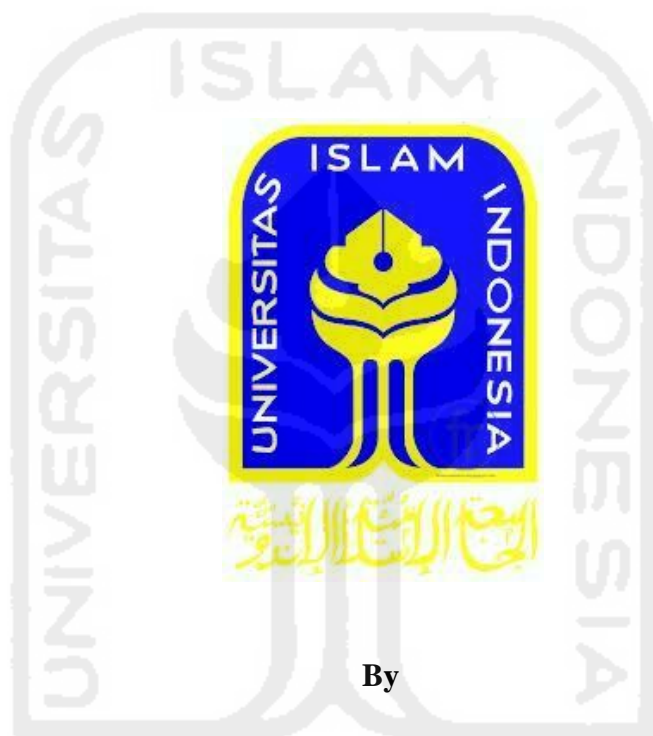


**PRE-SERVICE TEACHERS' PERCEPTION ON THE
REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING
SUBJECT OF ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF UNIVERSITAS ISLAM INDONESIA**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By

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ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA
SEPTEMBER 2016**

APPROVAL SHEET

**PRE-SERVICE TEACHERS' PERCEPTION ON THE REFLECTIVE
TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF
ENGLISH LANGUAGE EDUCATION DEPARTMENT OF
UNIVERSITAS ISLAM INDONESIA**

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STATEMENT OF WORK'S ORIGINALITY

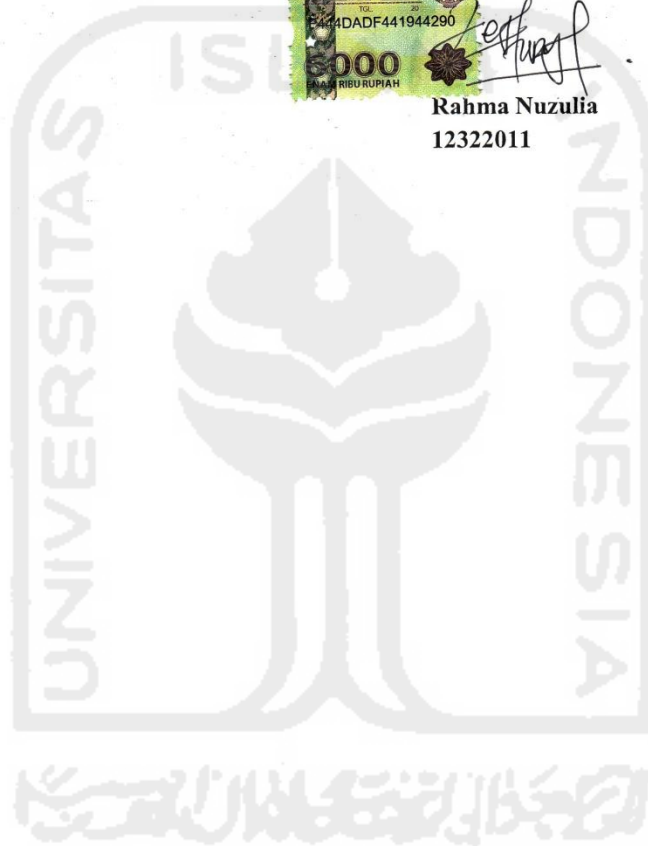
I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, August 31th, 2016



Writer,

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MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ

"So when you have finished (with your immediate task), still strive hard, (then toil)" (Al- Insyirah ; 7)

I dedicate this thesis to;

Allah Subhanawata'ala

My beloved parent Zainal Abidin & Yulismar, my beloved brothers and sister Safriandi, Ramadani, Aulia Rahmanita and the family

ACKNOWLEDGEMENT



In the name of Allah, most gracious most merciful

Alhamdulillah Rabbil 'Aalamiin, all praise be to Allah Subhanawata'ala the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad Salaulohu'alaiwassalam. I thank to Allah Subhanawata'ala who has blessed me a great strength, and willing that I could accomplish this thesis with hard work and prayers. I also believe that my thesis would not have been accomplished without support of many people. Furthermore, I dedicate this thesis to my parents, Zainal Abidin and Yulismar, my siblings, Safriandi, Ramadan, and Aulia Rahmanita who pray and support me in any condition and situation. Sincerely, I also really appreciate and address my gratitude goes to my consultant, Ista Maharsi, S.S., M.Hum who always guides, gives advice, supports, as well as criticizes me in a very qualified manner. As my consultant, she always give me feedbacks in order to produce better quality of my thesis.

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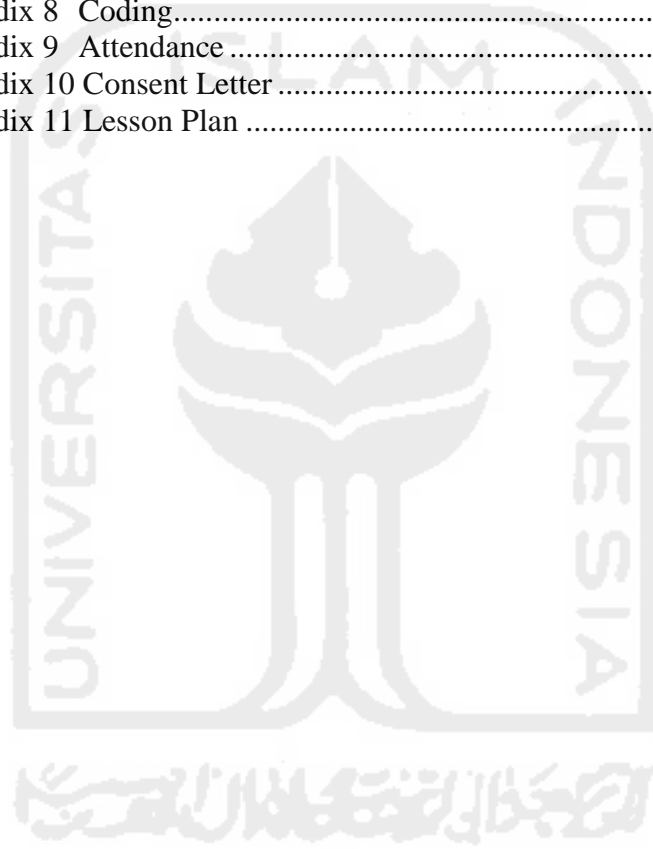
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By

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ABSTRACT

This research is about the pre-service teachers' perception on the reflective teaching practice in micro-teaching subject of English Language Education Department of Universitas Islam Indonesia. This research is aimed to investigate and describe how the reflective teaching practice implemented in micro-teaching subject and to find out the students' perceptions of their experience in terms of the challenges, difficulties, and benefits of reflective teaching. The participants are 29 student teachers that divided class A and B. Therefore, the researcher chooses four pre-service teachers as research sampling consisting of two males and two females. This research is designed as a descriptive qualitative research in which data were taken from interview, observation and document.

There are three 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. Secondly, the use of self-reflective teaching and video can engage pre-service teachers in reflective teaching, while there are some difficulties in doing reflective teaching through peer-observation. Besides, the pre-service teachers reveal some challenges of doing reflective teaching which are honesty, open-minded, objectiveness, and bravery. Third, the 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's ability in mastering subject skill and choosing appropriate method and material, and general teaching aspects.

Keywords: Pre-service teachers, Perception, Reflective teaching, Peer-observation forms, Self-reflective teaching assessment form, Video, Micro-teaching

CHAPTER 1

INTRODUCTION

The chapter present the introduction of the study. It covers background of the study, identification of problems, formulation of problem, objective of the study, and significance of the research.

A. Background of the Study

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 become 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 needs to be well prepared in pre-service teacher education program. It is aimed to develop and facilitate pre-service teacher who will enroll teaching profession in the future through its vision and mission, educational purpose, and quality objectives. In pre-service teacher education program of English Language Education Department of Islamic University of Indonesia, 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 in the offline micro-teaching setting. Reflection on teaching is an important aspect

that prompted by lecturer for pre-service teachers in evaluating their teaching practice.

Doing reflective teaching practice, pre-service teachers are required to do self-reflective thinking because they do inquiry process of what they have taught in the classroom like investigating video-taping and writing self-reflective teaching sheet. This study describes to what extent of reflection on teaching as essential practice for pre-service teacher implemented in microteaching subject and how the pre-service teachers perceive reflective teaching process. Rukiye in Schon (1987) said that “reflection helps pre-service teachers to make decisions for their teaching strategies and evaluate them, thus the act of reflection has a central place in the practices of pre-service teachers during their enrolment in teacher education programs”. Besides, reflection is defined as a process in which individuals reflect on actions and thoughts after they have taken place (Schon, 1987). According to Vaughan (cited in Silvia, 2014) who explains that reflective teaching itself has various definition, reflective teaching is a teacher’s attempt to solve problems he or she faced related to his work as a teacher. Moreover, Graves (2002) clarifies that reflective teaching is one of the most powerful tools teacher can use to explore, understand, and redirect their practice. Those definitons reveal that reflective teaching is one way that teachers can use it to improve their teaching development. Reflective teaching practices for pre-service teacher aims to measure the readiness and ability in teaching and become their capital in improving the ability to reviews, identify, manage and resolve issues around their own teaching practices.

As stated by Day (2000), "reasons that teacher education must concern developing future teachers in an holistic way, allowing the pre-service teacher to reflect on their whole selves" (p.68). For pre-service teacher, doing self-reflection actually is an activity that is complex and challenging, because it requires honesty, open-minded, and dare to reveal the advantages and weaknesses based on their perception. According to Mills, et.al (2000) who explain that in the context of school-based teacher education, student teachers will need to be supported by skilled mentors who not only are able to assist with an analytical reflection of another's practice, but also are proficient at reflecting, analysing, and engaging them in dialogue about their own practice. Moreover, improvements in reflective thinking abilities assist pre-service teachers in focusing on students and better recognizing how the classroom dynamics impact student learning. When the pre-service teachers begin to view their students as learners, they are able to focus on more than the descriptiveness issues, such as classroom management, writing lessons, submitting course assignments and supervisor evaluations (Weber, 2013).

Actually, there have been many researchers worldwide talking about reflective teaching practices for pre-service teacher. The study about reflective teaching was also researched by Rukiye Ayen from Middle East Technology University which entitled, "Pre-service teacher's reflective practice: Guide for learning about teaching". His research is all about the participant's case study of doing reflection in order to investigate pre-service teacher's practices with traditional teaching during the act of planning the lesson, the teaching lesson, and at the end of the lesson. Qualitative design was used to collect and analyze the

data. The background of his research is to give the opportunity for students of elementary school in learning mathematic by making a concept by focusing on the reasoning (e.g why it works) and building their personal knowledges. Pre-service teachers are required to make such an environment that basis on that situational. Hence, they need to be given the opportunities to learn about these practices. In order to know students' experiences, the reflection is needed to know the complexities that perceived of classroom environments. Thus, the act of reflection has a central place in the practices of pre-service teachers during their enrolment in teacher education department program. The researcher wanted to know the pre-service teacher's practices on the implementation of the traditional teaching style by looking at their reflection on tasks, learning environment, and discourse of her instructional practice at each phase of her pre-service teacher's lesson (planning the lesson, the teaching of the lesson, and at the end of the lesson). The result of this study about reflection showed that the pre-service teacher's preferred to make a little changes in their initial plan, and some variations in both lesson plan and instruction. Through this, the researcher successfully investigated through descriptions of pre-service teacher' strengths, weaknessess, difficulties surround on their implementation of traditional teaching in mathematic.

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 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. Reflective teaching also provides the ability creative skills which will improve pre-service teacher's ability to plan, organize, critical thinking, observatory, and create. Hence; a teacher is able to continue develop teaching profession though learning new strategies and variety of teaching and learning process of education. 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 as their essential needs in improving their future professional development. As one of the advantages of reflective teaching teaching practices in (Smith, 1995) that the "product" is a process itself rather that the "knowledges" only because process by

which the workforce continually keeps itself up-to-date. Hence; knowledge received by a student that is not important as much as the process of knowledge delivery. Third, balance the theory and practice. The pre-service english teachers have their own prior knowledges or theories about teaching, but sometimes they can not apply the extent to which the theory learned into practice. Sometimes, they just knew to provide the materials that suit the lesson topic and trying to improvise their teaching strategies without asking why they choose it and why the result are unexpected. Through reflection, pre-service teachers are able to link the theory and practice which bring the flexibility in instructional settings that reflect on techniques, ideas, approaches through personal experience (Pacheco, 2005). In this research, micro-teaching subject become the medium for pre-service teachers in conducting the reflection or reflective teaching on teaching practice in smaller context or micro area. Therefore, reflective teaching which done by pre-service teachers give them chance to analyze their teaching actions and problems critically of what have they learned (theoretically) about teaching basic and principles knowledge in achieving a purpose of “learning to teach” is not be neglected.

Moreover, regarding the importance of reflective teaching practices for pre-service english teachers in micro-teaching context. There are three reasons why researcher study this topic: First, to describe and to what extent of implication reflective teaching practices by considering the characteristics of reflective teaching by Pollard (2008) in micro-teaching subject of English language education department. Secondly, to investigate how the pre-service

teachers perceive reflective teaching practice in terms of challenges, difficulties, and benefits in microteaching subject. Third, to discuss the problems faced by pre-service teacher during teaching practice (micro-teaching) through reflective teaching approach.

Based on the background above, the researcher is interested to do a research which is entitled, “PRE-SERVICE TEACHERS’ PERCEPTION ON THE REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UNIVERSITAS ISLAM INDONESIA”.

B. Identification of the Problem

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

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

C. Limitation of the Problem

In this study, the problem will be limited to descriptive qualitative of pre-service teachers' perception on the reflective teaching practice in micro-teaching subject of English language education department of Universitas Islam Indonesia. 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 their perception related to the process and result of their reflective teaching practices positively or negatively, hence; the researcher only focus on their own perception without intervention researcher's analysis in this research

D. Formulation of the Problem

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

1. How are the reflective teaching practices implemented in micro-teaching subject English language education department?
2. What are pre-service teachers' perception of challenges, difficulties, and benefits on their reflective teaching practice in microteaching subject of English language education department?
3. What are problems or weaknesses faced by pre-service teacher in micro-teaching using reflective teaching strategy?

E. The objective of The Study

Based on the formulation of the problem, the objective of the study can be aimed as follow:

1. To discuss of reflective teaching practices that implemented in micro-teaching subject of English language education department.
2. To investigate about pre-service english teachers' perception of challenges, difficulties, and benefits on their reflective teaching practice in microteaching subject of English language education department.
3. To reveal the problems faced by pre-service teacher in micro-teaching using reflective teaching strategy.

F. Significance of the Research

The results of this research are to give contribution for English teachers, students of English Language Education, English Language Education Department of the Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia, Government or Policy makers and other researchers.

1. For Students of English Language Education

The researcher hopes that this research will give them authentic experience of practicing reflective teaching and motivate other students of English Language Education Department to develop further research about reflective teaching. Besides, this research may be good beginning about the importance of doing reflective teaching for pre-service english teachers in order to develop and improve their teacher professional development future.

2. For English Teachers

The researcher hopes that the results of this research will be useful for English teachers especially teachers in Yogyakarta toward their understanding of reflective teaching based on the pre-service teacher's perception of reflective teaching practice in micro-teaching subject.

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Science

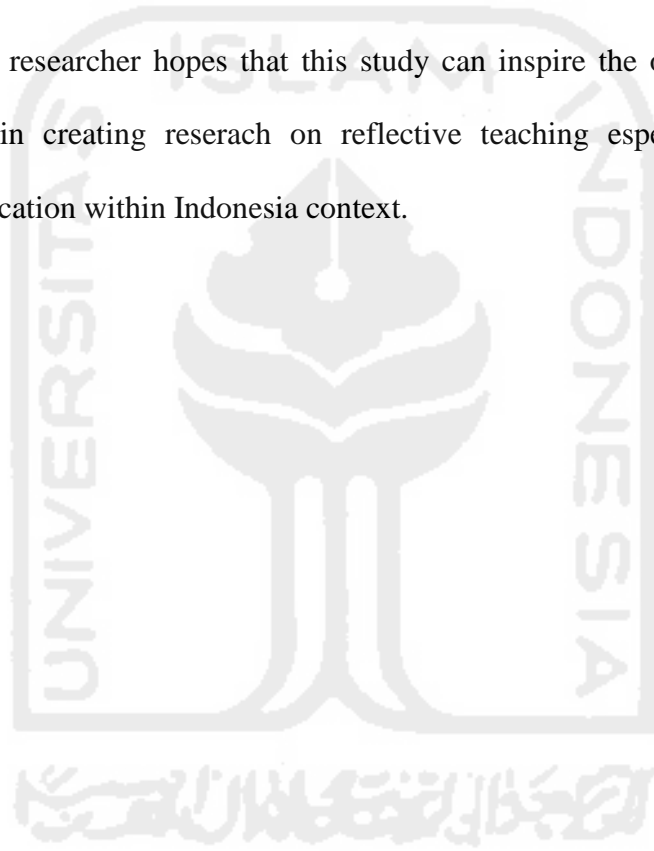
The researcher hopes that this study can be useful for the English Language Education Department especially in developing knowledge about reflective teaching practice based on the pre-service teachers' perception.

4. For Government or Education policy makers

The researcher hopes that this study can be empirical data for the government or education policy makers to make a requirement of reflective teaching skill as an obligation in getting the teacher certification.

5. For Other Researchers

The researcher hopes that this study can inspire the other researchers to contribute in creating reserach on reflective teaching espeacially in English teacher education within Indonesia context.



CHAPTER II

LITERATURE REVIEW

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

2.1. Literature Review

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

2.1.1 Perception

Perception is the ability of someone to feel, see, hear, taste, touch in interpreting something that derived from own's experience in life. In short, perception refers someone's experience in making interpretation about something. These definitions lead us to define a concrete and definite definition about perception from the experts.

