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THE IMPLEMENTATION OF REFLECTIVE TEACHING PRACTICE IN MICRO TEACHING SUBJECT OF ENGLISH EDUCATION DEPARTMENT ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

A THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree of *Magister*
in English Education

UIN SUSKA RIAU

BY

RIKA MAHLIA
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It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

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Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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If all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequences to remove my degrees as well as taking other sanctions according to the existing law.

Pekanbaru, 19rd December 2023

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This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled "The Implementation Of Reflective Teaching Practice In Micro Teaching Subject Of English Education Department Islamic University Of Sultan Syarif Kasim Riau ". The writer would like to express her gratitude and sincere thanks to:

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Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin

Pekanbaru, 19 rd December 2023

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

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2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *α*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written u, for instance زولو ما (zhuluman).

4. Double Vowel

وا is written *aw*, وا is written *uw*, يا is written *ay*, and يا is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written al, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, '*Abdullah* (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

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ABSTRACT

Rika Mahlia, (2024): The Implementation of Reflective Teaching practice in Microteaching subject of English Education Department Islamic University of Sultan Syarif kasim Riau

This research is about The Implementation of Reflective Teaching practice in Microteaching subject of English Education Department Islamic University of Sultan Syarif kasim Riau. This research is aimed to investigate and describe how the reflective teaching practice implemented in micro-teaching subject and to find out of the challenges, difficulties, and benefits of reflective teaching. The participants are 60 pre service teachers of English Education Department that divided class B and E . Therefore, the researcher chooses 20 pre-service teachers to interviewed about the implementation of reflective teaching practice in the class of Micro teaching subject. This research is designed as a descriptive qualitative research in which data were taken from interview, observation and document.

There are two findings of this research. First, reflective teaching practice in micro-teaching use three strategies which are peer-observation forms, video, and self-reflective teaching forms. Besides, the preservice teachers reveal some challenges of doing reflective teaching which are honesty, open-minded,

objectiveness, and bravery. secondly, the implementation of reflective teaching practice give reflection result of pre-service teachers in some areas of teaching skills which are preparation, presentation, practice, production, overall delivery and students engagement in learning. However, the pre-service teachers can reveal the weaknesses or problems such as learners characteristics, classroom management, time management, personality, teacher ability in mastering subject skill and choosing appropriate method and material, and general teaching aspects.

Keywords: ***Pre-service teachers, Implementation of Reflective teaching, Micro-teaching***

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ABSTRAK

Rika Mahlia, (2024): Implementasi Praktik Pengajaran Reflektif pada Mata Pelajaran Microteaching Jurusan Pendidikan Bahasa Inggris Universitas Islam Sultan Syarif Kasim Riau

Penelitian ini tentang Implementasi Praktik Pengajaran Reflektif pada Mata Pelajaran Microteaching Jurusan Pendidikan Bahasa Inggris Universitas Islam Sultan Syarif Kasim Riau. Penelitian ini bertujuan untuk menyelidiki dan mendeskripsikan bagaimana praktik pengajaran reflektif diterapkan pada mata pelajaran pengajaran mikro dan untuk mengetahui tantangan, kesulitan, dan manfaat pengajaran reflektif. Pesertanya adalah 60 orang guru prajabatan Jurusan Pendidikan Bahasa Inggris yang terbagi dalam kelas B dan E. Oleh karena itu, peneliti memilih 20 guru calon guru untuk diwawancarai tentang penerapan praktik mengajar reflektif di kelas mata pelajaran Mikro. Penelitian ini dirancang sebagai penelitian kualitatif deskriptif dimana data diambil dari wawancara, observasi dan dokumen.

Ada dua temuan dari penelitian ini. Pertama, praktik pengajaran reflektif dalam pengajaran mikro menggunakan tiga strategi yaitu bentuk observasi sejawat, video, dan bentuk pengajaran reflektif diri. Selain itu, calon guru mengungkapkan beberapa tantangan dalam melakukan pengajaran reflektif yaitu kejujuran, keterbukaan pikiran, obyektif, dan keberanian. kedua, penerapan praktik mengajar reflektif memberikan hasil refleksi calon guru dalam beberapa bidang keterampilan mengajar yaitu persiapan, presentasi, praktik, produksi, penyampaian secara keseluruhan dan keterlibatan siswa dalam pembelajaran. Namun, calon guru dapat mengungkap kelemahan atau permasalahan seperti karakteristik peserta didik, pengelolaan kelas, pengelolaan waktu, kepribadian, kemampuan guru dalam menguasai keterampilan mata pelajaran dan memilih metode dan materi yang sesuai, serta aspek pengajaran secara umum.

Kata Kunci: Guru Prajabatan, Implementasi Pengajaran Reflektif, Micro-teaching

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خلاصة البحث

ريكا ماهليا، (2024): تنفيذ ممارسات التدريس التأملية في موضوعات عملية التدريس مجلة تعليم اللغة الإنجليزية جامعة السلطان شريف القاسم الإسلامية رياو

يدور هذا البحث حول تطبيق ممارسات التدريس التأملي في مواد عملية التدريس، قسم تعليم اللغة الإنجليزية، جامعة سلطان شريف القاسم رياو الإسلامية، ويهدف هذا البحث إلى دراسة ووصف كيفية تطبيق ممارسات التدريس التأملي في موضوعات عملية التدريس ومعرفة التحديات والصعوبات. وفوائد التدريس التأملي. كان المشاركون 60 معلمًا قبل الخدمة في قسم تعليم اللغة الإنجليزية مقسمين إلى الفصلين B و E. لذلك، اختارت الباحثة ٢٠ معلمًا محتملاً لإجراء مقابلات معهم حول تنفيذ ممارسات التدريس التأملي في فصول المواد الدقيقة تم تصميم هذه الدراسة كبحث وصفي نوعي حيث تم أخذ البيانات من المقابلات والملاحظات والوثائق

هناك نوعان من النتائج من هذا البحث. أولاً، تستخدم ممارسات التدريس التأملي في عملية التدريس ثلاث استراتيجيات، وهي مراقبة الأقران، والفيديو، والتدريس التأملي الذاتي. وبصرف النظر عن ذلك، فقد عبر المعلمون المحتملون عن العديد من التحديات في تنفيذ التدريس التأملي، وهي الصدق والانفتاح والموضوعية والشجاعة.ثانيًا، يوفر تطبيق ممارسات التدريس التأملي نتائج انعكاس المعلمين المحتملين في العديد من مجالات مهارات التدريس. وهي الإعداد والعرض والممارسة والإنتاج والتوصيل بشكل عام ومشاركة الطلاب في التعلم والتعلم. ومع ذلك، يمكن للمعلمين المحتملين الكشف عن نقاط الضعف أو المشكلات مثل خصائص الطالب، وإدارة الفصل، وإدارة الوقت، والشخصية، وقدرة المعلم على إتقان مهارات المادة واختيار الأساليب والمواد المناسبة، بالإضافة إلى جوانب التدريس العامة.

كلمة بحث : معلمو ما قبل الخدمة، تطبيق التدريس التأملي، عملية التدري

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CHAPTER I
INTRODUCTION

A. Background of the Study

The world of education is currently faced with the demands of society to can produce high-quality graduates who are able to live independently competitive in the era of globalization. Being a professional teacher is needed in this globalization era. The challenges in this globalization era are getting bigger which makes teacher should not only an agent of knowledge transfer, but also became an agent of problem solving.

Teachers are not only required to master teaching material, but also mastering another skills in terms of teaching profession. In getting of professional competences, pre-service teacher need to be well prepared in pre-service teacher in education program. It is aimed to develop and facilitate pre-service teacher who will enroll teaching profession through vision and mission, quality objectives, and educational purpose.

Micro-teaching as a bridge for pre-service teacher to apply theories to practices about teaching and learning. Through teaching practice session, the pre- service teacher can plan, teach and reflect their teaching practice in implementing subject matter competence, pedagogical competence and personal competence (Brown, 2003). Reflection on teaching is an important aspect by lecturer for pre-service teachers in evaluating their teaching practice.

Implemented in microteaching subject and how the pre-service teacher perceive reflective teaching process. Reflective practice has commonly been

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acknowledge as an important part of teacher professional development. It is a fundamental feature of learning from experience (Russel, 2017). Moreover, improvements in reflective thinking abilities assist pre-service teacher in focusing on students and better recognizing how the classroom dynamics impact student learning.

Actually, there have been many researchers worldwide talking about reflective teaching practices for pre-service teacher. Engaging in reflective practice via vlogs: Experience of Malaysian ESL pre-service teachers (Ong, W. A., Swanto, S., & Alsaqqaf, A. 2020). The study about reflective teaching was also researched by Amalia, L. L., Widiati, U., Basthomi, Y., & Cahyono, B. Y. (2020) " Reflective practice on lesson planning among EFL teacher educators". His research about the participant's case study of doing reflection in order to investigate pre-service teacher practice with traditional teaching during the act of planning the lesson, teaching the lesson and the end of lesson.

Besides, the study conducted by Huang (2001) investigated about pre-service teachers " reflective practice in the context of microteaching by analyzing the context of reflection journals for forty-five secondary teacher education program students in a midwestern U.S University. it aimed to develop system to cultivate pre-service teachers‟ reflective thinking in the way of understanding how well pre-service teachers do reflection based on their microteaching performance.

This research discussion are divided into eight areas as a result of pre-service teacher‟ reflections based on writing journal reflective which are

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teachers characteristics, delivery of instruction, classroom interaction, subject content knowledge, questioning techniques, instructional aids, students, and general education issues. The researcher also suggested about his study within the improvement needs on reflection content, reflective thinking, and compiling teacher portfolios and sharing reflection to engage pre-service teacher in meaningful reflection.

From the researchers above, there are some reasons why pre-service teacher needs to learn to use self- reflective teaching practices. First, activate their self- critical thinking which means reflective teaching practices can make them determine the extent to which the afford they do and the effects in their teaching practices. Secondly, building the pre-service teachers‟ awareness of doing reflective teaching practices which will make them to be reflective teachers. By knowing the importance and advantages of reflective teaching.

Moreover, regarding the importance of reflective teaching practices for pre-service English teachers in micro-teaching context. There are two reasons why researcher study this topic: First, based on the researcher experience there are lack implication reflective teaching practices by considering the characteristics of reflective teaching by Pollard (2008) in micro-teaching subject. Secondly, to the pre-service teachers perceive reflective teaching practice in terms of challenges, difficulties and benefits in micro teaching subject.

Similarly, there are some problems faced in the universities from previous researches as identified by researchers at the National Center for Research on Teacher Education at Michigan State University, USA, accessed

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in late 1994 that teachers attained different levels of skill and awareness at their own rates, with considerable individual differences apparent. In earlier reflective studies, where trainee teachers revealed themselves as having particular needs and concerns that can be situated in a developmental continuum, this was ignored by researchers or misinterpreted (e.g. see Bolin, 1988).

The researcher found the information that pre service teacher at Islamic University of Sultan Syarif Kasim Riau have microteaching subject, but the researcher interested to know the implemantation of reflect their practice in teaching . Because Some of the students confused with their strategies in teaching and learning process. Pre service teacher often think that becoming a teacher is easy. They think that what teachers do is only teaching based on the textbooks. In fact, it needs continual improvement so that teachers can teach better and develop themselves professionally. One way of improving themselves is by having a reflective teaching.

Based on the background above, the researcher is interested to do a research which is entitled **"The Implemantation of Reflective Teaching practice in Micro-teaching subject of English Education Department Islamic University of Sultan Syarif kasim Riau".**

B. Statement of the Problem

1. Identification of the Problem

Therefore, the researcher identifies the problem that related to reflective teaching practices found at micro-teaching subject of English

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language education department. The researcher proposes the problem identification of the reflective teaching practice implementation from two factors.

The first factor is reflective teaching strategy. The use of reflection tool to do reflection on teaching practices might influence the result of reflective teaching. Actually, there is no limitation to do reflection on teaching because it is based on someones experience and feeling of teaching; so, the finding of reflection might include all the teaching aspects that related to improve pre- service teacher's professional competence. However, the reflection tool that is used might be a guide to do reflection for pre-service teacher to evaluate and to improve teaching performance. Moreover, the ability to optimize reflection toeffectively might also influence the result of reflection; hence, the extent to what pre-service teacher can utilize reflective tool to evaluate themselves and how they perceive reflective teaching through reflection tools that provided.

The second factor is pre-service teacher's awareness. Reflective teaching is awareness which come from oneself. One of characteristics of doing reflective teaching is attitude. During reflection on teaching practices, most of pre-service teachers might have problem with attitude. This attitude come from the awareness of doing reflective teaching with open-mindedness, responsibility, and wholeheartedness. Moreover, they might felt that this reflective teaching is a complementary aspect to pass the subject, and they might reflect on their teaching practices without

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allowing these attitudes; hence, knowing the attitudes of pre- service teacher while doing reflective teaching must be considered well

2. Limitation of the Problem

In this study, the problem will be limited to descriptive qualitative of **The implemantation of reflective teaching practice in micro-teaching subject of English language education department of University of sultan syarif kasim Riau.** The problem about descriptive of reflective teaching practice implementation is limited to offline microteaching. Although doing the reflective teaching practices, the respondents may have different on the related to the process and result of their reflective teaching practices positively or negatively.

3. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follow:

a. How is the implemantation of reflective teaching practices in micro-teaching class at English language education department?
b. What are challenges, difficulties, and benefits pre-service teachers in their reflective teaching practice in microteaching class at English language education department?

C. Objective and Significance of the Research

1. Objective of the Research

a. To discuss of reflective teaching practices that implemented in micro-teaching class at English language education department

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b. To investigate about pre-service English teachers challenges, difficulties, and benefits on their reflective teaching practice in microteaching class at English language education department.

2. Significance of the Research

a. Hopefully, the findings of this research are able to benefit the writer as a novice researcher in learning how to conduct a research.

b. The findings of this research are expected to be valuable and useful for both teachers of English and students Pekanbaru.

c. Besides, the results of this research are also expected to be used as a reference for those who want to conduct a research in the field of teaching and learning English as a second or foreign language.

d. Finally, the findings of this research are expected to be able to enrich the theory of teaching reading.

D. Definitions of Key Terms

1. Definition of Implementation

There are two definitions of implementation. First, implementation leads to activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals (Usman, Arti Implementasi Menurut Para Ahli, 2021). Second, implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. Thus, implementation is an action that must occur after the initial thought in order for something to

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occur (Ehrens, 2015). Related two definitions above, the researcher can conclude that implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies and practices that work for people in the real world. It seeks to realize the plan; both the 'how' and also 'what'. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

2. Reflective Teaching

According to Lasley (1992) cited in Taggart (2005) said that reflection refers to the capacity of a teacher to think creatively, imaginatively and at times, self-critically about classroom practice. while according to Richard (2000), reflection or "critical reflection" refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose.

Furthermore, the concept of reflective teaching stems from Dewey who contrasted "routine action" with "reflective action". According to Dewey (cited in Pollard, 2008), reflective action involves a willingness to engage in constant self appraisal and development.

3. Micro teaching

In defining microteaching, Quinn (2000) cited in Nicholl (2003) stated that it is a small group activity that can be a potent tool for the acquisition of skills‟ (p. 388). He further suggested that microteaching is a

cycle of events, which consists of the performance of micro skills (that are aspects of a social or psychomotor skill such as asking questions), which is recorded on video tape.

Microteaching is a subject which train the students or student-teachers to develop their teaching and public speaking skill to explain the lesson in front of the students, by preparing lesson plan, and having experience in real teaching. Microteaching which followed by seven students-teacher and one person in one class. When students-teacher teach in front of the class, they do not fulfill the component of teaching in microteaching

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CHAPTER II
LITERATURE REVIEW

This chapter presents the related literature review, related studies and theoretical framework to understand the research comprehensively.

A. Literature Review

The literature review will present about reflective teaching, micro-teaching, teaching and learning.

1. Reflective Teaching

a. Nature of Reflection

According to Lasley (1992) cited in Taggart (2005) said that reflection refers to the capacity of a teacher to think creatively, imaginatively and at times, self-critically about classroom practice. while according to Richard (2000), reflection or "critical reflection" refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. Richard (2000) more explained that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Beside that, Oesterman (1990) explained that "reflective practice" was coined and popularized by Donald Schon, the argument that reflection is a critical step in professional development is historically rooted in a tradition of learning theory. According to

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Oesterman (1990), he pointed out Kolb‟s exploration of experimental learning traces a common theme that developed by Dewey, Lewin, and Piaget that learning is dependent on the integration of experience with reflection, and of theory and practice. While each of these theorists argued that experience is the basis for learning, each also maintained thatlearning cannot take place.

According to Richard in Finogina (2014) said, " reflective teaching involves instructors observing themselves, collecting data about their own classroom and their roles within them, and using that data as a basis for self- evaluation, for change, and hence for professional growth". Meanwhile, accordingto Bob (2012) in his book "Developing Teaching and Learning" stated that: "Reflection upon practice brings about evaluation. You can reflect in several ways: write a short notes of ideas and outcomes after or even during the lessons, summary ideas and inputs from colleagues or meetings as necessary, write out points of evaluation at the end of learning modules or semesters, large scale evaluation at the end of courses or learning programme".

As Dewey (cited in Rodgers, 2002) pointed out, the process of reflection can be broken down into six phases which are an experience; spontaneous interpretation of the experience; naming the problem(s) or the question(s) that arises out of the experience; generating possible explanations for the problem(s) or question(s) posed;

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ramifying the explanatios into full-blown hyphotheses; and experimenting or testing the selected hyphotesis.

b. Types of Reflective Teaching

Furthermore, Schon (1990) explained that there are four type of different approaches to reflective teaching. The first type is called *reflection-in-action,* this practice requires that the teacher employ a kind of knowing-in-action. It occurs when we recognize a face in a crowd without, listing‟ and piecing together separate features. As an example in the moment of reflection-in-action, the teachers react quickly to try to find out why the student is suddenly crying by questioning the student, and the student may or may not explain why he or she is crying. The teacher will take some measures (depending on the reaction or nonreaction) to help solve the problem: ignore the situation, empathize with the student, and help the student answer the question by modelling the answer, and so forth.

The second type of reflection is called *reflection-on-action* which involves thinking back critically on what has been done to discover how knowing- in-action may have contributed to an unexpected action. The practitioners reflect on their classes after they have finished: what kind of reflecting do you do (if any) immediately after teaching a class, do you talk to other collegues afte r class about teaching and what do you talk about, do you ever talk to students about theirperceptions of your class and teaching and what do you talk about.

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The third type of reflection is called *reflection-for-action*. Killon and Todnew (1991) argued that reflection-for-action is the desired outcome of both previous types of reflection. Teachers can prepare for the future by using the knowledge from what happened during class and what they reflected on after class; hence, reflective teaching is useful for detecting inconsistencies between belief and practice.

The fourth type of reflection is *action research*. Action research and reflective teaching practice are closely connected. Teachers can pose such problems related to their practice by entering into a reflective exploration cycle. When the teacher recognizes a need to investigate a problem, he starts to plan how to investigate ways of solving this problem. The teacher begins by reading the background literature on the problem to formulate ideas on how to solve it. This research cycle should include talking to colleagues about the concerns, as they may have advice to offer. The teacher then plans a strategy to collect data. Once the data have been collected, the teacher analyzes and reflects on them, making a data-driven decision to take action; this step in the cycle involves redefining the problem. After going through the process, teachers will take more responsibility for decisions they make in their classes because they are informed decisions, not based on feeling or impulse (Thomas and Farrel, 2004).

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Futhermore, the concept of reflective teaching stems from Dewey who contrasted “routine action” with “reflective action”. According to Dewey (cited in Pollard, 2008), reflective action involves a willingness to engage in constant self- appraisal and development.

