
**REFLECTIVE TEACHING DONE BY ENGLISH DEPARTMENT
STUDENTS IN MICRO TEACHING CLASS**

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ABSTRACT

Reflective teaching is done to know the strength and weakness from process of teaching. Opening skill, arranging lesson skill, timing allocation skill, explaining skill, giving stimulus variation, and closing and evaluating skill were reflected by candidates of teacher in this research. This research used descriptive research in qualitative method. The purpose of this research was to know the implementation of reflective teaching in micro teaching class. The method of this research was descriptive research. The participants of this research were the sixth semester in micro teaching class at English department of STKIP Yayasan Abdi Pendidikan Payakumbuh. In collecting the data, the researcher applied observation, students' journal, and recording. In analyzing data, the researcher used some steps, they are: data managing, reading/memoing, classifying, interpreting, and writing report. After doing the research, the researcher got the result that 63,3% students in micro teaching class were able to reflect themselves. Thus, the students were able to implement reflective teaching in micro teaching class.

Keywords: Reflective teaching, Micro teaching, English language learning

INTRODUCTION

A teacher is a professional educator whose duties include instructing, guiding, supervising, exercising, testing, and evaluating students. In conclusion, a teacher is a person who instructs students and conveys knowledge. There are many educational programs in university to create teacher. One of those is English educational program. College students who take educational program, it is known well as teachers' training and education program, have to take micro teaching class before they do practice teaching. It means that students in English educational program also will be an English teacher. They have to take subjects related with educational. One of the subjects is micro teaching class. As one of teachers' training and education program, students in English department in STKIP Yayasan Abdi Pendidikan Payakumbuh also have to take micro teaching class.

Micro teaching class is prepared for training students in order they know how to teach well prior to real teaching. This class will give them experience in teaching students. Here, candidates of teacher find opportunities to develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion. In micro teaching class, they will be a teacher where the students are their friends in their class. In order their teaching will be better next time, they have to evaluate their teaching process. It is known as reflective teaching.

Reflective teaching can be defined as a process where teachers have to think over how the teaching process run, analyze of how the material was taught and how the teaching can improve or change for better learning outcomes. In line with Dewey in Ghaye (2011:26) defines reflection as “an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends”. So, reflection will help teachers think about what happened, why it happened, and what else they could have done to reach their goals. It can be viewed as a catalyst for learning and a response to learning.

Reflection is more than just thinking; it concentrates on both the institutional frameworks in which teachers and students operate as well as the day-to-day classroom instruction of the particular instructor (Mermelstein, 2018). It involves the connection between a person's thoughts and deeds as well as the connection between a person's participation in a smaller group known as society and their particular teaching practice. In addition, it is anticipated that reflective practice will enhance teachers' performance in the classroom, which will ultimately impact students' learning and learning outcomes (Tosriadi et al., 2018). To provide meaningful learning for their pupils, instructors, who are lifelong learners, should keep studying and evaluate what they are doing in the classroom.

Maulid (2017) explains that teachers use reflective teaching to ponder, evaluate, and honestly assess their actions in the classroom. In order to improve their instruction based on their teaching experience, teachers identify problems in real-world situations and then try to create strategies and answers to the problems through consideration and observation. Teachers made the assumption that they would comprehend students' realities, experience their emotions, and act in their best interests. According to the definition above, reflective teaching is crucial to the professional growth of foreign language teachers. Furthermore, it was used by the teachers to improve their teaching practice. Then, in order to provide students with the best learning experience possible, reflective teaching entails looking back and conducting research for future remedial actions after conducting a scientific study and analysis of the

classroom experience. This study considers what the students want, considers modifications that are required, and identifies appropriate substitute teaching strategies or technology aids (B, 2016). Therefore, teachers must consider their teaching objectives and ideals and examine their presumptions.

Teachers will gather to discuss how to analyze how their teaching knowledge and abilities influence student engagement to improve their teaching practice by engaging in reflective teaching (Cholifah et al., 2020; Rosalina & Tangi, 2019). Reflection refers to a process of remembering, taking into consideration, and assessing information in order to accomplish a specific goal. A reaction to experience that involves conscious recall as a basis for assessment, judgment, and planning and action.

Journal & Linguistics (2013) explain that the fundamental purposes of reflective teaching are evoke teachers' self-awareness and creativity in teaching and to enhance teachers' active participations for reasonable and effective solutions to their own teaching problems in order to improve their teaching eventually. It can be highlighted that is needed in educational field, moreover at teacher training. Thus, reflective teaching fits to the students' in micro teaching class. Therefore, Maulid (2017) argues that reflective teaching improved teachers' practice not only their teaching belief, interest, motivation, and morale but also their teaching methods, material, and media. Hence, reflective teaching guides teachers or teachers' candidate to develop more creative and innovative classroom situation.