According to Atkinson cited in Wena (2015), Perception is a process by which people organize and interpret the patterns of stimuli in the environment. Besides, Szilagyi and Wallace (as cited in Stefanny, 2015) defined that perception is a process by which individuals attend to incoming stimuli, organize, and interpret such stimuli into message that in turn indicate an appropriate action or behavior. Moreover, Huffman and Vernoy (2000) cited in Stefanny (2015), perception is the process of selecting, organizing, and interpreting sensory data into useable mental representation of the world. While, Noe (2005) explained

that organism's intelligent activity controls and shapes the information provided by perception. He reveals that all perception is thoroughly infused with conception, and with 20th-century phenomenologists and pragmatics who have also argued that perceptual experience is a bodily activity involving the cooperation of multiple sense, especially touch.

Based on the definitions above, the perception can be defined as a process by which individuals in selecting, organizing, interpreting of the patterns of stimuli or sensory data into appropriate action or intelligent activity in the environment. This thesis deals with perception of pre-service teacher toward reflective teaching practices in micro-teaching subject which means finding and describing their organizing and interpreting about phenomena (reflective teaching practices) which help researcher to reveals the answers of phenomena. The benefit of student perception is to know, describe, and analyze what they feel, see, hear, taste, and touch in investigating the phenomena.

2.1.2 Reflective Teaching

2.1.2.1 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 Oesterman (1990), he pointed out Kolb’s exploration of experiential 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 that learning cannot take place without reflection.

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, according to 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; ramifying the explanations into full-blown hypotheses; and experimenting or testing the selected hypothesis.

2.1.2.2 Types of Reflective Teaching

Furthermore, Schon (1990) explained that there are four types 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 colleagues after class about teaching and what do you talk about, do you ever talk to students about their perceptions of your class and teaching and what do you talk about. 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).

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.

2.1.2.3 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.

2.1.2.4 Approaches of Reflective Teaching

2.1.2.4.1 Peer Observation

According to Richard (2000), peer observation can provide opportunities for 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 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 might be 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 partner's 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 (Richard and 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 of the 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 programme came up during the post-observation discussions".

2.1.2.4.2 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 how often 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 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.

2.1.2.4.3 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.

2.1.2.5 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). 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 with mentors and colleagues. This collaborative model of reflective practice enriches students' personal reflections on their work and provide students with suggestions from 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 (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). (Derwent, 2015).

2.1.2.6 Challenges, Difficulties, and Benefits of Reflective Teaching

Futhermore, 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 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 Derwent (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, 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) maintained, “ 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).

Some challenges appear during reflective teaching. As cited in Rubin (2015), reflective-on-teaching practice is thinking what has happened which is part of being human. However, the difference between casual 'thinking' and 'reflective practice' is that reflective practice requires a conscious effort to think about events, and develop insights into them, that takes time. Besides, emotions and feelings can be barrier to reflection, it can uncomfortable to think about bad experiences. Graham and Phelps (2003) in Rubin & Morton (2015) said at first students may 'balk at accessing assumptions, belief, values, and attitudes that under in action' (p.17). Sometimes we learn more when we get things wrong rather than getting it right by finding out what not to do. Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations (Moon, 1999). (Rubin and Morton, 2015).

2.1.3 Micro-Teaching

2.1.3.1 Nature of 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 microskills (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. Play back, he suggests, can also prompt questions and discussion among the participants about the interactions recorded.

2.1.3.2 The Benefits of Micro-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 strategies (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) 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).

2.1.3.3 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, 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.

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 trainees ('peer teaching'). where possible the lesson is usually video taped. Moreover, the critique stage, this is traditional name for the stage at which the trainee's 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 she ‘reaches criterion’, i.e. until she has shown that she has mastered the skill.

2.1.4 English Language Teaching Competence

According to Hattie (1999) that one of ‘interventions’ that have an impact of effective learning is through active learning method. It improves the quality of the teacher’s teaching and the learners’ learning experiences within a learning programme 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 instructional 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 cognitive 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 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 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). 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.

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

2.2 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 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 introspection on teaching 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 awareness, application of reflection to their out-of-classroom life, and student teachers were interested in applying what was learned 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 observation was 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 childhood observation 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 daily teaching events at their placement.

The research was conducted by Derwent (2015). His study investigated the effect of reflective thinking on the professional teaching practices and to explore reflective thinking levels for pre-service 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's 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 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' perception on 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.

2.3 Theoretical Framework

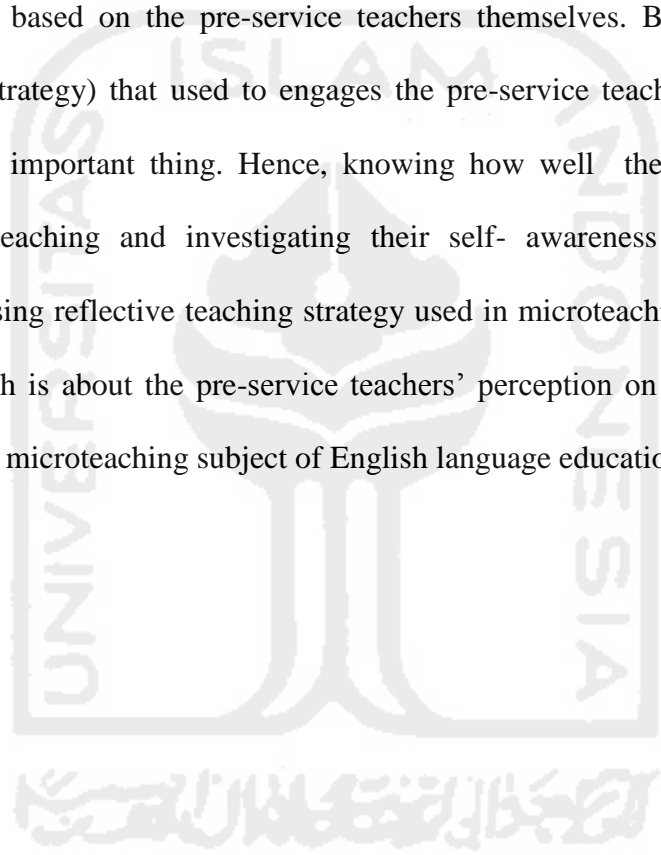
The teaching successful can be considered through the professional competence of pre-service teacher in choosing and developing teaching and learning theories. Some factors such as teaching styles and strategies, teaching

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). Furthermore, 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 strategies. 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 aspects that 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 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 undstanding 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 pre-service teachers' perception on reflective teaching practices in microteaching subject of English language education department.



CHAPTER III

RESEARCH METHOD

In this chapter, researcher discusses the methodology that researcher uses, including research design, data preparation, data collection technique, data analysis, and trustworthiness of the research.

3.1 Research Design

Research design is a plan and procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions, and they need not be taken in the order in which they make sense to me and the order in which they make sense to me and the order of their presentation here. The overall decision involves which design should be used to study a topic. Informing this decision should be the worldview assumptions the researcher brings to the study procedures of inquiry (called strategies); and specific methods of data collection, analysis, and interpretation. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2014).

According to Creswell (2014), *Qualitative research* is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis

inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

The intent of qualitative research is to understand a particular social situation, event, role, group, or interaction. It is largely an investigative process where the researcher gradually makes sense of a social phenomenon by contrasting, comparing, replicating, cataloguing and classifying the object of study (Miles & Huberman, 1984). The data that emerged from a qualitative study are descriptive. That is, data are reported in words (primarily the participant's words) or pictures, rather than in numbers. Qualitative research focuses on the process that is occurring as well as the product or outcome. Researchers are particularly interested in understanding how things occur (Creswell, 2014).

This research is descriptive qualitative about pre-service english teachers' perception on their reflective teaching practices in microteaching subject of English language education department. In this research, the researcher explores of the implementation of reflective teaching aspect in microteaching. Besides, the researcher investigates pre-service teachers' perception toward their reflective teaching practices. In doing this research, the researcher uses case study approach which is a design of inquiry found in many fields, and the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. In doing this research, the focus is to find the pre-service

teachers' perception on issues surround of their successful or unsuccessful, good or bad, and like or does not like of their teaching using reflection approach. Moreover, how does reflective teaching practices implemented influences them in getting better and achieving of the professional competence.

In this research, the researcher will become an instrument of research. It means that the researcher can make decision in getting the conclusion based on the data collected in making the changes, or explicit of the research. Meanwhile, the focus of problem that investigated is clear which has a purpose and research questions; so, in order to complete data and research questions, this qualitative data research is obtained from face-to-face interview to get their responses or perception about their reflective teaching practices. Futhermore, the passive-participant observation in microteaching subject is choosen which means that the research is present at the scene of action but does not interact or participate (Sugiyono, 2015), and reflective teaching form (self and peer) as document review that used become secondary data in this research.

3.2 Data Preparation

This sub-chapter elaborates on items prepared before collecting data including the participants of research, the type of data, source of data, and inform concent.

3.2.1 Participant of the Research

The participant of this research is undergraduate of English Language Department of Islamic University of Indonesia who enroll in microteaching

subject. In this research, total population of microteaching subject is 29 student teachers that divided into two class, A and B. The amount of class A is 14 student teachers and the amount of class B is 15 student teachers. Therefore, the researcher chooses four pre-service teachers as research sampling consisting of two males and two females from class A and B to be interviewed based on purposive sampling. Purposive sampling is a technique of choosing subject or participant of research depend on reason or consideration. In this research, participants are not determined at the beginning of the research but at the data collecting process. In this research, the more important is the quality information rather than the number of sampling, so the choosing of research subjects will be stopped after data has redundant. Besides, the choosing of participants based on the purposive sampling in this research depends on these reasons which are participants are involved in the research, participant have data or information about the research (perception), and participants voluntary to give the complete and quality informations related to the research.

3.2.2 Type of 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, 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.

3.2.3 Source of Data

There are two sources of data in this research. The primary source is collected from the participants' perception toward their reflective teaching practices through face-to-face interviews. Besides, the secondary sources are

collected from the researchers' notes, observation field note, lesson plan, pictures, self-reflective teaching form and peer observation form.

3.2.4 Consent Letter

The next process after choosing the participants of research, types of data, and source of data is consent letter. In this research, the researcher need to ask permission to Head of Faculty of Socio-Cultural Sciences and stakeholder. Besides that, the researcher also gives concent letter for the participants before the interview to ask them as sample and during interviewed is recorded.

3.3 Data Collection Technique

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.

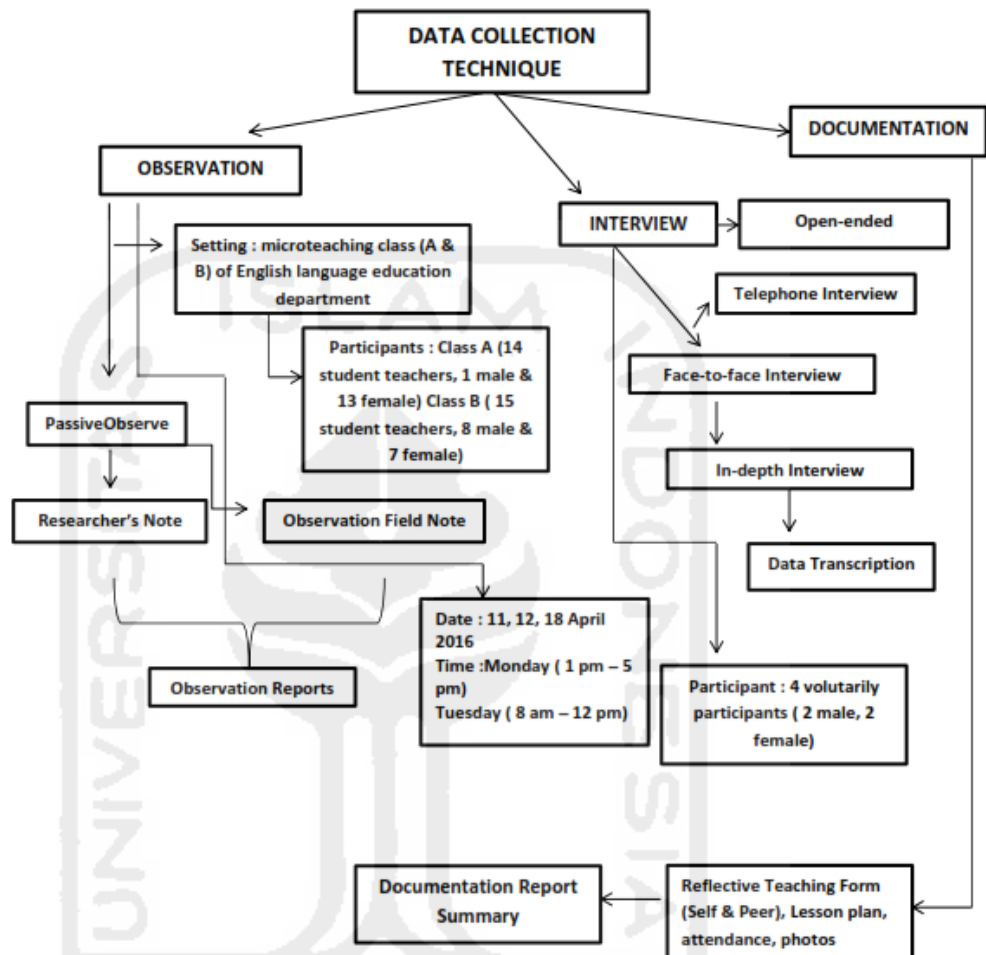


Figure 3.1 Data collecting technique

3.3.1 Passive Observation

Observation has a purpose to observe, identify, analyze, and understanding of phenomenon based on research question or purpose of the research. According to Marshall (as cited in Sugiyono, 2015), the researcher observes behavior and essence of behavior itself through observation.

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 Indonesia, at microteaching class. The time of doing observation is conducted at Monday, 13.00 – 17.00 class A and B, and Tuesday, 08.00 – 12.00 class A and B. The total of students in microteaching class A and B are 29 students. 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.

3.3.2 In-depth interview

In this research, the In-depth-interview is conducted to get the rich and detail information about pre-service english teacher's reflection toward their teaching practice in microteaching subject. Besides that, the four of total pre-service english teachers are chosen to get the data or information. Before interviewing, the researcher will give explanation or reason why the researcher

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 anythings 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?'

3.3.3 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 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.

3.4 Data Analysis

Data analysis is an ongoing process during research. It involves analyzing participant information, and researchers typically employ general analysis steps as well as those steps found within a specific design. More general steps include organizing and preparing the data; an initial reading through the information; coding the data; developing from the codes a description and thematic analysis; using computer programs; representing the findings in tables, graphs, and figures; and interpreting the findings (Creswell, 2014).

According to Miles and Huberman in Sugiyono (2015) explain that data analysis in qualitative conducted interactively and ongoing process in getting redundant data. There are three activities in data analysis which are data reduction, data display, and conclusion drawing/verification. The components of interactive model based on Miles and Huberman in Sugiyono (2015) will be figured out below.

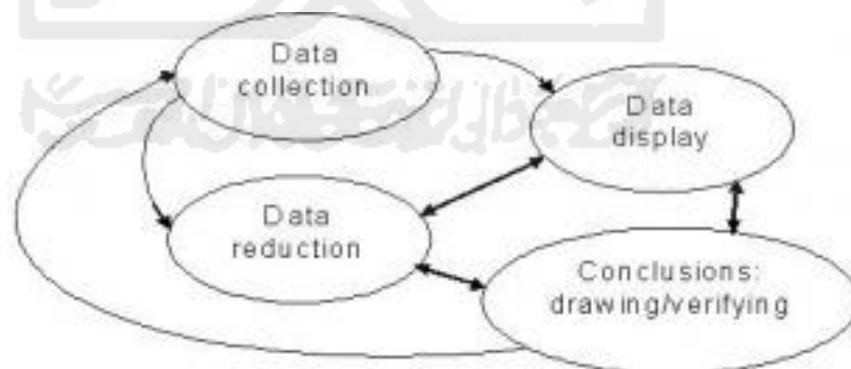


Figure 3.2 Interactive data analysis model, Miles and Huberman 1984

In this qualitative research, the researcher prefers to adapt interactive data analysis model 1984 based on Miles and Huberman in Sugiyono (2015) in analyzing data. The components of interactive data analysis model by Miles and Huberman will be explained further below.

3.4.1 Data Reduction

Data reduction is used to reduce data. Data or informations that we get from the research field are still complex and complicated. According to Sugiyono (2015), data reduction means summarize, choose, and focus to important things in order to find the theme and pattern by discarding unnecessary data. Furthermore, data that has been reduced provide an illustration more clearly and make the researcher easy to do future research. Moreover, in reducing data, researcher will be guided to the research purposes. Therefore, the data which is still new or strange and have not know the pattern, it will become researcher's attention in reducing data. Data reduction is sensitive thinking process that need intellectual and extent of high knowledges, therefore the new researcher can discuss and ask to the expert people.

In this research, form of verbatim interview will used to show the result of recording interview, and the observation result will change to attachment of observation. Meanwhile, the result of documentation will be analyzed into documentation report summary. In additional, the researcher will use format verbatim to transcript the result of interview based on Sugiyono (Sugiyono, 2015).

3.4.2 Data Display

After data reduction, the next step is to display the data. Through data display, it will make the researcher to understand the about the happened, and can make the researcher to plan the next step. According to Miles and Huberman (1984) cited in Sugiyono (2015) stated that, *“Looking at displays help us to understand what is happening and to do some thing-further analysis or caution on that understanding”*. According to Sugiyono (2015), data display in qualitative research can be done through short paragraph, chart or diagram, connection of the category, flowchart, and others. Meanwhile, according to Miles and Huberman (1984) cited in Sugiyono (2015) stated that, *“The most frequent form of display data for qualitative research data in the past has been narrative text”*. Therefore, the researcher will use narrative to display data in this research.

3.4.3 Conclusion Drawing or Verification

The third step in data analysis is conclusion drawing or verification. The first conclusion is till temporary and it will change if the researcher does not find the strong evidence that has been supported by the next data collection. But, if the conclusion in the first supported by valid evidence and consistence, it means that the conclusion is credible.

3.5 Trustworthiness

Trustworthiness of data taken can be established by using triangulation process. Triangulation is the use of multiple methods perspective to collect and interpret data about some phenomenon, to convert on an accurate representation

of reality (Polit & Hungler 1995:655). Besides, data triangulation is to measure three important aspects in trustworthiness, namely: transferability, dependability, and conformability. The researcher utilizes different sources for data collection. The figure of triangulation below shows how the procedures of collecting data to assure the findings of investigating are believed and trusted.