The term reflection is widely defined as the purposeful and deliberate metacognitive thinking or action in which educators engage to rectify their professional practice (Sellars, 2017). It is a process of how people learn from their actions or experiences, reflect on it, and evaluate it. In line with that, Mathew et. al (2017) stated that reflective practice is a crucial tool in practice-based professional learning settings where people learn from their professional experiences to advance their professional development. Moreover, as cited in Burhan et. al (2016), reflective practice is defined as ‘a systemic process of problem-solving through teachers’ deliberate thoughtfulness on a specific event, incident, or situation’ (Dewey, 1993). Furthermore, Farell (2018) assumes that reflective practice enables teachers to explore their relations with students, their values and abilities, their successes and failures in a real context. Researchers examined reflection into three categories, such as reflection-inaction, reflection-on-action, and reflection-for-action (Burhan-Horasanlı, & Ortaçtepe, 2016).

1. Reflection-in-action Reflection in action occurs when the event or action is happening. Wain (2017) stated that reflection is action is ‘a process of observing thoughts and actions as they occur in order to

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make adjustments in the moment.' According to Schön (1983), teachers should not only reflect in their action after the event, but they also need to reflect during and while doing the action in order to face and cope with unexpected situations (as cited in Farell, 2018).

2. Reflection-on-action Reflection on an action carried out after the event has occurred. It is the process where the teacher is looking back and learning from their past action (Wain 2017).

3. Reflection-for-action Reflection for action occurs before the action, also known as anticipatory reflection (Burhan, 2016). It is a process of thinking about the future action based on the experience or the past action. In terms of the reflection methods, reflective journal has been beneficially used by some reflective practitioners (Auliya et al., 2020). According to Farrell (2007), writing a teaching journal can help teachers in clarifying their own thinking, exploring their own beliefs and practices, and finally they become more aware of their teaching styles and be better able to monitor their own practices (as cited in Farrell, 2018). In line, Zulfikar & Mujiburrahman (2018) stated that writing a reflective journal was perceived as an effective way to foster the teacher's awareness of their teaching because it enables the teachers to reflect on their strengths and weaknesses.

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c. The Characteristics of Reflective Teaching

Pollard (2008) revealed seven characteristics of reflective teaching. First, reflective teaching implies an active concern with aims and consequences, as well as means and technology. Secondly, reflective teaching is applied in a cyclical or spiralling process in which teachers monitor, evaluate and revise their own practice continuously.

Third, reflective teaching requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching. Fourth, it requires attitude of open-mindedness, responsibility, and wholeheartedness. Fifth, it is based on teacher judgement, informed by evidence-based enquiry and insights from other research. Sixth, it needs to be enhanced through collaboration and dialogue with colleagues as professional learning and personal fulfilment. Seventh, it enables teachers to creatively meditate externally developed frameworks for teaching and learning.

d. Approaches of Reflective Teaching

1). Peer Observation

According to Richard (2000), peer observation can provide opportunitiesfor teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. In peer observation, teachers would work in pairs and take turns

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observing each other's classes. Prior to each observation, the two teachers would meet to discuss the nature of the class to be observed, the kind of material being taught, the teachers‟ approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and any problems that mightbe expected.

Observation procedures or instruments to be used would be agreed upon during this session and a schedule for the observations arranged. The observer would then visit his or her partners class and complete the observation using the procedures that both partners had agreed on. The observer would report on the information that had been collected and discuss it with the teacher (Richardand Lockhart, 1991).

In peer observation, the variety of different aspects of the lessons can be identified by the teacher. These include organization of the lesson, teachers‟ time management, students‟ performance on task, time-on-task, teacher questions and student responses, student performance during pair work, classroom interaction, class performance during a new teaching activity, and students‟ use ofthe first language or English during group work.

The teachers who participated in the project reported that they gained a number of insights about their own teaching from their colleague's observations and that they would like to use peer-

observation on a regular basis. Besides they obtained new insights into aspects of their teaching, for example, “it revealed unexpected information about interaction between students during a lesson”, they identified aspects of their teaching that they would like to change as a result of the information their partner collected, for example, “I realized that I need to develop better time management strategies”, they can gain longer term benefits to the department, for example,” some useful broader issues about teaching and the program came up during the post-observation discussions”.

2). Self-Report

According to Pak (1985) in Richard (1990), self-reporting involves completing an inventory or check list in which teacher indicates which teaching practices were used within a lesson or within a specified time period and howoften they were employed. The inventory may be completed individually or in group sessions. The accuracy of self-report is found to increase when teachers focus on the teaching of specific skills in a particular classroom context and when the self-report instrument is carefully constructed to reflect a wide range of potential teaching practices and behaviours (Richard, 1990).

Moreover, self- reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are

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reflected in their actual teaching practices, for example, a teacher could use self-reporting to find out the kinds of teaching activities being regularly used, whether all the programs‟ goals are being addressed, the degree to which personal goals for a class are being met, and the kinds of activities which seem to work well or not to work well.

3). Recording Lessons

According to Richard (1990), audio or video recording of lessons can also provide a basis for reflection in many aspects of teaching. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons. A tape recorder is located in a place where it can capture the exchanges which take place during a lesson. A thirty minutes recording usually provides more than sufficient data for analysis. The goal is to capture as much of the interaction of the class as possible, both teacher to class and student to student.

e. Reflective Teaching for Pre-Service Teacher Education

During last few years, there has been a growing interest in reflective practice as a means of a professional development. In the field of education, teachers and administrators have been rapid growth in the number of pre-service and in-service programs that incorporate the concepts of reflective practice by using experience and reflection to develop professional skills (Oesterman, 1990).

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Reflective practice has also been defined in terms of action research which is defined as a tool of curriculum development consisting of continuous feedback that targets specific problems in a particular school setting (Hopkins and Antes, 1990). As such, it has become a standard concept in teacher education programs. The teacher educator as researcher and role model encourages students to put theories they have learned into practice in their classroom. The students bring reports of their field experiences to class and analyze their teaching strategies withmentors and collegues. This collaborative model of reflective practice enriches students‟ personal reflections on their work and provide students with suggestionsfrom peers on how to refine their teaching practices (Syrjala, 1996). (Oesterman, 1990).

Moreover, there are many successful techniques for investing teaching practice with reflection. A review of current research indicates that portfolio development has become a favorite tool used in pre-service teacher education program. Portfolios encourage beginning teachers to gather in one place significant artifacts representing their professional development.

Portfolios includes a reflective component, for when the teacher decides which materials to include, he or she must reflect on which teaching practices worked well and why (Hurst, 1998). Besides, to encourage reflection among teachers, different methods such as reflective journals, reflective interviews, peer observation conferences

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(Zeichner & Liston, 1985), and group seminars (Rudney & Guillaume, 1990) have been used, as well as advanced technologies such as digital videos, blogs, and electronic portfolios (Cunningham & Benedetto, 2006). By these means, teachers can refer to their own lives and experiences as valuable sources of knowledge they can apply in their own classrooms (Connelly & Clandinin, 1990). (Dervent, 2015).

Reflective practice has been extensively discussed among researchers and teachers who aim to develop teacher professionalism and to empower teachers in the practice of their teaching profession (Munalim & Gonong, 2019). Cirocki and Widodo (2019) define reflective practice as a process of thinking about the critical incidents in the classroom before, during, and after their occurrence to have an in-depth evaluation of the teaching and learning process.

Contemplating the experience is to gain new understandings that can enhance a teacher's future practices. Reflective practice helps practitioners think on their feet and improvise to deal with uncertainty, chaos, and complexity in teaching (Finlay, 2008). In terms of technology integration in the teaching and learning process, teachers can articulate their past experiences and learn to understand technology integration by doing reflective practices. To become a reflective practitioner, a teacher needs to do not only reflection-on-action (a reflection of the previous activities) but also reflection-in-action and

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reflection-for-action (reflection for future actions to improve or change) (Schön, 1983).

Wilson (2008) states that in the reflection-in-action, teachers have deep thinking of the present situation. Similarly, Murphy (2013) points out that reflection-in-action is teachers' awareness of the class conditions. Broader research studies found that learners' responses or feedback during the class condition have an essential role in improving teaching and lesson planning (Crichton & Gil, 2015). Further, the next cycle on teachers' reflective practice experience concerns reflection after teaching or reflection-on-action. In this cycle, the practitioners recall their memory and evaluate the obstacles, weaknesses, strengths of the teaching aspects. One example of reflection on action is teachers watching their videos or doing a peer-reflection right after the teaching process (Farrell, 2018). Reflection-for-action impacts how a lesson plan is designed and deals with planning before teaching. It deals with the preparation before the teaching and learning process. The teachers usually think of some steps as anticipation of classroom situations (Farrell, 2018). Minott's (2010) study revealed some aspects of the reflection-for-action teachers are supposed to consider, which involve students' reactions (in reflection during the class) and resources, including school facilities and supplies for the lesson. Moreover, reflection for action refers to finding out problems and possible

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solutions for the future lesson, anticipating the challenges of preparing the lesson.

Reflective teaching from teaching experience is viewed as a significant component of English teacher education and it is a crucial part of English teacher training program. Teaching practice program, which is one component in teacher training program, is specially designed to provide the students with the opportunity to put into practice the theories and principles they have learned in the program as they come into contact with real classroom situations in host schools. Besides teaching activities, student teachers are involved in other professional activities in the schools such as doing administrative work during office hours, supervising students' activities, and counseling work related to (English) study problems that students at the host schools are facing. These other responsibilities are part of teacher roles in schools, and student teachers need to be exposed to such tasks which are important factors that may be useful to them as future English teachers. This is an essential training experience that can develop their pedagogical skills and may help shape their perceptions about teaching. With teaching practice, student teachers develop relationship with mentor teachers, students, and other administrative staff at the host schools; an experience that student teachers cannot have at the university.

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The significance of teaching practice for student teachers has been discussed extensively in many publications, among others are in Crookes (2003), Walsh & Elmslie (2005), and Simpson (2006). Teaching practice is a program when student teachers have the opportunity to link the theoretical knowledge they study and practical knowledge they encounter in the classroom with real students. Teaching real students should not be considered as a simple task; it is in reality very complex as indicated in some studies on student teachers who have completed their teaching practicum (Febriyanto, 2012; Priambodo, 2012).

They investigated the teaching experiences of student teachers who had teaching practicum in some high schools in Salatiga. Their studies reveal, among dent interests, and their learning pace. These difficulties were often confounded with student motivation in learning English and classroom management. The importance of teaching practice as a way to connect theoretical knowledge and authentic practical teaching practices have been discussed in Grandall (1994) and Johnson (1996). Other studies such as that by Hascher, Concard, and Moser (2004) reveal that teaching practice helps student teachers to acquire professional knowledge and form their perceptions as classroom teachers. A lot of literature has also focused on the critical role of the mentor teacher at host schools to help student teachers develop their pedagogical knowledge and skills.

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Mentor teachers help student teachers to develop their view about teaching careers (Feiman-Nemser, 2001) and notice the relationship between what to teach (subject content) and how to teach it (Ball, 2000). Other research has pointed out that rapport building between student teachers and mentor teachers at schools can occur during teaching practice supervision (Beck & Kosnik, 2002), while Ferrier-Kerr (2009) states that professional development of student teachers can begin at teaching practice with the supervision of the mentor teachers at host schools.

The role of schools to the success of teaching practice, the perceptions, and teaching experiences that student teachers have about teaching practice has also been discussed (Febriyanto, 2012; Priambodo, 2012). My personal interviews with student teachers reveal that the school and the mentor teachers have a key role in the model of teaching developed during the teaching practice rather than the models of teaching promoted during their study in methodology courses at the university. The same case was also revealed in Kelly's study (1993) showing that "…the majority of the conceptions of teaching developed during the practicum are based on the school's practices and procedures rather than models of teaching promoted in university or college classes" (p.197). In other words, there is a gap between what is learned at courses in classrooms and what is demanded by the reality of teaching practices at the host schools.

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Teaching reflection in this study is an integral part of teaching practice completed by the end of the teaching practice program. This task is essential because it reflects an awareness of what student teachers have done as a reflection of their knowledge construction process during teaching practice.

According to Mezirow (1998), critical reflection is essential especially if it involves human communication such as what happens in classroom communication be- tween the teacher and students. Although the validity of teaching reflection by student teachers is arguable (Cochran-Smith, 1991; Calderhead, 1992), it should be thought of as an integral part of teacher education and this task should be designed under the guidance and supervision of more experienced teachers who promote reflective teaching at the host schools. In the context of language education, teaching reflection should be perceived as a way of improving teaching skills of student teachers (Barnett, 1994) because it includes planning of teaching, its implementation, and evaluation (Kolb, 1984); therefore, teaching reflection should be perceived as a personal learning process to develop professional teaching practice (Bleakley, 1999). Teaching reflection can also serve as feedback to the teaching practice program (Allan, 1991) because it describes the student teachers' perceptions about the teaching and learning in the classroom, their relationship with the students, faculty, and broader school context which may influence their practice in the classrooms. Drawing from the

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literature, Smith (2011) describes four domains of critical reflection across healthcare professionals which, in my view, are relevant to language teaching.

Studies on critical reflection in ELT such as reading skill (Chau & Cheng, 2012) or classroom talk (Thawaite & Rivallland, 2009) are available but their framework cannot be used to investigate teaching reflection in teaching practicum. Smith (2011) has proposed four domains of reflection as illustrated in Figure 1; those four domains are: (1) Personal domain which involves thoughts and action; (2) Interpersonal domain which involves interactions with others; (3) Contextual domain which involves concepts, theory and methods; and (4) Critical domain which involves ethical and social contexts. In language teaching, personal domain involves one's own perception of teaching skills, judgments of teaching practice, reactions to what is happening during teaching in relation to student language or student behavior during learning. In other words, this domain describes personal reflection of teaching and learning activities in the classroom.

Meanwhile, interpersonal domain describes relationship with others such as students, teachers at schools, or the school principals. The quality of relationship with others at the host schools may have an important impact to the teaching performance of student teachers. Examination of interpersonal relationship and interaction during teaching practicum may help to reveal the school norms or expectations

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during the practicum program. Another aspect of interpersonal domain is group dynamics such as discussion about teaching with other student teachers or the mentor teachers at the host school. Group dynamics may influence decision making in teaching practice. Then, the third domain refers to examination of teaching concepts, theories, and methods that form or influence teaching and learning activities in the classroom. It involves reflections of professional knowledge that is realized in classroom practice.

Reflection within this domain may show how methods and techniques might have been different if alternative ways had been used. This type of teaching reflection aims to show concerns about the realization of teaching skills, knowledge, and theories in classroom practice. Finally, the fourth domain describes limitations that may be placed or brought into teaching practice such as ethical, social, cultural, or political issues. These limitations may impact student teachers' teaching performance. Critical reflection may involve questions such as form of politeness, appropriateness of language behavior or academic culture that may help or hinder teaching practice.

f. Challenges, Difficulties, and Benefits of Reflective Teaching

Furthermore, Pollard (2008) considered that the process of reflective teaching supports the development and maintenance of professional expertise. We can conceptualize successive levels of expertise in teaching – those that student- teachers may attain at the

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beginning, middle and end of their courses; those of the new teacher after their induction to full-time school life; and those of the experienced, expert teacher. Given the nature of teaching, professional development and learning should never stop.

Valli (1997) cited in Dervent (2015) stated that there has been concern about teacher education, claiming that teachers are trained as technical practitioners who have limited alternatives and lack careful consideration of teaching. The importance of promoting reflection within school-based teacher education programs, since reflective thinking helps to prevent prospective teachers from settling on existing traditional educational patterns in schools. It has been emphasised that reflective practice plays a vital role in the development of professional skills (Wallace, 2001). (Dervent, 2015).

According to Dewey cited in Pollard (2008), when reflective teaching or reflective action developed and applied to teaching, is both challenging and exciting (Pollard, 2008).

Reflective activity makes an important contribution throughout professional career. For novice teachers, such as those in initial teacher training, may use it to improve on specific and immediate practical teaching skills. Competent teacher, such as those who are newly qualified, may use reflection as a means of self-consciously increasing understanding and capability, thus moving towards complete level of professionalism (calderhead & Gates, 1993). (Pollard, 2008). While,

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according to Swan (as cited in Finogina, 2014) revealed that reflective strategy of observation can be of great assistance in finding this delicate point of equilibrium between being a "proper" teacher and friend, and it is important to remain continuously aware of one"s teaching style.

To this end, as Ryan in Finogina (2014) mantained, " it often helps to observe your own. You may find some useful insights into your own lessons". These insights may include observations about one"s own teaching style. Besides, using reflective approach strategies, it is easy to conclude that most learners feel that the whole point of having a teacher is to have their mistakes pointed out and corrected (Finogina, 2014). Reflective practice requires continuous critical review to avoid repeating mistakes and allowing unchallenged behaviours to reinforce beliefs and assumptions. Motivate yourself by working with others and discussing experiences (Rubin & Morton, 2015).

The issues about teachers' professional development have been widely investigated by the experts and practitioners due to its significant impact in determining a successful teacher. Professional development itself is viewed as teachers learning, learning how to learn and transform knowledge into practice for the growth of pupils' learning (Bautista & Ortega-Ruiz, 2015). In similar vein, Guskey (2000) pointed out that professional development is described as an involvement in particular

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activities which can expand teachers' knowledge and skills to enhancestudents' learning.

Previous studies have shown underlying aspects behind the term professional development in education. Avalos (2011) along with Guskey and Yoon (2009) depicted three major elements of professional growth included workshops, outside experts, and time. However, Yurtsever (2013) asserted that the concept of professional development of teacher cannot be relied from the certain aspects but various variables, for instance teachers' gradual change which is obtained from their diverse experiences. Unlike theothers, (Ninlawan, 2015) believed that particular skills such as innovation and creativity, media-literate, and mastering technology have positive impact on teachers' professional development. Moreover, Rastegar, Bagheri, Sadighi, and Yarmohammadi (2015) proposed more holistic aspects in promoting teachers' professional development, as follows a) learning/goal orientation which is teacher perseverance in pursuing a goal,

b) teacher self-efficacy that defined as teachers' belief in their own abilities,

c) professional commitment that is teachers' responsibility towards teaching, d) organizational climate which is how teachers cope with the fluctuate teaching environment, and e) learning organization culture which is teachers' ongoing learning.

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Professional development in this study is defined as an ongoingprocess of teachers learning to become effective teachers who can help theirstudents enhancing their skills and insights. The focus of teacher professional development here is in how teachers could meet the goals of the teaching in the 21st century effectively. Goodwin (2010) offered aholistic aspects in preparing PSTs to teach effectively in a global context, they are: a) personal knowledge which deals with teachers' belief about their roles and their philosophy about teaching, b) contextual knowledge that defined as teachers' understanding about the students, school, and society around, c) pedagogical knowledge which is teachers' preparation in choosing the content, theories, and method of teaching, d) sociological knowledge which is teachers' attitude toward the diversity, cultural relevance and social justice in the classroom context and e) social knowledge that defined as teachers' ability to participate effectively in democratic, cooperative groups and conflict resolution. These five knowledge domain of teaching could promote PSTs to become an effective teacher in the 21st century.

Due to increasing awareness of the significant impact of multicultural context and global perspectives in recent years, certain educational institutions initiate to join collaborations with external institutions to generate international teaching practicum for pre-service teachers. It is aimed to foster cultural and political

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environments which contribute to students' learning progress, teacher development and school improvement (Kelchtermans, 2006).

International teaching practicum experiences can facilitate professional development of pre-service teacher since the experiences gained would be different from the normal teaching practicum, especially in terms of world views of education, working culture, culture and professional life (Kabilan, 2013). In addition, ITP in different countries would offer different kinds of professional development experiences and challenges, where teachers and learners will get to learn from each other, and at the same time, be able to 'understand the different ideas and philosophies of diverse groups of individuals' (Kabilan, 2013, p. 208).

