

**REFLECTIVE TEACHING OF ENGLISH EDUCATION DEPARTMENT
LECTURERS IN UNIVERSITAS MUHAMMADIYAH YOGYAKARTA**

A Skripsi

*A Thesis Submitted to the Faculty of Language Education
in Partial Fulfillment of the Requirement for Degree of Sarjana Pendidikan*



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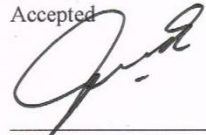

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STATEMENT OF AUTHENTICITY

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Certify that this research with the title “Reflective Teaching of English Education Department Lecturers in Universitas Muhammadiyah Yogyakarta” is unquestionably my own work. I am completely responsible for content of this research. Others’ opinion in this research is quoted with accordance ethical standard.

Yogyakarta, August 31st, 2015

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MOTTO

“They say a person needs just three things to be happy in this world: someone to love, something to do, and something to hope for”

DEDICATION

This research is dedicated to my beloved parents with their big love and effort to always pray and support me; my beloved sister for her never ending support, motivation and love; my beloved future husband 😊

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ABSTRACT

Reflective teaching is one of strategy to develop teaching and learning process. Reflective teaching is important due to the lecturers' need to improve their quality of teaching and learning process. In fact, reflective teaching not only gives benefits for the lecturers, but also makes the lecturers face some obstacle in conducting reflective teaching. Hence, the purpose of this study is to investigate how English Education Department lecturers reflect their own teaching. The researcher also wants to find out the lecturers' obstacles on conducting reflective teaching. The respondents of this research were the lecturers from English Education Department, UMY. The first results of the study showed nine findings; they were instruction for the study, material review, using authentic reading material, using the same material, using group discussion, adding technique, condition of the students and next meeting. These findings were divided into five stages of reflective teaching. The first stage was 'teach' which contained giving instruction for the students. The second stage was 'think back', which consisted of material review, appropriate material and using authentic reading material. The third stage was 'decide', which included using the same material, using group discussion and adding technique. The fourth stage was 'investigate', included condition of the students. The fifth stage was 'reframe', which included the planning for next meeting. This research also showed that the obstacles of lecturers when doing reflective teaching were reflective teaching in formal documentation, time allocation, alternative activity and appropriate technique.

Keyword: reflective teaching, obstacle