Reflective teaching shows the fundamental views, beliefs, and comprehending of teaching process that done by teacher. As Richards & Lockhart in (Moghaddam, 2019) stated that teachers can provide some deeper insights into reflective teaching employed in their classroom. Reflective teaching is needed to make teachers analyze the process of what they are doing and also to reconstruct their knowledge systems, and teacher can evaluate their appearance in teaching then make it suitable with the students' need.

Teachers and candidates of teacher need to do reflecting themselves to evaluate their teaching process. Strategy of reflective teaching may help them to know whether they success in teaching or not in the class. Barnett in Astika (2014) adds that in the context of language education, reflective teaching should be perceived as a way of improving teaching skills of candidate of teachers. In reflective teaching, teachers and candidates of teacher will concern to respond basic teaching skill. There are some basic teaching skills stated by some experts. First, Siswanto (2010) states basic teaching skills are: (1) Opening and closing skill, (2) Explaining skill, (3) Reinforcement skill, (4) Using media skill, (5) Arranging lesson skill, (6) Giving stimulus variation skill, (7) Developing group discussion skill, (8) Classroom

management skill, (9) Questioning skill and (10) Evaluating skill. Second by *Tim Pengembangan Ilmu Pendidikan FIP-UPI* (2007:158) gives a conclusion of basic teaching skill: (1) Basic questioning skill, (2) Basic reinforcement skill (3) Basic stimulus variation skill, (4) Opening and closing skill, (5) Timing allocation skill (6) Classroom management skill.

Reflective practice is recognized as an excellent technique for teachers' professional growth since it encourages teachers to examine or reflect on their own teaching by closely examining numerous areas, such as teaching and learning materials, classroom activities, classroom management, etc. From explanation above, the researcher was interested to take some steps of basic teaching skill that will be focused for reflective teaching of student teachers for doing a research in micro teaching class. There are opening skills, arranging lesson skill, timing allocation skill, explaining skill, giving stimulus variation, and closing and evaluating skill.

METHOD

The design of this research was descriptive research. Gay et al. (2011:275) state that a descriptive study determines and describes the way thing are. The participants of this research were the students of the sixth semester at English department of STKIP Yayasan Abdi Pendidikan Payakumbuh. They were about 82 students which were divided into two class which consist of 45 students in class A and 37 students in class B. The participants were taken by using random purposive sampling. Random purposive sampling is given a pool of participants, decided how many of them can reasonably be dealt with in the study, and randomly select this number to participate (this strategy is intended to deal with small samples) (Gay et al., 2011:143). In conducting this research, the researcher took observation, recording, and students' journals as sources of the data:

1. Observation

According to Creswell (2008:221) observation is the process of gathering open-ended, firsthand information by observing people and place at a research site. Observation is the most appropriate and effective data collection because the researcher obtained the more objective information about the topic being research and avoided bias of the subjectiveness (Gay et al., 2011:366). The researcher did this observation in micro teaching class of STKIP Yayasan Abdi Pendidikan Payakumbuh and looked at the students' performance as candidate of practice teachers. Based on the students' performance, the researcher paid attention to the reflective teaching did by the

students' when they teach in micro teaching class, then it converted to the students' journal.

2. Students' journals

Gay et al. (2011:390) state that students' journals can provide teachers with a window into the students' world and their daily classroom experiences, which can affect future teaching practice meaningfully. In students' journal form, student teachers had to fill evaluating form sheet.

Table 1: The Layout of Students' Journal

No.	Indicator	Areas did well	Areas for improvement
1.	Opening Skill		
2.	Arranging Lesson Skill		
3.	Timing Allocation Skill		
4.	Explaining Skill		
5.	Giving Stimulus Variation		
6.	Closing and Evaluating Skill		

In this part, the researcher analyzed the students' performance by checking the frequency of reflective teaching did by the students, and then it put on the table above. From the frequency, then the percentage is calculate and explained on the finding about the reflective teaching used by the students' when teaching in micro teaching class.

3. Recording

In documenting the observation, the researcher used handy camera to record the event, and field notes to note the information needed in learning process. There are descriptive field notes and reflective field notes. According to Creswell (2008:225) descriptive field notes record a description of the events, activities, and people (e.g., what happened). Reflective field notes record personal thoughts that researchers have that relate to their insights, hunches, or broad ideas or themes that emerge during the observation (e.g., what sense you made of the site, people, and situation). The data analysis for this research was conducted by applying the procedures suggested by Gay, et al. (2011:239).