2. The Nature of Micro Teaching

a. Definition of Micro Teaching

Microteaching was first developed in 1963 by A.W. Dwight Allen from Stanford University. Mc. Kinght (1971) explains that microteaching as teaching on a small scale (micro) is designed to develop new skills and improve old skills. While Mac Laughin & Moulton defines microteaching as a method of performing exercises that clearly by isolating the parts components of the teaching process, so that teachers (prospective teachers) can master each component one by one in a simplified teaching situation. Microteaching is a teaching activity with all aspects of teaching reduced or simplified so that it is not as complicated as ordinary teaching activities

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(Barnawi and Arifin, 2016:16). According to Halimah (2017:77) states microteaching is one of the approaches or models or techniques of teaching practice training in a limited scope to develop basic teaching skills that are carried out in isolation and in simplified situations. As for other opinions According to Suwarna (2006:3) states microteaching is a system that allows prospective teachers to develop their skills in applying certain teaching techniques. Meanwhile, According to Kilic in Barnawi & Arifin (2016:6) about microteaching as follows: Microteaching is a method used in the teacher education environment and other teaching and learning environments. In microteaching a group of prospective teachers practice to master basic teaching skills, practice teaching activities, and discuss to discuss about the problems found. The teaching and learning process is recorded in a video with the supervision of the supervisor. Prospective teachers exchange roles, there is a time to be a teacher and some are a student. This method has been used in many teacher education institutions.

In addition, Dadang Sukirman (2018: 25) says microteaching is as performance training method to isolate the components part of the teaching process, so that the traine can master each component one by one in a simplified teaching situation. It means that microteaching is a subject that improve teaching skills of student-teachers in real teaching situation. Ailen and Ryan in Asril (2010: 46) states that microteaching is a teaching model in a small scope or it can called as real teaching. In addition,

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microteaching is used to expand the scope of student-teachers while mastering various teaching skills and teaching experiences; alternatively, it orients them to gain teaching experiences for natural classroom environments (Amobi, 2005). Brown in Helmiati (2013: 23) defines that microteaching has been described as scaled down teaching encounter designed to develop new skills and refine old ones. Based on the explanation above, it can be concluded that microteaching is a opportunity for student-teachers to improve their teaching skills which use many kind of strategy that can be useful to them to come in real teaching in the classroom In defining microteaching, Quinn (2000) cited in Nicholl (2003) stated that it „is a small group activity that can be a potent tool for the acquisition of skills‟ (p. 388). He further suggested that microteaching is a cycle of events, which consists of the performance of micro skills (that are aspects of a social or psychomotor skill such as asking questions), which is recorded on videotape.

This recording is then played back to the small group, following which the individual and the group evaluate the performance. The person is then allowed to repeat the performance during which „the changes suggested during the evaluation are incorporated into the new performance‟ (p. 388). Furthermore, Jacques (2000) cited in Nicholl (2003) suggested that video recording and play back of skills has benefits in teaching. These include alerting everyone in the group to behaviours and events that they may have failed to notice at the time of the recording.

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Play back, he suggests, can also prompt questions and discussion among the participants about the interactions recorded.

Microteaching is a teacher training for learning teaching skills. This means that microteaching is a subject whichs train the student-teachers to develop their teaching and public speaking skills in explaining the lesson in front of the students. Microteaching has purpose to give a real teaching experience to the student-teachers to develop their basic teaching skills before they come to the real situation in school, and also preparing the studentsteachers to practice the theory and make they know the manner about teaching and give them chance to learn the good way to be a real teacher and apply the skills in the real teaching. Dadang Sukirman (2018: 25) stated that microteaching is as performance training method to isolate the components part of the teaching process, so that the trainee can master each component one by one in a simplified teaching situation. It means that microteaching is a subject that improve teaching skills of student-teachers in real teaching situation.

Microteaching have some of technical implementation of microteaching the first technical implementation is for the lecturer to provide student-teacher knowledge about microteaching and explain the role and guide studentteachers about microteaching. Second is the lesson plan to support the learning process. That is, before teaching practice, student-teachers must prepare what skills will be taught and make lesson plans. Third is teaching practice. This means, student-teachers have ten to

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fifteen minutes to practice their teaching in microteaching with a small number of students. Fourth discuss. In this step the student-teacher will conduct some discussions with students such as giving some comments or feedback on the student-teacher's performance. The fifth, after the student-teacher appears in front of the class, the lecturer gives suggestions and assesses the appearance of the student teacher so that in order to become better, from the observation of researcher about the technical implementation of microteaching

b. The Purposes of Micro-Teaching

According to Marno and Idris (2014: 66) the general purpose of microteaching is giving chance to the student-teachers to practice their teaching skill in front of their friends in constructive, supportive, and friendly situations to get mental, skill, and integrated performance for them to practice in real teaching Moreover, the specific purposes of microteaching are:

(1) Studentteachers have skill to make lesson plan; how student-teachers create lesson plans that aim to build skills in the learning process,

(2) Creating professional attitude as pre-service teachers; The professional attitude of the teacher is one part of the skills that must be possessed by studentteacher as a professional educator,

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(3) Training to be the responsible teacher based on teaching etchic; with microteaching courses providing valuable experience so that student-teachers are responsible as educators,

(4) Can explain the meaning of microteaching; student-teacher must know the nature of microteaching that aims to understand everything about microteaching in the teaching process,

(5) Have ability to speak clearly until the students understood; as a student-teacher must have good speaking skills so that it is easy to understand in the learning process,

(6) Having skill to opened and ended the lesson; as student-teacher must be able to open learning well and close learning effectively in the learning process.

(7) The purposes of microteaching are can asking the question correctly; in teaching microteaching student-teacher must be able to have the ability to ask well to stimulate active students in the learning process.

(8) Motivating the students; as the most important student-teacher in micro teaching is to be able to motivate students and provide reinforment learning processes that aim to arouse enthusiasm and creativity to stimulate students' mentality,

(9) Making variation in teaching; : as students-teachers in micro teaching must be able to create variations of good learning models, this aims to make students not get bored in the learning process,

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(10) Can using the tool of lesson correctly; in an era of technology now student-teacher must be able to use several tools in teaching such as infocus, laptops and other supporting media in learning.

(11) The purposes of microteaching are can observe the teaching skill objectively, sistematically, critics, and practice; as a student-teacher must have objective, critical and practical skills in teaching,

(12) Can play role as teacher, supervisor, students, and also as good observer; this ability must exist for students-teacher to be able to know the weaknesses and strengths of these students,

(13) Can applied the teaching theory in pedagogic, methodic, and andragogis situation; this skill is very much needed in micro teaching for student-teachers who aim to apply the teaching theory in real situations, (14) Have training to build selfconfidence; student-teacher must have a lot of training and experience because this makes it easy to teach in front of the class and can control the state of the class in the learning process. In addition, Sabri in Neli (2010: 148) states that the purpose of microteaching is preparing the student-teachers to face classroom teaching job completely by having knowledge, skill, efficiency and attitude as a professional teacher.

In specific purpose of microteaching, Dwight Allen in Asril (2010: 46) defined in some points, they are:

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a. Giving an experience in real teaching and training some skills in teaching.
b. Developing their skills to teach before come to the field work.
c. Giving an opportunity for student-teachers to get variety skills in teaching.

Based on the explanation above, it can be concluded that microteaching gives some benefits for student-teachers to gain their skills in real teaching.

Microteaching offers a lot of valuable experience, such as a realistic practical teaching experience in a controlled environment and opportunity for self- evaluation in the light of supervision, feedback and discussion (Gonca, 2012). Furthermore, He explained that over the years microteaching has taken many forms. The original cycle of teach, review, reflect and re-teach in microteaching can be adapted to fit the needs and requirements and limitations of educational institutions (p. 268).

According to Ajayi and Talabi (1986) considered that microteaching method offers new and different opportunities to pre-service teachers about the planning and the implementation of a new teaching strategis (Coklar, 2013). In addition, microteaching is one of the efforts by pre-service teachers to transfer the knowledge and skills into action, and thus, they try to bridge the gap between the theory and practice (Coklar, 2013) Fernandez (2005) cited in Arsal (2015)

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pointed out that microteaching provides pre-service teachers with a connection between theory and practice and improves their teaching skills with regard to planning, implementation and evaluation.

Furthermore, according to Popovich and Katz (2009) cited in Coklar (2013) revealed that microteaching is a valuable tool for assisting students in developing communication, critical thinking and problem solving skills. Teacher educators can easily control many factors that influence the quality of teaching by means of microteaching (Arsal, 2015).

c. The Relationship between Microteaching and Teaching

According to Allen and Ryan in Ping (2013: 165) microteaching is a strategy that can be applied at various pre-service and in- service stages in the professional development of teacher and also Ailen and Ryan in Asril (2010: 46) stated that microteaching is a teaching model in a small scope or it can called as real teaching. In addition, microteaching is used to expand the scope of student-teachers while mastering various teaching skills and teaching experiences; alternatively, it orients them to gain teaching experiences for natural classroom environments.

Ambili (2012) microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Whereas, the ability to teach is a must for every teacher,

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and one of ability is to face students who have different characters, capabilities and desires. Teaching should be able to accommodate all the wishes of their students. There are some definitions of teaching according to some experts: Tyson in Mustofa (2015:194) "Teaching is a process of interaction, the teacher does something to a student; the student do something in return". From this definition a reflected that teaching is a way and an active-bilateral process between students and teachers.

Tardif as quoted by Mustofa(2015:195) states teaching in principle is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner)". It means that teaching is an act under taked by a teacher to help and facilities students in learning activities (process learning).

Based on the theory above, it can be conclude the relationship between microteaching and teaching is microteaching is part of teaching in micro scale, it just five until seven students. Before a student teacher teaches in an real class, or practice teaching students must be able in microteaching. in other words microteaching is an activity to practice teaching for students.

d. The Stages of Micro-Teaching

Arsal (2015) reported in his study that the original model of microteaching developed by Allan and Ryan in 1969 consists of six interrelated stages. These stages are planning, teaching, observation,

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and criticism, re-planning, re-teaching, and re-observation. At the planning stage, the teaching skills, behaviours, and evaluation standards that are expected from pre-service teachers during microteaching are planned by the teacher educator.

The teacher educator presents a model lesson plan. The pre-service teachers implement their lesson plan for 15- 20 minutes. The teacher educator takes notes, observes and records the teaching activities of the pre-service teachers via a video recorder. At the observation and criticism stage, the video recorded teaching activities of the pre-service teachers are watched by teacher educator and the other pre-service teachers in the class.

The teacher educator generates a group discussion on the teaching performance of each pre-service teacher. The teacher educator also provides feedback to the pre- service teachers about their teaching performance. At the re-planning stage, the pre-service teachers plan new teaching activities for different or the same objective and subject by considering the feedback and suggestions of the teacher educator and the other pre-service teachers. At this stage, the pre-service teachers try to improve their teaching performance. At the last stage, the teacher educator evaluates the teaching performance according to the teaching evaluation criteria. Moreover, the pre-service teachers evaluate their own teaching performance.

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Furthermore, Wallace (2001) explained that the stages of micro-teaching consists of four interrelated stages. These stages are briefing, teach, critique, and reteach. At the briefing stage, the trainee is given oral and/or written information on the skill she is to practice and the way it is to be done.

Furthermore, at the teach stage, the trainee actually teaches real students, and sometimes her fellow trainess (peer teaching‟). where possible the lesson is usually video taped. Moreover, the critique stage this is traditional name for the stage at which the trainees microlesson is played back (if it is on tape), discussed, analysed, and perhaps evaluated. It could well be argued that the term „critique‟ is somewhat unfortunate because of its rather negative association with words like „criticism‟ or criticise, and this is rather unhelpful since micro-teaching is usually intended to be a positive experience rather than a negative one. Perhaps terms such as analysis‟ or simply „discussion‟ would be more appropriate. Last, the reteach, this is the final stage, but one which is not present in all programmes.

In this stage, the trainee practices the same skill again in the light of the discussion in the stage 3. In some programmes, the teacher is expected to continue practicing the skill until shereaches criterion‟, i.e. until she has shown that she has mastered theskill.

Based on Asril (2010: 53), procedures of microteaching is give student-teachers some skills in teaching and it will be practice in front

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of the class. They are: 1) Introduction. The first step is introduction. the lecturer introduces what the microteaching is. The lecturer introduces some teaching skill to the students. 2) Giving model and discussion. The lecturer will gives some the models and discuss them to the students. 3) Teaching planning. It means the student-teachers prepare short lesson plan. 4) Teaching practice. It refers to the student-teachers teaches their lesson plan in a small group. 5) Discussion. In this step, the lecturer give feedback after the teaching practice. It can be concluded that there are sorme procedures in Microteaching. They are identification the concept of microteaching, presentation the model and discussion, preparation of teaching, and feedback.

e. The Benefits of Following Microteaching

According to Asril (2010: 53) there are some advantages of microteaching, they are:

1) Teaching skills could be controlled and trained.

Microteaching contains complex elements that are elements of technology, art and scoring values. from this understanding, science can be developed through the three elements in microteaching. if science races to these 3 elements, it will have a positive impact on science itself. the positive impact is that science will develop in accordance with the times. because in the development of that era the elements of art, technology and values will also develop. Through microteaching, it is hoped that the

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professionalism of a prospective educator will be formed slowly with various exercises / practices and the provision of various basic teaching skills. With great patience in practicing skills for the basic teaching skills that must be mastered by a prospective educator, professionalism as an educator is expected to be well formed to the actual practice.

2) Develop certain skills in teaching prospective teachers. Regarding basic teaching skills, as basic teaching skills (basic teaching skills) is a complex ability consisting of a number of types of skills that are integrated, holistically, and simultaneously performed when the teacher teach from the beginning to the end of learning. Basic teaching skills are a special skill which is a unit of skills that must be possessed by every teacher and becomes the basis in teaching in order to be able to carry out learners properly and correctly so as to achieve learning objectives.

3) Exercise better mastery of teaching skills. Microteaching is a learning process that is carried out in a simple and concise manner by part with complete control that is obtained completely and optimally. Simplification of micro learning teaching about time, material, number of students, types of basic teaching skills, use of methods, media and others. In other words, that's what makes it complicated. Therefore, in the framework of mastering basic teaching, prospective teachers / instructors need partial training,

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each of the basic skills components needs to be mastered in full and isolated. Practicing to teach basic skills such as micro-teaching. Learning is a process that consists of several who do not achieve a certain goal. As an educator whose job is to conduct learning that is expected to master: a) Skills opened and closed lessons. b) Students face skills. c) The skill to use methods and media appropriately. d) Skills in managing the Learning Environment. e) Skills to explain learning. f) Questioning skills. g) Skills provide reinforcement. h) Skills using variations

Microlearning (microteaching) is a learning that is carried out in a limited time and number of students, namely for 5 - 20 minutes with the number of students as many as 3-10 people A simple form of learning, where prospective teachers / lecturers in a limited and controlled classroom environment . And only teach one concept using one or two basic teachings of teaching.

4) When training takes place student-teachers can focus in teaching. student teacher must focus in teaching microteaching because it is not easy to become a professional teacher therefore the focus of a teacher becomes an important thing in developing learning

5) Demands the development observation pattern that systematic and objective This practice of micro review includes two types, namely microteaching and real teaching. In implementation, students are given 15 minutes to do the teaching with a total of at least 4

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appearances. It's just that in Microteaching, students teach their fellow students who are considering as students then the supervisor conducts an evaluation. All this is dne in the context of students' mental preparation and teaching skills before being assigned directly to school at the time of PPL.

6) Corrections as quickly as can be readily observed. As students, teachers must have the ability to correct ones. Fast in microteaching is intended to provide students so that students understand what is conveyed the essence of their student teacher must be agile as a professional teacher Brown and Amstrong in Marno (2014: 67) also states that there are some benefits in microteaching. They are as follows: 1) Correlation between microteaching and teaching practice is high intensively. In other words, if the teachers have good performance in microteaching, they also have good performance in real teaching. 2) Student-teachers who had microteaching are better than student-teacher who do not follow the microteaching class. 3) Student-teachers who had microteaching shows higher teaching result. 4) For the student-teachers who have more teaching skill, microteaching is not useful enough. 5) After following the microteaching class, student-teachers have ability to get more interaction to the students. From the definition above, it can be concluded that microteaching have some benefit such as develop certain skills in teaching

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prospective teachers, demands the development observation pattern that systematic and objective, Student-teachers who had micro teaching shows higher teaching result.

f. Reflective Practice in Micro-Teaching Course of Higher Education Context

A qualified teacher is expected to have teaching competencies (Özonur & Kamışlı, 2019). Therefore, the urgency of some educational courses that must be learned by the pre-service English teachers has emerged. One of the important courses as preparation for teacher training is a micro-teaching course (Sahardin et al., 2020). In general, the purpose of a micro-teaching course is to establish and develop basic teaching competencies as the student teachers' preparation before they do the teaching practicum in the schools or real education institutions. Furthermore, as cited in Sahardin et al. (2020), Mawardi (2016) stated that micro-teaching course is an indivisible course in the curriculum structure designed for teacher education programs that aimed to help pre-service teachers to master and have the expected competence required in real-life teaching tasks. In the micro-teaching course, student teachers are trained to master teaching skills before they are trusted with doing the teaching internship at schools (Sahardin et.al., 2020). If in the teaching internship the student teachers are required to teach the real students in the real school, in the micro-teaching course, the student teachers are asked to teach their

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classmates who acted as simulated students, and they were given 20 minutes to deliver their lessons. As cited in Zulfikar et al. (2020), Remesh (2013) argues that micro-teaching courses provide the student teachers an opportunity to teach in a micro-class, which resembles real teaching experience. In addition, during their teaching performance in micro-teaching courses, the student teachers are also observed by other classmates and the lecturers. At the end of the course, the student teachers made a reflection of their teaching performances by re-watched their teaching performance videos. They also wrote the reflections based on the feedback from the classmates and the lecturers. Furthermore, in the application of micro-teaching, there is always a reflective practice in it, because one of the micro-teaching phases is called criticising, and the reflective practice occurs in this phase before a move to the next phase called replanning. The purpose of reflective practice in the criticising phase is to ease the pre-service teachers in re-creating a better lesson plan for the upcoming performance (Yong-jik & Davis, 2017). To sum up, reflective practice and micro-teaching are two things that cannot be separated. The reflective practice in the micro-teaching course plays an important role in creating effective and meaningful teaching practices.

According to Hattie (1999) that one of intervension that have an impact of effective learning is through active learning method. It improves the quality of the teachers teaching and the learners‟ learning

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experiences within a learning program such as group work, use ICT, educational visit, role play/simulation, discussion, visiting speaker, project work, pair work, peer assessment/self assessment, learner interactive presentations, scaffolding (Bob, 2012). While, Flander (as cited in Cohen & Morrison, 2005) found that teachers who were not successful in the classroom tended surprisingly to use many of the same instructionals procedures and methods as those who were,except that they used them in more or less rigid fashion. Brown (2004) proposed three aspects in language teaching principles which are cognitive, affective, and linguistic. The cogntive aspect relates to mental and intellectual. It divides into five principles, such as automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment. While, the affective aspect is characterized by a large proportion of emotional involvement. It divides into four principles, such as language ego, self confidence, risk-taking, and language-culture connection. Last, linguistic aspect centers on language itself. It includes three principles, such as the native language effect, interlanguage, and communicative competence. He more explained that communicative competence is the most important principle. Given that communicative competence in the goal of a language classroom, instruction needs to point toward all its competence, such as organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due

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attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students‟ eventual need to apply classroom learning to previously unrehearsed contexts in the real world. According to Brown (2004), communicative competence also divides into four competences, such as organizational competence (grammar and discourse), strategic competence, pragmatic competence (functional and sociolinguistic), and psychomotor skill competence (pronunciation and intonation).

First, grammatical competence means the ability to recognize and produce the distinctive grammatical structures of a language and to use them, while the discourse competence means the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Secondly, strategic competence means the manner of manipulating language in order to meet communicative goals. Third, functional competence means the ability to accomplish communication purposes in a language, while sociolinguistic competence means the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. Last, psychomotor skill competence relates to the pronunciation and the intonation. Moreover, Harold B. Allen (as cited in Brown, 2004) suggested the characteristics of good english language teachers which are competent preparation leading to a degree in English language

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teaching, a love of english language, critical thinking, persistent urge to upgrade oneself, self-subordination, readiness to go the extra mile, cultural the adaptability, professional citizenship, a feeling of excitement about one‟s work. Suharso (1996) cited in Rosdiana (1997) proposed the professional competence of English teacher which includes knowledge of subject matter, teaching skills, and personality. In mastering knowledge of subject matter, English language teacher must have good target language proficiency that includes the four skills: listening, speaking, reading, and writing. Beside that they must know the target language well enough to be imitated by the students, they must understand the grammar and the major vocabulary of the language. In addition, Labo (1964) cited in Rosdiana (1997) said, " ..... English teacher must know linguistic facts of the language of the students in order to understand the particular problem they will have in learning of the target language".

