

**REFLECTIVE PRACTICE IN INTERNATIONAL TEACHING
PRACTICUM: A CASE STUDY OF AN INDONESIAN PRE-SERVICE
TEACHER IN THAILAND**

A THESIS

Submitted to Fulfil One of the Requirements for *Sarjana Pendidikan* Degree at
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul “Reflective Practice in International Teaching Practicum: A Case Study of an Indonesian Pre-service Teacher in Thailand” beserta seluruh isinya adalah sepenuhnya karya saya sendiri dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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Yang membuat pernyataan,


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ABSTRAK

ACEP GAFAR AULIYA. 2020. **Praktik Reflektif dalam Program PLP Internasional: Studi Kasus terhadap Seorang Calon Guru Asal Indonesia di Thailand.** Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Banyak sekali penelitian yang telah mendokumentasikan praktik reflektif yang dilakukan oleh guru dan calon guru selama pengenalan lapangan persekolahan (PLP) dalam konteks *ENL*, *ESL*, dan *EFL*. Namun, hanya sedikit penelitian yang melaporkan praktik reflektif calon guru dalam konteks PLP internasional. PLP internasional memberikan peluang bagi para calon guru untuk merefleksikan sesuatu di luar kepentingan pribadi mereka. Dengan demikian, penelitian ini menggali aspek-aspek yang direfleksikan oleh seorang calon guru pada praktik mengajarnya dan kontribusi melakukan praktik reflektif pada praktik mengajarnya selama mengikuti PLP internasional. Penelitian ini merupakan studi kasus terhadap praktik reflektif yang dilakukan oleh seorang calon guru selama mengikuti PLP internasional di Thailand. Data dikumpulkan dari refleksi yang ditulis oleh calon guru tersebut dan dianalisis secara kualitatif menggunakan analisis tematik. Hasil penelitian ini menunjukkan bahwa calon guru tersebut merefleksikan beberapa aspek utama yaitu strategi pengajaran, manajemen kelas, dan dimensi sosial-budaya. Hasil penelitian ini juga menunjukkan bahwa praktik reflektif berperan dalam membantu seorang calon guru untuk menyajikan strategi pengajaran yang cocok dengan kebutuhan dan karakteristik siswa, mengatasi masalah-masalah dalam manajemen kelas, dan menumbuhkan kesadaran akan perbedaan budaya antara dirinya dan siswanya. Pada akhirnya, kontribusi dari penelitian ini adalah untuk memfasilitasi calon guru untuk mengembangkan kemampuan refleksinya sebagai sarana untuk membangun pengembangan profesional guru.

Kata kunci: *PLP Internasional, Calon Guru, Refleksi, Praktik Reflektif.*

ABSTRACT

ACEP GAFAR AULIYA. 2020. **Reflective Practice in International Teaching Practicum: A Case Study of an Indonesian Pre-service Teacher in Thailand.** English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

A myriad study has documented reflective practice conducted by in-service teachers and pre-service teachers during teaching practicum program in ENL, ESL, and EFL contexts. However, a limited number of the study reported pre-service teachers' reflective practice in the international teaching practicum context. International teaching practicum provides opportunities for pre-service teachers to reflect on something out of their narrow self-interests. Thus, this study explores the aspects that a pre-service teacher reflects on her teaching practice and the contributions of doing reflective practice on her teaching practice during the international teaching practicum. This study outlines a case study of the reflective practice of a pre-service teacher during the international teaching practicum in Thailand. The data were collected from a pre-service teacher's written reflection and analyzed qualitatively using thematic analysis. The results of this study revealed that the pre-service teacher reflects on some key aspects namely teaching strategies, classroom management, and sociocultural dimension. The study also discovered that reflective practice contributed in helping pre-service teachers to provide appropriate teaching strategies based on students' needs and characteristics, eliminate classroom management issues, and raise her awareness on cultural differences between her and her students. In the end, the contribution of this study is to facilitate the pre-service teachers' development on reflective competence as a means of building teachers' professional development.

Keywords: *International Teaching Practicum, Pre-service Teacher, Reflection, Reflective Practice.*

PREFACE

All praises are to Allah swt., the creator of the universe. Due to His grace, mercy, and blessing, the writer can finish writing this thesis entitled “Reflective Practice in International Teaching Practicum: A Case Study of an Indonesian Pre-service Teacher in Thailand”. This thesis is submitted to Fulfil the Requirements for *Sarjana Pendidikan* Degree at English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University.

This thesis cannot be accomplished without supports from several people around the writer. On this occasion, the writer would like to express gratitude to them, may Allah *SWT.* reply to their kindness in better ways, especially to the honorable:

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2. Neni Marlina, *S.Pd., M.Pd.* as the first supervisor
3. Nita Sari Narulita Dewi, *S.Pd., M.Pd.* as the second supervisor
4. All lecturers of English Education Department, Faculty of Educational Sciences and Teacher’s Training, Siliwangi University, Tasikmalaya.

Lastly, the writer welcomes suggestions and constructive criticism from the readers for the improvement of this writing. Hopefully, this thesis can be useful and give advantages both for the writer and the readers.

Tasikmalaya, July 2020

The Writer

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