Ampel were aware of the concept of reflection and reflected on their teaching practices. Responses to the statements revealed that pre-service teacher had some knowledge about their strength and weaknesses in teaching and learning process. The specific statements that helped in identifying this finding were from statements 1 to 6 and the data was taken from questionnaires below:

NO	Statement	Strongly	Discorrece	Nautral	A 0m00	Strongly
		disagree	Disagree	Neutral	Agree	agree
1	I reflect on my students	0	1	2	2	5
	learning.	0%	10%	20%	20%	50%
2	I reflect on my students	0	2	3	5	1

	learning problems.	0%	20%	30%	50%	10%
3	I reflect on the strength of	0	0	0	8	2
	my teaching and learning process.	0%	0%	0%	80%	20%
4	I reflect on the weaknesses	0	0	0	6	4
	of my teaching and learning process.	0%	0%	0%	60%	40%
5	I reflect on the weaknesses	0	. 0	0	7	3
	of my teaching style.	0%	0%	0%	70%	30%

Statement numbers 1 to 5 investigated their own teaching and learning strengths and weaknesses. 20% to 80% of the participants either agreed or strongly agreed that they reflect on these situations, while 0% of the participants were neutral. In response to statement 6 the average is 10% of the participants agreed or strongly agreed that the role of teaching reflection as the informer about strength and weaknesses in teaching and learning, whereas only 0% remained neutral and disagree.

Pre-service Teachers" responses to the statement number 1 up to 5 one of the pre-service teachers wrote the following about reflection: "Self-evaluation with a view to modification of practice. Part of a developmental process." One pre-service teacher gave this definition of reflection: "Reflection according to me is analyzing my own teaching methodology, the achievement of my lesson objectives, finding out the strengths and weaknesses and finally improving on it." some of the participants expressed their surprise at the

concept of reflection and explained that they had never thought or read about it before.

Pre-service teacher who were answered the question said that they always reflect on their teaching practice because teaching reflection tells preservice teacher about the strengths and weaknesses on teaching and learning process. Other pre-service teacher said that reflection on teaching and learning process makes a better process then before.

B. Teaching reflection as a teacher judgement, informed by suggestion, analysis and perception from other research.

Responses to the statements revealed that pre-service teacher had some knowledge about their strength and weaknesses in teaching and learning process from their own opinion, another pre-service teacher and lectures. The specific statements that helped in identifying this finding were from statements 1 to 6 and the data was taken from questionnaires below:

NO	Statement	Strongly	Disagree	Neutral	Agree	Strongly
		disagree				agree
1	Discussions with my	0	0	1	7	2
_	colleagues cause me to reflect on my teaching.	0%	0%	10%	70%	20%
2	Observing my peers	0	2	0	8	0
2	causes me to reflect on my teaching.	0%	20%	0%	80%	0%
3	If I encounter problems	0	3	0	3	4
	in the classroom, I find					

	it more useful to talk to	0%	30%	0%	30%	40%
	more experienced					
	colleagues than simply					
	to reflect on it myself.					
4	I write reflective writing.	0	0	0	6	4
		0%	0%	0%	60%	40%
	My reflection is based	0	0	2	8	0
5	on observation.	0%	0%	20%	80%	0%
	My reflection is based	0	0	7	3	0
6	on academic.	0%	0%	70%	30%	0%
		070	070	70%	30%	070
- 2	I use video tape to	0	2	1	7	0
7	reflect my teaching and learning process	0%	20%	10%	70%	0%
6						/ C

In responses to the first statement about "Discussions with my colleagues cause me to reflect on my teaching", 70% from pre-service teacher agree 20% strongly agree 10% neutral and 0% disagree/ strongly disagree. For pre-service teacher who agree and strongly disagree with this statement said " it is good to discuss with someone else about teaching, other an observer see something that pre-service teacher do not notice in teaching and learning process, it was good or bad". Other said that they can think creatively about their lack of teaching after gaining the feedback and ideas form other colleagues. And for pre-service teacher who state this statement as a neutral said that pre-service teacher reflects their teaching not only from other colleagues but also from lecturer.

In responses to the second statement about "Observing my peers causes me to reflect on my teaching", 80% from pre-service teacher agree, 20% disagree. Pre-service teacher state that by observing other colleagues, pre-service teacher can learn something about teaching and gain a new sight or inspiration for the next better teaching from other pre-service teacher. And who disagree with this statement states that they did not observes other pre-service teacher because they did not came to the class.