Besides, English language teachers must know the ways to make their students understand what they teach. They must know how to manage the class. They should be familiar with the language laboratory and how to use teaching media. In addition, teaching skills were divided into seven major areas, contributing to the time on task and lesson flow such as high expectation, planning, method and strategies, pupil management/discipline, time and resource management, homework, and assessment (Cohen & Morrison, 2005).

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Moreover, English language teachers must have a good personality. They should be dynamic, honest, and responsible persons. They should be persons with high integrity which are able to be leaders for their students.

g. Problems During Teaching Practice

According to Cohen and Manion (1989) also regarded teaching practice as the most important element in teacher education because it prepares teacher trainees to meet the demands in the world of teaching. Problems will arise if the pre-service and in-service teachers are not able to understand their learners and apply the teaching methods during their practicum. Furthermore, a study done by Hall et al, (2004) cited in (Noel, 2007) which is based upon ongoing research with a group of teacher trainees at the beginning of their teaching profession.

The research has been conducted in London and Manchester, and has focused upon the experiences of teacher trainess learning to teach. It has sought to examine the trainees faced with problems mentioned such as self, students, teaching, school, learning and preparation. Surbeck, Han and Mayor (1991) studied the reflective responses and levels of reflectivity of ten university student teachers. In their study, surbeck and colleagues attempted to find strategies to assess the journal entries.

They have analyzed eight problems which are categorized as related to feelings (self), teaching strategies, future preparation plans,

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educational theories, social problems with school, mentoring concern, students‟ moral issues and health. In line with Subramanian (1997), which is based upon the journal writings of ten participants of the Batu Lintang Teachers College. His findings indicated that in teaching and learning, teacher trainess faced some problems.

These problems are put into seven categories of self, students, teaching, school, supervision learning and preparation Therefore, the problems that will be looked further on this study are the problems which were brought up by Subramanian (1997), Hall et al (2004) and Surbeck at al (1991) such as self, students, teaching, learning and preparation.

First, according to Subramanian (1997) in Noel (2007), teacher trainees‟ main concerns in their practicum were mostly about their own self such as self confidence, commitment, health, and personality. They are facing problem in believing in their own ability to change the students‟ discipline and attitudes towards learning. The trainee‟s lack of self confidence was influenced by his or her theoretical knowledge about the subject or subjects that he or she was teaching. Secondly, Subramanian (1997) in Noel (2007) pointed out another problems faced by teacher trainees during practicum. He said that the encounters with students of diverse abilities are causing a problem to the teacher trainees. Teacher trainees had to teach students with all the abilities (fast learners) and the others (slow learners) neither had the abilities to

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complete their learning tasks, nor interested in doing them. He also mentioned about the students‟ discipline, prior knowledge and skills of the students were also problems faced by trainees.

Third, corcerning about the problem faced in teaching, Subramanian (1997), again mentions that teacher trainees usually concerned about whether the lessons went smoothly or interrupted as these would affect the learning and teaching objectives of the lesson. According to Anderson (1989), teacher should know their teaching goals, possess the proficiency in either selecting or developing the curriculum that enables them to achieve their goals and also are proficient in selecting appropriate teaching approaches to deliver the curriculum to the students. The lack of the knowledge is therefore the cause of the problem in teaching which are whether they can carry out their lesson and to achieve the objectives stated before the lesson.

Later, it is crucial to have a good grasp of how to think and talk about learning before planning a lesson (Hall et al, 2004). Some teacher trainees‟ think they are in the school to practice designing and encouraging learning. Learning is not just about absorbing knowledge (Murphy, 2003) in Noel (2007). Therefore, the problems are that trainees still could not see students‟ styles of learning whichmight lead to inappropriate teaching. Lastly, Subramanian (1997) also states that another area to be looked into is the preparation stage. Teacher trainees faced problems especially on their „first-day‟ experiences. They

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described the anxiety oftheir feelings on the first day. In the process of getting ready to teach, traineesneed to focus on collecting the time-tables and finding text as well as reference books which add up to their existing problems.

i. Microteaching Skills

Microteaching as a way to train teacher skills or teach in small limits (Asril, 2015: 43). Susantini (2013: 7) further explained that microteaching is a limited teaching activity, both in terms of time, material, number of students, and components of basic teaching skills. In micro learning the thing that is emphasized is the mastery of students practicing in learning planning, and learning that has been implemented (practiced). Learning learning planning by making Learning Implementation Plans (RPP), learning media, teaching materials and other learning tools. Carry out learning about with the training plans that have been provided and practice teaching basic learning. While evaluating learning discusses with practicing students and peers in assessing teaching practice.

Asril (2015: 68) explained that experts from Stanford University and Sydney University understood about 22 types of teaching skills, namely 1) estabilishing set, 2) estabilishing appropite frame of reference, 3) achieving closure, 4) recognizing and obtaining attending behavior, 5) providing feedback, 6) employing reward and punishing, 7) control of participation, 8) redudancy and repetition, 9) illustrating

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and use of example, 10) asking question, 11) the use of divergent questions, 12) the use of higer order questions, 13) the use of probing question, 14) student initiated question, 15) completeness of communication, 16) variying of stimulus situation, 17) lecturing, 18) precuing, 19) class room managements and discipline, 20) guiding small group disscution, 21) small group teaching and individualized instruction and 22) guiding discovery learning and fostering creativity. However, all skills vary greatly.

First, set instruction and closure. Susantini (2014: 14) explains learning activities carried out by the teacher to make mentally prepared preparations and prepare students to focus on what they have learned. Asril (2015: 70) says that it is successful learning. The core of the discussion is related to the teacher's efforts in attracting students' attention, motivating, giving references about goals, the subject matter to be discussed, work plans and time sharing, linking lessons learned with new topics (apperception) and managing classes. While closing learning activities are activities conducted by the teacher to provide an overview of what students have learned. (Susantini 2014: 14). The results of the research of educational experts about the results of the greatest research occurred at the end of learning. The activities carried out at the end of learning are: 1) summarizing the subject of learning, 2) consolidating students' attention to the main problem of learning so that acceptable material supports and supports the next lesson, 3)

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organizes all lessons learned so that it looks for useful needs to help the material lessons and 4) member follow-up in the form of suggestions. (Asril 2015:71) states Activity closed lessons can also be added to the opinion announced by Susantini (2014: 15) which is to provide a significant assignment based on lesson indicators.

Second, explaining skill. Susantini (2014: 22) explains that explaining is the presentation of systematically organized oral information that aims to connect, cause, understood and unknown. In order to explain properly the teacher must master the subject matter. According to Asril (2015: 85) there are several components that must be considered in the explanation, namely 1) the message delivered is conveyed, 2) using examples, 3) giving the most important explanation, 4) asking students questions about the unapproved material . Explanation of subject matter must be done clearly where the teacher must use good Indonesian, clear volume, provide integration (intonation) on important matters and use good articulation. Thus the learning message delivered by the teacher can be well received by students.

Third, asking question skills. The questioning skills are important in the teacher's command so interactions occur in learning. There are two kinds of questioning techniques, namely asking basic questions and asking questions. Asril (2015: 82) mentions that there are several components included in the questioning skills, namely 1)

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expressing questions clearly and concisely, 2) providing references, 3) Focusing on the answers requested, 4) shifting the answers, 5) disseminating questions, 6) giving time to think and 7) giving guidance. While the advanced asking component is 1) changing the cognitive level of questions, 2) arranging the order of questions, 3) using tracking questions and 4) increasing interaction.

Fourth, reinforcement skills. According to Susantini (2014: 19) states reinforcement is a response to a student's behavior and appearance that can lead to the possibility of a repeat of that behavior. There are two types of reinforcement, namely verbal reinforcement and non-verbal pengauatan. Verbal reinforcement is done by using words or sentences, while non-verbal reinforcement is done by expressions or gestures, approaching, giving touch and using symbols. Asril (2015: 77) explains that there are several things that must be considered in strengthening members, namely 1) avoiding negative comments, 2) warmth in providing reinforcement, 3) seriousness, 4) meaningful (example: good, right) and 5) there needs to be variation like nodding, smiling, touching, good, hand gestures.

Fifth, various stimulus skills. Susatini (2014: 20) explains that variations in learning activities are grouped into three namely variations in teaching styles, variations in using learning tools and media and variations in interaction patterns. Variations in teaching styles can be done by mobility of teaching positions. Variations in

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using media and teaching aids are done by developing teaching aids or learning media that are in accordance with the material. While variations in interaction patterns can be done by swapping models or learning methods as well as the teaching materials used. Variations are also made in terms of the stimulus provided, the level of sound. Thus students do not experience boredom in learning.

Sixth, guiding small discussion skills. Discussion is one of the learning methods that can accompany students to work together in developing concepts, understanding and mastering these concepts well. With a pattern of group interaction and good cooperation can enable students to gain meaningful learning. The teacher as a facilitator in learning must be able to guide group discussions so that learning objectives can be achieved effectively and efficiently. Before guiding the discussion the teacher must be able to form a study group well. When the discussion takes place, the teacher's function as a facilitator must be able to guide the discussion well. There are six discussion components described by Susantini et al (2014: 24), namely 1) focusing attention, 2) clarifying the problem or sequence of opinions, 3) analyzing student views, 4) increasing the order of students, 5) spreading the opportunity to participate and 6) closing the discussion . In order for the discussion to proceed well, the teacher must provide sufficient time to solve the given problem. In addition, the mobility of teachers to each group is very important so that

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teachers know the progress of group discussions and can provide motivation to group members who do not actively participate. Seventh, class room management skills. Class is a place of learning process. Optimal learning conditions play an important role in achieving learning objectives. There are several components of classroom management skills described by Asril (2015: 73), namely 1) warmth and enthusiasm, 2) the use of challenging materials, 3) the use of variations in learning, 4) the flexibility of teacher behavior in preventing disturbances that arise, 5) emphasis on positivity and avoidance of concentration on things that are negative, and 6) encourage students to be disciplined. Class management skills can be divided into two, namely 1) skills related to the creation and maintenance of optimal classroom conditions, 2) skills related to optimal learning conditions return.

Eight, small group and individual teaching skills. Susantini (2014: 27) explains that the occurrence of healthy and close interpersonal relationships can occur between teachers and students, as well as between students and students both in small groups and individuals is the teaching skills of small groups and individuals. There are three components of this skill, namely 1) the skills to make a personal approach, 2) the organizing of pregnancy and 3) the skills of guiding and facilitating learning. Based on explanation above it can conclude all of the basic teaching skills it is very important to be

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mastered by the teacher to achieve the learning objectives in teaching practice of micro teaching. In addition, Sukirman (2013: 208) states that basic teaching skills must be mastered by professional teachers including: a) Skills in developing learning scenarios. b) Learning and opening skills are closed. c) explaining skills. d) Questioning skills. e) Skills provide reinforcement. f) Skills using media and tools. g) Variation skills. h) Skills in guiding discussions. i) Skills to make an assessment. j) Classroom management skills.

1. Skills in Developing Learning Scenarios

The Skills for Preparing the Learning Scenarios are intended to be the skills in arranging the stages / steps of learning activities, (Introduction, Presentation, and Closing and Follow Up), a description of the learning activities that will be carried out, selecting the media and tools to be used by the instructor or students. And determine the estimated time, in order to facilitate students in order to get easy in the learning process.Objectives The preparation of learning scenarios aims to: a) provides guidance on the steps in the sequence of learning activities. b) Provide guidance on the description of learning activities to be carried out both by the instructor and students. c) Provide guidance on strategies, techniques, methods, media and tools that will be used during the learning process. d) Provide guidance on estimating the use of time in each learning activity

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2. Learning opening and closing skills

Open learning activities are defined as tools or processes that put students into a state of attention and learning (Brown 1991: 98). Thus the activity of opening a learning is defined as a teacher's activity to create an atmosphere ready mentally and cause the attention of students to be focused on what will be learned. The purposes opening Learning are: a) focus attention and arouse students' motivation towards the task to be done. b) inform the scope of the material to be studied and the limits of the work to be done by students.

Meanwhile, closing learning activities can be defined as directing students' attention to completing a particular task or sequence of learning activities. The purpose of closing learning is: a) to find out the level of success of students in achieving competence. b) to find out the level of success of teachers in carrying out learning activities. c) create a chain of competencies between the competencies currently being studied and the competencies and material for future activities.

From the description above it can be seen that the activities of opening and closing learning do not include routine activities undertaken by teachers such as: waiting for the bell sign, saying greetings, checking the presence of students preparing props, and so on, but referring to activities that are

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directly related to changes in student behavior.

3. Explaining Skill

According to (Brown 1991: 111) explaining skills Explaining is giving understanding to others. so explaining skills can be interpreted as providing understanding skills in the form of presentation of oral information that is systematically organized to students, so that the information or messages of learning in the form of facts, concepts, principles, or procedures can be understood by students well. Explaining skills aim to: a) assist students in understanding facts, concepts, principles, or procedures, and help solve problems in learning activities. b) Involving students to think and communicate ideas and ideas. c) strengthen cognitive structures related to learning materials. d) get feedback from students about the mastery of competencies that must be mastered.

4. Questioning skills

Asking questions is a teachers activity in delivering questions to the students in the learning process, both basic questions and further questions. Brown (1991: 124) classifies questions into lowlevel cognitive questions, which include memory, understanding, and application and high-level cognitive questions, which cover analysis, synthesis and evaluation. Whereas if you use the cognitive level category from

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Anderson's revision (2001: 83) it will include: analysis (analyze), evaluation (evaluate), and create (create). Thus the questioning skills can be interpreted as the skills of teachers in delivering questions to students in the learning process, both basic questions and further questions. Questioning skills for teachers are fundamental and cannot be left behind in learning activities. Questioning skills require understanding and training from a teacher. Teachers are expected to master and carry out questioning skills in the right situation, because giving questions effectively and efficiently will lead to changes in behavior both for teachers and students. Teachers who have always been active in giving information will turn into many inviting student interactions, while students who previously passively relegated teacher's information will turn into many participating in asking questions, answering questions and expressing opinions. Questioning skills in learning activities are intended so that students gain knowledge and improve thinking skills. The questioning skills need to be mastered and implemented in learning with the aim of: a) Reducing the dominance oriented / centered instructors) in learning activities. b) Encourage students' courage to have an opinion. c) increase student participation in learning activities

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5. Reinforcement skill

is a positive response from instructors to students who have managed to perform certain behaviors properly. Giving reinforcement is generally done by teachers with the aim that students are more active in participating in learning interactions and propose good behavior. In other words reinforcement is the teacher's response to the behavior of students that allows the recurrence of behavior that is considered good. The skills to provide reinforcement aim to: a. grow the attention of students. B. motivate students towards achieving competence. c. Control the development of negative behavior and encourage the growth of positive and productive behavior.

6. Skills using media and learning tools

Media and learning tools needed in the learning process so that students quickly and easily capture learning material. learning media is a vehicle for channeling messages or learning information. Purpose The use of media and learning tools aims to: a) Concrete abstract concepts, so as to reduce verbalism. For example using pictures, schemes, graphics, models, etc. b) Generating motivation, so as to enlarge the individual attention of students to all members of the learning group because the course of the lesson is not boring and not monotonous. c) functioning of all students' senses, so weaknesses in one of the

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senses (eg eyes or ears) can be balanced with other sensory strengths

7. Variety skills

Variations in learning activities are changes in teaching activities in the context of learning interactions, which includeteaching styles use of instructional media, patterns of interaction with students. and stimulation. The purpose of holding variations aims to: a. Overcoming the boredom of students so that in the learning process students always show perseverance, enthusiasm, and full participation b. Making the learning process more lively and more meaningful c. increase students' attention to the material being studied as well as the competencies that must be mastered. d. Motivate active students in learning.

8. Skills to guide small discussions.

Discussion can be seen as a conversation with a specific purpose (Brown 135). Discussion is a regular verbal interaction process that involves a group of people in an informal face-to-face interaction. The skills to guide group discussions aim to: a. the process of group discussion conducted by students can run well achieving the expected results efficiently and effectively. b. The process of sharing experiences or information, conceptualizing concepts, m. decisions, or

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solving problems can work.

9. Skills for assessing.

Assessment is a systematic effort made to determine the qualifications for planning and implementing learning and learning outcomes of students after undergoing the learning process. Assessment has the main objective of capturing the results of learning activities achieved students. In addition to that the assessment also aims to: a) Improving students' learning motivation, b) Improve learning planning and implementation..

10. Classroom Management Skills

Managing a classroom is defined as an effort to create and study optimal learning conditions related to the learning process. Whereas classroom management skills mean the ability of teachers to create and maintain optimal learning conditions. Optimal learning conditions can be achieved if the instructor is able to regulate learners and the learning infrastructure while controlling it in an atmosphere fun to achieve the expected competence. With good management of keias it is expected to create optimal learning conditions for students and return to optimal learning conditions if there are disturbances in the learning process. the goals of classroom management skills are: a) encourages students to develop individual responsibility for their behavior. b) helps students understand the direction of the

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appropriate behavior. c) Cause a sense of responsibility in every student in the task and behave positively.

Based on the explanation above it conclude there are eight skill should be mastery by students-teacher in microteaching class, are: a) Set instruction and closure. b) Explainaing skill, c) Asking question skill, d) Reinforcement skill, e) Various stimulus skill, f) Guiding Small Discussion skill, g) Classroom management skill, and h) assesment skill.

B. Review of Relevant Studies

These previous researches is knowing the relevant researches. Many kind of researches had experimented about using reflective teaching. First, the study conducted by Huang (2001) investigated about pre-service teachers‟ reflective practice in the context of microteaching by analyzing the context of reflection journals for forty-five secondary teacher education program students in a midwestern U.S University. It aimed to develop system cultivate pre-service teachers‟ reflective thinking in the way of understanding how well pre-service teachers do reflection based on their microteaching performance.

This research discussion were divided into eight areas as a result of pre-service teacher‟ reflections based on writing journal reflective which are teachers characteristics, delivery of instruction, classroom interaction, subject content knowledge, questioning techniques, instructional aids, students, and general education issues. The researcher also suggested about his study within the improvement needs on reflection content, reflective thinking, and

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compiling teacher portfolios and sharing reflection to engage pre-service teacher in meaningful reflection.

Besides, the research were conducted by Irwin and Amobi (2009). This study described the use of on-campus microteaching to facilitate simultaneously pre-service teachers‟ performance of effective teaching skills and their capability to reflect meaningfully on their emergent teaching actions. 13 out 31 participating pre-service teachers advanced to the expected affirmative and self-critique confronting stage that was a pre-requisite for producing explicit reconstructing reflectivity on their lessons. The results of the study providing opportunities in a supportive, non-graded environment, and giving them specific prompts to elicit reflection did not always guarantee the expected outcome of deep instropection onteaching actions.

Next, the study was conducted by Minott (2011). The research was conducted to help teachers-in training to develop understanding of the facts of reflective teaching and able to apply elements of the practice to their own teaching. The qualitative data derived from a written interview schedule. Sample of this research are two Bachelor of Education cohorts (2009 & 2010) were given a set of written questions at the end of course reflective teaching and learning. Then, seven students were interviewed in the 2009 data collection process and seven in the 2010 data collection process.

The result of this study revealed positive responses from the participants which it reinforce the need for units in teaching degrees which focus on reflective teaching and thinking, helped to develop their self-knowledge and

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awareness, application of reflection to their out- of-classroom life, and student teachers were interested in applying what waslearned about reflective teaching and thinking in the regular school classroom.

Another research was conducted by White (2012). The purpose of his study was to discover how students perceived the role of reflection. Phenomenological studies used to describe the essence of a lived human experience. The participants were the students of the leadership certificate program. The sample of the participants were one man and three woman. The primary researcher was conducted in an indepth semi-structured focus group with four participants and one indepth semi-structured interview that lasted approximately one hour each. The findings revealed students perceive a deep connection between leadership learning and reflection, prefer contemplation to written reflection, and struggle with forced reflections.