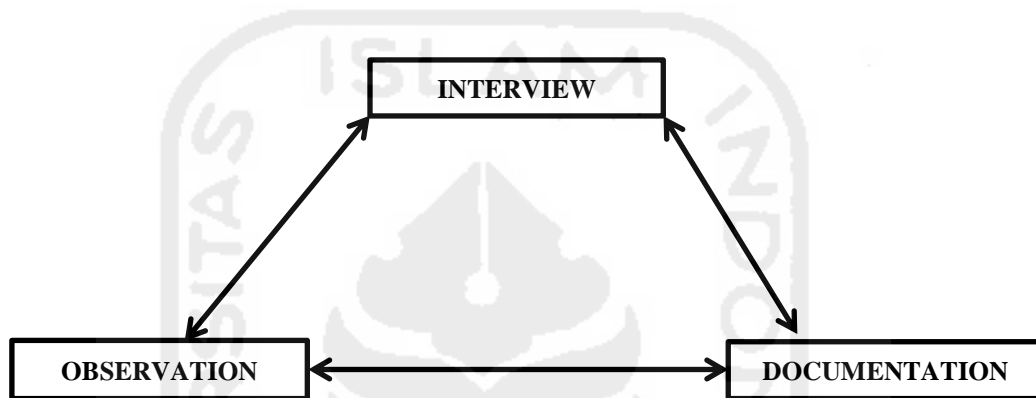


Figure 3.3 Data Triangulation

3.5.1 Transferability

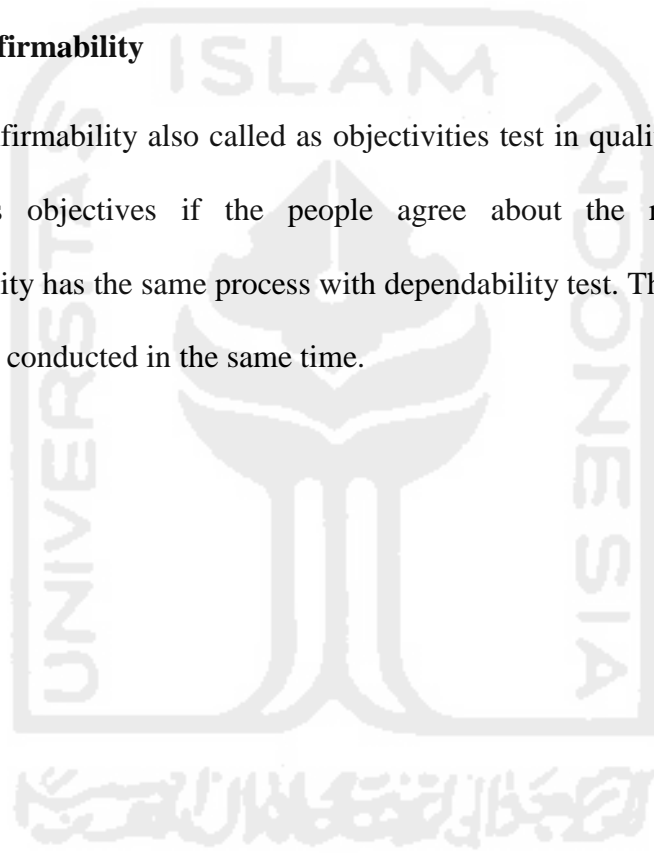
According to Sugiyono (2015), transferability is external validity that indicates degree of accuracy from the result of research which implemented in the setting. Therefore, the researcher write the report in systematically, detail, clear, and trustworthy to makes reader or the other people understand on the result. Finally, the readers understand about the result and decided whether or not to apply the research in another place. Report meets the standard of transferability if the reader obtain clear schema of the research.

3.5.2 Dependability

In qualitative research, dependability also called as reliability. The research is reliable if the other person can repeat process of the research. In this research, dependability test are conducted by audit the whole process of research expert/lecturer.

3.5.3 Confirmability

Confirmability also called as objectivities test in qualitative research. The research is objectives if the people agree about the result. Futhermore, confirmability has the same process with dependability test. Therefore, both of the tests can be conducted in the same time.



CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter presents finding and discussion from the result of research data. The data were gathered from teaching practice observation, in-depth interview, and documenting. The researcher described the pre-service teachers' perception on the reflective teaching practices in micro-teaching subject of English language education department Universitas Islam Indonesia.

4.1 Finding

The data acquired from three sources that consist of observation, interview, and documenting. Those data was coding become certain code to support finding and discussion of the research. The data was elaborate bellow:

4.1.1 The Implementation of reflective teaching practice in micro-teaching subject

The first data type of this research is observation data that gained from observation field note and researcher note. In data observation, the researcher observed how the pre-service teachers were encouraged to do reflective teaching practice in micro-teaching subject. Observation was conducted in micro-teaching class that done on 11, 12, 18 April 2016 at Monday, 1 pm – 5 pm and Tuesday, 8 am – 12 pm. In the first observation, the microteaching class divided into two classess that is class A and class B. From the first observation, the researcher

found that the implementation of reflective teaching was conducted at the end of the micro-teaching session.

First, all the pre-service teachers were introduced by lecturer with reflective teaching forms at the beginning of the activity (RN.1.OBS.1). The pre-service teachers were asked to fill the three forms of reflective teaching. The first form was for self-reflection of offline teaching practice, the second form was for self-reflection of online teaching practice, and the third form was for peer-observation. The lecturer explained that all the reflective teaching forms included statements, scale and comment. The pre-service teachers were asked to give assessment by giving the mark or scale based on the statements in the forms, and they also had to give the comments or reasons why they chose the mark (RN.1.OBS.1). Furthermore, the lecturer explained that peer-observation forms will be done by observers (students or friends) after student teacher finished her or his teaching demo, while the self-reflection teaching forms will be done by student teacher after they watched the video of their teaching demo which have been recorded before. Futhermore, the student teacher did the teaching practice after listening the explanation how to fill the reflective teaching form. In teaching practice session, the student teacher who did teaching demo was recorded by a camera. Meanwhile, the lecturer as a faciliator also controlled their teaching practice session. Sometimes, the lecturer interrupted the student teacher's teaching practice to give a signal of time and gave direct feedback to the student teacher if he or she was incorrect in conveying the materials (RN.1.OBS.1, FN/D/OBS.1). In the second session (after micro-teaching), the lecturer asked the student teacher

who has finished his or her teaching practice to spread the peer-observation forms to the peer or friends to get their feedback and assessments in five minutes (FN/A/OBS.1). Then, the feedbacks from the peer observation forms were collected by student teacher (RN.1.OBS.1). After that, lecturer gave the feedbacks to the student teacher about his or her teaching performance such as the media used, instructional strategy, focus on student's topic, etc. In feedback session, the lecturer also asked the opinion from another pre-service teachers related to the teaching performance of student teacher which was good or not (RN.1.OBS.1).

On the second observation, the researcher observed another class, microteaching B at the same schedule that was Monday, April 11th 2016, at 1 pm – 5 pm. From the second observation, the researcher found that the instruction that have given by lecturer to pre-service english teacher about reflective teaching as the same as the previous class, micro-teaching A (RN.1.OBS.2). At the end of their teaching practice, pre-service teachers as students did the peer-observation forms about five minutes in the class, and it will be collected by pre-service teachers who become student teacher as feedback about their teaching practice or teaching demo (RN.1.OBS.2). On the third observation, the researcher explored more about how the pre-service teachers do the reflection in micro-teaching subject. After some meetings, the pre-service teacher got the video of their teaching practice from the lecturer. The lecturer asked the pre-service teacher who has got the video of teaching demo to fill his or her assessment sheet that is self-reflective assessment form. At the end of offline micro-teaching subject, the pre-service teachers gave their self-reflective teaching form to the lecturer. The

example of researcher note result is shown below and the complete researcher note on appendix 1.

Day/Date	Researcher's Note
Monday/ April 11 th 2016	<ul style="list-style-type: none"> - Lecturer ask student teacher to do reflective teaching practice after teaching demo. She asked student teacher to give grade (1 to 5) and giving comments or reason why student teacher choose the number as an example 5. - Student teachers in micro-teaching subject are given two types of reflective teaching sheets. Firstly, self-reflective teaching assessment form which done by student teacher who did teaching practice/teaching demo. Secondly, peer-observation form which assessment sheets which done by student teachers who become as students in teaching demo.

Table 4.1 Sample of observation field note result

Besides the observation, the second data type of this research is one in-depth interview. From the interview, the researcher found pre-service teachers' explanations about reflective teaching practice that implemented in micro-teaching subject. A respondent said, "Reflective teaching is a sheet, like a worksheets that aimed to reflect our teaching" (I1/A/UND/4). Besides, another said, "So know the name of this form of reflective teaching only after we did teaching demo" (I1/B/UND/8). Moreover, one of respondents said, "So reflective teaching, it was like an assessment of us, so assessment of our teaching practice, for example we have ratings of 1 to 5, then are we already meet the indicators that we need as a teacher" (I1/D/UND/10), and another respondent said, "how do we

reflect on what we have been taught to improve teaching practice in the future or so later drill our practice” (I1/C/UND/10).

Based on the respondents’ responses toward the definition of reflective teaching that implemented in micro-teaching subject, it can be concluded that reflective teaching is activity which done after teaching demo through sheets that contains assessment 1 to 5 and indicators to reflect teaching practice for improvement (I1/A/UND/4, I1/B/UND/8, I1/D/UND/10, I1/C/UND/10)

Furthermore, the respondents said that reflective teaching that implemented in micro-teaching subject use reflection sheets (self and peer) and video (I1/A/REF.PRO/6, 10, I1/B/REF.STR/64, I1/C/REF.STR/14, 20).

“In microteaching that we have training to make lesson plans, and all that, perhaps for the each person, the reflective cannot, because we all be allotted just once like that. Only we are able to get chart of the reflective, reflective chart was filled out either on our own or those of the teacher. its intent we have the same look from the perspective of each that we see how teaching of us that, are we already include the necessary indicators to be educator. like that” (I1/D/UND/14).

"So there are three aspect of reflective teaching, one of the video, the second of self-assessment, the third was how friends assessing how our learning" (I1/C/REF.STR/14,20)

“So far only that, it’s a matter of which were introduced to us but reflective teaching of my own but from friends there is difference questionnaire, so like reflective teaching from a friend as our student in the class, then, from lecturer who taught us and myself. That's the truth we did, correcting myself” (I1/A/REF.STR/6).

Moreover, reflection sheets contains four areas related to teaching procedures (preparation, presentation, practice, and production), and each areas contain items of questions or indicators that needed about teaching aspects such as mastering elicitation, using cooperative and collaboration teaching, lesson

objective accomplished, and many more (I1/A/REF.STR/8, I1/D/REF.STR/16, I1/C/REF.STR/24).

”Everything is like for example in the item in question whether the teacher’s preparation class, whether teachers use elicitation, whether teachers use a collaborative or cooperative then whether to master pronunciation lesson or whether achieve objectives like that” (I1/A/REF.STR/8).

“It uses the number scale of 1-3 if not wrong either, less, improvement ya like that, then the contents are assorted is like already engage nothing yet, is collaborative, already elicit or not, lesson plan package already organized like presentation, practice, practice ee its production which are already cover or not” (I1/D/REF.STR/16).

"The first was in preparation, so there is reflective of preparation, such as materials and so forth. The second, on presentation, that's how I deliver materials including lead the way in anyway, convey the material to the students. The third was about practice, so how do I set up exercises for students so that they understand what I teach, and the last stage is the production, how they can develop the knowledge that they've got, so actually there are four areas. (I1/C/REF.STR/24).

Beside the use of reflection sheets, the respondents also see and evaluate themselves through video, and then fill the reflection sheets to find the other issues of their teaching practice (I1/D/REF.STR/54, I1/A/REF.PRO/10, I1/B/REF.STR/64).

”If it is not complete, I will see video ya so sometimes there are some that the example we are using the English language, we talk English haltingly, it is nothing in the forms right, now it can be seen in the video so there is video and the forms” (I1/D/REF.STR/54).

“.....Well after the meeting that is after a few days we'll get the video, video-on teaching well from there we will be able to reflect ourselves”(I1/A/REF.PRO/10).

“I able to watch my video yesterday ya so I'm trying to be as objective as possible” (I1/B/REF.STR/64)

Moreover, the procedures of doing reflective teaching in micro-teaching subject can be done through several steps. Respondent explained that they are asked to do teaching demo based on lesson plan they made before. After that, they

are reflected by the students for three minutes in the classroom, and the lecturer also gave feedback to them in the classroom, then, they got their teaching practice video in some days (1/A/REF.PRO/10). Secondly, the pre-service teachers said they watched their teaching practice through video, (I1/A/REF.STR/55, I1/B/REF.PRO/74, I1/C/REF.STR/20, I1/D/REF.PRO/26, 54), and read peer-reflection forms from their friends to know the feedbacks from other perspectives (I1/D/REF.PRO/26, I1/B/REF.STR/56, I1/A/REF.PRO/10). They have to elaborate the comments or reasons why they choose the assessment in reflection sheets (1/A/REF.PRO/10).

“Demo microteaching first, then from there we direct in-reflect by our friends, later they immediately fill the observation form for 3 minutes, then the lecturer also fill and must give feedback to us, well after that, after several days of meetings we get the video, video-on teaching well from there we will be able to reflect ourselves through compare the input of teachers, inputs friends and how, then create yes we collaborated why we choose assessment 3, so if you feel yourself good yes you should give your reasons why it's good, like that” (1/A/REF.PRO/10).

"Not only given to student teachers but also be given to another person, then given to me, so if you ask me it is good, but may be they do not think like that, so it can make a consideration as well that it seems that give me alone 5 is less. So the majority, some say this 1-20 said less, automatically, I have to improve again. In addition microteaching time we are recorded, so automatically yes we could see” (I1/D/REF.PRO/26).

"Definitely I see what I have done in the class and appropriate as it's what I want to do right we equipped like lesson plan as aids us what I want to do, the lesson objective what you want be accomplished, what goals or purpose you are to go, then the second, I checked ya what I have done oh so start from the list that I made earlier ... ok or not, or it was including what I have done, perhaps there are some things that I did not do in the class but it is in my lesson plan. The third, for sure, after seeing the plan and its real-life, I want my microteaching to be improved...oh it turns out like this,,, oh I was not a good here. Just see the overall aspect of the teaching reflection ... what I want to do, it was already done in class so I think the targets I want to achieve has been implemented or not "(I1/A/REF.PRO/55)

So, the respondents said that the assessment of their teaching practices is not only from one perspective, but also from another perspectives like from

friends' feedback (I1/D/REF.PRO/26). Besides that, they have to reflect themselves through self- reflection sheets by looking back their lesson plan (I1/A/REF.PRO/10). From the interview, the researcher found that they need to choose number at the reflection sheet and give the comments (I1/A/REF.PRO/10, I1/D/REF.STR/16, I1/C/REF.STR/14). As one of respondents said,

“So we choose the number at the right side of reflective teaching form and we need to elaborate why we choose 5 as example I have reasons here, yes there are some parts here presentation, practice production. And the end of self- reflective teaching I should maybe elaborate the other points that are provided before by each stages ya I tried to give maybe some idea or some think that I need to improve in my next lecturing demo” (I1/B/REF.PRO/72).

After finishing the self-reflective teaching sheets, the pre-service teachers had not do the second teaching.

"We just have not teach the new teaching yet so because there was not teaching practice anymore so there is not a new teaching strategies so not over there" (I1/C/REF.PRO/42).

Moreover, the process of the implementation reflective teaching can be drawn through the diagram below.

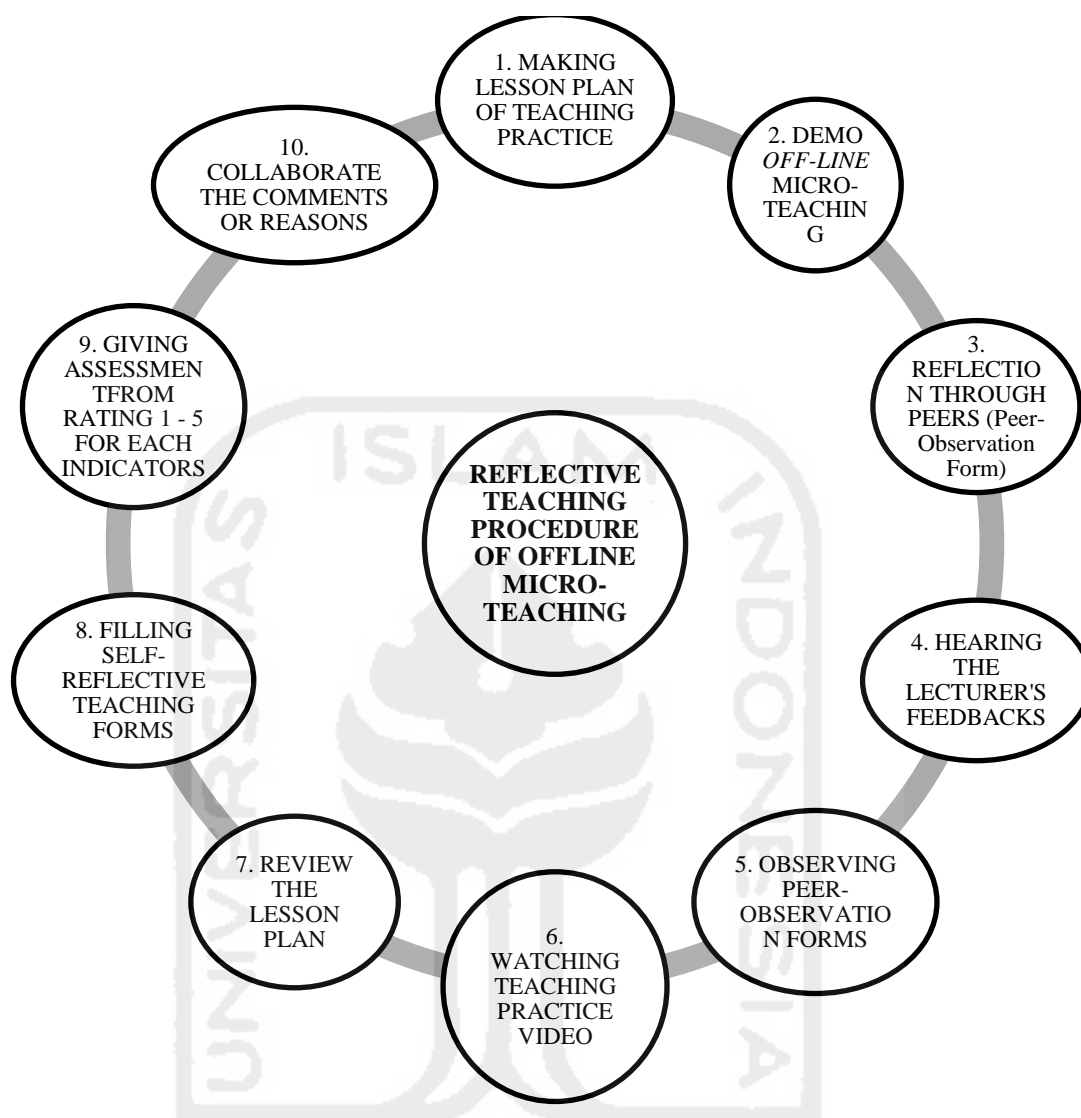


Figure 4.1 Diagram of reflective teaching procedure that implemented in off-line micro-teaching subject of English language education department of Universitas Islam Indonesia

Furthermore, the result of interview with respondents that researcher did at micro-teaching subject of English language education department Universitas Islam Indonesia will show in verbatim interview. The example of interview results is shown table 4.2 and the complete manuscript is on appendix 2.