For the next statement about "If I encounter problems in the classroom, I find it more useful to talk to more experienced colleagues than simply to reflect on it myself", 30% - 40% form pre-service teacher agree and strongly agree with this statement and 30% pre-service teacher disagree with it. Pre-service teacher who agree for this statement said sometimes it is better to ask someone else about our problem from different perception. And who disagree with this statement said that he shy if other pre-service teacher knows about the problem.

The fourth statement is about "I write reflective writing', 40% – 60% from pre-service teacher who strongly agree and agree with this statement, they said that after teaching pre-service teacher do a reflective writing the also state that reflective writing helps pre-service teacher know about their strongest and weaknesses on their teaching and learning process.

The fifth statement is about "My reflection is based on observation", 80% Pre-service teachers who said agree, 20% neutral. Pre-

service who agrees with this statement said that teaching reflection which pre-service write is based from other colleagues, their lectures and their own observation. And who state neutral said that there is some point in teaching which not observed.

For sixth statement about "My reflection is based on academic", the results of this average are 70% neutral 30% agree. Pre-service teacher agree that their reflection is based on academic but some pre-service teacher also states that sometimes pre-service teacher also needs to address several point in their reflection which is out of academic this is way they argue in neutral statement.

In the last statement about "I use video tape to reflect my teaching and learning process" which has average 70% agree 10% neutral and 20% disagree. Who have agree with this statement states that they use video to reflect their teaching, who states in neutral said responses uses video tape reflection but sometimes just writing it down. And some pre-service teacher disagrees with this statement because they shy to look their video.

C. Reflection as a problem-solving of the problem in teaching and learning process.

To gain more specific data about reflection in solving the problem of teaching and learning process, this result will describes about the role of reflection in solving the problem of teaching and learning process. Student reflected themselves using the form of reflection which they get from lecturer. Therefore, Researcher observes their teaching and learning process by using their reflection to gain the data.

Researcher selects 10 pre-service students teacher to become the subject of this research. As the result of their reflection, some student has a different problem on their teaching and learning process and how they solve their problem. As a result, the data will be explained one by one from each pre-service student teacher. The analysis about the role of reflection in solving the problem of teaching and learning process will described below:

1. Pre-service teacher A

Pre-service teacher reflects the problems of teaching and learning process about:

a. The precision of teaching method and technique and making and doing an evaluation in teaching and learning process.

Based on the explanation from reflection pre-service teacher A asks his student to make a question in one group, but it becomes individual not in a group. Therefore, pre-service teacher also reflect about the activities. He said that that their activity is not good enough. It is not support the indicator.

b. Deciding and implementing the teaching and learning material

Pre-service teacher makes a crazy story than asks to the student for making a sentence. But student cannot read about the sentence.

To know that the problem was solved by pre-service teaching according to their reflection, researcher takes an observation. The

result of the observation will conclude about how pre-service teacher solves their problem according to their reflection. This data was taken from pre-service teaching on their second cycle of their teaching practice. The data will be interpreted below:

Pre-service teacher on solving the problem of their teaching and learning material:

	No	How do pre-service solves the problem	goal			
	1	Pre-service teacher will try to make more interesting activities which more related with indicator	X			
	Bec	tes: cause pre-service teacher does not highlight the indicator, so nfusing which indicator that is achieved	it was			
	2	Pre-service teacher make a decision before coming up to the class and make sure what pre-service teacher really what for student to do the activities.	X			
Notes: Pre-service teacher needs to decrease "teacher talk" and start asking the student to speak and do any activities and forgetting to do feedback						
	3	Pre-service teacher want make reading has an interesting material.	V			
	Notes: The material quite interesting student knows about the material.					

2. Pre-service teacher B

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Formulating and implementing the learning goal

In this reflection, pre-service teacher purpose that learning goal is not achieved perfectly, the problem causes on managing the activities.

b. The precision of teaching method and technique

In this reflection, pre-service teacher reveals that the problem is about giving instruction. Pre-service teacher has the lack of clearness on giving instruction.

c. Deciding and implementing the teaching and learning material.

Pre-service teacher told that in the middle of delivering the material, he/she feels nervous. Therefore, the explanation about the material or vocabs is not good enough.

