

# **PROSPECTIVE TEACHERS' ABILITY TO SELF REFLECT THEIR TEACHING SIMULATION IN MICRO TEACHING CLASS IN ELE UNDIKSHA**

by

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## **ABSTRACT**

This study aimed to: 1) describe how the students learn to reflect their teaching simulation in microteaching class. 2) describe the students' thinking about the learning's benefit for them in order to reflect their teaching simulations in microteaching class. This study was conducted in ELE Undiksha Singaraja, especially sixth grade students because by doing self-reflection, students who will be an English teacher can improve their teaching. It is very important the sixth semester of ELE students in Undiksha Singaraja to be aware of strengths and weaknesses of their own teaching for knowing the parts of teaching that need to be kept and increased. This study was descriptive qualitative. This study used self-reflective journal as an instrument which was descriptively analyzed. The result showed 1) The students reflect their teaching based on exploring their weaknesses after doing teaching simulation in the classroom such as lack in classroom management and technical problem during teaching 2) Students got the benefit of learning based on the input from the audience, after watching the recorded simulation and based on their self-observation start from how they prepare until the end of the simulation.

*Keywords: Self-Reflection, Reflective Teaching, Self-Reflective Journal*

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Penelitian ini bertujuan untuk: 1) mendeskripsikan bagaimana mahasiswa belajar merefleksikan simulasi pengajaran mereka pada kelas Microteaching. 2) mendeskripsikan pemikiran mahasiswa terhadap manfaat pembelajaran bagi mereka untuk merefleksikan simulasi pengajaran mereka di kelas Microteaching. Penelitian ini dilakukan di ELE Undiksha Singaraja, khususnya mahasiswa semester VI karena dengan melakukan refleksi diri, mahasiswa yang akan menjadi guru Bahasa Inggris dapat meningkatkan kualitas pengajaran mereka. Sangat Penting bagi mahasiswa semester VI ELE di Undiksha Singaraja untuk mengetahui kekuatan dan kelemahan pengajaran mereka sendiri untuk mengetahui bagian-bagian dari pengajaran mereka yang perlu dipertahankan dan ditingkatkan. Penelitian ini bersifat deskriptif kualitatif. Instrumen yang digunakan dalam penelitian ini adalah Self Reflecive Journal yang dianalisis secara deskriptif. Hasil penelitian menunjukkan 1) Siswa merefleksikan pengajaran mereka berdasarkan eksplorasi kelemahan mereka setelah melakukan simulasi pengajaran di kelas, seperti kurangnya pengelolaan kelas dan masalah teknis selama Pengajaran 2) Siswa mendapat manfaat belajar berdasarkan masukan dari penonton, setelah menonton simulasi yang direkam dan berdasarkan pengamatan diri mereka mulai dari bagaimana mereka mempersiapkan hingga akhir simulasi.

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