Interview : 1

Respondent name : Pre-service teacher A

Time : 12 Mei 2016, Pukul : 11.00 – 11.43

Location : Wisma Boarding House

Subject	Line	Interview Discussion	Theme	Code
I	1	Assalamualaikum wr.wb		
R	2	Walaikumsalam wr.wb		
I	3	Pertama yang ingin saya tanyakan apa yang kamu ketahui tentang reflective teaching?		
R	4	Reflective teaching itu adalah <u>sebuah lembaran, sebuah kayak worksheet yang tujuannya buat nge-reflek kegiatan teaching kita.</u> Nah ntar disitu <u>ada beberapa item pertanyaan</u> yang kita tu bercermin gitu kemarin kita ngajarnya gimana sih gitu. ya bisa buat bahan koreksi lah buat kita.	UNDERSTANDING	I1/A/UND/4
I	5	Oh berarti bentuk worksheet gitu ya, selain itu yang kamu ketahui lagi apa?		
R	6	Sejauh ini cuma itu doang, soal nya yang dikenalin sih itu ya tapi reflective teaching nya dari saya sendiri sih tapi <u>kalo dari temen ada lagi beda questionnaire nya, jadi kayak reflective teaching dari teman itu teman kita sebagai student dan friend dikelas, trus dari dosen selaku yang ngajar sama dari diri kita sendiri.</u> Itu yang sebenarnya kita ngalamin, ngoreksi diri sendiri ibaratnya	REFLECTIVE STRATEGY	I1/A/REF.STR/6

Table 4.2 Sample of the Interview result

In line with the result of observation and interview data, the researcher found the self-reflective teaching form includes some parts. There are five parts of reflective teaching components such as preparation (before teaching), presentation, practice and production, overall delivery, students' engagement in learning. Besides, it includes assessment scale of overall quality of my micro-teaching (3 = Exceed My Micro-teaching, 2 = Meets My Expectation, 1 = Needs Improvement), and column of issues which means pre-service teachers are allowed to write up their teaching experience by addressing issues that are not included in the reflective forms/checklist. In self-reflective teaching form, pre-service teachers could complete or graded all the reflective teaching components. Besides, they could fill the comments part in the reflective teaching sheets. All of the four respondents wrote that overall of their teaching practice quality (micro-teaching) are meet their expectation. It means that their overall teaching practice quality need improvements, and there are some problems or weaknesses. (SELF.RF.OBS.1). From the reflective assessment form, the student teachers reflect and evaluate what they have planned by giving assessment grade 1 to 5. Furthermore, the example of self-reflective teaching assessment form are show below, and the complete self-reflective forms are on appendix 3.

**REFLECTIVE TEACHING ASSESSMENT
(OFFLINE MICRO TEACHING)**

Name: Gabri Adinda
Topic/ Lesson Unit: Identifying Topic and Main Idea

INSTRUCTION: MARK/ CIRCLE YOUR ANSWERS BASED ON THE RATING PROVIDED

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

NOTE : Watch / re-view your offline teaching practice recording to rate your performance

PREPARATION (BEFORE TEACHING)

1) I prepared adequate and relevant teaching materials, resources and media before the class. <i>Comments</i> I prepared my materials in 4 days. First, I searched the interactive video that help me in brainstorm the material and then make lesson plan. I think, I took long time for prepared my lesson plan rather than other attribute in teaching.	1	2	3	4	5
2) I took time to do lesson planning before the class. <i>Comments</i> After that I arranged my lesson plan, I learned about the steps that I have and read more about the material. So, I was really understood about what must I do in my class.		2	3	4	5
3) I have consulted my lesson plan for a review/ feedback. <i>Comments</i> I am really sorry for my mistake in the past because I haven't consulted my lesson plan. In the previous meeting I took absent twice and when I came in next meeting. The activity was running well in microteaching demo for 1st presenter.	1	2	3	4	5
4) I took time to check resource book and/ or dictionary (e.g.: for terminology and concepts) before teaching. <i>Comments</i> I took time to check my correct pronunciation in my worksheet for my student. However, I did not do all of the word that I checked. Just the difficult word that I think I can't produce well and clearly.	1	2	3	4	5

Figure 4.2 sample of self- reflective assessment form

While in peer-observation form, there are three parts of reflective components and statements such as preparation, presentation, and practice/production. Every components have statements involve teacher preparation, motivating strategy, target language, elicitation technique, media used, instruction and demonstration, control activities, integrated different language skills, creativity, cooperative/collaborative learning activity, encouragement, language good model, time management, and lesson objective goal. All the statements are need to be graded by scale number (3,2,1) refer to 3= Effective, 2=Need Improvement, 1=None. Besides, they have to write the reflective

comments or reasons after giving the assessment or choosing the number. However, the pre-service teachers did not give the comments or reasons why they assess or grade the student teacher (P.O.OBS.1). Furthermore, the example of peer-observation form will be shown below, and the complete peer-observation forms are on appendix 3.

OFFLINE MICRO TEACHING-PEER OBSERVATION FORM		
Teacher	: Gusti Andriana	Peer Observer Name
Topic/ Lesson Unit	: Topic 6. How to study	: Dini - A
3 = Excellent	2 = Need improvement	1 = Poor
PREPARATION		
1) The teacher seemed to be well-prepared and organized for his/ her class. (Comments if any)	3	2 1
2) The teacher started the class with 'a warmer' (as a motivating strategy or lead-in to the lesson). (Comments if any)	3	2 1
PRESENTATION		
3) The teacher presented the target language in a meaningful context. (Comments if any)	3	2 1
4) The teacher used authentic materials. (Comments if any)	3	2 1
5) The teacher used (media) to help present the target language. (Comments if any)	3	2 1
6) The teacher adequately drilled the target language with the students. (Comments if any)	3	2 1

Figure 4.3 sample of peer-observation form

4.1.2 The pre-service teachers' perception of challenges, difficulties, and benefits on their reflective teaching practice in microteaching subject

The second objective of this research is to find out how pre-service teachers perceive reflective teaching that implemented in micro-teaching subject.

4.1.2.1 Challenges of Reflective Teaching

Based on the interview data, the honesty is one of challenges of doing reflective teaching. The respondents said, "There are some people who do not want to be seen **show their weaknesses** that can show well here, as an evaluator we are required to be true to our self" (I1/A/CHAL/57), be open-minded and be brave as one of respondents said, "What name can **be open anymore and honest to write** most of my own shortcomings here because do not shy (I1/B/CHAL/64, 76). It is appropriate with their self-reflections that contain some statements or indicators that assess student teacher in some areas of reflection in teaching practice. However, there are some their reflections or their comments which is not appropriate with result of their observation in their teaching practice (FN/D/OBS.3, SELF.RF/D/OBS.1). It is supported by one respondent who said, "Well do **not be subjective**. Its purpose we must **from self to be honest** " (I1/D/CHAL/42, 50), and be objective as one respondent said, "For self-reflection is like not like it can always watch my video yesterday ya so I'm trying to be as objective as possible even though it may not be as objective as possible because I will not want to give bad grades right because this is my own assumption" (SELF.RF/B/OBS.1, I1/B/CHAL/64), and the respondent said, "**do not**

standardize any points there " (I1/D/CHAL/44, SELF.RF/D/OBS.3, P.O/1/D), and from the observation, the researcher observed that the lecturer have explained that pre-service teachers were asked to be objective through analyze their teaching video carefully, then they gave the assessment to the student teacher (RN.1.OBS.2)

4.1.2.2 Difficulties of Reflective Teaching

Based on the interview data, one of respondents told about the difficulty with the peer-assessment form. She said,

“When we did reflection at the beginning that create peer-assessment, it should be anyway at the beginning, miss gave us to **know the meaning of question items** from reflective teaching that any kind of means because we initially **did not know like elicitation what then another** was the intent of my mind, it was right there are some questions difficult to understand at first time that” (I1/A/DIF/53)

In addition, from the observation field note, the researcher found that the lecturer did not discuss the meaning or give more explanations the questions items of reflective teaching forms (self/peer) at the beginning of the activity (RN.1.OBS.1, FN/A/OBS.1), for example the item question is about elicitation in presentation part (SELF.RF/A/OBS.1, P.O.1/A,B,C,D)

Beside, another pre-service teacher gave her perception toward the peer-observation form. She said, “For peer-observation that I less dislike ya is why there should be **an observer name** here if might be anonymous yes, so that is more objective right” (I1/B/DIF/60, P.O/1/B). Moreover, one of respondent said, “If the self does not, it's just sometimes **hard when the peer observation form** how ya peer if he is my close friends like that so I **felt emotions** so we like have

intention, pity emotional". In addition, it was supported by looking at their peer-observation that is their comments are not provided in peer-observation forms to the student teacher to support their good assessment to the student teacher (I1/D/DIF/48, P.O/1/D). Moreover, the students only had limited time about 5 minutes to fill the sheets (R.N.1.OBS.1). Besides, there is difficulty when filling the self-reflective sheets as one of respondent said, "For my self-reflective practice, perhaps many deceitful here because what ya **my own assumptions** because for example my friend said yes yesterday its ugly about my time management but I feel good of my time management like that" (I1/B/DIF/58, SELF.RF/B/OBS.1, VID/1/B/OBS.1). However, there is respondent who said that he did not feel difficult with reflective teaching that implemented in micro-teaching. He said, "**not really**. That is indeed the intention from the early indeed already honest, open yourself its principal when going the same forthright myself ya ya just comments so there is not a constraint or a problem anyway" (I1/C/DIFFICULTY/36, SELF.RF/C/OBS.1), and there is perception about the reflective teaching sheet's instruction as respondent said, "No, it's easy because **instruction is clear** as well", and it can be seen that the pre-service teachers can fill all indicators or statements completely (I1/C/DIF/26, SELF.RF/C/OBS).

4.1.2.3 Benefits of Reflective Teaching

Based on the interview data, the respondents identified the pre-service teachers' perception on the benefits of reflective teaching practice which has done in micro-teaching subject. First, reflective teaching is a way to evaluate their teaching practice as on respondent said, "We can know ee targets we want which

are accomplished or not, the second one we could check the lesson plan according to what the lesson plan is success or not, we can also continue do reflection, a kind of self-evaluation" (I1/A/BEN/57, 59), (I1/C/BEN/10). It is appropriate with the purpose of the use of self-reflections and peer observation that implemented is to assess their strength and weaknesses in teaching practice. Through using the reflective strategies that have been conducted well in micro-teaching subject, the pre-service teachers can identify some problems and weaknesses such as elicitation, teaching media, teaching method, time management, instructional strategy, lesson objective, and others (RN.1.OBS.2, SELF.REF/A,B,C,D/OBS.1, P.O/1/A,B,C,D), and to develop them as one respondent said, "We can develop so maybe there is a chance ya do not only teach here but also in field study program could be better" (I1/B/BEN/78, 80). It is supported that peer-observation form and self-reflective teaching forms contain some teaching indicators or statements in preparation, presentation, practice, production and overall delivery to develop them (FN/B/OBS.1, P.O/1/A,B,C,D, SELF.REF/A,B,C,D/OBS.1), then, find new teaching strategy as the respondents said, "I can find the strategy although i can not find that in the previous subject for example we can **think to choose the right strategy** even though in the classroom management course, it was not taught" (I1/B/BEN/84, I1/C/BEN/40), to drill critical thinking as respondent said, "**smarten critical thinking** in strategies what we like and what we teach in a new better way, like that (I1/C/BEN/105, 107, I1/D/BEN/60). It supported by the result of reflection comments that respondent made to think critically toward the

new instructional strategy in teaching paragraph (SELF.RF/B/OBS.1, VID/1/B/OBS.1)

Furthermore, encourage them to read another sources as one of respondents said, "Continues to **read several sources** what its name examples of assessment beside these forms so that sometimes it does not cover all of teaching aspects" (I1/B/BEN/84), "When we tried to reflect and assess our English fluency, for example I speak haltingly in video but It was not assess in the form, that's why there are video and the forms" (I1/D/REF.STR/54), and "So far, from this reflection, I felt good but I will **read other evaluation models** so that I can better know what the needs" (I1/C/BEN/109). It can be seen that the self-reflective teaching form does not contain all indicators, for example proficiency in English language (SELF.RF/D/OBS.3, VID/1/D/OBS.3). Furthermore, one respondent said, "We honestly it well that there is **different perspectives**, the benefits of this reflective practice because it is not one side but all side, I mean in my perception and my peers or the other friends who saw me", and it can be seen from peer-observation form that contains different assessments from the peers that collected by student teachers (I1/D/BEN/42, 56, P.O/1/A,B,C,D, FN/D/OBS.1)

Moreover, respondents gave good responses of the implementation of reflective teaching that is they are encourage to do reflective teaching in real teaching or real classroom continuously later.

"Maybe if one day I had, I became a teacher. Maybe I will apply it the end of the semester I will be very happy to give my student questionnaire or maybe we will be sharing or group discussion as a teacher, we should be open or aware of the problem of us to make improvements in teaching quality " (I1/A/BEN/59, I1/A/REF.STR/59).

“Ya, I can do it continuously to read multiple sources what its name examples assessment another form so that the sometimes it does not cover all of indicators, so because I have not read the other yet. So far, on this reflection, I felt good but I will read other valuation models so that I can better know what the needs we can reflect, So we would apply it later” (I1/C/BEN/107, 109).

“Yes, sure. I think it is good, the way we can assess someone or assess our self, as a human we need evaluations every minute every time” (I1/D/BEN/64).

“we can probably not only teach here but in field study program so it could be better” (I1/B/BEN/80).

They explained that they want to do some reflective teaching strategies such as questionnaire (I1/A/BEN/59, I1/A/REF.STR/59), assessment form (I1/C/BEN/107, 109), journal (I1/B/BEN/84), reflection sheets (I1/D/BEN/62). The summary of pre-service teachers’ perception on their reflective teaching can be shown through the table below.

Finding of the pre-service teachers’ perception on their reflective teaching practice in micro-teaching subject		
<p>▶ <u>Challenges</u></p> <p>▶ <i>Interview</i></p> <ol style="list-style-type: none"> Show the weaknesses Be open anymore and honest to write Be Objective Standardize the assessment <p>▶ <i>Documentation</i></p> <p>Pre-service teachers wrote the unclear and short reasons of the statements (SELF.RF/D/OBS.1, SELF.RF/B/OBS.1)</p> <p>▶ <i>Observation</i></p> <p>The lecturer have explained to be objective through analyze their teaching video carefully</p>	<p>▶ <u>Difficulties</u></p> <p>▶ <i>Interview</i></p> <ol style="list-style-type: none"> Question items Observer name Emotion feeling Self-assumptions <i>Not-really</i> <i>instruction is clear</i> <p>▶ <i>Documentation</i></p> <p>There’s name/identity in peer-observer name.</p> <p>Mostly pre-service teachers gave the rating, no comments/written feedback.</p> <p>Pre-service teachers engage in writing their reflection in self-reflective teaching form</p> <p>▶ <i>Observation</i></p> <p>Lecturer had not explain about all the meaning of the statements at the beginning (Peer-observation form)</p>	<p>▶ <u>Benefits</u></p> <p>▶ <i>Interview</i></p> <ol style="list-style-type: none"> Evaluation of teaching practice Development Finding new strategy Drill critical thinking Engaging in more reflection strategies <p>▶ <i>Documentation</i></p> <ol style="list-style-type: none"> Self/peer contains of indicator to assess their strength/weaknesses PT need to give comments on their self-reflection sheets to support the assessment <p>▶ <i>Observation</i></p> <p>PT were engaged in doing reflective teaching actively by using peer/self reflection form after teaching demo</p>

Table 4.3 Summary of challenges, difficulties, and benefit

4.1.3 The problems or the weaknesses the pre-service teachers faced in teaching practice through reflective teaching practice

The researcher found some problems that the student teachers made during teaching demo. First, problem with teaching media where the student teacher A only use Microsoft powerpoint slide from the beginning until the end (FN/A/OBS.1, VID/1/A/OBS.1). Furthermore, problem with instructional strategy where student teacher A speak too fast and use high teacher talk (FN/A/OBS.1, VID/1/A/OBS.1). Moreover, problem with students where the students have misbehaved characteristics during teaching demo such as make a noise, make a laugh, did not pay attention to the material (FN/A/OBS.1, FN/B/OBS.1), (VID/1/A/OBS.1, VID/1/B/OBS.2). In addition, the problem of teacher's ability where the student teacher D did not master the formula of material (simple past tense), and, he was interrupted by the lecturer because of the mistake (FN/D/OBS.,3), (VID/1/D/OBS.3).

While from the interview data, the researcher found some problems toward their teaching practice or teaching demo. First, the problem with teaching media and preparation as one of respondent said, "After that I should not use PPT again, I should use the worksheet, unfortunately I did not print my worksheet", and "the presentation stage I made mistake in using the media. Actually the media I am going to use is Microsoft powerpoint and video but the video at the first time cannot be played" (I1/A/TC.MED/44, I1/B/TC.MED/40). Secondly, the problem with instructional strategy as respondents said, "So I will not lecture again but I still use ppt but could not as much as at the time of the ppt slides, so, Geb, you

want to teach or do the presentation like that as same as my friends said”, and “To find in their instructional design and timeline but the think we need to improve as the teacher is how to motivate them although the material is very difficult to understand although we need to maybe give them a personal approach as we can see that if in one class although the students are in the same level the needs and then their motivation” (I1/A/IN.STR/24, I1/B/IN.STR/26, I1/D/IN.STR/32). Furthermore, the respondents said that they have problems with classroom management (I1/A/CL.MG/38, SELF.RF/B/OBS.1, I1/C/CL.MG/62), lack of teacher ability such as lack of using appropriate method and mastering of reading, writing, and grammar skill (I1/A/T.AB/20, I1/A/T.AB/26, I1/A/T.AB/32, I1/B/T.AB/24, I1/C/T.AB/58, I1/D/T.AB/30), time management (I1/B/TM.MG/20, I1/C/TM.MG/52, SELF.RF/D/OBS.1), and emergent finding of problems such as personality, elicitation, and experience (I1/B/PER/12, (I1/B/PRE.STG/44, I1/C/PRE.STG/6), (SELF.RF/D/OBS.1), (I1/A/EXP/36, I1/C/EXP/72).