To know that the problem was solved by pre-service teaching according to their reflection, researcher takes an observation. The result of the observation will conclude about how pre-service teacher solves their problem according to their reflection. This data was taken from pre-service teaching on their second cycle of their teaching practice. The data will be interpreted below:

Pre-service teacher on solving the problem of their teaching and learning material:

	No	How do pre-service solves the problem						
	1	Pre-service teacher have to manage an activities.	X					
	Notes:							
	Tea	cher needs to focus more with his/her lesson plan, because	in pre-					
	serv	ice teachers' lesson plan there are many activities and l	nandout					
	whi	ch are not applied during teaching and learning process.						
1	2	Pre-service teacher have to make a clear instruction.	X					
	Notes:							
1	Pre-	service teacher need to consider in giving instruction	n. The					
	inst	ruction still not clears enough.						
	3	Pre-service teacher have to decrease his/her nervous to	X					
		gain better on delivering the material.						
	Notes:							
	cording							
to this problem, pre-service teacher tends to see and pays attenti her/his laptop more than students.								
						ı		

3. Pre-service Teacher C

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Formulating and implementing the learning goal

In this problem, pre-service teacher waste the time. Therefore, the learning goal is not achieved.

b. The precision of teaching method and technique.

Pre-service teacher reveals that the problem is about giving instruction. Therefore, pre-service teacher also have a problem on gesturing.

c. Deciding and implementing the teaching and learning material.

Pre-service teacher faced the problem of building new vocabularies in delivering learning material.

To know that the problem was solved by pre-service teaching according to their reflection, researcher takes an observation. The result of the observation will conclude about how pre-service teacher solves their problem according to their reflection. This data was taken from pre-service teaching on their second cycle of their teaching practice. The data will be interpreted below:

No	How do pre-service solves the problem	Goal
1	Pre-service teacher have to manage their time in teaching	,
		$\sqrt{}$
	to achieve the goal.	

Notes:

The goal is achieved because pre-service teacher can manage his/her time because student could understand the material.

2 Pre-service teacher have to improve their instruction

V

Notes:

Pre-service teacher opens the class by greeting and doing lead in by asking what is personal letter. Then she/he asked the students to work in group, the group work makes student compete each other and have fun. Then pre-service teacher ask to the students to match the structure of personal letter in the hand out.

	Pre-service teacher have to learn more about new	
3	vocabularies therefore pre-service teacher can improve	X
	their teaching on delivering the material.	

Notes:

Pre-service teacher does not give vocabulary builder.

d. Pre-service teacher D

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. The usage of visual-aid or tool of teaching and learning process and deciding and implementing the teaching and learning material.

When pre-service teacher plays the first audio recording, the students are slightly confused. And the second audio has quite long

duration. Therefore, pre-service teacher didn't finish the teaching within the given time.

b. Making and doing an evaluation in teaching and learning process

Pre-service teacher have a problem on checking the students tasks. Therefore, pre-service teacher have to change the way how to check students' task.

Other problem is about decreasing the way of pointing students to answer the question.

To know that the problem was solved by pre-service teaching according to their reflection, researcher takes an observation. The result of the observation will conclude about how pre-service teacher solves their problem according to their reflection. This data was taken from pre-service teaching on their second cycle of their teaching practice. The data will be interpreted below:

No	How do pre-service solves the problem	Goal		
1	Pre-service teacher will try to provide an appropriate	J		
	audios which suits to the giving time in teaching.	,		
Notes:				
The audio was appropriate with the time given in teaching but there was				
a little time which wasted. But it's ok.				
2	Pre-service teacher will provide much clearer and more	V		

Notes:

Pre-service teacher have a good in checking student task by asking them about their understanding the material then pre-service teacher makes it clearer and appropriate with the material.

Pre-service teacher needs to introduce new/difficult words beforehand

Notes:

Pre-service teacher have introduce new/difficult words before deliver the material.

e. Pre-service teacher E

Based on the analysis of pre-service teacher reflection, preservice teacher reflects the problems of teaching and learning process about:

a. The precision of teaching method and technique

It is about the elaboration of the activities, pre-service teacher doesn't like the activities because the lack of it. Pre-service teacher have to add another activities. Therefore, pre-service teacher doesn't give clear instruction.