More study had conducted by Nelson (2012). This study investigated the use of video as a reflective learning tool in early childhood teacher preparation. Its purpose to determine which technique between video-tape and off-site observationwas best for meet each of the goals such as understanding the urban placement sites, providing information to students to help them improve their practice, and helping students become reflective practitioners for early childhood teacher education in urban programs.

The instrument used was early childhoodobservation form. The result of this study showed that the students engaged in much deeper reflection when they journaled about events they watched on their teaching videos versus the

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daily teaching events at their placement. The research was conducted by Dervent (2015). His study investigated the effect of reflective thinking on the professional teaching practices and to explore reflective thinking levels for pre-ser vice physical teacher. He focused on the level of reflection that derived from reflective thinking pyramid of Kemmis and Taggart (1998) which represents three level of reflective thinking: technical, contextual and dialectical. Data was driven from reflective journal writing, microteaching, and interview.

The result showed that at the beginning of pre-service teacher‟r reflection, they were at the technical level of the reflective framework; then they started to reflect at both contextual and dialectical levels. Besides, reflective thinking allowed pre-service physical teacher to focus on their application of their knowledge and to generate a conscious awareness of their professional development such as in proper planning, time management, and use of school facilities.

Last, the study was conducted by Salehinia (2015). The purpose of his study was to investigate the effect of reflective teaching on the development of pre-service teachers‟ teaching ability. The participants of this study were 40 students in the teacher preparation program who were junior and senior teacher students at Islamic Azad University, Behshahr, Iran.

The researcher used a grounded theory methodology until data had been coded to preserve the pre- service teachers‟ perspectives accurately in the results. The result of this study suggested that pre-service teachers‟ ability to

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develop a general understanding of reflection is important and indicate the way how to reflective practice can be encouraged in different contexts. Futhermore, the result showed that pre-service teachers‟ responses from the reflection emerged in three themes, such as learner characteristics, classroom management and environment, and teaching strategies.

Therefore, my research will be focused on pre-service teachers‟ perceptionon reflective teaching practices in micro-teaching subject of English Language Education Department. In this research, the researcher try to investigate the using of reflective teaching aspect that prompted by pre-service english teacher to evaluate their teaching practices.

The term of reflective teaching is still new aspect for pre-service English teacher in teaching and learning and it only taught as a complementary aspect in microteaching subject; hence, the researcher will try to more investigate about reflective teaching which is also called as reflection and evaluation after teaching practices. Moreover, finding out the implementation of reflective teaching especially the use of written form as reflection tool based on pre-service teachers‟ perception. Last, revealing students‟ perception on their teaching problems based on reflection on teaching approach.

C. Conceptual Framework

Conceptual framework in here is as a representation of this study. The researcher, focus on implementation of reflective teaching practices in micro teaching class at English Education Department. There are process of reflective teaching according Richards (1995) they are: The event itself, Recollection of the event, Review and response to the event.

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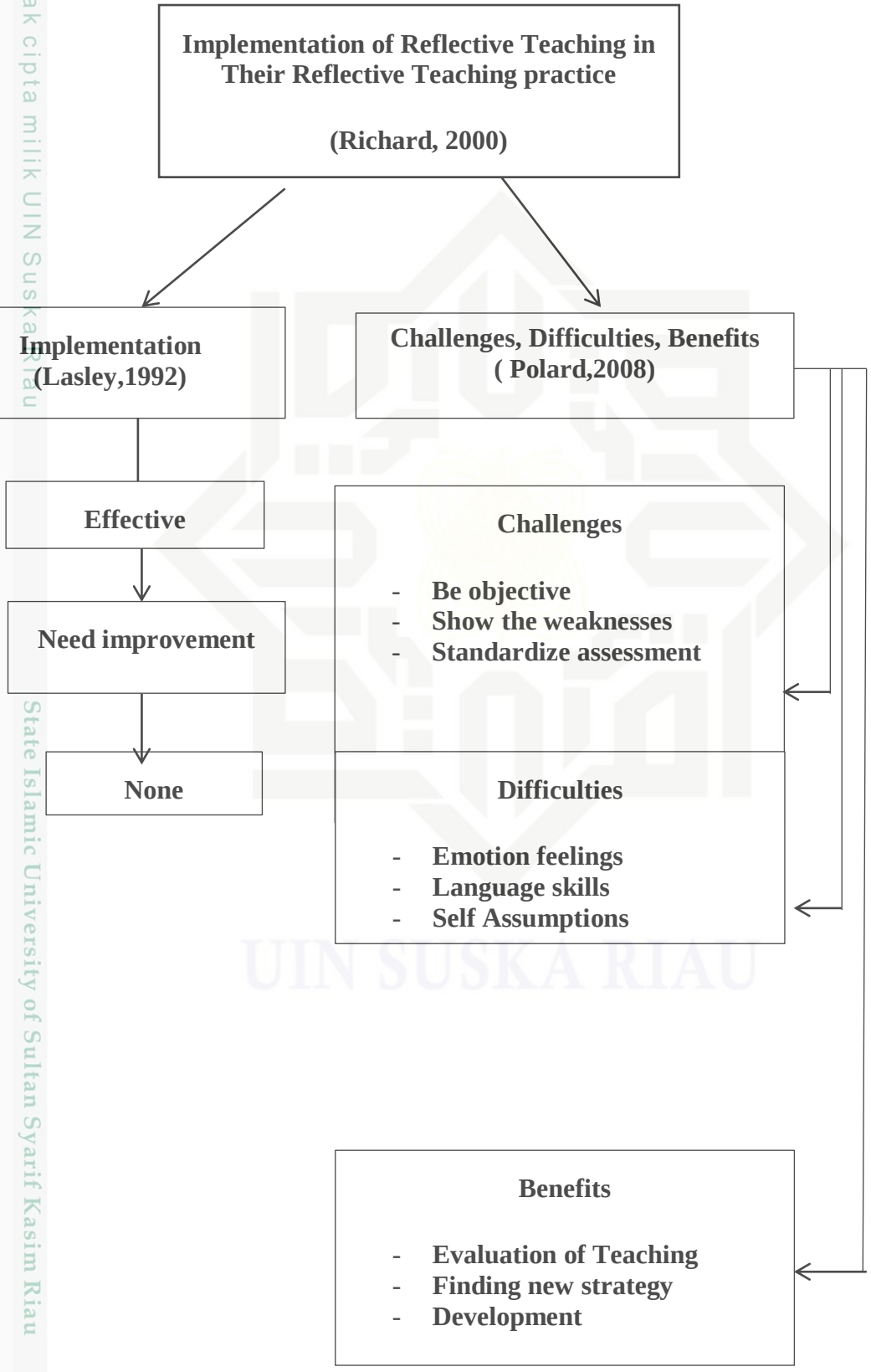

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The teaching successful can be considered through the professional competence of pre-service teacher in choosing and developing teaching and learning theories. Some factors such as teaching styles and strategies, teaching skills (lesson planning, methods, classroom/time management, homework, assessment, etc), and personal or performance of teachers are important skills to be mastered by them.

In assessing these factors, microteaching is a subject that offers a lot of valuable experiences, such as realistic practical teaching experienced in a controlled room or environment and opportunity for self-evaluation in the light of supervision, feedback and discussion (Gonca, 2012). Futhermore, according to Ajayi and Talabi (1986) considered that microteaching method offers new and different opportunities to pre-service teachers about the planning and the implementation of a new teaching strategis. In addition, microteaching is one of the efforts by pre-service teachers to transfer the knowledge and skills into action, and thus, they try to bridge the gap between the theory and practice (Coklar, 2013). The role of microteaching is also as an assessor for pre-service teacher who has prepared to face all the problematics around of teaching and learning or in other words they strive to become a professional or not in their teaching field.

In microteaching subject, reflection or reflective teaching is one of aspectsthat taught by lecturer in microteaching subject for pre-service teachers in improving their teaching practice. However, doing reflective teaching is not an easy way. According to Dewey (cited in Richard, 2000), reflective teaching

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involves a willingness to engage in constant self-appraisal and development. Besides, there are some characteristics of doing reflective teaching as follow. It implies an active concern with aims and consequences, it is applied in a cyclical process, evidence-based classroom enquiry, attitudes of open-mindedness**,** responsibility, wholeheartedness, and enhancing through collaboration with other colleagues. Besides, there are not one specific method to do the reflective teaching. As said by Dervent (2010), nowadays, there has many methods of doing reflection among teachers such as reflective journal writing, reflective interviews, peer-observation, and group seminars.

Therefore, the successfull of reflective teaching is based on the pre-service teachers themselves. Besides, the role of platform (strategy) that used to engages the pre-service teacher to do reflective teaching is important thing. Hence, knowing how well their understanding of reflective teaching and investigating their self- awareness of their teaching practices using reflective teaching strategy used in microteaching subject. Hence, this research is about the reflective teaching on the pre service teacher practices in microteaching subject of English language education departmement.

Arsal (2015) reported in his study that the original model of microteachingdeveloped by Allan and Ryan in 1969 consists of six interrelated stages.

a. Pre service teacher making lesson plan for teaching

In the planning stage, the pre-service teachers determine the topic of the lesson, prepare the instructional media, and are required to create

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the lesson plan. In line, Yong-jik and Davis (2017) assert that in this stage, pre-service teachers prepare the lesson plan for a predetermined subject.

b. Pre service teacher implement lesson plan

In the teaching stage, the lecturer gives a specified amount of time to the pre-service teachers to exhibit their professional skills to their peers, who play the role of students of a specified age group. According to Yong-jik and Davis (2017), in this stage, the pre-service teachers demonstrate the micro-teaching lessons that can be videotaped. Further, as cited in Koross (2016), the duration of micro-teaching is about 5-20 minutes.

c. Teacher educators observe the performance of pre service teacher

d. Teacher educator gives feedback about teacher performance

In the critique stage, peers and lecturer give feedback and criticise the micro-teaching performance. Further, the pre-service teachers then reflect their teaching performance based on those feedbacks and critiques. The preservice teachers are also required to watch their teaching videos and reflect on their performance. In this stage, the lecturer provides the assessment form for pre-service teachers to analyse and evaluate their teaching performance (Yong-jik & Davis, 2017).

e. Pre service teacher plan new teaching activities

In the re-planning stage, the pre-service teachers re-create the lesson plan for the upcoming performance. After that, the pre-service

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teachers do the micro-teaching for the second time (re-teaching stage). Through the end of the stage (re-criticizing), the pre-service teachers have a chance to reflect on their second performance by evaluating their strengths and weaknesses, and also writing down the effort to improve future teaching practices (Yong-jik & Davis, 2017).

f. Pre service teacher teaches new teaching based on feedback
g. Teacher reobserve the performance use video tape
h. Teacher educator evaluates the teaching performance according reflective teaching criteria.

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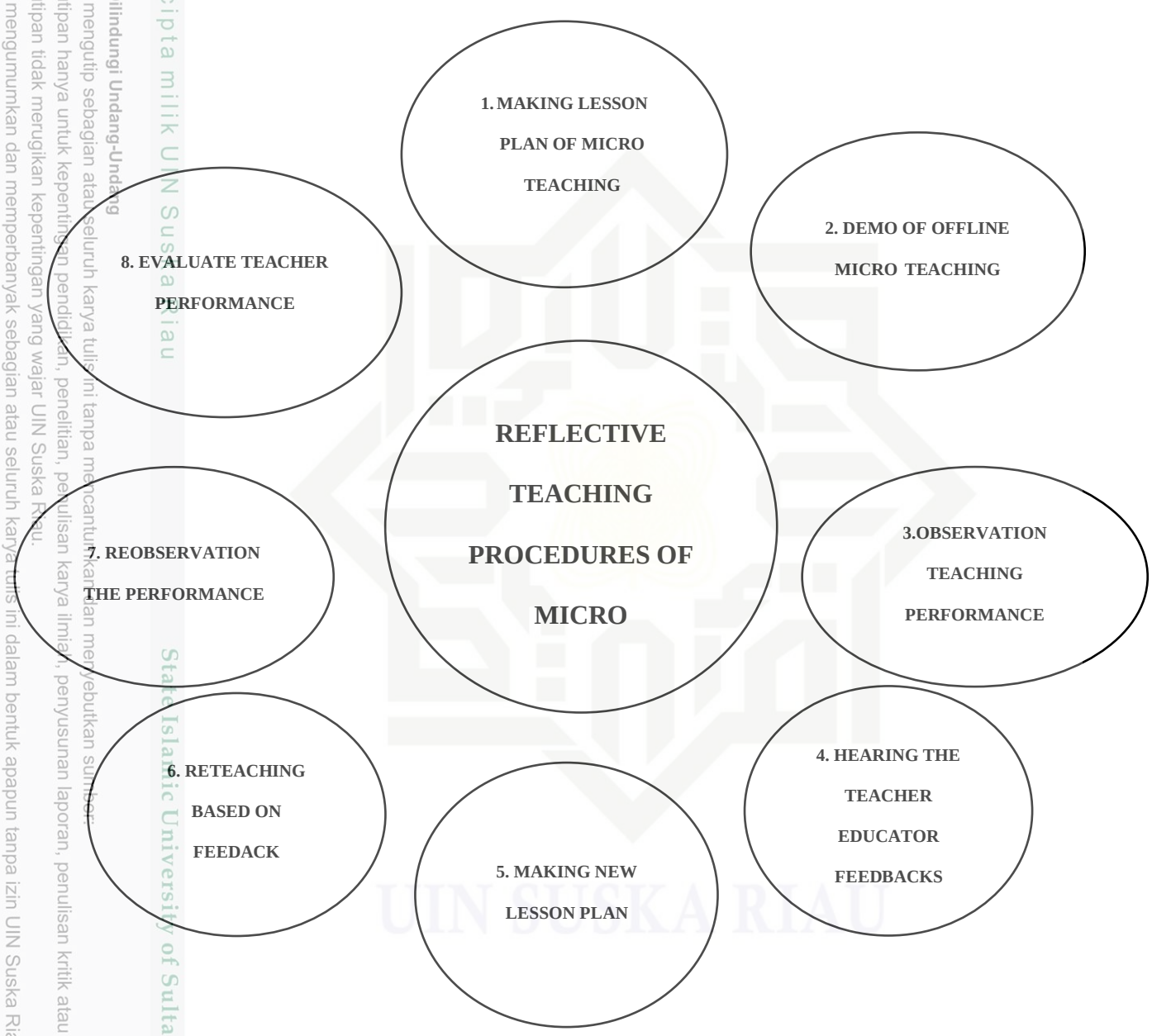
PROCEDURES OF MICRO TEACHING



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CHAPTER III
RESEARCH METHOD

A. Design of the Research

The research is qualitative research. The design of this research is descriptive qualitative research. According to Creswell (2012), stated that qualitative research is type of education research in which the research consist of collecting data using form with general, emerging question, gathering word or image data, and collecting data from small number of individual or sites.

Qualitative method considered relevant to present research since is involved the data collection for describing the existing of pre service teacher reflective teaching on microteaching subject. This research use case study as a research design. According to Gay and Airasian (2012), a case study is a qualitative research approach. It focuses on a school of study as a bounded system . the process of designing a case study research was to determine the research questions, the role of theory development in case selection and the conceptual framework for the study.

Based on the explained above, the researcher conclude that a case study is a research to investigate detailed information. A case study is based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles.

B. Time and Location of the Research

This research takes place at English Education Department Islamic University of Sultan Syarif kasim Riau. This university is located in Pekanbaru

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Riau. The researcher selected the place because the location of this research facilities the researcher to conduct the research. This research will be conducted in January-April, 2023 in academic year 2022/2023.

C. Subject and Object of the Research

The subject of this research will be the fifth semester of pre-service English teachers in microteaching subject of English language education department Islamic University of Sultan Syarif kasim Riau. While, the object of this research will be the implementation of pre-service English teachers in their reflective teaching practices in microteaching subject of English language education department.

D. Technique of Collecting Data

According to Creswell (2014), there are four basic types of data in qualitative research involve a qualitative observation, a qualitative interview, qualitative documents, qualitative videos and visual materials. First, a qualitative observation is when the researcher takes field notes on the behaviour and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. Secondly, qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from participants. Third,

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qualitative documents may be public documents involve newspaper, minutes of meeting, official reports or private documents include personal journal,diaries, letters, e-mails. Last, qualitative audio and visual materials, this data may take the form of photographs, art objects, videotapes, website main pages, e-mails, text messages, social media text, or any form of sound.

In this study, the researcher presents some of data types that will be suited to the purposes of research. The types of data that used in this research involve observation (e.g researcher‟s note and observation field note), face-to-face interview, telephone interview, qualitative documents (e.g participants‟ attendance, lesson plans, self-reflective teaching form, peer-reflective teaching form), audio and visual materials (e.g photographs, videotapes, and sound recording). All the types of data will transcript to the sentences or description forms. Data will be gathered and analyzed using the data analysis technique. The results of data analysis will used to answer research questions

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. A nonparticipant observer was used in this research. A nonparticipant is an observer who visits a site and records notes without becoming involved in the activities. The nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study. This role requires less

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access than the participant role, and gatekeepers and individuals at a research site may be more comfortable with it (Creswell, 2012).

In this research, the researcher do the passive observation in classroom of microteaching subject. In the classroom, the researcher does not activate in the classroom activity and it is called as passive participant. Observation is conducted at Islamic University of Sultan Syarif Kasim Riau, at microteaching class.

During observation in the class, the researcher takes a note or writes the situation, condition, and behaviour that happened in the classroom that based on the purpose of the research. Besides that, the video recording is used to get the detail informations of the situation and the condition of classroom based on the purpose of the research and research questions.

2. Interviews

The researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from participants.

a. In-depth interview

In this research, the In-depth-interview is conducted to get the rich and detail information about pre-service English teacher reflection in their teaching practice in microteaching subject. Besides that, the four of total preservice English teachers are chosen to get the data or

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information. Before interviewing, the researcher will give explanation or reason why the researcher 47 conduct the interview, and giving definition of reflective teaching itself in achieving the good professional competence, and giving explanation of professional competences that should be mastered by pre-service teacher.

Furthermore, the guiding questions will be used to make the interview become smooth and clear. During the interview, some of the questions that will be asked to the participants are related to their reflective teaching practices, such as the reason of the successful or the failures they felt during teaching, the aspect of teaching skill that they felt is to be improved, and the implication of reflective teaching practices in micro-teaching subject based on their perception.

Besides, the pre-service English teachers are feel free to reflect anything toward their teaching practices based on their perception, feel, and belief (theory) before entering the class and relating to their practices; therefore, the researcher can analyze their responses. For example, what you have done or what are the problems, why you did that or why that problem emerged, and how do you solve that problem or how do you improve your action?

3. Documentation

Besides observation and interview, the documentation is needed to get additional information of the research. The documentation in this research are reflective teaching form (self and peer) that pre-service

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teacher used in assessing their teaching quality by giving comments and rating it from scale 1 to 5. Through their reflective teaching form, the researcher can relate it to the result of observation and interview session in getting validity of research. Besides, there are participants‟ lesson plan, attendance, and photos.

Data collection technique is used for getting the rich data. According to Sugiyono (2015), data collection technique can be done through observation, interview, documentation, or triangulation. In qualitative research, the collecting of data can be done through natural setting, primary data, participant observation, in-depth interview, and documentation. Based on the theorist, the researcher uses three techniques of collection data involves passive observation, in-depth interview, and documentation in this research. The third of data collection technique will be figured out in the diagram below and it will be explained below.