In line with observation and interview, from self- reflection sheets and peer observation forms, the researcher found that four pre-service teachers had some problems or weaknesses through looking at their assessment (1 to 5) and reflective writing or comments. From self-reflective teaching forms, the researcher found that the pre-service teachers gave scale 2 and 3 toward the teaching indicators at self-reflective teaching forms. First, at the preparation stage, the pre-service teachers gave grade 2 or 3 because they had not consulted their lesson plan (SELF.RF/A/OBS.1, SELF.RF/C/OBS.1, SELF.RF/D/OBS.1).

Furthermore, at presentation stage, one of respondents wrote that he did not mention the lesson objective at the beginning the class (SELF.RF/C/OBS.1). another problem is about the students' engagement in learning. Student teachers wrote that the students get bored, lack to build good interaction between teacher and student (SELF.RF/A/OBS.1, SELF.RF/D/OBS.1). Besides, the problem with teaching media, the student teacher wrote "I think the point was my problem. **I just shared the material by using PPT**. I think my interaction between student and teacher was not balanced and effective" (SELF.RF/A/OBS.1), and the another wrote, "**I only used flashcard** completed by the instruction. I think it was better to add some media to make it more engaging" (SELF.RF/B/OBS.1). Furthermore, the respondents wrote about time management problem. As respondents wrote, "my time management was bad because it was not appropriate with my expectation in the lesson plan. It could be appeared in the practice stage where it should need 20 minutes because there were two games" (SELF.RF/B/OBS.1) and others wrote, "because of the time limitation, I gave the production stage as the assignment" (SELF.RF/D/OBS.1). In addition, the emergent finding of self-reflection sheets toward the problem or weaknesses in teaching demo such as feeling nervous (SELF.RF/B/OBS.1), did not give feedback to the students (SELF.RF/C/OBS.1), drill the target language and lessons objective (SELF.RF/D/OBS.1).

While in peer-observation forms, the researcher found that mostly peer-observers gave grade 2 or need improvement to the student teachers in some areas such as present the target language in meaningful context (P.O/1,2,3,4,5,6,7,8,9/

D), drill the language with the students (P.O/1,2,3,4,5,6,7,8/D), cooperative and collaborative learning (P.O/1,2,3,4,5,6,7,8/A), production allow students to use their language to use their creativity (P.O/1,2,3,4,5,6,7,8,9/A), time management (P.O/1,2,3,4 /B), elicitation (P.O/1,2,3,4,5,6,7,8/A, P.O/1,2,3/B, P.O/1,2,3,4,5,6/C, P.O/1,2,3,4,5,6,7,8/D), integrated language skills (P.O/1,2,3,4,5,6,7/C), give feedback about pronunciation (P.O/1,2,3,4,5,6,7/C), gave clear instructions and demonstration (P.O/1,2,3,4,5,6,7,8/D), preparation (P.O/1,2,3,4,5,6,7,8/D), encourage the class to use English (P.O/1,2,3,4,5,6,7,8,9/D).

The problems/weaknesses the pre-service teachers faced in teaching practice through reflective teaching strategy		
▶ Observation	▶ Interview	▶ Documentation
1. Teaching Media (FN/A/OBS.1,VID/1/A/OBS.1) 2. Students' misbehaved/characteristics (FN/A/OBS.1,VID/A/OBS.1, FN/B/OBS.1, VID/B/OBS.1) 3. Teacher ability (FN/A/OBS.1,VID/A/OBS.1, FN/D/OBS.1, VID/D/OBS.1)	1. Teaching media & preparation (I1/A/TC.MED/44, I1/B/TC.MED/40) 2. Students' characteristic (I1/A/CL.MG/38, I1/C/CL.MG/62) 3. Teacher ability (I1/A/T.AB/20,26,32, I1/B/T.AB/24, I1/C/T.AB/58,I1/D/T.AB/30) 4. Time management (I1/B/TM.MG/20, I1/C/TM.MG/52) 5. Emergent Finding (I1/B/PER/12, I1/B/PRE.STG/44, I1/C/PRE.STG, I1/A/EXP/36, I1/C/EXP/72)	1. Preparation stage (SELF.RF/A/OBS.1, SELF.RF/C/OBS.1, SELF.RF/D/OBS.1) 2. Student's engagement (SELF.RF/A/OBS.1, SELF.RF/D/OBS.1) 3. Teaching media (SELF.RF/A/OBS.1, SELF.RF/B/OBS.1) 4. Time management (SELF.RF/B/OBS.1, SELF.RF/D/OBS.1) 5. Teacher Ability (SELF.RF/C/OBS.1, SELF.RF/D/OBS.1)

Table 4.4 Summary of problems or weaknesses in teaching practice

4.1.4 Coding

In this process, coding is input respondent's statement in matrix of categorization based on theme and gives certain code on each statement.

Futhermore, in this research, the researcher makes code on the result of observation, interview, and document. The example of coding is shown below, and the complete document is on appendix 7.

NO	CODING	MEANING
1	I1/A/UND/4	The datum is from first interview of student teacher A, the theme is about the understanding in line 12

Table 4.5 Coding sample of interview

NO	CODING	MEANING
1	SELF.RF/A/OBS.1	Self - Reflective Teaching of student teacher A that collected from first observation
2	VID/1/A/OBS.1	Video 1 of student teacher A that taken on first observation
3	LP/A/OBS.1	Lesson plan of student teacher A that collected on from first observation
4	P.O/1/A	Peer observation of student 1 for student teacher A

Table 4.6 Coding sample of observation and documentation

4.1.5 Theme and Sub-theme

In this process, the researcher collected data that have same theme into matriks of sub-theme. The theme that included into matriks of sub-theme based on

previous arrangement of the theme at table accumulation. Furthermore, the researcher divide them that have been arranged into sub-theme. Sub-theme is the smaller part of the theme that simple, easier to understand, and practical. The result of theme, sub-theme, and data are show below, and the the complete document is on appendix 5.

RESEARCH PURPOSE	THEME	SUB-THEME	INTERVIEW DATA
RESEARCH QUESTION 1	UNDERSTANDING	MEREFLEKSIKAN	“Reflective teaching itu adalah sebuah lembaran, sebuah kayak worksheet yang tujuannya buat nge-reflek kegiatan teaching kita”
		KEGIATAN SETELAH TEACHING DEMO	“ Jadi tau yang namanya form reflective teaching ini juga baru setelah kita teaching demo”
		PENILAIAN	“ Jadi reflective teaching itu kayak assesment kita gitu loh mb, assesment teaching practice kita. Jadi misalnya kita ada penilaian 1 sampai 5, ntar kita udah memenuhi gak sih indikator-indikator yang kita butuhkan sebagai pengajar gitu”
		EVALUASI	“bagaimana kita merefleksikan apa yang telah kita ajarkan untuk perbaikan praktek mengajar di masa yang akan datang atau nanti drill practice nya gitu”

Table 4.7 Categorization sample of theme, sub-theme, and data

4.2 Discussion

This part presents the research findings which provides evidence to answer research questions about how the reflective teaching practice that implemented in micro-teaching subject, pre-service teachers' perception about the challenges, difficulties, and benefits of reflective teaching that implemented in micro-teaching subject, and the problems they faced in teaching practice through reflective teaching strategy.

4.2.1 The Implementation of reflective teaching practice in micro-teaching subject

From the first observation done on 11,12, 18 April 2015 at Monday, 1 pm – 5 pm, Tuesday, 8 am – 12 pm, and Wednesday, 9.30 am – 12 pm. Data show that the implementation of reflective teaching is an activity conducted at the end of teaching practice or teaching demo in offline micro-teaching subject. The pre-service teachers were engaged in reflection through reflective teaching strategies called as peer-observation form, self-reflective teaching assessment form, and video (RN.1.OBS.1). It is appropriate with the respondents' responses of the implementation of reflective teaching. The pre-service teachers explained that reflective teaching that was implemented in micro-teaching subject use reflection sheets (self and peer) and video as one of respondents said, "So there are three aspects of reflective teaching, one of the video, the second of self-assessment, the third was how friends assessing how our learning" (I1/A/REF.PRO/6,10, I1/B/REF.STR/64, I1/C/REF.STR/14,20, RN.1.OBS.1). It is in contrast with Huang (2001) that studied 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 means that encourage pre-service teachers in reflection can be done through many aspects or reflective teaching strategies such as reflective journals, reflective assessment sheets, and video.

Moreover, through reflection sheets, pre-service teachers can reflect their strength or weaknesses in some areas such as preparation, presentation, practice & production, overall delivery, and students' engagement (SELF.RF/A/OBS.1). Furthermore, one of respondents explained about the parts of reflective teaching.

“The first was in preparation, so there is reflective of preparation, such as materials and so forth. The second, on presentation, that's how I deliver material including lead the way in anyway convey the material to the students, so, The third was about practice, so how do I set up exercises for students so that they understand what I teach, and the last stage was production, how they can develop the knowledge that they've got, so actually there are four areas, (I1/C/REF.STR/), while there are preparation, presentation, practice, and production, and overall delivery in self – reflective teaching forms (SELF.RF/A/OBS.1, SELF.RF/B/OBS.1, SELF.RF/C/OBS.1, SELF.RF/D/OBS.1).

It shows the similar finding on the research that conducted by Huang (2001) who analyzed reflection journal, the result showed that there were eight areas as a result of pre-service teacher' reflections which are teachers characteristics, delivery of instruction, classroom interaction, subject content knowledge, questioning techniques, instructional aids, students, and general education issues. It means that there are similar areas of reflection such as delivery of instruction, classroom interaction, instructional aids, students, and general education issues that conducted in micro-teaching at Universitas Islam Indonesia and midwestern U.S University.

Moreover, the pre-service teacher who become student teacher must observe and watch their teaching video in order to reflect and assess their teaching practice, and they filled the self-reflection forms by giving comments and grading for each of statements of those teaching areas based on their observations (P.O/1/A,,B,C,D), (I1/A/REF.STR/55, I1/B/REF.PRO/74, I1/C/REF.STR/20, I1/D/REF.PRO/26,54, RN.1.OBS.1), and read peer-reflection forms from their friends to know the feedbacks from other perspectives (RN.1.OBS.1, I1/D/REF.PRO/26, I1/B/REF.STR/56, I1/A/REF.PRO/10, P.O/1/A,B,C,D). It is in line with the research that conducted by Nelson (2012) on the use of video as a reflective learning tool in early childhood teacher preparation. The result of this study shows that the students engaged in much deeper reflection when they journaled about events they watched on their teaching videos. It means that the implementation of reflective teaching is effective because pre-service teachers are more engaging and encouraging in doing reflective teaching.

“The first, we were given a video to look back at how we teach, and the video was discovered how prepared we are to teach, and then we can see also shortcomings suppose in material terms, and in terms of presentation and so well that on the video. The second sheet, there is not only assessment in reflective sheet is, there is some question, its format agree and disagree to strongly agree then there is the statement then comment below, we have to comment on that statement why suppose we agree, so, through these form, we can know what the weaknesses, and what should be improved in our teaching practice” (I1/C/DEF/14, I1/C/REF.STR/14, SELF.RF/C/OBS.1, RN.1.OBS.1).

“Demo microteaching first, then from there we direct in-reflect by our friends, later they immediately fill the observation form for 3 minutes, then the lecturer also fill and must give feedback to us, well after that, after several days of meetings we get the video, video-on teaching well from there we will be able to reflect ourselves through compare the input of teachers, inputs friends and how, then create yes we collaborated why we choose assessment 3, so if you feel yourself good yes you should give your reasons why it's good, like that” (I1/A/REF.PRO/10, FN/A/OBS.1, RN.1.OBS.1, P.O,1/A)

It is in line with Pollard (2008) who explained that reflective teaching requires competence in methods of evidence-based classroom inquiry which is to support the progressive development of higher standards of teaching. It means that reflective teaching is an evaluation of teaching practices that need a valid and reliable action which is appropriate with the implementation in micro-teaching subject.

4.2.2 The pre-service teachers' perception of challenges, difficulties, and benefits on their reflective teaching practice in microteaching subject

The second objective of this research is to find out how pre-service teachers perceive reflective teaching that implemented in micro-teaching subject.

4.2.2.1 Challenges of Reflective Teaching

Based on the interview data, the honesty is one of challenges of doing reflective teaching. The respondents said, "There are some people who do not want to be seen ... **show their weaknesses** that can show well here, as an evaluator we are required to be true to our self" (I1/A/CHAL/57), be open-minded and be brave as one of respondents said, "What name can **be open anymore and honest to write** most of my own shortcomings here because do not shy (I1/B/CHAL/64, 76). In addition, their self-reflections contain some statements or indicators that assess student teacher in some areas of reflection in teaching practice. However, there are some of their reflections or their comments which is not appropriate with result of their observation in their teaching practice (FN/D/OBS.3, SELF.RF/D/OBS.1). It is in line with Rubin and Morton (2015)

who explained that reflective practice requires a conscious effort to think about events, and develop insights into them that takes time. Besides, emotions and feelings can be barrier to reflection, it can be inconvenient to think about bad experiences. From the data above, it means that reflective teaching is a process that takes time which needs willingness and strive to do reflections. It shows that there are several challenges in reflective teaching when the practitioners do the reflection such as be honest to the self, be open-minded, and be brave to admit the weaknesses. Those challenges could come from emotions and feelings factor which has revealed from the respondents in this research.

Another respondent said, "Well do **not be subjective**. Its purpose we must **from self to be honest** " (I1/D/CHAL/42, 50), and be objective as one respondent said, "For self-reflection is like not like it can always watch my video yesterday ya so I am trying to be as objective as possible even though it may not be as objective as possible because I will not want to give bad grades right because this is my own assumption" (SELF.RF/B/OBS.1, I1/B/CHAL/64), and the respondent said, " **Do not standardize** any points there " (I1/D/CHAL/44, SELF.RF/D/OBS.3, P.O/1/D). In addition, from the observation, the researcher observed that the lecturer have explained that pre-service teachers were asked to be objective through analyzing their teaching video carefully, then they gave the assessment to the student teacher (RN.1.OBS.2). This case is in line with the research conducted by White (2012) who studied about how students perceived the role of reflection. The result showed that students struggle with forced reflection and contemplation to written reflection. It means that the challenge of

pre-service teachers is trying to assess or give comments with written reflection (reflection sheets) of their teaching performance endeavoring even though it might does not wholeheartedness.

4.2.2.2 Difficulties of Reflective Teaching

While doing reflective teaching, pre-service teachers conveyed that they have troubles in giving peer-assessment to student teacher. They said that emotional factor becomes main factor. They said that the student teacher is his or her close friend, the students feel pity to the student teachers, and the peer-observation forms should be anonymous to avoid subjective assessment (I1/B/DIF/60,62), (I1/D/DIF/48, P.O/1/B). Moreover, the students only had limited time about 5 minutes to fill the sheets (R.N.1.OBS.1). It is in line with Moon (as cited in Ruby and Morton, 2015) who argued that when we tried to reflect teaching practice, it deals with complex and difficult situations. Based on the researcher's point of view, it means that pre-service teachers in the micro-teaching subject will feel difficult with the reflection on giving peer-feedbacks if the emotional and feeling still interfere in reflective teaching process.

Furthermore, there is difficulty when filling the self-reflective sheets as one of respondent said, "For my self-reflective, perhaps many deceitful here because what ya **my own assumptions** because for example my friend said yes yesterday its ugly about my time management but I feel good of my time management like that" (I1/B/DIF/58, SELF.RF/B/OBS.1, VID/1/B/OBS.1). In addition, the researcher found the pre-service teachers do not write the comments in the peer- observation forms, and they only give the mark or assess in the form

of scale 1 to 3 which is 3 for effective, 2 for need improvement, and 1 for none (RN.1.OBS.1, P.O/1/A., P.O/1/B, P.O/1/C/, P.O/1/D). It is similar with the research conducted by Irwin and Amobi (2009) that the result of the capability of pre-service teachers to reflect meaningfully on their emergent actions is giving them specific prompts to elicit reflection did not always guarantee the expected outcome of deeper introspection on teaching actions. It shows that the pre-service teachers do not give feedbacks in written reflection through peer observation forms; therefore, they will have barrier to reflect on deeper introspection on teaching action.

4.2.2.3 Benefits of Reflective Teaching

They said that reflective teaching is a way to evaluate their teaching practice or themselves to become a good teacher through looking different perspectives between them and their students (I1/A/BEN/57, 59), (I1/C/BEN/10), (I1/D/BEN/42,56), the purpose of the use of self-reflections and peer observation that implemented is to assess their strength and weaknesses in teaching practice. Through using of reflective strategies, pre-service teachers can identify some problems and weaknesses such as elicitation, teaching media, teaching method, instructional strategy, lesson objective, and time management, and so on (RN.1.OBS.2, SELF.REF/A,B,C,D/OBS.1, P.O/1/A,B,C,D). Besides, they explained that it makes them to drill critical thinking (I1/C/BEN/40,103,105), (I1/D/BEN/42), and the result of reflection comments make respondent to think critically toward the new instructional strategy in teaching paragraph (SELF.RF/B/OBS.1, VID/1/B/OBS.1). It is in line with Calderhead & Gates

(cited in Pollard, 2008) who argue reflective teaching is to improve novice teachers on specific and immediate practical teaching skills. From the data above, it means that the pre-service teachers gave good responses to the implementation of reflective teaching whereas they know the weaknesses and know which one of their teaching skills that should be improved well.

Furthermore, respondents gave good responses of the implementation of reflective teaching where if they become a teacher, they aware to adapt reflective teaching in real teaching or real classroom continuously. They explained that they want to do some reflective teaching strategies such as questionnaire (I1/A/BEN/59, I1/A/REF.STR/59), assessment form (I1/C/BEN/107, 109), journal (I1/B/BEN/84), reflection sheets (I1/D/BEN/62). It is in line with the research that conducted by Minot (2011) on the understanding of reflective teaching and able to apply elements of the practice to their own teaching. The result is similar with the implementation of reflective teaching in micro-teaching subject who reveals positive responses on reflective teaching and thinking, helped to develop their self-knowledge and awareness, application of reflection to their out-of-classroom life, and student teachers were interested in applying what was learned about reflective teaching and thinking in the regular school classroom. It means that the pre-service teachers get the impression to the reflective teaching in the first experience and willing to engage more with reflection.