To know that the problem was solved by pre-service teaching according to their reflection, researcher takes an

observation. The result of the observation will conclude about how pre-service teacher solves their problem according to their reflection. This data was taken from pre-service teaching on their second cycle of their teaching practice. The data will be interpreted below:

No	How do pre-service solves the problem	Goal			
1	Pre-service teacher must give more activities.	X			
Note	es:				
Pre-	Pre-service activities at the first step (lead in) are too long on explaining				
	A				
the i	naterial.				
2	Pre-service teacher must give clear instruction.				
Note	es:				
Pre-	Pre-service teachers' activities are good because his/her student can get				
the i	nstruction well				

f. Pre-service teacher F

Based on the analysis of pre-service teacher reflection, preservice teacher reflects the problems of teaching and learning process about:

a. The precision of teaching method and technique and deciding and implementing the teaching and learning material.

In reflection, pre-service teacher said that he/she still nervous in the beginning of teaching process. Therefore, pre-service teacher get difficulties on writing about the material.

Pre-service teacher also have some mistake in pronouncing some words and he/she need to give more feedback and more activities before asking students to write the material.

Pre-service teacher need to give more feedback and one more activities before asking the student to write the advertisement.

To know that the problem was solved by pre-service teaching according to their reflection, researcher takes an observation. The result of the observation will conclude about how pre-service teacher solves their problem according to their reflection. This data was taken from pre-service teaching on their second cycle of their teaching practice. The data will be interpreted below:

No	How do pre-service solves the problem	Goal
1	Pre-service teacher have to decrease his/her nervous	V

Notes:

Pre-service teacher still have a little bit nervous but it is better than before, she/he got more confident on teaching.

2	Pre-service teacher need to learn and practice more to improve his/her speaking.	√		
Notes	:			
Pre-service teacher still have a little bit misword on speaking but it is also better than before.				
3	Pre-service teacher need to give more activities and feedback to make student understand.	X		
Notes:				
Pre-service teacher have more activities but it waste the time.				

g. Pre-service teacher G

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Deciding and implementing the teaching and learning material.

Pre-service teacher have many mispronounce words and the use of wrong grammatical form. He/she also forgot to use vocabularies in high level for students.

b. The precision of teaching method and technique.

Pre-service teacher also feels that she/he still cannot be a good teacher model for students because the act just like freely, childish, and to comedian.

c. The usage of visual-aid or tool of teaching and learning process.

Pre-service teacher cannot use computer well, he/she plays it randomly, therefore, pre-service teacher also not really good on using audio material for open-ended respond and those problems makes student feel confuse about it.

No	How do pre-service solves the problem	Goal					
1	Pre-service teacher will prepare and take more practice						
	before teaching to gain better performance in delivering the						
	material.						
Notes	Notes:						
Pre-se	Pre-service teacher still have a little bit mispronounce of word on speaking						
but it is also better than before.							
2	Pre-service teacher want to be the real teacher on gesturing	V					
	and body language because I teach the students too much	v					

joke, pre-service teacher also will reduce his/her unworthy jokes.

Notes:

Pre-service teacher has reduced his/her jokes while teaching. It was like real teacher with good attitudes but there are still joking in the class because it is also to create more fun atmosphere in teaching and learning process.

Pre-service teacher will practice more on speaking and the

use of visual-aid therefore his/her student will not get

confuse on pre-service teacher instruction.

Notes:

The instruction is quite well than before and the visual-aid is more interesting.

h. Pre-service teacher H

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Formulating and implementing the learning goal.

Pre-service teacher said the learning goal is no achieved because there are many aspects that doesn't not related and appropriate with the material and topic.

b. The precision of teaching method and technique.

Activities; reading aloud should not exist because it is not speaking

Giving instruction: it is shall in clear and simple way, preservice teacher uses long instruction on teaching.

Main activities: there is one of the activities that pre-service teacher did not use it in teaching because the time is over.

Target of language teaching: pre-service teacher did not teach the phrase that should be in asking and giving direction.

No	How do pre-service solves the problem				
1	Pre-service teacher must know about the activities based on	.1			
	the lesson plan.	V			
Notes	Notes:				
Pre-se	Pre-service teachers' activities are appropriate with the lesson plan				
2	Pre-service teacher have to manage the activities to fit the	ما			
	given time in teaching	V			

Notes:				
Pre-service teacher are good in activities, student enjoy what teach	er do for			
the activities, and it was fun.				
Pre-service teacher have to make the instruction clear and simple	X			
Notes:				
The instruction is too long and to hard				
4 Pre-service teacher have to teach the appropriate material	V			
Notes:				
Pre-service teacher already teach all of the material in his/her teaching and				
learning process				

i. Pre-service teacher I

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Formulating and implementing the learning goal.