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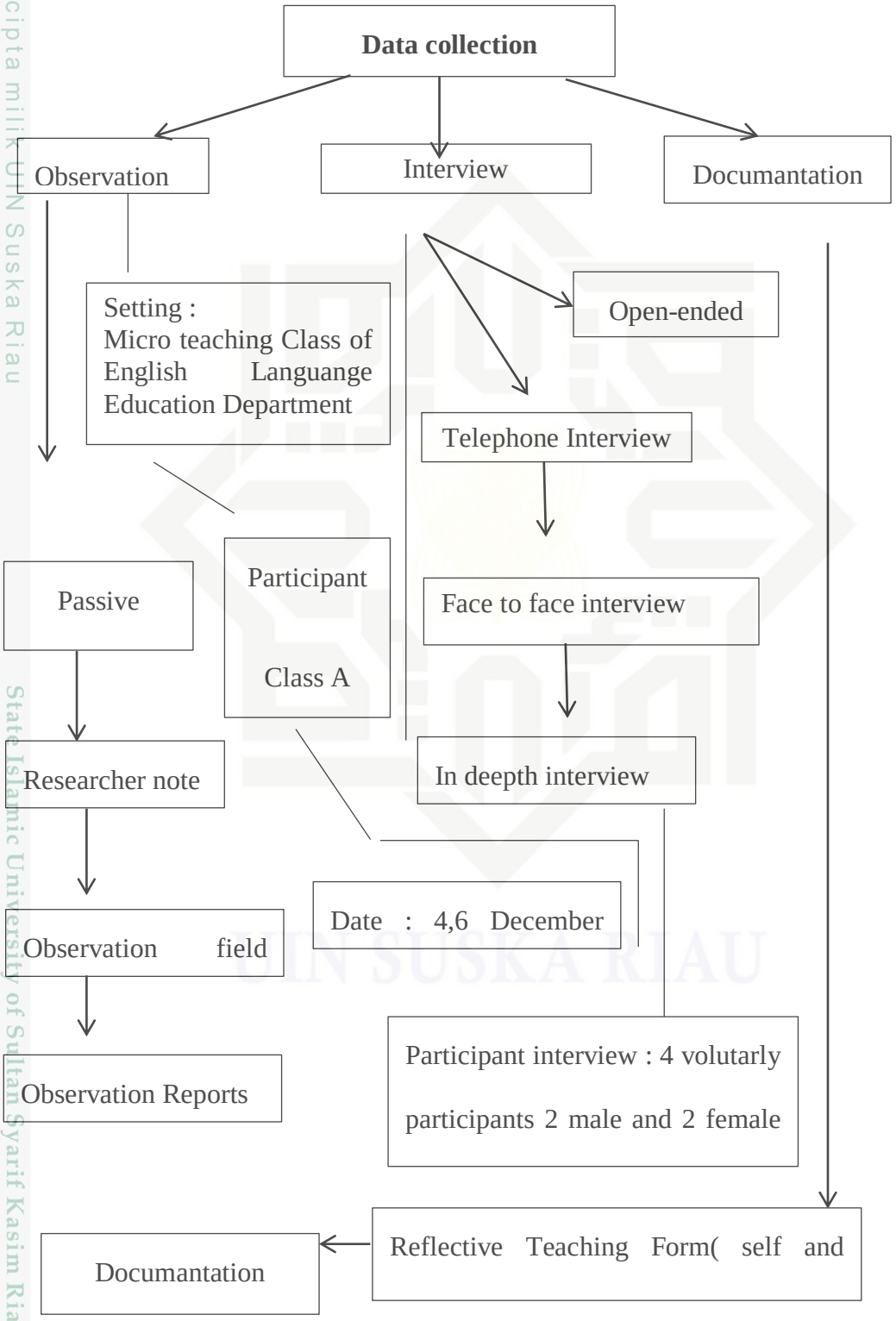

Figure 3.1 Data collecting technique

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E. Data Analysis

The researcher analyse the data collection from teachers' interview. This analysis how the implemented of reflection teaching of microteaching subject.

In analyzing the data of interview adopted from Creswell (2012), namely:

1. Preparing and Organizing the Data

   Organize and prepare the data that was collected this is to be sorted depending on the information from the source. Typing notes, transcribing interviews and scanning materials are all also a part of this step (Creswell, 2014).

2. Exploring and Coding Data

   The researcher begin to look at the data collected and see the tone, general ideas, and credibility, the most relevant aspect of this step is sorting out what may not be needed for the research study. Moreover, this step permits the researcher to reflect on the data's overall meaning.

3. Coding to Built Descriptions and Themes

   This is about placing segments, pictures and text data in categories and then labeling them with a term. The description stage is about generating a description of the setting for the people places or events as well as categories for analysis. (Creswell, 2014).

4. Representing and Reporting Qualitative Finding

   Represented step goes over how to address the findings from the

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analysis. (Creswell, 2014).

5. Interpreting the Findings

The interpretation of qualitative research conclusions and results. Here researcher will provide the research findings as well as the information gleaned from all of the research from reviews, personal experiences, history and literature (Creswell, 2014).

6. Validating the Accuracy of the Findings

Qualitative validity means that the researcher for the accuracy of the findings by employing certain procedures. Validity is on of the strengths of qualitative research and is based on determining whether the findings are accurat

7. Percentage Formula

To determine the percentage, we have to divide the value by the total value and then multiply the resultant by 100.
Percentage formula = (Value/Total value) × 100

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions of the research which taken from the research findings and research discussion from the previous chapter concerning the implemantation of reflective teaching practices in micro- teaching subject English language education department of Islamic University of Sultan Syarif Kasim Riau.. Hence, the following sub-chapters present the conclusions and suggestions.

A. CONCLUSION

After doing this research and analyzing the data, there are three conclusions of this research that can be concluded as follow:

After doing this research and analyzing the data, there are Two conclusions of this research that can be concluded as follow:

1. The reflective teaching practice have implemented properly in micro-teaching subject. It showed on the score increase that gain from the first performance and the seconde performance after implementing the reflective teaching in class of micro teaching subject. Besides, the implementation of reflective teaching successfully implemented reflective teaching strategies such as video, self-reflection sheet, and peer-observation. Besides, the pre-service teachers can understand and explain it comprehensively about definition, strategy, and process of reflective teaching although it was their first experience.

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2. The pre-service teachers perceive the benefit of reflective teaching is a good way to know their weaknesses and try to find the new strategy for improvement, and argue to implicate this way for improve their professional as English teacher future. While in doing self-reflection sheets, pre-service teachers have challenges in reflective teaching which are the objectiveness, open-minded, wholeheartedness, and honesty. The difficulty of reflective teaching that is pre-service teachers in the micro-teaching subject feel difficult with the reflection on giving peer-feedbacks whereas the emotional and feeling factors interfere in their reflective teaching process. Besides, the pre-service teachers do not give feedbacks in written reflection through peer observation forms; therefore, they have barrier to reflect on deeper introspection on teaching action. It means that the process of reflection needs the monitoring and evaluation from the lecturer in this subject. However, pre-service teachers tried to do objectively by watching back their teaching video and give assessment and comments of their teaching demo in self-reflection sheets.

Therefore, reflective teaching practice that conducted by pre-service teachers in micro-teaching subject enable them to know their readiness in teaching English and their ability in teaching skill. Through reflective teaching, it assists pre-service teachers to recognize and to reflect their whole selves through personal experience in small context or micro-teaching.

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B. Suggestion

In line with the above conclusions, some following suggestions are involved.

a. For English Education Department

Reflective teaching aspect in micro-teaching subject that taught by English Language Education Department Islamic University Of Sultan Syarif Kasim Riau

- It might be more effective if the peer-observation forms could be anonymous; therefore the colleagues can write and assess feedbacks freely without emotional and feeling factors.

b. For Students of English Education Department

For students of English education department, it is good for them to know and to learn more about kind of reflective teaching, because reflective teaching is important part in teaching to make them become competent and professional in teaching field.

c. For further researcher

In this current research, the researcher do not study about comparison between the implementation of reflective teaching practice in offline and online teaching demo. The further research which is interested in this study can find out the comparison of reflective teaching practice implementation in or between both mediums/ modes (online and offline). Besides, the researcher do not study about the comparison between the effectiveness of using video and reflection sheets or others as the reflective teaching strategy.

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APPENDIX 1
The Silabus Of Micro Teaching Class

BATAS MATERI KULIAH

MATA KULIAH : MICRO TEACHING
SEMESTER : 5 / Ganjil / B
DOSEN :
SKS : 2
Hari / Jam : Kamis / 10:50:00 - 12:30:00
Ruang : PBI4

NO	HARI/TGL	MATERI	PARAF
1	Kamis / 07-09-2023	Introduction to the course	
2	Kamis / 14-09-2023	Planning English lesson	
3	Kamis / 21-09-2023	Planning English lesson: Review and discussion of students' lesson plan	
4	Kamis / 05-10-2023	Micro Teaching Practice 1: Group 1: Hesrian Tera; Khoirunnisa; Siti Nuraisah Tarigan Group 2: Yolanda Fauziah Harahap; Mulya Sri Anggia; Azizah Putri Riyani	
5	Kamis / 12-10-2023	Micro Teaching Practice 2: Group 3: SALSABILLA AZZAHRA; ROIHAN ARIFIN SINULINGGA; RISMA JAYANTRI Group 4: YTHALIA ADINDA; LULUK NADZIFA RAMADHANI; DHIA TIAVEANA TAMI	
6	Kamis / 19-10-2023	Micro Teaching Practice 3: Group 5: ALISYA REVIANA; ZEDIKA SELVIANA; NASYWA HAYATI Group 6: ZAHRATU FATWA BUNGA; ANNISA RIZA FADHILA	
7	Kamis / 26-10-2023	Micro Teaching Practice 4: Group 7: AZZAHRA ALFITRI RAMDANI; VIONA DARMA RISKA; MELDA AMELIA Group 8: TANIA NURABDINNISA; LISNANI; HANISA INSYARANI	
8	Kamis / 02-11-2023	Micro Teaching Practice 5: Group 9: KHOIRIANSAH; SITI FADILAH; IRDA YANTI SIREGAR Group 10: NURSYAHIRA SYAHRAINI; RISKA AMALIAH; NURUL JANNAH	
9	Kamis / 09-11-2023	Reflect and review: Redesigning lesson plan for 2nd Micro teaching practice	
10	Kamis / 16-11-2023	Focus Group Discussion: Reflecting and evaluating the1st Micro teaching Practice	
11	Kamis / 23-11-2023	Micro Teaching Practice 6: Group 1: Siti Nuraisah Tarigan; Khoirunnisa; Hesrian Tera Group 2: Mulya Sri Anggia; Azizah Putri Riyani; Yolanda Fauziah Harahap	
12	Kamis / 30-11-2023	Micro Teaching Practice 7: Group 3: SALSABILLA AZZAHRA; ROIHAN ARIFIN SINULINGGA; RISMA JAYANTRI Group 4: LULUK NADZIFA; RAMADHANITHALIA ADINDA; DHIA TIAVEANA TAMI	
13	Kamis / 07-12-2023	Micro Teaching Practice 8: Group 5: ALISYA REVIANA; ZEDIKA SELVIANA; NASYWA HAYATI Group 6: ZAHRATU FATWA BUNGA; ANNISA RIZA FADHILA	

NO	HARI/TGL	MATERI	PARAF
14	Kamis / 14-12-2023	Micro Teaching Practice 9: Group 7: AZZAHRA ALFITRI RAMDANI; VIONA DARMA RISKA; MELDA AMELIA Group 8: TANIA NURABDINNISA; LISNANI; HANISA INSYARANI	
15	Kamis / 21-12-2023	Micro Teaching Practice 10: Group 9: KHOIRIANSAH; SITI FADILAH; IRDA YANTI SIREGAR Group 10: NURSYAHIRA SYAHRAINI; RISKA AMALIAH; NURUL JANNAH	
16	Kamis / 28-12-2023	Final semester exam	

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DAFTAR HADIR KULIAH

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS - FAKULTAS TARBIYAH DAN KEGURUAN

MATA KULIAH : MICRO TEACHING

Hari / Jam : Kamis / 10:50:00 - 12:30:00

SEMESTER : 5 / Ganjil / B
SKS : 2
Ruang : PBI4

NO	NAMA MAHASISWA	NIM	PERTEMUAN KE / HARI / TANGGAL																Ket
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	ALISYA REVIANA	12110423642	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	
2	ANNISA RIZA FADHILA	12110422834	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
3	AZIZAH PUTRI RIYANI	12110421034	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
4	AZZAHRA ALFITRI RAMDANI	12110422820	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
5	DHIA TIAVEANA TAMI	12110421321	H	H	H	H	H	H	H	H	I	H	H	H	H	H	H	H	
6	HANISA INSYARANI	12110423670	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
7	HESRIAN TERA	12110425005	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
8	IRDA YANTI SIREGAR	12110422954	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
9	KHOIRIANSAH	12110411859	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	H	
10	KHOIRUNNISA	12110422903	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
11	LISNANI	12110424441	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
12	LULUK NADZIFA RAMADHANI	12110422731	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
13	MELDA AMELIA	12110422895	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
14	MULYA SRI ANGGIA	12110422332	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
15	NASYWA HAYATI	12110421290	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
16	NUR HASANAH	12010425699		H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
17	NURSYAHIRA SYAHRAINI	12110423320	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
18	NURUL JANNAH	12110421128	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
19	RISKA AMALIAH	12110423626	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	

NO	NAMA MAHASISWA	NIM	PERTEMUAN KE / HARI / TANGGAL																Ket
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
20	RISMA JAYANTRI	12110424293	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
21	ROIHAN ARIFIN SINULINGGA-	12110410564	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
22	SALSABILLA AZZAHRA	12110423657	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
23	SITI FADILAH	12110420410	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
24	SITI NURAISAH TARIGAN	12110420552	H	H	H	H	H	H	H	H	I	H	H	H	H	H	H	H	
25	TANIA NURABDINNISA	12110423601	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	
26	THALIA ADINDA	12110423734	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
27	VIONA DARMA RISKA	12110422840	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
28	YOLANDA FAUZIAH HARAHAP	12110422495	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
29	ZAHRATU FATWA BUNGA	12110422970	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
30	ZEDIKA SELVIANA	12110424088	H	H	H	H	H	H	H	H	S	H	H	H	H	H	H	H	
	PARAF DOSEN																		
	PARAF AKADEMIK																		
	JUMLAH MAHASISWA YANG HADIR HARI INI																		

CATATAN :

- Jumlah tatap muka / pertemuan mahasiswa tidak boleh kurang dari 80% ● Absen harus ditandatangani tidak boleh di cheklist
- Pakaian untuk mahasiswa : Tidak boleh memakai sandal, kaos oblong, sandal, anting, kalung, gelang ● Pakaian untuk mahasiswi : Tidak boleh memakai sandal, kaos ketat dan baju transparan

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APPENDIX 2

Offline Micro Teaching peer Observation form

OFFLINE MICRO TEACHING-PEER OBSERVATION FORM

Teachers : Afifah Nur Nabila

Peer Observer's Name : M. IZZUL Hamdi

Topic/ Lesson Unit : About family

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

	(3)	2	1
	3	2	1

PRESENTATION

	(3)	2	1
	3	2	1
	3	2	1
	3	2	1

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OFFLINE MICRO TEACHING-PEER OBSERVATION FORM

Teachers : Rahma Wati Arani

Peer Observer's Name : Fajriati Nur (081276556139)

Topic/ Lesson Unit : Hobbies

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

	3	(2)	1
	3	2	1

PRESENTATION

	(3)	2	1
	3	2	1
	3	2	1
	3	2	1

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Observation Note : MTC 5B
Day/ Date : Thursday 23 November 2023
Research site :
Time : 11.10 - 11.18

Time	Activity		Command
	Teacher	Students	
11.12 - 11.18	Siti	- Roghan - Risma - Saisa - LULU - Tia -	1. Opening 2. Good Opening 3. Sugest the word, the lesson.

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OFFLINE MICRO TEACHING-PEER OBSERVATION FORM

Teachers : ANYAH AMINI

Peer Observer's Name : DESMI

Topic/ Lesson Unit : What are they doing

= effective 2 = Need Improvement 1 = None

PREPARATION

Media, membuka pengajaran, laptop, etc	(3)	2	1
membuat kaitan	(3)	2	1

PRESENTATION

membuka pembelajaran	(3)	2	1
motivasi belajar	3	2	(1)
pengorganisasian	3	2	(1)
penutup	(3)	2	1

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OFFLINE MICRO TEACHING-PEER OBSERVATION FORM

Teachers : Aisyah Amini

Peer Observer's Name : Rina Agustina.

Topic/ Lesson Unit : What are they doing.

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

Media (laptop, infokus, internet).	(3)	2	1
	3	2	1

PRESENTATION

The teacher conveys the material clearly	3	(2)	1
Interaction with the students	3	(2)	1
Teacher body movements	(3)	2	1
	3	2	1

Dipindai dengan CamScanner

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OFFLINE MICRO TEACHING-PEER OBSERVATION FORM

Teachers : Aisyah Amini

Peer Observer's Name : Nur Deviana Sari

Topic/ Lesson Unit : Describing Something

ffective 2 = Need Improvement 1 = None

PREPARATION

Media. laptop .etc	(3)	2	1
Membuat kaitan	(3)	2	1

PRESENTATION

Membuka Pelajaran	(3)	2	1
motivasi belajar	3	2	(1)
Pengorganisasian	3	(2)	1
Penutup	(3)	2	1

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LEMBAR OBESERVASI
KETERAMPILAN MENUTUP PELAJARAN

Nama Praktikum : Micro teaching
Satuan Pendidikan/ Kelas : SMA
Hari / Tanggal : Thursday 23/11/23

Topik Pembahasan : Narrative text.
Waktu : 11.50 - 12.30

NO	ASPEK YANG DINILAI	SKOR MAKSIMAL	SKOR
1	Keterampilan membuka pelajaran a. Menarik perhatian siswa b. Menumbuhkan motivasi belajar c. Memberi acuan atau rambu- rambu d. Membuat kaitan	10	9
2	Keterampilan menjelaskan (menguasai materi) 1) Kejelasan dan ketepatan konsep dasar 2) Penggunaan contoh / ilustrasi 3) Pengorganisasian 4) Penekanan hal yang penting 5) Balikan	20	Khoirunnisa 18
3	Keterampilan mengadakan variasi a. Variasi gaya mengajar guru b. Variasi menggunakan media c. Variasi pola interaksi	10	Khoirunnisa 10 Siti fariyan 9 Hesrian tera 10
4	Keterampilan bertanya a. Penyebaran dan pemindahan giliran b. Ketepatan waktu bertanya kualitas pertanyaan c. Pemberian waktu berpikir	10	Khoirunnisa 9 Siti fariyan 9 Hesrian tera 9
5	Menggunakan media pembelajaran a. Media sesuai dengan materi b. Media digunakan secara efektif c. Penggunaan media mengakibatkan keterlambatan siswa d. Media sesuai dengan karakteristik siswa	10	Khoirunnisa 10 Siti fariyan 9 Hesrian 9
6	Keterampilan memilih metode / model pembelajaran a. Menggunakan metode / model dengan prosedur yang benar b. Penggunaan metode / model sesuai dengan karakteristik materi c. Metode / model digunakan secara efektif d. Metode / model melibatkan siswa e. Metode / model sesuai dengan karakteristik siswa	10	Khoirunnisa 9 Siti fariyan 9 Hesrian 9
7	Keterampilan memberi penguatan	10	

Maksimal 15

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LEMBAR OBESERVASI
KETERAMPILAN MENUTUP PELAJARAN

Nama Praktikum : micro theacing.
Satuan Pendidikan/ Kelas : B. Inggris
Hari / Tanggal : 23-Nov-2023

Topik Pembahasan : ① Narative text / ② recaunt text.
Waktu : 10.50 – 12.30

NO	ASPEK YANG DINILAI	SKOR MAKSIMAL	SKOR
1	Keterampilan membuka pelajaran a. Menarik perhatian siswa b. Menumbuhkan motivasi belajar c. Memberi acuan atau rambu- rambu d. Membuat kaitan	10	① 5. ② 7
2	Keterampilan menjelaskan (menguasai materi) 1) Kejelasan dan ketepatan konsep dasar 2) Penggunaan contoh / ilustrasi 3) Pengorganisasian 4) Penekanan hal yang penting 5) Balikan	20	① 17 ②
3	Keterampilan mengadakan variasi a. Variasi gaya mengajar guru b. Variasi menggunakan media c. Variasi pola interaksi	10	① 9 ② 9.
4	Keterampilan bertanya a. Penyebaran dan pemindahan giliran b. Ketepatan waktu bertanya kualitas pertanyaan c. Pemberian waktu berpikir	10	① 7 ②
5	Menggunakan media pembelajaran a. Media sesuai dengan materi b. Media digunakan secara efektif c. Penggunaan media mengakibatkan keterlambatan siswa d. Media sesuai dengan karakteristik siswa	10	① 10 ② 10
6	Keterampilan memilih metode / model pembelajaran a. Menggunakan metode / model dengan prosedur yang benar b. Penggunaan metode / model sesuai dengan karakteristik materi c. Metode / model digunakan secara efektif d. Metode / model melibatkan siswa e. Metode / model sesuai dengan karakteristik siswa	10	① 7. ② 6
7	Keterampilan memberi penguatan	10	

