

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 pre-service 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.

1. 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.
3. Pre-service teachers had the lack on checking student task and correcting the answer from student

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 observe other pre-service teacher because they did not come 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% from 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-