Pre-service teacher said the learning goal is no achieved because the lack of student participation in the learning interaction. Students just accept what is given by the teacher. The teacher is not able to deliver material with quite of variation.

b. The precision of teaching method and technique

Pre-service teacher have the lack of engaging students. He/she also still cannot to stimulus student to gain topic of the material.

c. Evaluation system.

Evaluation is not maximal. Pre-service teacher have an evaluation on correcting a question from student.

No	How do pre-service solves the problem	Goal			
1	Pre-service teacher have to make a variation of the activities and engage the student in the activities.				
Notes	:				
Pre-service teacher add a game on the activities to gain more interesting for					
student on learning process, pre-service teacher also add more activities and					
engage student on it.					
2	Pre-service teacher must not evaluate their student on the	V			
2	task only but also to give a feedback while teaching				

Notes:

Pre-service teacher have try to give an evaluation feedback while in the process of teaching

j. Pre-service teacher J

Based on the analysis of pre-service teacher reflection, pre-service teacher reflects the problems of teaching and learning process about:

a. Formulating and implementing the learning goal.

Pre-service teacher have a problem on deciding the good instructional goal that balances with teaching and learning process.

b. Deciding and implementing the teaching and learning material.

The problem is looking for the appropriate material with the students' level and curriculum.

c. The precision of teaching method and technique.

Pre-service teacher have bored activities for the student and he/she also write a different teaching method in lesson plan with the method in used in the class.

d. Evaluation system.

Dealing with the system of evaluation, pre-service teacher have a difficulties on making a rubric.

No	How do pre-service solves the problem					
1	Pre-service have to decide good instructional goal that balances with teaching and learning process	X				
Note	es:					
The	goal still not achieved, pre-service teacher still confuse a	bout an				
achi	evement of the learning goal.					
2	Pre-service teacher have to looking for the appropriate X material with the students' level and curriculum					
Note	es:					
The	material is in high level, students' level are in a medium					
3	Pre-service teacher have to make the activities not bored in	J				
	teaching process	,				
Note	Notes:					
Pre-service teacher add a game on the activities to gain more interesting						
for student on learning process						
4	Pre-service teacher must to know how make a rubric in	X				

evaluation.

Notes:

The rubric are still not appropriate with the goal of learning, pre-service state that it was has to make an appropriate rubric for the learning goal.

According to pre-service teacher reflection of the problems faced by pre-service teacher on teaching and learning process are 31 items which 17 of the problem are solved and 14 unsolved. From the data above, the researcher conclude that pre-service teacher solves the problem on teaching and learning process based on their reflection are: (1) Formulating and implementing the learning goal, solved: 3 problems and unsolved: 3 problems, (2) deciding and implementing the teaching and learning material, solved: 4 problems and unsolved: 4 problems, (3) the precision of method or technique, solved: 6 problems and unsolved: 4 problems, (4) the usage of visual-aid or tool of teaching and learning process, solved: 2 problem and unsolved: 0 problem, (5) making and doing an evaluation in teaching and learning process, solved: 2 problems and unsolved: 3 problems.

In general this data interpret that pre-service teaches becomes a reflective teaching who evaluate them self through reflection. Pre-service teacher think about the weakness or problem that they faced on teaching and learning process and also though about how they solve it. In other hand, pre-service teacher have to reflect their teaching and learning

process continuously because there are many problem in teaching to gain better teaching and learning process.

D. Reflection as an evaluation about teaching and learning process and reflection as one of the ways that professional learns from experiences in order to understand and develop their practice.