FINDINGS AND DISCUSSION

Findings

The main concern of the data is about the implementation of reflective teaching in micro teaching class at the English department of STKIP Abdi Pendidikan Payakumbuh. This

research analyzed 10 students as participant because the researcher got the data saturation from this participant. According to Creswell (2008:257) saturation is the point where you have identified the major themes and no new information can add to your list of themes or to the detail for existing themes. So, the researcher did not analyze the others participants.

The percentage of students who applied each of skills can be seen from the table below.

Table 2: The Percentage of Students Applied Reflective Teaching

No.	Indicator	Frequency	Percentage
1	Opening skill	3	30%
2	Arranging lesson skill	9	90%
3	Timing allocation skill	8	80%
4	Explaining skill	7	70%
5	Giving stimulus variation	7	70%
6	Closing and evaluation skill	4	40%

There are six categories referenced in reflective teaching researched by researcher in this research. Based on the data gathered from observation, recording, and students' journal, the researcher found that 30% students could reflect themselves in opening skill, 90% students could reflect themselves in arranging lesson skill, 80% students could reflect themselves in timing allocation skill, 70% students could reflect themselves in explaining skill, 70% students could reflect themselves in giving stimulus variation skill, and 40% students could reflect themselves in closing and evaluating skill.

The result of the data analysis in detail. It can be seen from the table below:

Table 3: The Result of Reflective Teaching in Each Skill

No.	Indicator	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	Opening skill	✓	✓	✓	x	x	x	x	x	x	x
2	Arranging lesson skill	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
3	Timing allocation skill	✓	✓	x	✓	✓	x	✓	✓	✓	✓
4	Explaining skill	✓	✓	✓	x	✓	x	x	✓	✓	✓
5	Giving stimulus variation	✓	✓	✓	x	x	✓	✓	✓	x	✓
6	Closing and evaluation skill	✓	✓	✓	x	x	x	x	x	✓	x

The explanations of the data as follows:

1. Opening Skill

Indicator number 1 was “*Apakah Saya sudah mampu membangkitkan minat siswa, memotivasi siswa untuk belajar, dan menjelaskan kegunaan topik?*”. After analyzing the data, the researcher found that 30% of students could reflect themselves this skill. Students’ evaluation to themselves in this skill can be seen in students’ journal sheet that described as follow:

Student 1 was able to judge herself in this skill. She used song in the opening so that students were motivated to follow the class or to study. But, she did not explain about the function of the topic at the beginning of the study. It is supported from the students’ journal that stated “*opening dengan menggunakan lagu*” and “*tidak menjelaskan manfaat dari pelajaran.*”

Student 2 could judge himself that he could establish a suitable mood for learning, motivating students to learn at the beginning of study by giving real example and delivered it funnily. It made he got students’ attention. He wrote in students’ journal “*Saya mampu menimbulkan semangat siswa dengan canda yang saya buat berdasarkan topik.*”

Students 3 showed that she was able to judge herself in opening skill. In students’ journal, she wrote “*Saya sudah menjelaskan kegunaan topik. dalam memberikan motivasi mungkin harus lebih maksimal untuk membangkitkan minat siswa.*” In teaching, she explained the usefulness of the teaching about asking and giving opinion. She was less enough in giving motivation in the beginning. She only checked students’ preparation before start studying.

Student 4 could not judge himself well. In students’ journal, he wrote, “*Sudah, karna diawal pelajaran saya telah melihat seluruh siswa sudah memperhatikan dan terlihat semangat.*” It was different with the fact in his teaching process. He did not give activity that motivated students to learn, also did not establish students’ mood to learn. At the beginning, he just introduced himself and he came to the topic about command and prohibition without checked students’ preparation.

Student 5 was not able to judge herself in opening skill. There was no activity in opening that made students motivated for starting teaching and learning process. She also did not explain about the objective of the lesson. It can be seen from her students’ journal that

stated, “*Saya rasa saya sudah sedikit menguasai siswa, sudah mampu menjelaskan kegunaan topic dengan baik sehingga siswa bisa mengaplikasikannya di kehidupan sehari-hari.*”

Student 6 could not judge herself well because it was different between the practice and the students’ journal. She wrote, “*Saya rasa sudah. Saya rasa bisa membangkitkan minat siswa untuk belajar.*” Whereas, in the practice, there was no activity that motivated students for starting study. She only came to the examples of topic that would be discussed. Students’ preparation also was not checked first.

Student 7 also could not give valuating in his teaching process. In students’ journal, he wrote, “*Sudah dapat terlihat motivasi dan minat siswa ketika kegiatan pembelajaran sedang berlangsung. Siswa siswi nya sangat bersemangat di dalam menerima sebuah pembelajaran.*” It was different with the practice. There was no motivation before study. He was too long in making a joke. After checking attendance list, he was straight to the topic about conditional sentence.