4.2.3 The problems or the weaknesses the pre-service teachers faced in teaching practice through reflective teaching practice

Based on the observation field note, interview and document (self-reflective teaching form), researcher found some problems the pre-service teachers faced in their teaching demo in micro-teaching subject through reflective teaching strategy.

Respondent said that there is problem with her that is nervous confidential when she was teaching. Although, respondent had experience in private teaching, she has nervous confidential when she was teaching because it was her first experience to teach in a classroom (I1/B/PER/12, SELF.RF/B/OBS.1, VID/1/B/OBS.1). It is in line with Subramanian (1997) in Noel (2007), teacher trainees' main concerns in their practicum were mostly about their own self such as self-confidence, commitment, and personality. It means that respondent's main problems with self during teaching practice is nervous or self-confidence.

Moreover, pre-service teachers reflect on misbehaved students during teaching demo such as make a noise, make a laugh, did not pay attention to the material and knowing why it happened and solving the problem (FN/A/OBS.1, FN/B/OBS.1), (VID/1/A/OBS.1, VID/1/B/OBS.2), (I1/A/CL.MG/38, FN/A/OBS.1, FN/B/OBS.1, SELF.RF/B/OBS.1). Another of student teachers mostly said that they want to know how to simplify the material, the strategy or method that can make students keep motivated while learning reading or writing skill (I1/A/IN.STR/24, I1/B/IN.STR/26, and I1/D/IN.STR/32). It is similar with the study conducted by Salehinia (2015) shows pre-service teachers' responses

from the reflection emerged in three themes, such as learner characteristics, classroom management and environment, and teaching strategies.

They said that they took time a lot in one of teaching stages which is unappropriate with lesson plan (I1/B/TM.MG/20, I1/C/TM.MG/52), (SELF.RF/D/OBS.1). It is in line with the study that conducted by Derwent (2015) on the effect of reflective thinking on the professional teaching practices and to explore reflective thinking levels for pre-service physical teacher. The result of this research shows that 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 proper planning, time management, and use of school facilities. It shows that this research has similar finding on the time management and proper planning whereas the respondents in this research can reflect and know the weaknesses from reflective teaching implementation.

According to Anderson (1989), the lack of the knowledge is 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. It is in line what the researcher found that student teachers have weaknesses in teaching practice such as they felt difficult to teach reading and writing skills, and lack of knowledge to use the appropriate method (I1/A/T.AB/20, 26, 32), (I1/B/T.AB/24). Moreover, one of the student teachers said that he did not to give correct feedback for his student who did the mistake in structure or grammar and pronunciation. Also, the pre-service teacher said he need improvement in mastering of material especially grammar

(I1/C/T.AB/58, SELF.RF/C/OBS.1, FN/C/OBS.2, I1/D/T.AB/30, FN/D/OBS.3).

It means that reflective teaching can help student teachers to understand themselves in teaching practice which is lack of knowledge such as choosing teaching method for reading and writing, pronunciation, and grammar.



CHAPTER V

CONCLUSION

This chapter presents two parts namely conclusion and suggestion which respectively contain of the conclusion of this study and answers of the research question, and suggestions for the further researchers and who those interested in this field.

5.1 Conclusion

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

1. The reflective teaching practice have implemented effectively in micro-teaching subject. It has conducted in competence in methods of evidence-based classroom inquiry, attitude of open-mindedness, responsibility, and wholeheartedness. 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.
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.

3. There are positive and negative responses toward the result of reflection sheets. Through reflective teaching strategy, most of the pre-service teachers can reflect some areas of teaching skill such as student's characteristics, time management, instructional strategy, teaching material, nervous confidential, and the problems with teacher ability such as mastering of subject skill and use of appropriate teaching method.

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.

5.2 Suggestions

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 of Universitas Islam Indonesia to pre-service teachers might be more effective in such ways:

- It might be more effective if student teachers have another chance of offline teaching practice in micro-teaching subject after taking first reflection on their first teaching performance in order to ensure whether they are improved or not.
- It might be more effective if student teachers have collaboration or dialogue with peers or colleagues related to three things; what are you talking about (self/peer), why it can be happened, how the improvements if you have another chance to do another teaching practice. Then, it can be report to the lecturer.
- 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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APPENDICES

APPENDIX 1

RESEARCHER NOTE



UNIVERSITAS ISLAM INDONESIA
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Day/Date	Researcher's Note
Monday/ April 11 th 2016	<ul style="list-style-type: none">- Teacher educator ask student teacher to do reflective teaching practice after teaching demo. She asked student teacher to give grade (1 to 5) and giving comments or reason why student teacher choose the number as an example 5.- Student teachers in micro-teaching subject are given two types of reflective teaching sheets. Firstly, self-reflective teaching assessment form which done by student teacher who did teaching practice/teaching demo. Secondly, peer-observation form which assessment sheets which done by student teachers who become as students in teaching demo.- In reflective teaching session, student teacher who just did teaching practice/teaching demo is not allowed to write up her reflective teaching sheet in the micro-teaching class instead asked to do collecting peer-observation and analyze video of her teaching demo at home
Tuesday, April 12 th 2016	<ul style="list-style-type: none">- A class B of micro-teaching subject are asked to do the same thing as class A did that is filling the two types of reflective teaching sheets.- The content of reflective assessment sheet for self and peer are different. Perbedaan kedua model reflective sheet adalah jumlah rating, sub-tema yang direfleksikan dan pernyataan refleksi. Untuk self –reflective teaching sheet ada 5 scale (strongly agree, disagree, neutral, agree, dan strongly agree), jumlah bagian yang direfleksikan ada 5 sub-tema (preparation, presentation, practice&production, overall delivery, students' engagement in learning), jumlah pernyataan refleksi ada 26 pernyataan. Sedangkan untuk peer-observation sheet ada 3 scale (effective, need improvement, none), 4 sub-tema (preparation, presentation, practice&production, overall delivery), 15 pernyataan refleksi- Kebanyakan students tidak menuliskan comments atau alasan untuk peer-observation form- Setelah sesi teaching demo/teaching practice, teacher educator memberikan feedback kepada student teacher



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Monday, April 18 th 2016	<ul style="list-style-type: none">- After teaching demo/practice, teacher educator ada menanyakan kepada student teacher sebagai siswa tentang performa mengajar yang disampaikan oleh teman nya sebagai teacher.- Student teacher sebagai guru tidak minta untuk mengevaluasi diri nya sendiri saat selesai melakukan teaching demo- Saat mengisi peer-observation form, kebanyakan student teacher tidak memberikan comment atau alasan atau hanya memberikan rating saja.- Pelaksanaan teaching demo untuk offline hanya dilakukan sekali, setelah itu teaching demo untuk online.

APPENDIX 2

OBSERVATION FIELD NOTE



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Observation Note : ~~Student~~ ~~Teacher~~ 1 (satu)
 Day/Date : April 11th, 2016
 Research site : Micro Teaching Class (A)
 Time : 13.00 - 15.00 WIB

Time	Activity		Command
	Pre-service English Teacher	Student	
13.10	Pre-service teachers are explained by Lecturer about the rules of teaching practice. Besides, they are taught by mentor how to use and fill the Reflective teaching forms.	-	- The Pre-service teacher pay attention to the lecturer, there is no question asked by Pre-service teacher about the use of reflective teaching method.
13.15	(Teaching practices / Microteaching)	-	- while T.P, student teacher are recorded with camera
13.25	mentor / lecturer interrupt to give clear explanation of teaching practice → "it's only simulation → not real, using your time wisely"	-	-
13.35	Student teacher finish the teaching practice and share / give peer-observation / reflective to the friends	Students are asked to fill the form in 15 minutes	-
13.45	The lecturer give feedback to student teacher about their teaching practice	-	-



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Observation Note: Student teacher A (PT)
 Day/Date : Tuesday / April 15th 2016
 Research site : 1-03 Cmtara teachers B)
 Time : 15.00 - 15.25

Time	Activity		Command
	Pre-service English Teacher	Student	
15:00:27	<ul style="list-style-type: none"> - Student teacher greets to the student 		
15:00:46	<ul style="list-style-type: none"> - Lecturer ask peer - observation form from student - teacher 		
15:02	<ul style="list-style-type: none"> - Student teacher show the video to elicit the topic and asking to student 	<ul style="list-style-type: none"> - Student answer correctly 	
15:05	<ul style="list-style-type: none"> - student teacher explain the topic using PPT about tortoise and main idea 	<ul style="list-style-type: none"> - student answer "General/Specific" questions on PPT slide. 	<ul style="list-style-type: none"> - The choosing of material such as video and ppt slide are interesting and engaging. - The video consisting of song & ppt slide include the picture.
15:10	<ul style="list-style-type: none"> - student teacher starts the practice session by asking questions use PPT to students. 	<ul style="list-style-type: none"> - Student are asked to make a pair, and make 2-3 sentences of topic 	<ul style="list-style-type: none"> - student teacher speak too fast and high teacher talk.
15:17	<ul style="list-style-type: none"> - student teacher give the worksheet to the students (production stage) 	<ul style="list-style-type: none"> - two partners in PPT-on the work sheet. 	<ul style="list-style-type: none"> - student teacher tampak banyak tertawa - Pelajar, suasana kelas terdengar betarik (roffe).
15:20	<ul style="list-style-type: none"> - while doing the task, student teacher keep asking / terus bertanya kepada students. 		
15:24	<ul style="list-style-type: none"> - student teacher-ask to do at home 	<ul style="list-style-type: none"> - Guru member peran / situasi untuk mengerjakan saat di rumah 	



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Observation Note : Student teacher B

Day/Date : Tuesday / May 10th, 2016

Research site : Micro teaching Class (1-06)

Time : 11.35.00 - (2.08.00) 60/16

Time	Activity		Command
	Pre-service English Teacher	Student	
11 : 35	<ul style="list-style-type: none"> Pre-service teacher tell the background of students / scenarios of her T.P 	<ul style="list-style-type: none"> All students are pay attention. 	<ul style="list-style-type: none"> - while teaching practice, the choices of teaching method and materials are good and interesting. - All the students follow the instruction and engage with the lesson. - the management of classroom are controlled by student teacher well - Some of students pay attention to the video and some of them not.
11 : 35 : 15	<ul style="list-style-type: none"> Student teacher greet the student and asking them to make 2 big group. 	<ul style="list-style-type: none"> All the students pay attention and practice the game "signal word" / flash card "arrange paragraph". 	
11 : 45 : 00	<ul style="list-style-type: none"> Student teacher explain the topic using PPT and video 	<ul style="list-style-type: none"> Students look confuse / still confuse 	
11 : 49 : 00	<ul style="list-style-type: none"> Student teacher practice the student with the game and giving the instruction 	<ul style="list-style-type: none"> Students allow the teacher's instruction and active to participate to answer it. 	
11 : 51 : 10	<ul style="list-style-type: none"> Student teacher help / guide the students to play the game 		
11 : 57 : 11	<ul style="list-style-type: none"> Student teacher discuss the game 		
11 : 58 : 10	<ul style="list-style-type: none"> At production stage, student teacher give task to make comparison paragraph 	<ul style="list-style-type: none"> Students do it and submit it at the end paragraph. 	



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Observation Note: Student teacher C
Day/Date : Wednesday / April 20th, 2016
Research site : 1.10 / Microteaching Class (6)
Time : 10.30 - 10.57

Time	Activity		Command
	Pre-service English Teacher	Student	
10:30	Student teacher give the scenario level nya Intermediate, Sector high school.		
10:31	Student teacher greets the students & showing the picture (elocation)		
10:31:52	Guru member menunjukkan gambar tentang "traffic jam" Jakarta dan menanyakan pendapat siswa	- student (2 others) mentioning "opinion" about "university" (sifat) (sifat)	sebelumnya guru tidak menunjuk siswa tetapi terlebih dulu menunjukkan siswa untuk bertukar pendapat (volunteer) dan menjawab.
10:33	Guru memfiksikan kegiatan "tulis ekspresi" tentang artis & giving opinion didalam video	- student memperhatikan video	
10:36	Guru mendistribusikan jawaban bergaris sempit menggunakan papan tulis dan drill to read the expression	- siswa mengulang apa yg guru contohkan	Guru baik mentent dalam memberikan urutasi terapan ketika siswa yang tidak mendengarkannya.
10:38	Teacher give the flashcard to make the pair.	- siswa satu siswa mengoreksi spelling dan ekspresi di PPT	



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Observation Note: Student Teacher C (2)
 Day/Date : Wednesday / April 20th 2016
 Research site : 1.10 / micro teaching class B
 Time : 16.30 - 16.57

Time	Activity		Command
	Pre-service English Teacher	Student	
16 : 39			
16 : 40	Guru menjelaskan instruksi kembali kepada salah satu siswa yang tidak memahami.	Siswa membuat catatan mensumarkan evaluasi tenters "Garis qiniin" selama 5 menit	- Sangat baik, karena guru menyediakan kertas kecil yang berisi "garis qiniin".
16 : 45	Guru meminta siswa (volunteer) untuk maju kedepan dan mempragakan percakapan yang telah dibuat.		
16 : 53	1. Teacher memberikan tugas berupa membuat naseo (role-play).		
16 : 55	2. Teacher re-explain the explanation differences (summary)	- salah satu siswa memberikan pendapatnya tenters "segeraan"	- Dalam menyampaikan materi, guru furusi menyeimbangkan Penjelasan tentang "Aduce"



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Observation Note: Student teacher D (2)
Day/Date : Monday / May 9th, 2016
Research site : 1-04 / Microteaching Class 6
Time : 15.00 - 15.30 WIB

Time	Activity		Command
	Pre-service English Teacher	Student	
15.12.10	S-Teacher explain the instruction of the task using flash & card. Guru memantau dan beri siswa di kelas satu persatu.	Students tell their experience using flash card (JHS) so they tell experience when they are in JHS.	- penguasaan kelompok - berdiskusi tentang yang diteliti - berdiskusi
15.13	Guru menunjuk siswa untuk melakukan role-play. Guru memberikan feedback pada students (volunteer) setelah role-play		
15.18	Guru menunjuk siswa yang sudah selesai melakukan role-play. Guru menunjuk siswa yang sudah selesai melakukan role-play		
15.20	Guru menunjuk siswa yang sudah selesai melakukan role-play. Guru menunjuk siswa yang sudah selesai melakukan role-play		
15.21	Guru menunjuk siswa yang sudah selesai melakukan role-play. Guru menunjuk siswa yang sudah selesai melakukan role-play		
15.28	Guru menunjuk siswa yang sudah selesai melakukan role-play. Guru menunjuk siswa yang sudah selesai melakukan role-play		



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Observation Note : Student teacher D
Day/Date : Monday / May 9th, 2016
Research site : 1.04 / microteaching class B
Time : 15.00 - 15.30 WIB

Time	Activity		Command
	Pre-service English Teacher	Student	
15.00	Pre-service English Teacher greets the students and brings them to the library to find a story.		
15.01	Teacher asks the students about the story they brought.		
15.03	Teacher explains the topic "Simple Past Tense" using whiteboard.		
15.07	Teacher gives feedback to students about their work.		
15.08	Teacher shows a video about "Mr. Bean".		
15.09	Teacher asks students to fill in the blanks.		
15.12	Teacher divides students into pairs.		
		<ul style="list-style-type: none"> - Guru terdulu general salam melautkan efektifitas karena siswa masih elementary level. - Guru tidak menggunakan pendekatan pengajar model "ceramah". - Ada kesalahan dalam menuliskan rumus. 	
		<ul style="list-style-type: none"> - Siswa diminta membuat tentang topic yang akan dipelajari - All the students engage to the video. 	

APPENDIX 3

TRANSCRIPT OF INTERVIEW

Respondent's name : Student teacher A

Time of interview : 12 Mei 2016, Pukul : 11.00 – 11. 43

Location : Wisma Boarding House

Subject	Line	Interview Discussion	Theme	Code
I	1	Assalamualaikum wr.wb		
R	2	Waalaiumsalam wr.wb		
I	3	Pertama yang ingin saya tanyakan apa yang kamu ketahui tentang reflective teaching?		
R	4	Reflective teaching itu adalah <u>sebuah lembaran, sebuah kayak worksheet yang tujuannya buat nge-reflek kegiatan teaching kita.</u> Nah ntar disitu ada beberapa <u>item pertanyaan</u> yang kita tu bercermin gitu kemarin kita ngajarnya gimana sih gitu. ya bisa buat bahan koreksi lah buat kita.	UNDERSTANDING	I1/A/UND/4
I	5	Oh berarti bentuk worksheet gitu ya, selain itu yang kamu ketahui lagi apa?		
R	6	Sejauh ini cuma itu doang, soalnya yang dikenalin sih itu ya tapi reflective teaching nya dari saya sendiri sih tapi <u>kalo dari temen ada lagi beda questionnaire nya, jadi kayak reflective teaching dari teman itu teman kita sebagai student dan friend dikelas, trus dari dosen selaku yang ngajar sama dari diri kita sendiri.</u> Itu yang sebenarnya kita ngalamin, ngoreksi diri sendiri ibaratnya	REFLECTIVE STRATEGY	I1/A/REF.STR/6

I	7	Hmm, itu apa aja yang dikoreksi?		
R	8	Semuanya jadi kayak misalnya di item pertanyaan itu apakah guru melakukan persiapan dikelas, apakah guru menggunakan elicitation, apakah guru menggunakan collaborative atau cooperative trus apakah menguasai pronunciation atau apakah mencapai tujuan lesson objective kayak gitu	REFLECTIVE STRATEGY	I1/A/REF.STR/8
I	9	Hmm gitu, trus gimana dilaksanain nya reflective teaching atau prosedur nya di microteaching kelas ini ?		
R	10	Kalo prosedur nya jadi yang pasti kita <u>udah demo microteaching dulu, setelah itu dari situ kita langsung di-reflect 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 feedbac 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.</u>	REFLECTIVE PROCESS	I1/A/REF.PRO/10
I	11	Gitu, nah sekarang kan udah ngelakuin reflective teaching ni, trus apa yang kamu rasakan atau pikir tentang teaching practice km?		