① Siti Tangan
② Mulya
① Khair unisa
② Azizah

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OFFLINE MICRO TEACHING-PEER OBSERVATION FORM

Teachers : Aisyah Amini

Peer Observer's Name : Desta Adlina

Topic/Lesson Unit : _____

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

Media, laptop, etc	(3)	2	1
membuat taltan	(3)	2	1

PRESENTATION

Membuka pelajaran	(3)	2	1
Motivasi belajar	3	2	(1)
pengorganisasian	3	(2)	1
penutup	(3)	2	1

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APPENDIX 3

Interview Transcription

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Respondent's name : Student teacher A

Time of interview : November 24 2023

Location : Uin Suska Riau

Number	Interview Disscussion	
	Researcher	**Informan**
1	Assalamualaikum wr.wb	Waalaikumsalam wr.wb
2	Pertama yang ingin saya tanyakan apa yang kamu ketahui tentang reflective teaching?	Reflective teaching itu adalah sebuah lembaran, sebuah kayak worksheet yang tujuannya buat nge-reflek kegiatan teaching kita. Nah ntar disitu ada beberapa item pertanyaan yang kita tu bercermin gitu kemarin kita ngajarnya gimana sih gitu. ya bisa buat bahan koreksi lah buat kita.
3	Hmm gitu, trus gimana dilaksanain nya reflective teaching atau prosedur nya di microteaching kelas ini ?	Kalo prosedur nya jadi yang pasti kita udah demo microteaching dulu, setelah itu dari situ kita langsung direflect oleh teman-teman kita, nah itu nanti mereka langsung ngisi setelah ee selama 3 menit, terus ntar ada teacher juga ngisi dan ee pasti dia ngasih feedbcak ke kita, nah setelah itu setelah beberapa hari pertemuan nnti kita dapat video, video atas kita mengajar nah dari situ kita akan bisa nge-reflect diri kita sendiri dari ibaratnya masukan guru, masukan teman-teman gimana, nanti kita disuruh agak buat ya kita collaborated lah maksud nya kenapa memilih 3, ga Cuma sekedar 3 doang jadi kalo kamu merasa diri kamu baik ya kamu harus memberikan alasan kamu tu kenapa baiknya giman nah kayak gitu
4	Ee kira-kira dari situ ada improvement kedepan nya	Iya Sangat bermanfaat karena

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	jika diberi kesempatan sekali lagi inginnya giman?	kita merupakan calon guru atau pengajar apalagi disemester 7 kita melakukan ppl jadi melakukan refleksi pembelajaran ini atau micro teaching sangat bagus dan bermanfaat kalau menurut Rahma kak
5	Trus kira-kira penyebab mereka bilang gak bagus atau boring itu apa aja?	Penyebab nya sih menurut saya mungkin saya belum bisa cari yang lain gimana cara metode pengajaran dengan writing . Karna sama dari smp, sma ya ngajar reading/writing ya kayak gitu, belum ada yang digamein, di divide group segala macam saya belum punya role – modelnya gitu, jadi saya bingung sendiri gitu. kedua, faktornya mungkin karna saya jadi saya udah bisa presentasi nih ya udah ak mending gini aja deh aku menonjolkan apa yang aku bisa ketimbang aku belajar sesuatu, takutnya aku belum bisa kasih yang terbaik gitu loh , jadi nya ya presentasi sama teman - teman. karna aku mikirnya oh ya udah kalo presentasi ak udah bisa segala macam jadinya akunya ya udah aku prsentasi aja deh kayak gitu. jadi karna memang bingung gitu karna ngarep nya speaking gitu karna kalo sepaking kita kan bisa game, role -play, ngelatih speakingnya kayak gitu2.
6	Kendala nya apa aja kok bisa begitu?	Mungkin karena kendalanya kita itu kan gak diajarin yang pertama teaching method . Teaching method adalah bla -bla -bla, metode nya bla -bla -bla

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7	Apa kesulitan selama melakukan reflective teaching?	Kalau melakukan reflective teaching sih menurut saya tidak ada merasakan kesulitan Cuma ketika kita pertama diawal melakukan reflection yang buat peer -assessment itu, nah itukan ada beberapa kata atau beberapa frasa yang misalnya kita gak tau atau kita temui misalnya kayak elicitation technique, nah itu pertama nya saya juga gak tau elicitation itu maksud nya apa tapi setelah itu akhirnya dibeberapa pertemuan setelah teman saya menjadi teacher itu ms nya akhir nya kasih tau ini tu maksud nya ini seharusnya sih diawal ms na kasih tau isi dari reflective teaching itu apa aja artinya soalnya kita awalnya memang belum tau kayak elicitation itu apa trus yang lain itu maksud nya apa, itu kan ada beberapa banyak pertanyaan jadi nya kesulitan nya sih waktu yang pertama itu. Tapi sewaktu saya melakukan reflection dengan video saya tidak merasakan kesulitan.
8	Oke, arti reflection serta manfaat dari reflective teaching menurut kamu apa?	Menurut saya reflection ini penting buat menanggapi hal -hal yang udah saya lakukan dikelas microteaching saya. Jadi it kayak koreksi diri, cerminan diri, atau sekedar untuk mengoreksi apa sih yang udah kamu rencanakan, apa sih yang udah kamu raih dan terus feedback yang mau kamu lakukan. Jadi menurut saya reflection itu sebagai cerminan diri atas hal -hal yang udah saya lakukan nah manfaat nya itu banyak banget

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		kita bisa tahu ee target yang kita inginkan itu tercapai apa nggak, yang kedua kita bisa checking oh plan aku sesuai dengan rencana apa nggak kaya gitu, terus kita juga bisa ngelakukan semacam evaluasi diri, jadi kita disitu sebagai actor yang melakukan sebuah role -play dikelas micro - teaching tapi kita juga dituntut untuk menjadi seorang evaluator gitu dimana kita harus jujur sama penampilan kita oh tenyata ak jelek ya gimana cara kita menyikapi bahwa berani dan kita jujur sama diri kita sendiri, oh tenyata ak jelek nya dan bagusnya disini. Itu gak semua orang bisa melakukan hal itu, karna mungkin ada beberapa orang yang tidak ingin terlihat hmm menunjukkan kekurangan ada yang bisa menunjukkan nah disini sebagai evaluator kita dituntut untuk jujur terhadap diri sendiri. Jadi menurut saya reflection itu bagus banget dan complicated banget buat kita sebagai ajang instropeksi diri.
9.	Oke. Bagaimana nanti mau kamu terapkan reflective teaching di kelas yang nyata?	Hmm mungkin jika suatu hari saya punya, saya menjadi seorang guru. Mungkin saya akan menerapkan hal itu. Pertama saya akan membuat rapat kecil seperti apa yang ingin kita lakukan, peraturan apa yang harus kita kerjakan, nah diakhir semester saya akan sangat senang sekali memberikan murid saya questionnaire atau mungkin kita akan sharing atau group

		discussion seperti apa sih kekurangan saya dalam mengajar, apa sih membuat suasana belajar kita itu menjadi gak kondusif, jadinya menurut saya sih itu, dan sebagai seorang guru kita harus terbuka atau aware tentang masalah reflective teaching. Jadinya itu kita bisa ngerti ee masukan dari student itu sangat penting buat perbaikan ee kualitas kita dalam mengajar, seharus nya seluruh guru di Indonesia itu harus memberlakukan metode ini karna dari sini kita bisa tahu apa yang murid inginkan, apa yang sudah guru raih, jadi murid dan guru itu bisa saling kerja sama bisa balance, nah gitu.

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Respondent's name : Student teacher B

Time of interview : November 24 2023

Location : Uin Suska Riau

Number	Interview Disscussion	
	Researcher	**Informan**
1	Assalamualaikum wr.wb	Waalaikumsalam wr.wb
2	Pertama yang ingin saya tanyakan apa yang kamu ketahui tentang reflective teaching?	Belum hmm baru kali ini
3	Oh baru kali ini.. hmm sebelumnya waktu ngajar atau teaching practice di micro - teaching itu pernah gak yang namanya thinking back about your teaching critically	Oh ya karna kita kan baru lecturing demonya sekarang ya kan? Jadi tau yang namanya form reflective teaching ini juga baru setelah kita teaching demo trus sebelumnya juga waktu awal semester microteaching itu ga tau ya hehe apa memang begitu atau gimana prosedurnya itu cuman kayak gini misalnya pengertian product itu apa, pengertian practice itu apa kayak gitu mungkin kayak dosen yang lain juga mungkin ga kayak gini juga ya, makanya kemarin waktu Micro teaching itu ya kita dapat pengalaman lebih, pengetahuan lebih bagaimana cara mendesign materi trus bagaimana kita membuat student engage kayak gitu jadi baru kayak gini saja sih
4	So, you haven‟t know about reflective teaching right,,, but you have known it because in your micro -teaching subject aahh but in your teaching practices, have you ever think about your teaching practice your i mean successfull or unsuccessfull before?	Oh jd before i do the lecturing demo at the first time, i think it is everyone that we will met the expectation yes i think for example me i am not the one who can speak in front of the class without any preparation so before i start my teaching demo i spend a lot of times to make the outline what i should speak in

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		front of the class, what action that i can do in front of the class, so when that is my turn to act in front of the class i think only the nervous confidential that can change our expectation right.
5	So, in your teaching practices in your microteaching subject i want you i mean what do you want intend to do before when you are going to teaching?	Creating the materials and try to practice how to speak my students and then try to put my confidential such as my eye contact to my students and then yes i think that try to make it as appropriate as lesson plan I had made before with my friends.
6	Hmm, so you have planned before about that, so now what did you do in your teaching practices or what the result of your i mean jalannya sesuai dengan rencana km?	Ok, ya kalo sesuai sih sesuai memang tapi kalo especially for the time management is not really good just because we only have 35 minutes to three stages presentation practice and production. I think in my practice stage i spend a lot of times, its not appropriate with my expectation before because in my expectation before in lesson plan eee i meet 15 minutes but i spent it 20 minutes so there is 5 minutes before
7	So, that all your reflection right? Now, if you have a chance to do teaching practices once more in same topic, what are your improvement?	I need to improve presentation stage, i will prepare as well as my expectation and then especially i am going to do the better elicitation i think my elicitation is not good enough and i want to improve it
8	Other things?	Mungkin yang kedua, mungkin time management nya untuk practice apalagi untuk writing kita hanya dikasih waktu 35 menit jd untuk writing yang mau drill out dari students kita itu kan

		masalah ide jadi gak bisa yang namanya untuk presentation dan production jangkanya kan panjang sekali dan itu dalam waktu 35 menit semua stages itu harus tercover semua kayak gitu. ya itu lah untuk time management nya aku masih very bad.
9.	Now, about your perception of reflective teaching practices in microteaching subject so didalam microteaching itu ada aspek yang kita tau reflective teaching kan? So, yang kamu tau tentang reflective teaching strategy yang di gunakan itu adalah reflective teaching form. so, what do you think about that?	Ok, especially self-reflective form i can learn something only peer observation because it is very objective depend on my students perception and maybe ee peer assessment is better than self assessment because if i do self-asessment it can be called as subjective right?, and its probably not relateabout the facts and i think peer observation is the more valid

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Respondent's name : Student teacher C

Time of interview : November 24 2023

Location : Uin Suska Riau

Number	Interview Disscussion	
	Researcher	**Informan**
1	Assalamualaikum wr.wb	Waalaikumsalam wr.wb
2	Oke, how are reflective teaching practices implemented in microteaching subject?	It is quite good but it was challenging actually jadi ee apa nama nya ngajar itu kan pasti apalagi pertama kali di praktik ngajar gitu itu selalu kesannya pertama menantang tapi so far ee selama kita siap gitu dengan materi kemudian dengan material-material pendukung dan persiapan yang matang insya allah it‟s ok gitu
3	Ok, in your microteaching there is aspect that called as reflective teaching right, can you tell me about that?	bout reflective teaching itself, ya jadi berdasarkan setelah reflective mengajar kemudian kita refleksikan artinya memang ada beberapa yang perlu diperbaiki seperti kemaren kan saya mengajar tentang giving and asking for opinion itu ee ya termasuk cara lead in nya kemaren kan saya langsung nunjuk kan gambar kemudian ada tulisan ekspresi nya seharus nya jangan supaya student itu bisa guessing gitu apa yang akan saya ajarkan nanti tp waktu sy ngajar itu langsung saya tunjukkan.
4	What results of your teaching reflection?	ke misalkan dibagian presentasi itu, memang saya kan udah buat lesson plan dulu ya jadi so far apa yang saya praktek kan itu sesuai dengan apa yang saya rencanakan. Jadi saat itu saya ngajar apa namanya giving

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		and asking for opinion nah disitu saya dibagian awal mengajar saya pakai lead in dulu bagaimana cara nya murid itu nggak langsung nangkap materinya apa tapi melalui deskripsikan apa namanya powerpoint jadi bisa nebak mereka bakal belajar apa jadi nggak saya langsung yang ngasih tau gitu jadi kita kasih semacam brainstom gitu supaya mereka engage juga dan penasaran dengan apa yang akan diajarkan. Nah selain itu saya mulai, saya lanjutkan setelah mereka tau apa namanya materinya apa, saya kasih main media, saya gunakan video dan di video itu saya suruh murid untuk menuliskan ekspresi-ekspresi apa saja yang mereka temukan dari video. Selain diputar misalkan apa mereka butuh putaran tambahan saya putar tapi waktu itu nggak. Trus mereka sudah dapat nih ekspresi-eksperi nya trus saya tuliskan di whiteboard. Disitu yang mereka yang sudah menemukan ekspresi nya mereka saya minta share ekspresi ini gitu. habis itu bagian practice nya saya gunakan flashcard, disitu ada gambar jadi nanti saya grupkan mereka berdasarkan ee apa nama nya gambar yang sama jadi kemudian saya kasih dan saya kocok randomly i share to them, setelah itu buat percakapan dari gambar itu menanyakan opini tentang gambar itu. Setalah itu baru selesai

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		kemudian saya buat production, saya grupkan mereka lagi buat video tentang asking and giving opinion. Gitu sih.
5	So, your improvement kedepan apa berdesarkan hasil dari reflective teaching?	Ya jadikan setelah kita apa namanya kita reflect our self in teaching nah disitukan kita tahu kekurangan-kekurangan nya apa jadi untuk lesson plan harus banyak baca sumber trus dikonsultasikan supaya lebih keren lagi, kemudian apa teaching strategy juga lebih diimprove lagi kemudian juga penggunaan media jadi lebih banyak gambaran kita kayak gimana gitu, oh ternyata pernyataan kita kemaren kurang jadi setelah reflective itu selalu ada gambaran-gambaran baru
6	Kalau dari hasil refleksi km sendiri, ada gak hasil nya yang kurang. Misalnya dari mengajar kemaren ak gak percaya diri ataupun kekurangan -kekurangan lainnya?	Yang kurang dari pengajaran saya itu satu, memang karena limit of time ya jadi ketika di production itu saya gak praktekkan dikelas tapi melalui tugas gitu loh ee waktu itu kan materinya asking for and giving opinion, jadi tugas nya saya kelompokkan anak -anak nya kemudian nanti saya suruh buat video -recording terkait dengan asking for and giving opinion. Jadi kurang puas nya disitu, karna ngajar nya cuma dikasih 30 menit gitu padahal kan ngajar sebenernya 45 sampai 1 jam gitu.
7	Oke, manfaat na apa yang km dapatin setelah mempraktekkan reflection di kelas micro -teaching?	Benefitnya banyak. Apa namanya jadi kita tahu apa kekurangan kita, trus apa yang harus kita perbaiki dan juga lebih mengasah critical thinking dalam strategies trus

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		apa seperti kita apa ngajar dengan cara yang baru ini lebih bagus kayak gitu.
8	Trus do you want adopt it in your real classroom later?	Cara refleksi nya misalkan real teaching nya gitu ya, setelah ngajar kita tulis ulang kita pikir -pikir kembali terus kita tuliskan kemudian kita baca lagi, kemudian buat lesson plan baru dalam pengajaran kita tahu kekurangan kita sebelumnya. Dan terus ada reflective teaching dalam pengajaran dan saya ingin terus melakukan itu sebagai guru.
9.	Kalau dari strategi reflective teaching di kelas microteaching ini gmn?	Ya bisa dilakukan terus bisa baca beberapa sumber apa nama nya contoh asessement form yang lain supaya kan kadang-kadang itu gak mencakup semua nya sih gitu. karena saya belum baca yang lainnya juga sih . so far, dari reflection itu saya merasa cukup tapi saya akan baca model-model penilaian lain supaya saya bisa lebih tahu apa yang harus diperbaiki. Semakin banyak yang bisa kita refleksikan Jadi semakin banyak kita apa namanya ilmu-ilmu baru yang bakal kita terapkan nanti gitu.

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Respondent's name : Student teacher D

Time of interview : November 24 2023

Location : Uin Suska Riau

Number	Interview Disscussion	
	Researcher	**Informan**
1	Assalamualaikum wr.wb	Waalaikumsalam wr.wb
2	Oke, how are reflective teaching practices implemented in microteaching subject?	It is quite good but it was challenging actually jadi ee apa nama nya ngajar itu kan pasti apalagi pertama kali di praktik ngajar gitu itu selalu kesannya pertama menantang tapi so far ee selama kita siap gitu dengan materi kemudian dengan material-material pendukung dan persiapan yang matang insya allah it"s ok gitu
3	Ok, in your microteaching there is aspect that called as reflective teaching right, can you tell me about that?	bout reflective teaching itself, ya jadi berdasarkan setelah reflective mengajar kemudian kita refleksikan artinya memang ada beberapa yang perlu diperbaiki seperti kemaren kan saya mengajar tentang giving and asking for opinion itu ee ya termasuk

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		cara lead in nya kemaren kan saya langsung nunjuk kan gambar kemudian ada tulisan ekspresi nya seharus nya jangan supaya student itu bisa guessing gitu apa yang akan saya ajarkan nanti tp waktu sy ngajar itu langsung saya tunjukkan.
4	What results of your teaching reflection?	ke misalkan dibagian presentasi itu, memang saya kan udah buat lesson plan dulu ya jadi so far apa yang saya praktek kan itu sesuai dengan apa yang saya rencanakan. Jadi saat itu saya ngajar apa namanya giving and asking for opinion nah disitu saya dibagian awal mengajar saya pakai lead in dulu bagaimana cara nya murid itu nggak langsung nangkap materinya apa tapi melalui deskripsikan apa namanya powerpoint jadi bisa nebak mereka bakal belajar apa jadi nggak saya langsung yang ngasih tau gitu jadi kita kasih semacam brainstom gitu supaya mereka engage juga dan penasaran dengan apa yang akan diajarkan. Nah selain itu saya mulai, saya lanjutkan setelah mereka tau apa namanya materinya apa, saya kasih main media, saya gunakan video dan di video itu saya suruh murid untuk menuliskan ekspresi-ekspresi apa saja yang mereka temukan dari video. Selain diputar misalkan apa mereka butuh putaran tambahan saya putar tapi waktu itu nggak. Trus mereka sudah dapat nih ekspresi-eksperi nya trus saya

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		tuliskan di whiteboard. Disitu yang mereka yang sudah menemukan ekspresi nya mereka saya minta share ekspresi ini gitu. habis itu bagian practice nya saya gunakan flashcard, disitu ada gambar jadi nanti saya grupkan mereka berdasarkan ee apa nama nya gambar yang sama jadi kemudian saya kasih dan saya kocok randomly i share to them, setelah itu buat percakapan dari gambar itu menanyakan opini tentang gambar itu. Setalah itu baru selesai kemudian saya buat production, saya grupkan mereka lagi buat video tentang asking and giving opinion. Gitu sih.
5	So, your improvement kedepan apa berdesarkan hasil dari reflective teaching?	Ya jadikan setelah kita apa namanya kita reflect our self in teaching nah disitukan kita tahu kekurangan-kekurangan nya apa jadi untuk lesson plan harus banyak baca sumber trus dikonsultasikan supaya lebih keren lagi, kemudian apa teaching strategy juga lebih diimprove lagi kemudian juga penggunaan media jadi lebih banyak gambaran kita kayak gimana gitu, oh ternyata pernyataan kita kemaren kurang jadi setelah reflective itu selalu ada gambaran-gambaran baru
6	Kalau dari hasil refleksi km sendiri, ada gak hasil nya yang kurang. Misalnya dari mengajar kemaren ak gak percaya diri ataupun kekurangan -kekurangan lainnya?	Yang kurang dari pengajaran saya itu satu, memang karena limit of time ya jadi ketika di production itu saya gak praktekkan dikelas tapi melalui tugas gitu loh ee waktu itu kan materinya

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		asking for and giving opinion, jadi tugas nya saya kelompokkan anak -anak nya kemudian nanti saya suruh buat video -recording terkait dengan asking for and giving opinion. Jadi kurang puas nya disitu, karna ngajar nya cuma dikasih 30 menit gitu padahal kan ngajar sebenernya 45 sampai 1 jam gitu.
7	Oke, manfaat na apa yang km dapatin setelah mempraktekkan reflection di kelas micro -teaching?	Benefitnya banyak. Apa namanya jadi kita tahu apa kekurangan kita, trus apa yang harus kita perbaiki dan juga lebih mengasah critical thinking dalam strategies trus apa seperti kita apa ngajar dengan cara yang baru ini lebih bagus kayak gitu.
8	Trus do you want adopt it in your real classroom later?	Cara refleksi nya misalkan real teaching nya gitu ya, setelah ngajar kita tulis ulang kita pikir -pikir kembali terus kita tuliskan kemudian kita baca lagi, kemudian buat lesson plan baru dalam pengajaran kita tahu kekurangan kita sebelumnya. Dan terus ada reflective teaching dalam pengajaran dan saya ingin terus melakukan itu sebagai guru.
9.	Kalau dari strategi reflective teaching di kelas microteaching ini gmn?	Ya bisa dilakukan terus bisa baca beberapa sumber apa nama nya contoh asessement form yang lain supaya kan kadang-kadang itu gak mencakup semua nya sih gitu. karena saya belum baca yang lainnya juga sih . so far, dari reflection itu saya merasa cukup tapi saya akan baca model-model penilaian lain supaya saya bisa lebih tahu apa yang harus diperbaiki.