Student 8 wrote, “*Ya, Saya sudah mampu memotivasi siswa dan menjelaskan topic.*” In practice, she did not give an activity that makes students ready mentally for starting study. in others words, there was no motivation at the beginning. She also did not explain about the purpose of the lesson about “asking for someone clarification”. She straight gave examples with asked to students some questions.

Student 9 wrote in the students’ journal “*Sudah bisa diterima oleh siswa. Belum bisa memberikan motivasi.*” In fact, she did training at the beginning of the class. It meant that she prepared her students mentally before studying.

Student 10 could not give evaluating in opening skill. She wrote, “*Ya, Saya sudah dapat membangkitkan minat siswa dan terfokus pada saya.*” It was different with the practice. There was no activity that made students motivated or established students’ mood to learn. She just asked a student to clean the whiteboard at the beginning without checking students’ preparation before study first.

2. Arranging Lesson Skill

Indicator number 2 was “*Apakah saya sudah memperkenalkan pelajaran tersebut dan mempersiapkan tujuan pembelajaran dengan jelas?*” After analyzing the data, the researcher got that 90% of students were able to reflect themselves in this skill. Students’ evaluation about their ability in this skill can be seen in students’ journal sheet as described below:

Student 1 could reflect herself in arranging lesson skill. In students’ journal, she wrote, “*hanya pada greeting. Tidak menjelaskan secara terperinci. Penyampaian gambling.*” It was

suitable with the practice that she only introduced about the head of the topic, that was “greeting”. The objectives of the lesson was not explained by hers. At the middle of explanation, suddenly she introduced herself to teach about “introduce self”. In fact, She was explaining about “greeting”.

Student 2 could judge himself well. He wrote in students’ journal, “*Saya memberikan materi dengan cukup jelas.*” It was suitable with the practice. He delivered the lesson well and also prepared the objectives of the lesson clearly. So that, students understood with the explanation.

Student 3 could reflect herself in this skill. In students’ journal, she wrote, “*Saya sudah memperkenalkan pelajaran. Saya sudah mempersiapkan tujuan pembelajaran dengan jelas.*” It was suitable with the practice. She introduced the lesson well about “asking and giving opinion.” She also set out the learning objectives clearly.

Student 4 could not reflect himself well. He did not introduce the lesson about “command and prohibition”. He also did not prepare the learning objectives. He was straight to ask students gave the examples of the topic. It was different with his students’ journal that stated, “*Saya rasa sudah. Tapi banyak yang melenceng dari perencanaan saya sebelumnya.*”

Student 5, in students’ journal, wrote, “*sudah, Saya telah berusaha semaksimal mungkin untuk itu.*” It was suitable with the practice. In practice, she introduced the lesson about “pleasure and displeasure”. She also prepared the objectives learning about this topic.

Student 6 was able to judge herself in this skill. In students’ journal, she wrote, “*Saya sudah memperkenalkan pelajaran tersebut.*” It was suitable with the practice. In practice, she introduced well about “asking and giving information”. She also explained the learning objectives about this topic.

Student 7 introduced about “conditional sentence” and also prepared learning objectives about this lesson. It was suitable with his students’ journal that stated, “*memperkenalkan sudah. Sudah juga mempersiapkan sebuah lesson plan.*”

Student 8, in students’ journal, wrote, “*sudah. Saya mempersiapkan topic yang akan diajar.*” It was suitable with the practice where she introduced the lesson and said the learning objective that was to respond someone’s answer which we could not get the point and asked speaker to repeat the answer.

Student 9 was able to judge herself in this skill. In students’ journal, she wrote, “*memperkenalkan sudah. Sudah juga mempersiapkan lesson plan.*” In the practice, she introduced the lesson and also prepared the learning objectives in lesson plan about “asking and giving the fact.”

Student 10 could reflect herself well. In students' journal, she wrote, "*sudah, saya telah melakukannya. Perkenalan topic, menjelaskan kegunaannya dengan jelas.*" In practice, she introduced about the topic that could be learnt, that is "the express of help". She also delivered a bit of learning objectives.

3. Timing Allocation Skill

Indicator number 3 was, "*apakah saya sudah menyesuaikan dengan waktu dengan baik? Menyediakan waktu untuk bertanya dan menyediakan waktu untuk berinteraksi?*" After analyzing the data, the researcher found that 80% of the students were able to reflect themselves in this skill. Students' evaluation to themselves can be seen in students' journal sheet which is described as follows:

Student 1 wrote in students' journal, "*belum menyesuaikan waktu dengan baik. Belum menyediakan waktu untuk bertanya.*" It showed that she could reflect herself in this skill. It can be seen that in the practice, she was not well in keeping the time yet. She got too long in opening with singing a song. She did not give time for questioning for students because she only focused to the topic that she had to teach.