R	12	<p>Hmm,, saya itu ternyata hmm merasa bahwa <u>microteaching saya jelek</u>. Eee soalnya <u>saya distatistik kan ngajar juga asistensi</u>, bayangan saya itu seorang guru adalah dosen saya, bapak-ibu saya juga guru tapi guru matematika,. cerminan saya sih mereka gitu, dimana <u>saya membayangkan bahwa kalo orang ilmu hitungan itu maka ngajarnya pasti sistemnya ceramah</u>, nulis dipapan tulis ya paling kalo pake ppt Cuma kadang nampilin doang. Nah jadi Cuma ga mungkin kan kita ngajar integral kita disuruh pake games, pake apa itu ga pernah terbayangin segimana pun sama saya itu ga pernah terbayang.jadi kalo saya ngajar distatistik, ngajar biasa aja adek-adek itu udah seneng. Jadi saya pernah tanya gimana kalo saya ngajar apa yang kurang dari saya dan segala macam kayak gitu, gak kok mbak nerangin nya kita lebih gampang ngerti kalo mbak yang nerangin ketimbang mas nya yang lain atau kadang kan suka compare nih asisten dikelas sebelah gimana gitukan, oh ya udah oke. Tapi mereka pokoknya jawaban nya bagus gitu, beda ketika saya ngajar di bahasa inggris, sistemnya saya itu kemarin ngajar tentang paragraf terus saya apa ee buat video kayak sekedar brainstorm aja trus paragraf itu apa sih topic, idea, dan segala macam. Trus <u>saya kasih presentasi ppt</u> karna saya orang nya suka presentasi jadi saya merasa mungkin kelebihan saya itu dipresentasi jadi saya pakai presentasi, nah ternyata <u>menurut temen-temen saya</u></p>	<p>REFLECTION RESULT</p> <p>TEACHING METHOD</p> <p>STUDENT'S INTEREST</p> <p>TEACHING MEDIA</p>	<p>I1/A/REF.RES/12</p> <p>I1/A/TC.MET/12</p> <p>I1/A/ST.IN/12</p> <p>I1/A/TC.MED/12</p>
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	<p><u>itu bilangnyanya bahwa kamu itu kayak presentasi bukan kayak ngajar gitu.</u> jadinya saya itu kayak apa lebih fokus maksud nya centre nya itu di teacher than student, soalnya setelah itu saya langsung bagikan <u>worksheet nah tapi dipresentasi itu saya tu ngejelasin dipresentasi itu dengan gambar yang menarik</u> dengan segala macam lah pokoknya. Beberapa dari guru pbi sudah apa namanya sudah ok sih geb kalo kamu mau buat ppt emang bagus gitu emang gambar nya warna-warna, tapi ya itu saya jadinya kayak orang mau workshop bukan kayak orang mau ngajar. <u>Jadinya tu mereka yang ee gebri bosan yang kayak gitu bilang nya kayak gitu dan itu beda banget ya cerminan saya itu guru itu ya ceramah gitu sama seperti yang saya lakukan selama ini dari semester 3 distatistik itu ya ngajar nya kayak gitu.</u> ya paling ada yang bisa ada yang kayak gini ya tapi semua kegiatan dari presentation, practice, production itu saya lakukan dengan presentasi ppt jadi semua soal-soal itu saya tempel disitu tapi kayak misalnya saya kasih gambar hamburger trus diatas nya itu topic sentence, tengahnya daging nya itu supporting detail, saya udah pakai gambar-gambar itu trus kata ms.irma kamu udah bagus kok, kamu udah pakai ilustrasi buat orang lebih mengerti elicitation dan segala macam. Tapi ya itu <u>ya karna sekali lagi saya kayak nya itu lebih ceramah ini ngajar nya bahasa inggris bukan ngajar hitungan ya jadi nya mereka</u></p>	<p>TEACHING METHOD</p>	<p>I1/A/TC.MET/12</p>
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		lebih boring.		
I	13	Hmm,, gitu ada lagi?		
R	14	Udah		
I	15	Terus berarti karna yakinnya untuk ngajar dibandingin dengan jurusan lain gitu ya?		
R	16	Iya		
I	17	Itu diaplikasikan di PBI, nah kenapa? Ada alasan ga hmm gebri punya alasan ini aja deh ak aplikasi kan di PBI ada pertimbangan gitu gak akhirnya memutuskan itu?		
R	18	<p>Hmm pake ppt gitu misalnya, pertama karna <u>saya bisa presentasi</u>, saya menang nya dipresentasi gitu. ya udah aku mau memanfaatkan ya ak bisa presentasi. Yang kedua, <u>saya bisa buat ppt ibaratnya pake ICT banget</u>. Kalo udah buat ppt itu kalau kata teman-teman oh udah lah ppt nya gebri aja lah yang buat pasti ppt nya alay segala macam dengan gambar-gambar yang gimana gitu. ya sudah saya pikirnya ICT soalnya saya buat belajar buat ppt yang bagus itu diPBI karna distatistik itu ga pernah diajarin, karna distatistik mereka cuma pake ppt yang template nya yang ada aja dan biasa banget tapi kalo udah kita yang presentasi trus temen-temen pasti bilang ini pasti gebri yang buat ya. Kenapa? Iya alay kayak gitu. pasti mereka pada bilang kayak gitu. tapi <u>saya senang nya karena mereka itu suka</u> walau kadang warnanya loncat-loncat tapi mereka tu suka gitu, compare banget. Oh jadinya ya udah deh <u>ak pakenya ppt yang gambar nya lucu-lucu trus dipractice nya langsung kegiatan kelas nya ada di ppt jadi semuanya di ppt.</u></p>	<p>TEACHER ABILITY</p> <p>TEACHING MEDIA</p>	<p>I1/A/T.AB/18</p> <p>I1/A/TC.MED/18</p>

I	19	Hmm, kira-kira outcomes nya itu gmn? Kira-kira ke siswa yang kamu yakinin itu gimana? Or achieve goals nya itu tercapai gak dengan ppt itu?		
R	20	<p>Tercapai. Karna sekali lagi saya menggunakan pendekatan yang apa menggunakan yang powerpoint yang emang point nya aja. Kalau misalnya di statistik gitu misalnya teman-teman yang copy semuanya jadi satu slide itu full tulisan. jadi kan orang presentasi itu kan poin-poin, jadi ketika dia bisa menggunakan powerpoint berarti dia menguasai materi segala macam gitu kan. Nah saya itu ingin jelasin yang kayak gitu. terus saya gunain ilustrasi bukan tulisan trus saya tempel dislide yang buat mereka saya rasa bisa lebih mengerti ketimbang saya tempel tulisan full disana tapi saya pakai gambar-gambar kayak gitu, trus saya pakai video mereka sih ngerti cuma mereka bilang boring kayak gitu karna saya metodenya ceramah kayak gitu. sebelum saya kan ada halim, dia itu temanya asking apa gitu pokoknya ekspresing segala macam lah, dia pakai kelompok jadi ada gambar terus ntar sama teman-temannya yang sama itu disuruh satu kelompok. <u>Saya itu gak kepikiran. Mau gimana belajar kelompok soalnya itu kan kayak materi reading and writing gitu ya agak sedikit berat menurut saya</u> kalo belajar bahasa inggris itu yang reading and writing. Mulai dari kita bagi skimming, scanning, belum lagi grammar segala macam jadikan berat, jadi saya gak</p>	<p>LESSON OBJECTIVE</p> <p>INSTRUCTIONAL STRATEGY</p> <p>TEACHER ABILITY</p>	<p>I1/A/LES.OBJ/20</p> <p>II/A/IN.STR/20</p> <p>II/A/T.AB/20</p>

		kepikiran iya ya kenapa gak pake bagi kelompok gak kasih game ya gak kepikiran aja.		
I	21	Ga kepikiran?		
R	22	Nggak		
I	23	Ee kira-kira dari situ ada improvement kedepan nya jika diberi kesempatan sekali lagi inginnya gimana?		
R	24	Ee paling sadar sih gak pake metode ceramah lagi jadi lebih <u>pake student centre</u> , yang student yang harus ngembangin gitu loh. Beda kan kayaknya ibaratnya tu materi bahasa inggris gak terlalu berat jadi student nya itu bisa mengembangkan, beda kalau kita belajar integral ya memang dari guru dulu harus kasih formula rumus trus masalah ntar contoh baru kita ngerjain sendiri. Jadikan ibaratnya kayak kesannya beneran disuap gitu loh. Jadi ya gini sih pokoknya <u>gak ceramalah lagi tapi mungkin tetap still use ppt tapi ga sebanyak waktu itu</u> ppt nya ada berapa slide ya belasan slide gitu. jadi geb kamu itu mau ngajar apa mau presentasi kayak gitu dibilang sama teman kok ppt nya banyak banget. Soalnya yang lain itu Cuma 2 Cuma 3 Cuma nampilin judul doang. Tapi aku tuh bener ngerjain ppt yang fasih kayak gitu dibayangan mereka.	INSTRUCTIONAL STRATEGY	II/A/IN.STR/24
I	25	Berarti gebri yakin sama metode ceramah ya, tapi ada gak metode-metode lain selain cerama yang kamu yakinin?		
R	26	Soalnya <u>bingung itu dapet materinya yang reading and writing itu.</u> Soalnya saya sih lebih suka prefer nya listening sama speaking. Listening tetap ya kita gak bisa divide grup ya	TEACHER ABILITY	II/A/T.AB/26

		soalnya kita menurut saya sih kalo listening ngerjain sendiri ngelatih sejauh mana. Yang speaking kan lebih asik bisa dirole-play, bisa kita maju kedepan bagi kelompok trus bisa sharing. Jadi saya mengharapkan dapat speaking materinya karna menurut saya, saya bisa lebih ngeaplikasiin teaching method nya di bahasa inggris gitu loh. Tapi pas <u>direading and writing saya belum dapat skillnya gimana</u> gitu buat ngeaplikasiin nya biar gak boring gitu. karna jujur waktu SMP, SMA ya tetap boring juga kalau belajar reading and writing, baca lagi baca lagi jawab pertanyaan kan itu ngebosenin. Tapi belum dapet aja celahnya yang ngajar reading and writing yang easy going gitu.		
I	27	Terus selain dari masalah itu ada masalah lainnya gak yang muncul selama teaching practice kemaren?		
R	28	Apa ya ? nggak ada sih <u>kalo plan itu jalan sesuai rencana,</u> tapi ya itu yang gak kepikiran itu <u>komen dari teman-teman.</u> ternyata itu tu <u>boring,</u> kayak gitu boring. Kalau kamu disana berdiri sebagai orang yang presentasi itu OK kata mereka, tapi kalo kamu berdiri sebagai teacher itu nggak. Karna kalo sebagai presenter kita paham apa yang kamu omongin sama teacher kita juga paham, Cuma itu gak gak easy going banget kalo buat jadi student nya bosan <u>kata mereka ya karna saya kebanyakan ceramah.</u> Kayak gitu.	LESSON OBJECTIVE STUDENT'S FEEDBACK STUDENT'S FEEDBACK	I1/A/LES.OBJ/28 I1/A/ST.FD/28 I1/A/ ST.FD/28
I	29	Hmm,, lagi?		
R	30	Udah		
I	31	Trus kira-kira penyebab		

		mereka bilang gak bagus atau boring itu apa aja?		
R	32	Penyebab nya sih menurut saya mungkin <u>saya belum bisa cari yang lain gimana cara metode pengajaran dengan writing</u> . 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 <u>saya udah bisa presentasi nih ya udah ak mending gini aja deh</u> 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.	TEACHER ABILITY	II/A/T.AB/32
I	33	Ohh, terus kalo ngingat kembali apa nama nya ngisi reflective teaching itu ada kesulitan gak ?		
R	34	Paling itu yang misalnya paling sih yang tentang metode ngajar maksudnya tetap sih <u>kita ngajar TPR, CLT,tapi kadang kita tu gak bisa ngeplay</u> dikehidupan nyata tu kadang gak sesuai.	TEACHER ABILITY	II/A/T.AB/34
I	35	Kendala nya apa aja kok bisa begitu?		
R	36	Mungkin karena kendalanya kita itu kan <u>gak diajarin yang pertama teaching method</u> . Teaching method adalah bla-bla-bla, metode nya bla-bla-bla.	EXPERIENCE	II/A/EXP/36

		<p>Terus kita belajar tentang material development, tentang ngedesign materi atau apa tapi dimicroteaching itu kan kita kayaknya langsung apply gitu loh ini loh langsung ini loh kamu harus gunain ilmu madev mu, ilmu teaching method mu dan kamu ngajar itu, <u>tapi kayak kurang contohnya, referensinya kurang</u> misalnya gak ada satu sesi dimana ini adalah contoh guru menggunakan TPR, nah itu belum ada, <u>belum ada yang ngajarin kayak gitu. ini adalah contoh menggunakan CLT atau natural approach dan segala macam, jadi belum ada bayangan gituloh.</u></p>		
I	37	<p>Oke, jadi alasan nya menggunakan satu approach untuk yang presentation, practice, and production itu kenapa?</p>		
R	38	<p>Oh, kalo sebenarnya kalo practice itu ada soal cuman karna mikirnya bisa <u>lebih efficient dan irit jadi kalo gitu ak taruh di ppt jadinya nya tu soal</u>, soal nya macam-macam jadi ada fill in the blanks, correction, ada yang multiple choice tapi tu saya tampilin di PPT gak di kertas kayak yang teman-teman kalo ngajar itu ngerjain worksheet sendiri gitu loh soalnya kan <u>kadang dibagi mereka juga gak ngerjain</u> jadi ya udah saya pikir nya tempel di ppt aja ayuk kita bahas bareng-bareng gitu, practice nya disitu. Jadi soalnya lumayan banyak waktu itu <u>saya tempel di ppt misal no.1 saya tunjuknya aryo</u>, aryo apa jawabannya, alasannya kenapa gitu-gitu doang tapi bedanya worksheet nya itu digital gituloh gak saya print out</p>	<p>TEACHING MEDIA</p> <p>CLASSROOM MANAGEMENT</p> <p>INSTRUCTIONAL STRATEGY</p>	<p>I1/A/TC.MED/38</p> <p>II/A/CL.MG/38</p> <p>II/A/IN.STR/38</p>

		worksheet nya, jadinya kayak gitu.		
I	39	Kira-kira semua siswa dikelas itu gebri yakin udah mengerti gak walaupun pake metode ini ?		
R	40	Udah ngerti		
I	41	Itu tau nya gimana?		
R	42	Dari ekspresi mukanya. Dari ketika dia kayak kita jelasin kan keliatan orang ngerti apa nggak kayak gitu soalnya mereka tu kan saya kan step per step gitu ya, pertama kan saya kasih apa ilustrasi topik sentence itu pakai gambar meja misalnya. Misalnya ini kaki meja supporting detail, meja nya itu topic sentence kayak gitu, ntar yang maju lagi <u>mereka ohh yayaya mereka kayak gitu</u> tau bisa ngebandingin cuma setelah itu setelah saya mereka bilang bosan kelamaan itu saya jelasin tentang apa ya soal kayaknya.	LESSON OBJECTIVE	I1/A/LES.OBJ/42
I	43	Kelamaan?		
R	44	Ha'ah, misalnya topic sentence adalah hal yang misalnya diawal ini. Gak tau gak tau.ok ini gambarnya, saya kasih gambar. <u>Oh ngerti-ngerti,kalo lihat gambar mereka paham.</u> Trus saya kasih gambar lagi, main idea. Main idea adalah nanananana gak tau gak tau, trus saya kasih gambar, oh yaya bisa-bisa. Jadi gambar itu sangat menolong saya membuat murid itu paham sama ini, udah itu conclusion, udah kan saya tampilin gambar hamburger juga mereka udah paham gitu. <u>setelah itu harus nya saya gak pakai PPT lagi, seharusnya saya pakai worksheet</u> trus dibagiin atau saya divide group atau pair-work nah salah nya saya di ppt	TEACHING MEDIA	I1/A/TC.MED/44

		worksheet nya gak saya print.		
I	45	Trus gimana yang dirasakan ketika mengajar itu? Puas atau nggak atau gimana?		
R	46	<u>Puas dalam tanda kutip lesson plan saya tercapai,</u> tapi gak puas karena anak-anaknya bilang nya bosan kayak gitu, mungkin berarti mungkin cara saya menyampaikan materi sudah tapi mungkin hal lain yang buat mereka engage oh tertarik sama saya gitu walaupun soalnya memang saya nyadar ppt saya yang banyak gambar itu di depan, setelah practice cuma screenshot gitu, paling saya tempel gambar diatas diujungnya itu udah. Mungkin mereka udah mulai bosan kayak gitu-gitu.	LESSON OBJECTIVE	I1/A/LES.OBJ/46
I	47	Oke, trus selain pakai ppt juga ada video ya, nah kenapa?		
R	48	Hmm soalnya dari dulu dari smp dulu itu gak pernah guru-guru saya pakai video. Jadi pagi datang, ayo kemaren belajar apa previous meeting kita ngomongin apa yahh buka buku segala macam ini ini itu kayak gak ada apanya gituloh tapi karna <u>saya pengennya gak pengen cari video yang isinya nerangin Cuma sekedar nganter karena saya pengennya saya yang nerangin jadi saya cuman kasih video cuma berapa menit itu pendek banget, trus lagunya lucu, mereka tu ketawa-ketawa dengerin lagu itu.</u> Apasih lagu apa sih ini lagu apa. Kayak git. Dan inti nya udah sih jadi lagu itu cukup maksudnya menarik perhatian mereka hmm gebri mau nampilin apa sih, inti nya saya kayak gitu doang buat mereka perhatiin saya, dapat, tapi	TEACHING MEDIA	I1/A/TC.MED/48

		setelah itu, setelah practice barulah semuanya kacau.		
I	48	Kenapa?		
R	49	Ya itu tadi mungkin <u>mereka udah bosan</u> karena saya pake ppt, kayak gitu.	STUDENT'S INTEREST	I1/A/ST.IN/49
I	50	Kalo soal pemilihan video itu ada teori atau pertimbangan yang diketahui gak kenapa memilih itu?		
R	51	Kalo video itu menurut saya dia itu pendek tapi dia itu padat makna, jadi dia nyanyi bentar jadi kayak ibarat balon ku ada 5 tapi dia lagunya dibeatin cepet gitu kan, <u>pokoknya langsung paragraf itu ada tiga, topic, main idea, segala macem, supporting detail, dan conclusion.</u> Trus dia langsung <u>kasih contoh pake stabilo kuning itu yang main idea</u> , ini pokoknya yang terakhir conclusion, berarti yang tengahnya supporting detail. Langsung kayak gitu, ya cepet tapi menurut saya sih mudah dimengerti terus sama aneh karena anehnya itu saya mau ambil jadinya biar temen-temen ngeliatin saya gak Cuma sekedar supporting detail blablabla tapi ini lucu nih, lagunya aneh ya udah akhirnya saya ambil yang itu.	TEACHING MATERIAL	I1/A/TC.MAT/51
I	52	Apa kesulitan selama melakukan reflective teaching?		
R	53	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 <u>ada beberapa kata atau beberapa frasa yang misalnya kita gak tau atau kita temui misalnya kayak elicitation technique</u> , nah itu pertama nya saya juga gak tau elicitation itu maksud nya apa	DIFFICULTY	I1/A/DIF/53

		tapi setelah gak nanya juga sih dengan ms.irma tapi setelah itu akhirnya dibberapa 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.		
I	54	Apa kah dalam melakukan reflective teaching dgn video atau form reflective km ada mengaitkan atau memperhatikan tentang 3 hal ini pertama, apa yang ingin kamu lakukan, apa yang sudah kamu lakukan, dan apa yang harus ditingkatkan kedepan?		
R	55	Eee dalam melakukan reflective teaching dengan menggunakan video yang udah diberikan oleh dosen ee saya ee membayangkan apa sih me mbayangkan 3 hal itu, <u>masalahnya kita kan itu sejenis kayak video dimana kita udah banyak melakukan aktifitas pastikan kita udah mulai ngoreksi apa sih yang udah aku lakukan dikelas tadi, sukses ga, gimana respon nya teman-teman terhadap microteaching aku. Pasti saya melihat apa yang udah saya lakukan dikelas dan sebenar nya apa yang ingin saya lakukan kan kita dibekali kayak lesson plan jadikan itu udah kayak ngebantu kita apa yang ingin kamu lakukan lesson objective apa yang ingin</u>	REFLECTIVE STRATEGY REFLECTIVE PROCESS	I1/A/REF.STR/55 I1/A/REF.PRO/55

