

ABSTRAK

GITA NOOR ALIZA. 2022. “**English Student Teachers’ Perceptions During Performing Reflective Practice in a Reflective Micro Teaching Class**” English Education Department. Faculty of Educational Sciences and Teachers Training. Siliwangi University. Tasikmalaya.

Penelitian ini bertujuan untuk mengetahui persepsi calon guru terkait aktivitas *reflective practice* di kelas *Reflective Micro Teaching*. Penelitian ini melibatkan lima partisipan. Metode penelitian menggunakan *phenomenological case study*, dan metode pengumpulan data yang digunakan dalam penelitian ini adalah semi-structure interview, serta dianalisis menggunakan thematic analisis. Hasil dari penelitian ini terbagi menjadi tiga sumber berdasarkan teori yakni *reflective practice on student teachers’ comprehension, revealing student teachers’ affective states, and the advantages of reflective practice*. Hasil penelitian ini menunjukkan semua peserta memiliki pandangan bahwa kegiatan *reflective practice* sangat penting untuk dilakukan khususnya untuk mereka sebagai calon guru, di antaranya: meningkatkan kemampuan mereka terutama dalam keterampilan mengajar, berpikir kritis, menumbuhkan kecerdasan emosional, dan mendapatkan pengetahuan yang harus dikuasai oleh mereka sebagai calon guru. Hasil penelitian ini juga memberikan wawasan empiris bagi calon guru terhadap aktivitas *reflective practice* yang mereka lakukan di kelas *micro-teaching*, dan juga sebagai acuan untuk para calon guru ketika akan melakukan *reflective practice*.

Kata kunci: *student teachers’ perceptions, reflective practice, reflective micro teaching, experiential learning theory*

ABSTRACT

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This study aims to know the perceptions of English student teachers regarding reflective practice activities in the Reflective Micro Teaching class. This study involved five participants. Research design in this study used a phenomenological case study, and the data collection method used is in the form of semi- structured interviews, then the data was analyzed using thematic analysis. The results of this study are divided into three sources based on theory, namely reflective practice on student teachers’ comprehension, revealing student teachers’ affective states, and the advantages of reflective practice. The findings revealed that most participants perceived that reflective practice activities are very important, especially for them as student teachers including: enhancing their ability especially in teaching skill, make them think critically, cultivate emotional intelligences, and gain more knowledge that must be mastered by them as student teachers. These findings also provide empirical insight for student teachers on the reflective practice activities they carry out in the micro teaching class, and as a reference for student teachers to conduct reflective practice.

Keywords: *student teachers’ perceptions, reflective practice, reflective micro teaching, experiential learning theory*