Responses to the statements after revealed that pre-service teacher had some knowledge about their strength and weaknesses in teaching and learning process from their own opinion, another pre-service teacher and lectures on making a reflection, researcher conclude about reflection using pre-service teacher opinion about the role of reflection as an evaluation about teaching and learning process and reflection as one of the ways that professional learns from experiences in order to understand and develop their practice. The specific statements that helped in identifying this finding were from statements 1 to 6 and the data was taken from questionnaires below:

NO	Statement	Strongly				Strongly
		disagree	Disagree	Neutral	Agree	agree
1	Reflection gives me	0	0	1	6	3
	understanding into my teaching practice.	0%	0%	10%	60%	30%
2	Reflection on my teaching can help me to	0	0	7	3	0
	sort out my problems	0%	0%	70%	30%	0%
	that I face in my					

	classes.					
3	When I reflect, my teaching and learning	0	0	8	2	0
	process are more successful.	0%	0%	80%	20%	0%

The first statement about "reflection give me understanding about teaching practice" Most of pre-service teacher argue that they understood about the lack from their teaching practice. Pre-service teacher know about keeping the strength and developing the weaknesses from their teaching and learning process to gain better teaching.

For the second statement about "reflection on my teaching can help me to sort out my problem that I face in my class" and "when I reflect, my lesson are successfully", This statement has average 80% in neutral and 30% in agreement. Their reason on agreement was "reflection helps them to sort out the problem in teaching and learning process, student and the way they teach. And for pre-service teacher who neutral to this statement states that there some problem which still unsolved by reflection.

In general, it seems that the majority of the participant teachers" attitudes towards the role of reflection in their professional development confirm the importance of reflection on solving their problem in teaching and learning process.

B. RESEARCH DISCUSSION

1. The problems faced by pre-service teachers in teaching and learning process

According to the finding about pre-service teachers' problems in teaching and learning process were: instruction, goal, evaluation, assessment, content, material, method, technique and obstacle. Similarly, Hamalik on his statement proposes that there are 5 problems in teaching, those are: (1) Instruction, (2) Evaluation, (3) Content/sequence, (4) Method and (4) Obstacle.¹

a. Problem in instruction and goal

Hamalik states that the problem of instruction and goal will affect student focus in teaching and learning process. It can be analyzed with some questions such as: do student learn? What do student learn for? What must student consider in class?². This statement suggests that preservice teachers have to look at their teaching to gain learning goal and get better teaching and learning process for their student. In this case, preservice teachers have problem on achieving the learning goal because the aspect in teaching and learning were not appropriate with the learning goal. Sudjana assumes that the role of the goal is important to decide the

¹ Hamalik Oemar, Perencanaan Pengajaran Berdasarkan Pendekatan Sisitem (Jakarta, PT Bumi Aksara, 2002), P. 15

² Hamalik Oemar, Perencanaan Pengajaran Berdasarkan Pendekatan Sistem (Jakarta, PT Bumi Aksara, 2002) P. 15

aim of teaching and learning process.³ A clear instruction and goal will give a clear direction in deciding learning material, arranging method, tools and evaluation in teaching and learning process.

b. Problem in evaluation and assessment

On gaining the goal of learning and teaching, teacher has to make an evaluation toward the teaching learning process. In this case, preservice teachers have problems in the system of evaluation such as mastering the technique in evaluation and making and implementing the principle of evaluation efficiently and effectively. This is as what Hamalik view that teacher has a general program in the procedure of evaluation; it can be examined by these questions: how does teacher know that their students are learning? How does teacher know that their material done by student? How to make an assessment to know that student learned the material?.⁴ In addition, Sudjana states that evaluation or assessment means giving an opportunity and value depends on the certain criteria. As a result, evaluation and assessment provide learning outcome.⁵

c. Problem in the content or material

Other problem faced by pre-service teachers was content or material of learning. In this case the material which given by pre-service

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³ Sudjana Nana, Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995)P 56

⁴ Hamalik Oemar, Perencanaan Pengajaran Berdasarkan Pendekatan Sistem (Jakarta, PT Bumi Aksara, 2002)P. 15

⁵ Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995)P*

teachers to student did not appropriate with them. The material is not relevant with the goal; pre-service teachers were not fully able in delivering the material with time management. In addition, pre-service teachers had a problem in building new vocabularies while delivering the material. According to Hamalik, teacher faces a problem in the content or material of learning if teacher fails in delivering the material to the student.

⁶ Consequently, understanding the material and student is important for the teacher to gain learning goal.