Student 2 could reflect himself in this skill. It can be seen that he kept to time and adapted the time well in teaching. He also gave the students time for asking questions and interacting. It was suitable with his students' journal that stated, "*saya menyesuaikan waktu pembelajaran secara keseluruhan dengan waktu yang saya butuhkan.*"

Student 3 could not reflect herself well in this skill. In students' journal, she wrote, "*saya masih kurang dalam menyesuaikan waktu. Bagian dalam menyesuaikan waktu harus ditingkatkan*". In fact, she kept to time well in teaching. She also gave time for questioning and interacting. So, she could judge herself in timing allocation skill.

Student 4 wrote in students' journal, "*saya sudah memberikan waktu sekitar 15 menit untuk berdiskusi. Belum, karena waktu yang telah saya gunakan lebih singkat dari apa yang sudah direncanakan.*" It was suitable with the practice where he used the time efficiently. He also prepared time for interacting with the students.

Student 5 showed that she was good in reflecting herself in this skill. In students' journal, she wrote, "*saya rasa sudah, walaupun agak sedikit cepat dari perkiraan saya. Time management, time management harus lebih saya perhatikan lagi.*" It was suitable with her practice where she gave time for students to ask questions and interact.

Student 6 was failed in reflecting herself in this skill. In students' journal, she wrote, "*Saya sudah menyesuaikan waktu dengan baik dan menyediakan waktu bagi siswa untuk*

bertanya.” Whereas, in practice, there was no interaction between students and her as a teacher in the class. She only focused in explaining the topic. So, there was no time for questioning and interacting. She also ignored when student asking question.

Student 7 was good in reflecting himself in this skill. He gave time for interacting and also asking questions while he explained the lesson. It was suitable with his students’ journal that stated, “*sudah, karena didalam menjelaskan materi yang disampaikan sudah terlaksananya kegiatan Tanya jawab dan saling berinteraksi antara guru dan murid-muridnya.*”

Student 8 judged herself well in this skill. In students’ journal, she wrote, “*ya, saya selalu bertanya kepada siswa tentang topik, agar topiknya dipahami dengan berinteraksi.*” It was suitable with the practice where she gave time to ask question and interact with the students.

Student 9 wrote in students’ journal, “*Saya telah menyesuaikan waktu*”. It was suitable with the practice where she kept to time well and also gave students time for asking questions and interacting. So, she could reflect herself in this skill.

Student 10 was able to reflect herself in this skill. She prepared time to ask question and interact with the students. It was suitable with her students’ journal that wrote, “*Saya telah menyediakan waktu untuk itu semua.*”

4. Explaining Skill

Indicator number 4 was, “*Apakah Saya menjelaskan istilah yang digunakan, meringkas setiap akhir sesi dan mecek pemahaman siswa secara teratur?*” After analyzing the data, the researcher found that 70% of students were able to reflect themselves well in this skill. Students’ evaluation to themselves about this skill can be seen in students’ journal sheet which is described below:

Student 1 could reflect herself in this skill where in practice she only explained terminology “greeting and introduce self” at the beginning. She did not summarize at the end of each session and also not check students’ understanding. It was suitable with her students’ journal that stated, “*pada bagian awal. Harus meningkatkan pemahaman materi kepada siswa*”.

Student 2 wrote in students’ journal, “*Saya menjelaskan dengan bahasa yang mudah dimengerti siswa tentang istilah yang digunakan.*” It was suitable with the practice where he used terminology understood easily for students. He also checked students’ understanding periodically. So, he was able to reflect himself in this skill.

Student 3 showed that she was able to reflect herself in this skill. In students' journal, she wrote, "*Saya telah menjelaskan istilah dari materi dan mencek pemahaman siswa.kurang mencek pemahaman siswa.*" It was suitable with the practice where she explained terminology used like "asking, giving, and refusing". She also summarized at the end of session about this lesson. But, she was less in checking students' understanding.

Student 4 was not able to reflect himself in this skill. In students' journal, he wrote," *sudah. Saya sudah memberikan tugas sebelum kelas dibubarkan. Dan saya telah bertanya dia akhir pelajaran tentang pemahaman materi hari ini.*" In fact, he did not explain terminology that was used like "prohibition". He did not summarize at the end of each session and also not check students' understanding.

Student 5 could reflect herself well. In students' journal, she wrote," *ya, saya telah menjelaskan istilah yang ada sesuai dengan lesson plan yang telah saya buat dan saya juga sudah mencek pemahaman siswa.*" It was suitable with the practice where she checked students' understanding and also she explained some terminology like respond that used in the topic.

Student 6 was not able to reflect herself in this skill. In students' journal, she wrote," *saya sudah menjelaskan istilah yang digunakan kepada siswa dan mencek apakah mereka sudah mengerti atau belum.*" It was different with the practice. She did not explain terminology used well and clearly yet. She also did not checked students' understanding.

