

Wa Ode Nurmaulid Sakti B, 2016. Reflective Teaching in the English Teaching and Learning Process at SMA Negeri 5 Kendari (A Case Study). A Thesis. Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta.

ABSTRACT

The purpose of this study was to investigate reflective teaching in the English Teaching and Learning process at SMA Negeri 5 Kendari. This was a qualitative research with a case study as the method of the study. The data were collected through questionnaire, interview, and observation while the data sources were five English teachers of SMA Negeri 5 Kendari, who participated in this study since January 4th – February 19th 2016. Pre-observation was done in Mei 2015. The result of the study showed that the teachers applied reflective teaching by using some strategies of reflective teaching, namely video recording, observation, action research, students' feedback, and joined workshop. The next finding showed that the teachers understood how to define reflective teaching and recognize the importance of being reflective in teaching are: the teachers learnt new things while teaching; the teachers learnt from their own experiences as learners and as teachers; and the teachers developed their teaching skills and continuously improved their knowledge. The last finding showed that in doing reflective teaching, the teachers had some difficulties such as lack of time because they had workloads to be done outside of teaching hours in the classroom. The teachers got difficulties in encouraging their colleagues who lacked of readiness and focus of being reflective.

Keywords: *Reflective teaching, reflective teaching strategies, reflective teaching difficulties.*

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menginvestigasi pengajaran refleksi dalam proses belajar mengajar di SMA Negeri 5 Kendari. Sebuah penelitian kualitatif dengan studi kasus sebagai metode penelitian digunakan dalam penelitian ini. Data dikumpulkan melalui penyebaran angket, wawancara, dan observasi sedangkan sumber data adalah lima orang guru di SMA Negeri yang berpartisipasi dalam penelitian ini sejak 4 Januari – 19 Februari 2016. Observasi awal dilakukan pada bulan Mei 2016. Hasil dari penelitian ini menunjukkan bahwa guru-guru telah mengaplikasikan pengajaran refleksi dengan menggunakan beberapa strategi dari pengajaran refleksi seperti merekam video, observasi, penelitian tindakan, umpan balik terhadap siswa, dan mengikuti lokakarya. Hasil penemuan berikutnya menunjukkan bahwa para guru telah memahami bagaimana mendefinisikan pengajaran refleksi dan menyadari pentingnya menjadi guru yang melakukan refleksi dalam pengajaran seperti guru belajar hal-hal baru saat mengajar; guru belajar dari pengalaman mereka sendiri sebagai pelajar dan sebagai guru; dan guru dapat mengembangkan keterampilan mengajar mereka dan terus meningkatkan ilmu pengetahuan mereka. Hasil penemuan terakhir menunjukkan bahwa dalam melakukan pengajaran refleksi guru mengalami beberapa kesulitan seperti kurangnya waktu karena mereka memiliki beban kerja yang harus dilakukan di luar jam mengajar di kelas. Guru mendapat kesulitan-kesulitan dalam mendorong rekan-rekan mereka yang tidak memiliki kesiapan dan fokus dalam melakukan pengajaran refleksi.

Kata kunci: Pengajaran Refleksi, Strategi-strategi Pengajaran Refleksi, Kesulitan-kesulitan Pengajaran Refleksi

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