Afterward, learning material is defined after deciding learning goal. The role of learning goals is very important because it determines the direction of the learning goal. The first step is to plan a teaching and learning process. Learning goal is an expected ability and behavior which must be gained or mastered by student after getting the learning process. Learning goal is an aim or an expectation which should be achieved by student. In the other word, it is a result of learning process that is achieved by student after getting the leaning process. Although the learning materials have been assigned in the curriculum, teacher is allowed to improve the material to gain more understanding from the student in learning process. ⁷

⁶ Hamalik Oemar, Perencanaan Pengajaran Berdasarkan Pendekatan Sistem (Jakarta, PT Bumi Aksara, 2002)P. 16

⁷ Sudjana Nana, Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995) p 67

d. Problem in method, activities and obstacle

Based on the documentation, most of pre-service teachers faced a problem in teaching and learning method, technique and activities. In general, pre-service teachers faced a problem in choosing some method, some of them also did not know about teaching method and how to use it in teaching and learning process. Although some pre-service teachers knew about teaching method and technique, but they could not make it appropriate with learning activities. According to Nanas' theory, teaching method or technique has the same meaning that is as an activity that supports the achievement of learning goal. ⁸ Therefore, teaching activities is aimed to deliver the material in teaching learning process. For this reason, teaching and learning process have close relation with teaching method. ⁹ In selecting and using teaching method, pre-service teachers are required to pay attention to some provisions such as:

- a. Learning material that will be taught.
- b. An achievement of learning goal that must be achieved.
- c. The use of an appropriate method and tools
- d. The relationship between method, facility, time and place

Choosing and using of the appropriate method is not the only way to make a batter outcome of teaching and learning process. It must consider to the facility or tools that can be use in teaching learning.

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⁸ Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995)p* 76

⁹ Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995)p* 72

There are many approach, strategy, model, method and technique which can be used by the teacher on teaching and learning. Variety of teaching method and model can provide flexibility for teacher to create a better teaching and learning process.

2. The role of reflection in solving the problem of teaching and learning process

a. Reflection as the informer about strengths and weaknesses in teaching and learning.

Based on the analysis from the statement, Researcher took a conclusion that pre-service teachers always did reflection on their teaching and learning process. They reflected about students learning problem, their strengths and weaknesses in teaching and learning process. This result interpret that the role of reflection is to inform the detail experiences of pre-service teachers about their strengths and weaknesses on teaching and learning process. According to Thomas, the role of reflection can be a purifying experience for pre-service teachers since they can get some information from their experiences. Their experience in teaching and learning process is very important in their future development, because pre-service teachers will know how to be good teacher and add some information after they reflect their teaching. The experience of reflection is also important information for

¹⁰ Farrell Thomas, *Reflective Language Teaching: From Research to Practice*, (Continuum. 2007), p, 5-6

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new teacher, because they will be able to know the next step that they have to improve their teaching.

b. Reflection as a teacher judgement, informed suggestion, analysis and perception from the observer.

Pre-service teachers stated that their reflection which they wrote was based on other colleagues, lectures and personal observation. Andrew states that reflective teaching is based on teacher judgement, informed through suggestion, analysis and perceptions from other research. 11 On the other case, most of pre-service teachers wrote a reflective writing. As a result, pre-service teachers are aware toward the information about the strengths and weaknesses in their teaching and learning process.

c. Reflection as self-evaluation about teaching and learning process

According to jasper that reflection is seen as one of the ways that professional learns from experiences in order to understand and develop their practice. 12 Most of pre-service teachers assumed that they understood about their weaknesses from teaching practice. Preservice teachers know to be consistence in their strengths and to develop their weaknesses during teaching and learning process to gain the pedagogic goal.

d. Reflection as a problem-solving in teaching and learning process.

¹¹ Andrew pollard, Reflective teaching: evidence-informed professional practice (continuum, London 2008)P, 14-15.

¹² Jasper, Beginning Reflective Practice: Foundation in nursing and health care. 2

After analyzing the data, researcher found in pre-service teachers' reflection that there were statements about solving the problems for the next practice. Reflection becomes a tool for preservice teachers to think critically about solving the problem and what they will do to gain better teaching and learning process. This is as what Farrel said that the *teacher can also critically evaluate their work using reflective teaching*. Actually, some of the pre-service teachers usually get problem in their teaching such as the method that they use in the teaching and learning process is not interesting for their students. In this case, pre-service teachers have to realize, criticize and improve their teaching.

 $^{^{13}}$ Farrell Thomas, Reflective Language Teaching: From Research to Practice, (Continuum. 2007), p, 5-6