Student 7 was not able to reflect himself in this skill. In students' journal, he wrote," *sudah. Di dalam terlaksananya kegiatan pembelajaran saya melihat pemahaman-pemahaman dari siswa siswi yang begitu antusias dan memiliki sebuah pemahaman yang lebih baik yang diterima oleh siswa siswi di kelas.*" It was different with the practice where he did not explain the terminology that was used. He did not check students' understanding periodically and he did not summarize at the end of each session.

Student 8 was able to reflect herself in this skill. While explaining, she checked students' understanding. She also explained terminology that was used. It was suitable with her students' journal that stated," *ya, saya mencek pemahaman siswa dengan bertanya dan menjelaskan topik itu dengan bertanya.*"

Student 9 was able to reflect herself in this skill. In students' journal, she wrote," *saya telah menjelaskan istilah yang telah saya gunakan. Lebih bisa untuk mencek lagi pemahaman siswa.*" It was suitable with the practice. She explained every terminology that was used and also summarized at the end of each session. She checked students' understanding periodically too.

Student 10 could reflect herself in this skill. In students' journal, she wrote, " *saya menjelaskan dengan baik dan menanyakan pemahaman siswa.*" It was suitable with the practice. She explained terminology that was used like the examples and also topic of "accepting and rejecting for help". She also checked students' understanding from the topic that was explained.

5. Giving Stimulus Variation

Indicator number 5 was, " *apakah saya menggunakan media (powerpoint / flipchart, dll) jika iya, apakah saya menggunakan dengan efektif? Apakah saya ada berinteraksi dan mempertahankan kontak pandang dengan siswa?*" After analyzing the data, the researcher found that 70% of students could reflect themselves well in this skill. Students' evaluation about themselves in this skill can be seen in students' journal sheet as describe below:

Student 1 was able to reflect herself in this skill. In students' journal, she wrote, " *hanya whiteboard dan spidol. Saya belum menggunakan media. Belum menggunakan kontak pandang.*" It was suitable with the practice. She did not use media in teaching. She was less in keeping eye contact with the students. She only interacted when there was student that asked something.

Student 2 was able to reflect himself in this skill. He did not use media in teaching. It was suitable with his students' journal that stated, " *conventional. Saya belum mempersiapkan media yang efektif dalam pembelajaran.*"

Student 3 showed that she could reflect herself in this skill. In students' journal, she wrote, " *saya sudah menggunakan beberapa media tetapi tidak hati-hati dalam menggunakan media. Saya ada berinteraksi dan mempertahankan kontak pandang.*" It was suitable with the practice where she used media effectively yet in teaching and also keep eye contact in interaction with students.

Student 4 was not able to reflect himself in this skill. He did not use media. He also did not keep eye contact enough in interacting with the students. It was different with his students' journal that stated, " *saya rasa saya sudah berinteraksi dengan baik dengan siswa dan mempertahankan kontak pandang kepada siswa.*"

Student 5 was not able to reflect herself in this skill. In students' journal, she wrote, " *ya, saya menggunakan media kertas yang berupa dialogue. Saya telah menggunakannya secara efektif. Saya juga sudah berinteraksi dan mempertahankan kontak pandang dengan siswa.*" In practice, papers given to students could not say as media because it was exercise given to

students. She also did not keep eye contact to students because when she explained the lesson she did not look at to students but looked at to the whiteboard while writing.

Student 6 was able to reflect herself in this skill. In teaching, she did not use media. She interacted with students for example asked students to be volunteers. It was suitable with her students' journal that stated, "*tidak. Saya tidak ada menggunakan media. Saya berinteraksi dengan siswa secara baik menurut saya.*"

Student 7 was able to reflect himself in this skill. In students' journal, he wrote, "*saya tidak menggunakan sebuah media. Kegiatan pembelajaran yang saya lakukan hanya dengan berinteraksi dan mempertahankan kontak pandang dengan siswanya.*" It was suitable with his practice where he did not use media. He only interacted with students. In interacting, he kept eye contact to students.

Student 8 showed that she could reflect herself in this skill. She did not use media. She looked at her students in interaction. It was suitable with her students' journal that stated, "*tidak, saya hanya menggunakan papan tulis. Saya ad berinteraksi dengan siswa agar mereka tetap memperhatikan pelajaran.*"

Student 9 could not reflect herself in this skill. In students' journal, she wrote, "*saya tidak menggunakan media. Saya mempertahankan dan berinteraksi dengan kontak pandang dengan siswa.*" When she said that she kept eye contact in interaction, it was different with the practice. In practice, she rarely kept eye contact with the students. When students asked something, she answered it with not look at to the students and she continued her writing in whiteboard.