	Semakin banyak yang bisa kita refleksikan Jadi semakin banyak kita apa namanya ilmu-ilmu baru yang bakal kita terapkan nanti gitu.

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APPENDIX 4

Lesson Plan of Group Micro Teaching

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LESSON PLAN (FOR 1 MEETING)

TEACHING READING TEXT

A. Subject : English
B. Students : 10th grade students / semester 1
C. Lesson : Narrative Text (Cinderella)
D. Skill focus : Reading
E. School : Senior High School
F. Time : 45 minutes

G. Learning Objectives

⇨ By the end of this lesson, students be able to understand the narrative text entitled "Cinderella" by being able to answer seven questions covering various aspects of the story, such as characters, plot and moral message, related to the story.

STAGES	STEPS	DURATION
✓ Teacher greets students ✓ Prayer begins ✓ Introduction ✓ Check students' attendance		
Warm up	Warm Up Activity Steps:. **Image Presentation** ✓ The teacher displays pictures or PowerPoint slides that describe the initial elements of the Cinderella story such as Cinderella, the stepmother, stepsisters, or the situation in Cinderella's house. ✓ The teacher briefly explains the picture and how it	10 minutes

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	relates to the story of Cinderella. ✓ The teacher gives each student a sticky note or post-it. ✓ The teacher asks students to look at the picture carefully and describe it in one or two words. They have to explain what they see in the picture. ✓ Students write their descriptions on sticky notes.	
Presentation	**Reading Activity** ✓ the teacher distributes a copy of the text to each student. ✓ teacher Instructs students to read the text silently and then reread it aloud for better understanding. **Explanation of the Definition of Narrative Text** ✓ The teacher explains the meaning of narrative text. ✓ The teacher will explain that narrative text is a type of text that is used to tell stories or events with the aim of entertaining or conveying a moral message. It often focuses on characters, plot, setting, and story development. **Narrative Text Structure** ✓ The teacher will discuss the basic structure of narrative text and component in narrative teks **Grammar in Narrative Text** ✓ The teacher will explain that grammar is an important aspect in writing good narrative texts.	15 minutes
Practice	**Understanding of the grammar structure in Narrative text** ✓ The teacher asks students to look for the verb2 in a narrative text about the story of Cinderella.	10 minutes

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	Match the paragraph with the structure of narrative text ✓ The teacher asks students to match the paragraph with the structure of the narrative text. **True and False Practice** ✓ The teacher displays several statements related to the story of Cinderella on the blackboard or projector screen. ✓ Students do True and False exercises based on the information they get from reading the story. ✓ After the students have finished doing the exercise, the teacher corrects the answers together with the students and explains whether each answer is right or wrong	
Production	**Essay Questions** ✓ The teacher gives a worksheet with 7 essay questions related to the story of Cinderella.Namely : 1. Who is the main character in the story of Cindrella? Why? 2. How is the character of Cinderella's stepmother portrayed in the story? 3. What is the main conflict in the Cinderella story? 4. How does Cinderella's fairy godmother help her? 5. What happened in the palace in the story? 6. How does Cinderella's story end? 7. What is the moral value of the story? ✓ Students answer these questions by presenting their	10minutes

	opinions, reasons, and evidence from the story. ✓ Once finished, students share their answers and discuss their individual thoughts, and can raise difficult or controversial questions to the teacher for further discussion.	

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GROUP 2
AZIZAH PUTRI RIYANI
MULYA SRI ANGGIA
YOLANDA FAUZIAH

Lesson Plan (For 1 Meeting)

Teaching Reading Text

A. Subject : English
B. Students : 8th grade students / semester 1
C. Lesson : Recount Text (My Holiday in Bali)
D. Skill focus : Reading
E. School : SMP Negeri 2 Pekanbaru
F. Time : 90 minutes
G. Learning Objectives

- By the end of the lesson, SWBAT…
  1. Develop abilities in reading comprehension of recount text.
  2. Understanding and identifying the structure of a recount text, including the orientation, events and reorientation.
  3. Develop critical thinking skills to analyze language features presented in recount text.
  4. Expanding vocabulary and understanding various actions and events that can be used in recount texts.
  5. Students will showcase proficiency in drafting coherent and engaging recount texts that effectively communicate a memorable experience or holiday.
  6. Students will correctly apply the simple past tense in their recount text.

STAGES	STEPS	DURATION
• Teacher greets students • Prayer begins • Check students' attendance		
Motivation	• The teacher show motto of learning English to students • The teacher do Ice breaking with students • The teacher provides a picture related to recount text • The teacher asks students about the picture	20 minutes
Presentation	• The teacher gives a example of recount text (My Holiday in Bali), and asks the students to read the text for reading comprehension. • Teacher give introduction to recount text. • Encourage students to identify the introduction, sequence of events, and conclusion in the story. • Explain the types of recount text.	30 minutes

	• Discuss the language features in recount text.	
Practice	• The teacher introduces a set of vocabulary related to holidays in Bali and asking them to translate it. • The teacher asks students to answer questions about the past tense in relation to the holiday text. • The teacher is instructing students to respond appropriately to essay questions related to the discussed topic.	20 minutes
Production	• Students are given the opportunity to create their own recount text about a memorable experience or holiday. They should incorporate the identified structure, vocabulary, and language features discussed during the lesson. • The teacher guides students in drafting their recount texts, providing feedback on their use of chronological sequencing, relevant vocabulary, and proper application of the simple past tense. • Students read their recount texts with the class, fostering a collaborative learning environment where peers can offer constructive feedback.	20 minutes

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Group 5 :
1. Dhia Tiaveana Tami
2. Luluk Nadzifah
3. Thalia Adinda

Lesson planning & Material development

Lesson plan (for 1 meeting)
Teaching Speaking and Listening

A. Subject : English
B. Students : 7th grade students / semester 1
C. Lesson : Self Introduction and Hobbies
D. Skill focus : Speaking and Listening
E. School : SMP IT Al Izhar Pekanbaru
F. Time : 90 minutes

Learning Objectives

By the end of the lesson, SWBAT… tell about him/herself in front of the class by speaking their hobbies and be able to listen and understand about material by video with well pronunciation.

STAGE	STEPS	DURATION
OPENING	• Teacher greets students • Prayer begins • Check students' attendance	**3 minutes**
MOTIVATION	• The teacher show some pictures for one student to imitate and other student to guess • the teacher show two videos about self introduction and hobbies (https://youtu.be/74FA1dyVVKs?si=5qkOvNQgSA1YuUIN) (https://youtu.be/nddRGDEKxA0?si=lnLxkz8U9nTbYHwv)	**4 minutes**
PRESENTATION	• Teacher presenting the language structure of self introduction and about hobbies • Teacher shows a video about of hobbies • (https://youtu.be/N1o4oOXLOZc?si=SfD97qW28-Q_B-r7)	**8 minutes**

PRACTICE	• Teacher asks the students to practice pronunciation together • Teacher asks the students to classify the material about self introduction and hobbies	**7 minutes**
PRODUCTION	• The teacher asks questions about the material to students randomly • The teacher asks a student to introduce him/herself in front of the class based on the material that has been learned • The teacher close the class	**13 minutes**

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Group 5:

Alisya Reviana 12110423642

Nasywa Hayati 12110421290

Zedika Selviana 12110424088

Lesson Plan (for 1 meeting)

Teaching Speaking

A. Subject: English

B. Students: 7th-grade students / semester 1

C. Lesson: Favorite Food & Drink

D. Skill Focus: Speaking

E. Duration: 40 Minutes

A. Learning Objective

- By the end of the lesson, students will be able to…
  - Express their favorite foods or drink in English.
  - Provide reasons why they like those foods.
  - Respond to simple questions about food.

STAGES	STEPS	DURATION
• Teacher greets students • Prayer begins • Check students' attendance		
Warm-up:	"Word connection game" Rules: 1. The teacher mention one word about food or drink in English 2. The students ask to continue by saying words about food in English starting with the last letter of the word the teacher mentioned previously. Example: the teacher mentions "tomato", the last letter is "o", so the students should mention a word about food starting with "o". for example 'orange'	**5 Minutes**
Motivation	• The teacher describe the characteristic of a food. For example :this drink is white, comes from cows, contain D Vitamin, very good for our health. • The students ask to answer the question based on the characteristic mentioned before. For example ; the answer is	

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	milk. • The teacher asks the students to guess the lesson • The teacher introduces the topic of "Favorite Foods" to the students.	
Presentation	• The teacher teaches vocabulary related to food and drink in English. Example: pizza, fried rice, hamburger, ice cream, etc. • The teacher shows a video related to the food (https://youtu.be/4uuGYHfnVRE?si=7FcoDu2G1oOVCtUK) • The teacher explains how to express their favorite foods and reasons in English. Example: "My favorite food is pizza because it's delicious." • The teacher involves teaching present tense by showing how to express current choices and preferences. Example: "I like pizza because it tastes great" or "I prefer fried rice with lemon tea because it's flavorful and the lemon tea is fresh instead of sweet drinks." • The teacher provides practice using present tense in food-related sentences, reinforcing students' understanding of the use of present time in the context of expressing food choices. • The teacher ask the students to tell and describe about their favorite food and the drink with a reason	**15 Minutes**
Practice	Practice 1: Ask and question • After the explanation, the teacher asks the students one by one orally about what their favorite food is to check the students' understanding of the simple present tense. Practice 2: True and false sentences • The teacher writes some simple present sentences on the board related food or drink. • The teacher asks the students to read 1 person one sentence voluntarily • Students answer the sentence "True or False" • The teacher corrects the answers together as a class Practice 3: Make a sentence • Teacher distributes worksheets to students • Students are asked to make 5 sentences related to their favorite food and give reasons why they like it using the simple present tense that has been taught. • The teacher then collects the paper, if it is not ready, it can be done as a homework assignment.	**15 Minutes**
Closure	• The teacher summarizes today's lesson and close the lesson.	**1 Minutes**

This lesson plan focuses on speaking skills in English with the topic "Favorite Food and Drink"

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APPENDIX 5

Recommendation Latter

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THE GRADUATE PROGRAMME
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Phone & Fax (0761) 858832. Website: https//pasca.uin-suska.ac.id. Email : pasca@uin-suska.ac.id.

Nomor : S-4571/Un.04/Ps/PP.00.9/12/2023 Pekanbaru,12 Desember 2023
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan Pembimbing II Tesis Kandidat Magister

Kepada Yth.
1. Dr. Abdul Hadi. S. Pd. MA. Ph. D (Pembimbing Utama)
2. Dr. Promadi. M.Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Rika Mahlia
NIM	: 22190124121
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: V (Lima)
Judul Tesis	: The Implementation Of Reflective Teaching Practice In Mikro Teaching Subject Of English Education Department Islamic University Of Sultan Syarif Kasim Riau

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

Tembusan :
1. Sdr. Rika Mahlia
2. Arsip

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SURAT KETERANGAN

Pekanbaru, 27 Desember 2023

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Rika Mahlia
NIM	:	22190124121
Pendidikan	:	S2 Pendidikan Bahasa Inggris
Judul Penelitian	:	The Implementation of Reflective Teaching Practice in Micro Teaching Subject of English Education Department of Islamic University of Sultan Syarif Kasim

Nama yang bersangkutan di atas diizinkan melakukan Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

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Nomor : B-4483/Un.04/Ps/HM.01/12/2023 Pekanbaru, 04 Desember 2023
Lamp. : -
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Rika Mahlia
NIM	: 22190124121
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: V (Lima) / 2023
Judul Tesis/Disertasi	: The Implementation of Reflective Teaching Practice in Micro Teaching Subject of English Education Department of Islamic University of Sultan Syarif Kasim Riau

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari Uin Sultan Syarif Kasim Riau

Waktu Penelitian: 3 Bulan (04 Desember 2023 s.d 04 Maret 2024)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

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APPENDIX 6

Documentation of Micro Teaching Class

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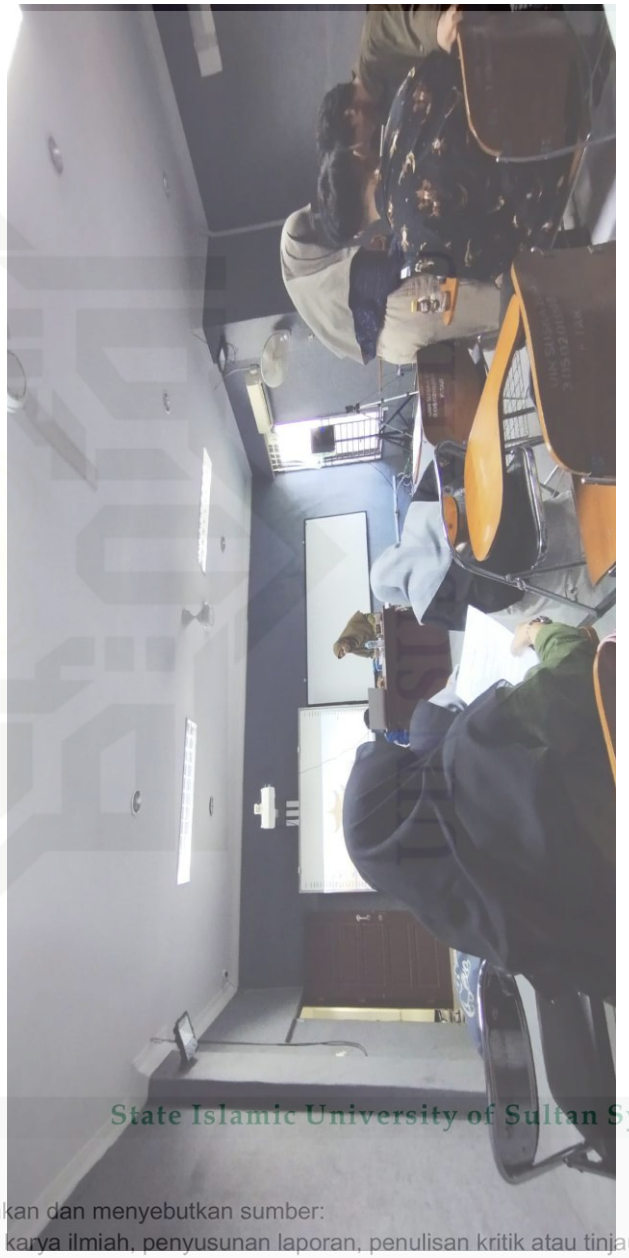

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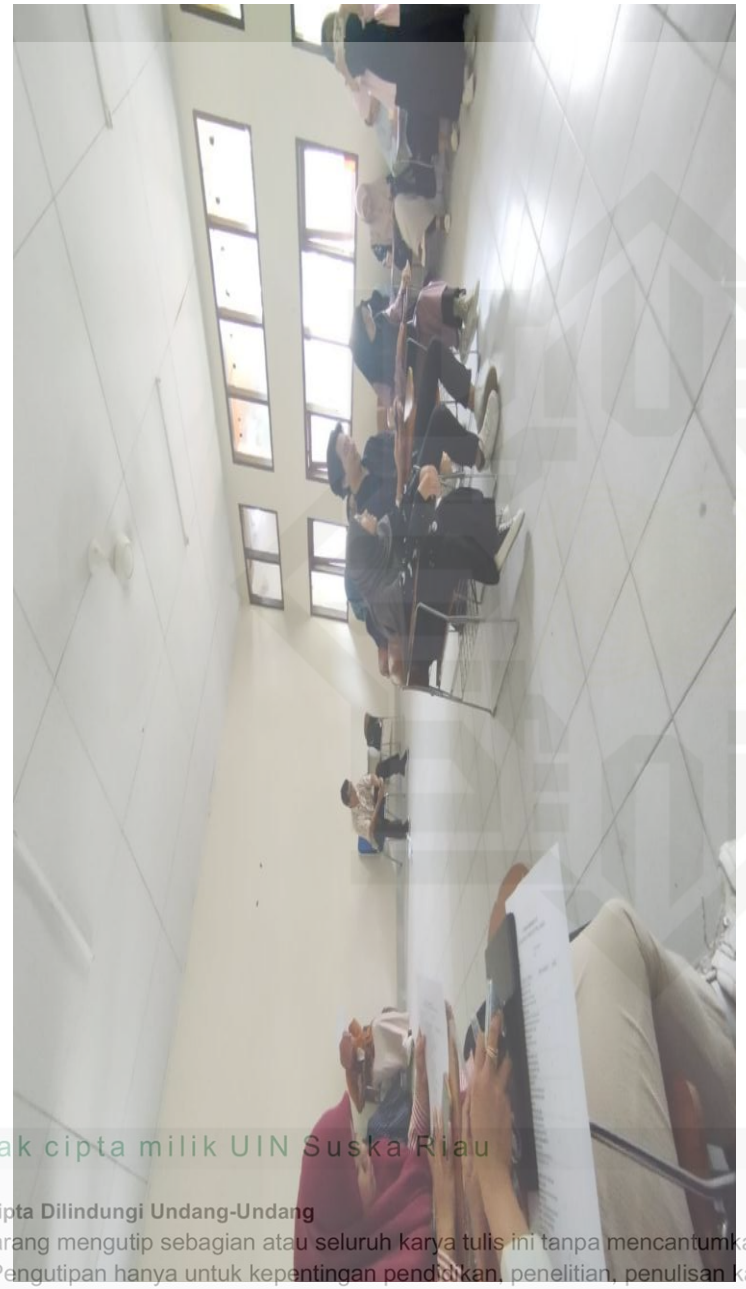

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