

































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













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 pre-service 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.