Student 10 was able to reflect herself in this skill. In teaching, she kept eye contact when she interacted with students. It was suitable with her students' journal that stated, "*Saya berkontak pandang dengan siswa saya saat bertanya dan menjelaskan.*"

6. Closing and Evaluating Skill

Indicator number 6 was, "*diakhir pelajaran, apakah saya meringkas semua bahasan tadi, mengulang topik yang dibahas, dan meriview pemahaman siswa?*" After analyzing the data, the researcher got that 40% of students could reflect themselves in this skill. Students' evaluation to themselves about this skill can be found in students' journal sheet as describe below:

Student 1 was able to reflect herself in this skill. In students' journal, she wrote, "*belum mengulangi / meringkas topic yang diajarkan.*" It was suitable with her practice. She did not

sum up the topic at the end of the learning process. She only said, ” *Pagi ini kita telah mempelajari cara memperkenalkan diri dan greeting.* ”

Student 2 was able to reflect himself well in this skill. He wrote, ” *Saya mengulang dan member penguatan terhadap penjelasan sebelumnya pada siswa.* ” It was suitable with the practice where he sum up the topic and review students’ achievement about the topic one by one.

Student 3 showed that she was able to reflect herself in this skill. She concluded the topic at the end of teaching learning process. But, she was less in reviewing students’ achievement. It was suitable with her students’ journal that stated, ” *saya sudah meringkas semua bahasan dan mengulang topic dan sudah meriview. Kurang meriview pemahaman siswa.* ”

Student 4 was not able to reflect himself. In students’ journal, he wrote, ” *karena diakhir tadi ada yang bertanya maka saya mengulang kembali sedikit tentang penjelasan saya di awal.* ” In fact, he did not sum up the lesson or there was no conclusion at the end of the study in the practice.

Student 5 was not able to reflect herself in this skill. It can be seen from her students’ journal that stated, ” *Ya, saya telah meringkas pembahasan tadi dan mengulang topic yang dibahas kemudian meriview kembali pemahaman siswa.* ” Whereas, in practice, she did not sum up or review about the topic. She did not review students’ achievement at the end of teaching.

Student 6 could not reflect herself in this skill. In students’ journal, she wrote, ” *Ya, pada akhir pelajaran saya sudah menjelaskan kembali tentang mata pelajaran / topic yang dipelajari.* ” It was different with the practice. In practice, she did not give conclusion or review about the topic. She only gave homework without review students’ comprehension.

Student 7 was not able to reflect himself in this skill. In students’ journal, he wrote, ” *saya telah mengulang materi yang dibahas dan meriview pemahaman siswa.* ” It was different with the practice where he did not sum up the lesson at the end of the study. He only asked students to read and comprehend material at home. He did not review students’ comprehension at the end of the study.

Student 8 was not able to reflect herself. She did not sum up the lesson. She did not review students’ achievement too at the end of the class. She only said, ” *Semua sudah mengerti? Ok.* ” It was different with her students’ journal that stated, ” *ya, saya telah melakukannya.* ”

Student 9 was able to reflect herself. In students' journal, she wrote, " *saya telah mengulang materi yang dibahas dan meriview pemahaman siswa*". It was suitable with the practice where she gave conclusion of the lesson, review the topic at the end of the study, and also review students' comprehension although it was not maximal.

Student 10 could not reflect herself in this skill. In students' journal, she wrote, " *ya saya meringkas semuanya dan mengulanginya kembali*". In fact, she did not sum up the lesson or review the topic. She did not review students' achievement at the end of the class in practice. She only gave homework and closed the class.

Based on the explanation above, it was found that reflective teaching in microteaching class at the English department of STKIP Abdi Pendidikan Payakumbuh was implemented. 63,3% of students were able to reflect themselves in micro teaching class. In addition, Ahmed & Al-khalili (2007) states that reflective teaching involves changes in the way teaching is perceived and the teacher role in the process of teaching. It is evident that this approach was effective in assisting student teachers in evaluating their teaching and learning process. It also helps them in identifying strengths and weaknesses in teaching. So, it can be said that reflective teaching can help teachers and candidates of teacher to know their strength and weakness in teaching and learning process.

Discussion

Based on the result of the data analysis, it was found that reflective teaching in microteaching class at the English department of STKIP Abdi Pendidikan Payakumbuh was implemented. 63,3% of students were able to reflect themselves in micro teaching class. In addition, Ahmed (2010:63) states that reflective teaching involves changes in the way teaching is perceived and the teacher role in the process of teaching. It is evident that this approach was effective in assisting student teachers in evaluating their teaching and learning process. It also helps them in identifying strengths and weaknesses in teaching. So, it can be said that reflective teaching can help teachers and candidates of teacher to know their strength and weakness in teaching and learning process. The result can be interpreted as follow:

1. Opening Skill

The percentage of students in micro teaching class who apply reflective teaching in this skill was 30%. It was happened because they were not able to reflect themselves in this skill. They said that they have motivated students and gave reference about the lesson at the beginning of the class. In fact, most of them did not do activity that

motivated or prepared students mentally before starting the class. They only checked students' attendance list and straight explained the topic. So, students did not focus their attention to the teacher or to the topic well. Actually, according to *Tim Pengembangan Ilmu Pendidikan FIP-UPI* (2007:161) in opening, teacher has to grow students' motivation in learning and also give reference about lesson that will be studied.

2. Arranging Lesson Skill

The percentage students in micro teaching class who apply reflective teaching in this skill are 90%. They were able to reflect themselves in this skill. Most of them interposed or prepared learning objective and also introduced the topic. So, students knew what they had to do in this lesson. Most of them had designed lesson plan before teaching. It agreed with Siswanto (2010) that states arranging lesson is interposing learning objective that will be reached and also explaining learning steps until students understand what they have to do.

3. Timing Allocation Skill

80% of students were able to reflect themselves in this skill in micro teaching class. Most of them were aware that they had given time for discussion and also interaction in teaching and learning process. It can be seen from their students' journal that most of them said that they gave time for all of the guidance questions in timing allocation skill in the students' journal. It agreed with *Tim Pengembangan Ilmu Pendidikan FIP-UPI* (2007:158) that states timing allocation is where teacher prepares time for discussion with students such as time for interaction or for asking question.

4. Explaining Skill

Percentage of students who apply reflective teaching in this skill in micro teaching class was 70%. It meant that some of them were able to reflect themselves in this skill where they explained about terminology that was used, summarized at the end of each session, and also checked students' understanding periodically. It was suitable with Siswanto (2010) that states explaining is giving information organized systematically to students.

5. Giving Stimulus Variation

70% of students in micro teaching class were able to reflect themselves in this skill. Most of them admitted that they did not use media in practice teaching. They only used conventional method in teaching. But, they kept eye contact and there was interaction in teaching. According to Siswanto (2010) variation is changing did by teacher in learning ability such as learning style, using media, model of interaction and stimulus.

6. Closing and Evaluating Skill

Percentage of students in micro teaching class who apply reflective teaching in this skill was 40%. Almost most of them said that they concluded or sum up the lesson at the end of the class. In fact, most of them did not give conclusion about the lesson and also not review students' comprehension about the lesson that have done. *Tim Pengembangan Ilmu Pendidikan FIP-UPI* (2007:163) states that closing can be meant as activity did by teacher for closing learning process and giving conclusion about lesson that have done. According to Siswanto (2010) evaluating is systematic process to know effective and efficient a learning activity.

From the discussion above, it can be seen that students were able to reflect themselves in arranging lesson skill, timing allocation skill, explaining skill, and giving stimulus variation because the skills got high percentage. It can be happened because most of them has prepared lesson plan at home before teaching in micro teaching class. The researcher assumed that it made them know the objectives that they would reach and also they know how to explain it well.

Furthermore, opening skill and also closing and evaluating skill got low percentage in this research. Most of students were not able to reflect themselves in this skill. It is probably caused by their habitual after checking attendance list teachers or candidates of teacher are straight to explain the topic without checking students' preparation physically or mentally first. At the end of the class, they are also straight to close the class without giving conclusion about topic that day. It is also probably caused by limited time and they are nervous in practice teaching.

CONCLUSION AND SUGGESTION

Based on the explanation of research finding, it can be concluded that 63,3% students in micro teaching class was able to do reflective teaching based on six indicators of basic teaching skill. It can be described that 30% students who applied opening skill, 90% students who applied arranging lesson skill, 80% students who applied timing allocation skill, 70% students who applied explaining skill, 70% students who applied giving stimulus variation skill, and 40% students who applied closing and evaluating skill. So, it can be concluded that most students in micro teaching class at the English department of STKIP Yayasan Abdi Pendidikan Payakumbuh were able to reflect themselves. Concerning to the result of the research, the researcher has some suggestions to the college students, teachers, and other

researchers. The suggestions are as below: for college students, Being a great candidates of teacher, college students in educational program who take micro teaching class, are suggested to do reflective teaching based on basic teaching skills. It is done in order it can be the terms of reference for reflect themselves in teaching before they teach in real school. For teacher, reflective teaching is suggested to do to be professional teacher. They can improve their teaching ability for reaching the teaching and learning goal. For other researcher, this research gives useful information as reference object that is related with this research and also it can guide them to do the further research about reflective teaching.

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