		<p><u>kamu capai jadinya apa sih goals atau purpose yang kamu tuju gitu. trus yang kedua trus ak ngecek nih apa yang sudah saya lakukan oh jadi mulai dari list-list yang udah aku kerjain tadi ee berjalan gak jadi itu termasuk poin kedua apa yang sudah saya lakukan, jangan-jangan ada beberapa banyak hal yang ternyata tidak saya lakukan dikelas tapi tercantum nih dilesson plan saya. Yang ketiga, pasti setelah melihat plan dan real-life nya pasti saya ingin ada improvement oh ternyata ee microteaching saya itu seperti ini ..., oh ternyata saya itu gak bagus nya disini. Cuma melihat secara overall aspect yang dari reflection teaching itu ee apa yang ingin saya lakukan itu sudah ingin saya lakukan dikelas jadi menurut saya target yang sudah saya ingin capai itu sudah terlaksana. Cara metode mengajar yang udah saya lakukan itu ya memang itu rencana saya tetapi akhirnya saya kan microteaching teman-teman bilang boring karna saya presentasi jadi kayak metode ceramah jadi kan mereka gak suka nya disitu. Tapi itu rencana saya namun saya mendapatkan peer-feedback yang berbeda dari yang saya harapkan. Nah dari situ saya bisa melihat apa improvement saya, ternyata yang menurut saya baik yang menurut saya enak mengajar itu belum tentu murid saya itu easy going atau malah gak engage sama materi saya jadinya itu saya masukkan dalam poin ketiga.</u></p>		
I	56	Oke, arti reflection serta manfaat dari reflective teaching menurut persepsi kamu apa?		
R	57	Menurut saya reflection ini	BENEFIT	I1/A/BEN/57

		<p><u>penting buat menanggapi hal-hal yang udah saya lakukan dikelas</u> 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 <u>manfaat nya itu banyak banget 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</u>, 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 ternyata ak jelek ya gimana cara kita menyikapi bahwa berani dan kita jujur sama diri kita sendiri, oh ternyata ak jelek nya dan bagusnya disini. Itu gak semua orang bisa melakukan hal itu, karna mungkin <u>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.</u></p>	<p>CHALLENGE</p>	<p>I1/A/CHAL/57</p>
<p>I</p>	<p>58</p>	<p>Oke. Bagaimana nanti mau kamu terapkan reflective</p>		

		teaching di kelas yang nyata?		
R	59	<p>Hmm mungkin jika suatu hari saya punya, saya menjadi seorang guru. <u>Mungkin saya akan menerapkan hal itu.</u> Pertama saya akan membuat rapat kecil seperti apa yang ingin kita lakukan, peraturan apa yang harus kita kerjakan, <u>nah diakhir semester saya akan sangat senang sekali memberikan murid saya questionnaire atau mungkin kita akan sharing atau group discussion</u> seperti apa sih kekurangan saya dalam mengajar, apa sih membuat suasana belajar kita itu menjadi gak kondusif, jadinya menurut saya sih itu, dan sebagai <u>seorang guru kita harus terbuka atau aware tentang masalah reflective teaching.</u> Jadinya itu kita bisa ngerti ee masukan dari student itu sangat penting buat <u>perbaikan ee kualitas kita dalam mengajar,</u> seharusnya 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 <u>bisa saling kerja sama bisa balance,</u> nah gitu.</p>	<p>BENEFIT</p> <p>REFLECTIVE STRATEGY</p>	<p>I1/A/BEN/59</p> <p>I1/A/REF.STR/59</p>

Respondent's name : Student Teacher B

Time of interview : 23 Mei 2016, Pukul : 11.00 – 11.43

Location : Building of English Language Education Department
(Student Area)

Subject	Line	Interview Discussion	Theme	Code
I	1	Selamat Pagi, boleh perkenalkan namanya siapa?		

R	2	Nama saya Dian Triraniningsih		
I	3	Oh, Dian Triraniningsih..angkatan berapa?		
R	4	2014		
I	5	2014,,,hmm sebelumnya pernah dengar gak atau pernah tau tentang reflective teaching?		
R	6	<u>Belum hmm baru kali ini</u>	UN- UNDERSTANDING	I1/A/UND/6
I	7	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		
R	8	Oh ya karna kita kan baru lecturing demonya sekarang ya kan? <u>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</u> apa memang begitu atau gimana prosedurnya itu cuman kayak gini misalnya <u>pengertian product itu apa, pengertian practice itu apa kayak gitu</u> mungkin kayak dosen yang lain juga mungkin ga kayak gini juga ya, makanya kemarin waktu EPIC 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	UNDERSTANDING	I1/B/UND/8
I	9	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 unsuccessful before?		
R	10	Oh jd before i do the lecturing demo at the first time, i think it is everyone perception that we will met the expectation yes i think for example <u>me i am not the one who can speak infront 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 front of the class, what action that i can do in front of the class</u> , so when that is my turn to act in front of the class i think only <u>the nervous confidential</u> that can change our expectation right.	TEACHING PREPARATION	I1/B/TC.PREP/10
I	11	Ok, so what's next?	PERSONALITY	I1/B/PER/10
R	12	Gmn ya? <u>Soal nya ak baru dapat pengalaman bagaimana mengajar terutama untuk kelas yg besar karena pernah sebelumnya punya pengalaman ngajar tapi untuk privat sih jd mungkin nervous confidential itu memang berbeda ketika kita ngajar privat sama ngajar didepan kelas itu memang beda jadi ini merupakan new thing for me</u>	PERSONALITY	I1/B/PER/12
I	13	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?		
R	14	<u>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</u>	TEACHING PREPARATION	I1/B/TC.PREP/14

		had made before		
I	15	Is there any consideration or pertimbangan mengapa kamu want to make it like you want to it in microteaching ?		
R	16	Oh oke, before i take microteaching, firstly i take classroom management and also teaching methodology and i fortunately i got classroom management at previous semester so it is very freshly what i got in the classroom management and i try to relate what i have learned in classroom management and <u>i have to relate about the techniques like i should use to my students like identifying the levels of my students depend on lecturer's decision about the lesson plan.</u> Allright.	BELIEF	I1/B/BEL/16
I	17	So what's your belief before or why do you choose that method that you said ?		
R	18	Hmm ok firstly ee the level of my student is intermediate as we can see that <u>intermediate level is usually the students in the first or the second grade in senior high school and i tried to appropriate with our context indonesia and the students in the first or in the second grade in the senior high school in our country usually very shy to use english because english is not first our language so i everytime i tries to motivate and encourage them to reach what the target language</u> for example at the beginning of my lecturing until the last of my lecturing i use english at all eventhough most of them think that they do not understand the what the instruction but i just repeat	TEACHING STRATEGY	I1/B/TC.STR/18

		it by using english just because i want to make them reach the goal of learning		
I	19	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?		
R	20	Ok, ya kalo sesuai sih sesuai memang tapi kalo especially for <u>the time management is not really good</u> just because we only have 35 minutes to three stages presentation practice and production. <u>I think in my practice stage i spend a lot of times, its not appropriate with my expectation</u> 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	TIME MANAGEMENT	I1/B/TM.MG/20
I	21	So, what the causes of that ?		
R	22	I think what <u>my student because they are very active and most of students are very hmm what there are two characteristics of students in my class is students who very active and the second is very passive</u> so i think where the students with two characteristic will place in the same time can influence the others such as thats why i manage my class <u>by dividing them into two big groups and pair. In every group, there are three passive student and there are active students so it can spread well</u>	STUDENT CHARACTERISTIC CLASSROOM MANAGEMENT	I1/B/ST.CR/22 I1/B/CL.MG/22
I	23	So, another causes?		
R	24	<u>Maybe the material yes the material the case that i want to teach is about the comparison paragraph so</u>	TEACHER ABILITY	I1/B/T.AB/24

		skill is writing it is the very difficult to teach writing for the students especially L2 learners right? So we need to drill them creativity to write and then we need to drill their understanding how to the correct grammar then i think yes the second reason is about material		
I	25	What do you think about your material I mean is it good or any consideration about your material?		
R	26	Ok, i think because ms.irma's decision, i had to teach comparison paragraph but i think in senior high school paragraph is something usual to find in their instructional design and timeline but the think we need to improve as the teacher is <u>how to motivate them although the material is very difficult to understand although we need to maybe give them a personal approach as we can see that if in one class although the students are in the same level the needs and then their motivation to learn the language i mean the level is different so we need to differentiate the way we encourage them to reach the target language</u>	INSTRUCTIONAL STRATEGY	I1/B/IN.STR/26
I	27	Why do you do that?		
R	28	I think the appropriate ways to encourage them if we are going to learn about the language because language is dynamic right?		
I	29	Another areas of your reflect?		
R	30	I think that's all		
I	31	So, the good things in your teaching?		
R	32	Maybe the <u>interaction with my students i involve of them rather than active or</u>	CLASSROOM INTERACTION	I1/B/CL.INT/32

		<u>passive so i think the most of students in my class felt that eee they are active</u> i move around for example in practice session i asking them is there any difficult things, is there any ee unclear the instruction jadi mereka kayak merasa apa yah di anggap ada. Kayak gitu.		
I	33	So, ee why do you do think, have you planned before?		
R	34	<u>Yes i have planned it</u>	TEACHING PREPARATION	I1/B/TC.PREP/34
I	35	Is there any theories that you know before ?		
R	36	Yes in classroom management		
I	37	What is that?		
R	38	Okay, in classroom management we learn <u>how to do the personal approach to every students because as i said before that the students have different needs, different characteristics, it make us to differentiate it maybe the assessment framework.</u> Just because we can see those what i mean maybe in junior or senior high school where in every grade there are more than two classess and then maybe from the class A is the students who have the higher proficiency eee in every subject and maybe the class B, the students are passive what have the lower proficiency so i think the assessment framework between the class A and class B are different so although in the class A there's also some students who eee proficiency ee jauh dari ekspektasi kelas A kayak gitu.	BELIEF	I1/B/BEL/38
I	39	Other things that you wanna reflect on your teaching?		

R	40	Apa yah maybe in the presentation stage i made mistake in using the media. <u>Actually the media i am going to use is powerpoint and video but the video at the first time can not be played</u> so kacau sendiri waktu nervous gara-gara itu nya ya tapi untung sekali i can solve that	TEACHING MEDIA	I1/B/TC.MED/40
I	41	So, what did you do ? the implication of your plan is good?		
R	42	Yah mungkin itu karena <u>nervous itu pertama</u>	PERSONALITY	I1/B/PER/42
I	43	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?		
R	44	I need to improve presentation stage, <u>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</u>	PRESENTATION STAGE	I1/B/PRE.STG/44
I	45	Other things?		
R	46	Mungkin yang kedua, mungkin <u>time management nya untuk practice</u> 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.	TIME MANAGEMENT	I1/B/TM.MG/46
I	47	So, what is your growth goals for making strategies?		

R	48	So, <u>maybe the changing the material hmm i mean the topic and maybe by changing my activity in practice because i provide them with games at my lecturing demo maybe it is better for me to give them only one games</u> but it can help me to manage times depend on my lesson plan kayak gitu jadi mungkin terlalu banyak ya 2 kemarin tp mungkin suatu saat nanti bisa ya diganti 1 games tp yang bisa mengcover semuanya	TEACHING MATERIAL	I1/B/TC.MAT/48
I	49	Semua nya? Apa saja ?		
R	50	Kan waktu game yang pertama itu aku itu <u>ya provide flashcard ya yang isinya itu signal words nah trus yang kedua ak provide paragraph tapi itu untuk arrange into good paragraph</u> ya mungkin untuk signal word nya itu akan ak move ke presentation stage sehingga pada practice nya itu hanya arrange paragraf atau eee mungkin practice ya writing paragraf tapi grouping kayak gitu	TEACHING MATERIAL	I1/B/TC.MAT/50
I	51	About the game, do you have the theory i mean why this game is usefull to improve and so on?		
R	52	Hmm ok in language assessment i think how to assess students especially in paragraph <u>ee itu dengan cara mengarange paragraph jadi ada beberapa skill sebenarnya dalam arrange paragraf itu yang pertama grammar, yang kedua understanding the meaning jadi kalo understanding the meaning itu kan menuntut students kita untuk lebih think out loud kan sama</u>	BELIEF	I1/B/BEL/52

		read out loud nah sebenarnya mungkin untuk hanya mungkin yang terlalu kelihatan memang writing skills nya tapi sebenarnya untuk reading juga provide disini itu sama apalagi ya ya i think reading and writing because reading and writing has been correlated like speaking and listening.kayak gitu		
I	53	Do you know the impact of that?		
R	54	The impact maybe can help them to be the what yang sangat sensitif mungkin ada grammatical error atau mungkin kan itu kan cerita ya kalau paragraf itu kalau paragraf 1 sampai paragraf 5 kalimat pertama sampai terakhir itu jadi ee bagaimana untuk mengidentifikasi topic sentence kayak gitu jadi kita mengajar bagaimana oh ya untuk general nya itu gimana <u>karna topic sentence itu biasanya kita identified things in general and then the second and then the third re-identified things more specific ee context gitu.</u>	BELIEF	I1/B/BEL/54
I	55	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?		
R	56	Ok, especially <u>self-reflective form i can learn something only peer observation because it is very objective</u>	REFLECTIVE STRATEGY	I1/B/REF.STR/56

		<u>depend on my students perception and maybe ee peer assessment is better than self assessment</u> because if i do self-assessment it can be called as subjective right?, and its probably not relate about the facts and i think peer observation is the more valid		
I	57	Why ?		
R	58	Yes because there are not only one form observation right? Jadi itu lebih objective ya kan dan itu lebih valid ya dari pada nanti misalnya kalo contohnya nih kita lihat <u>untuk self-reflective ku mungkin banyak yang bohong disini karna apa ya karna asumsi ku sendiri kan</u> kayak misalnya temen ku bilang ya kamaren jelek loh time management nya tapi ak merasa time management ku bagus nah kayak gitu.	DIFFICULTY	I1/B/DIF/58
I	59	Yang lainnya?		
R	60	Untuk peer-observation itu yang kurang aku senang ya ini kenapa harus <u>ada observer name nya</u> kalo mungkin ini lebih anymous ya maksud nya nama samaran jadi itu lebih objective ya jadi sifat nya objective tapi menurut saya tidak seobjective yang saya pikirkan	DIFFICULTY	I1/B/DIF/60
I	61	Kenapa?		
R	62	Karna ada peer observer name nya ini jd misal temen ku yola ngasih assessment ke aku <u>ga mungkin dia ngasih jelek</u> karna dia disini mb dian gimana-gimana kayak gitu harusnya ini anymous aja kayak gitu	DIFFICULTY	I1/B/DIF/62
I	63	Trus apa yang kamu suka dari reflective teaching practices in microteaching?		

R	64	I think maybe kalau untuk self-reflection ini suka gak suka nya kan <u>bisa nonton video ku</u> kemaren ya <u>jadi aku berusaha seobjektif mungkin walaupun mungkin ga bisa seobjektif mungkin karna ak akukan masak nilai jelek gitu kan ?</u> ya kan? Tapi <u>apa namanya bisa terbuka saja paling lebih jujur menulis kekurangan ku sendiri disini karna ga malu-malu</u> gitu karna mungkin ini bakal dilihat sama dosen tapi nanti kayak gitu kan	REFLECTIVE STRATEGY CHALLENGE	I1/B/REF.STR/64 I1/B/CHAL/64
I	65	yang lainnya?		
R	66	I think that all		
I	67	So, what's your suggestion about reflective teaching implemented in microteaching ?		
R	68	I think suggestion for my self-reflective is <u>become more objective karna sampai kapan pun orang akan tetap membela diri</u> kayak gitu kalo di psikologi gitu kayaknya ada bagaimana pun orang akan mempertahankan diri gitu jadi dari sini juga mungkin dosen pengampu bisa tau kita itu lier apa nggak	DIFFICULTY	I1/B/DIF/68
I	69	So is it the only factor that make self reflective teaching is difficult?		
R	70	Yes		
I	71	Trus cara yang kamu dapat kan untuk melakukan reflective teaching di microteaching bagaimana prosedurnya?		
R	72	Oh ya , <u>jadi we choose the number at the right side of reflective teaching form and we need to elaborate why we choose 5 example i have reasons here yes there are some parts here</u>	REFLECTIVE PROCESS	I1/B/REF.PRO/72

		<u>presentation, practice production. And the end of self reflective teaching i should maybe elaborate the other points that are provided before by each stages ya i tried to give maybe some idea or some think that i need to improve in my next lecturing demo</u>		
I	73	How do you do that ?		
R	74	Ok, <u>firstly i watch my video and then i tried to read some peer-observation and the last i write this self-reflective</u>	REFLECTIVE PROCESS	I1/B/REF.PRO/74
I	75	Kenapa liat peer-observation?		
R	76	Ya takut nya itu <u>supaya gak lier</u> itu	CHALLENGE	I1/B/CHAL/76
I	77	Oh oke, terus so after doing reflective teaching, what's benefit you get from it?		
R	78	<u>I know what kind of phase that i need to improve then what is my weakness kekurangan diri</u> itu apa misal nya bisa tau kalo time management aku itu bad karena lihat videonya trus aku jadi tau	BENEFIT	I1/B/BEN/78
I	79	Manfaat lain nya?		
R	80	<u>Bisa develop kita jd mungkin nih ak ada kesempatan ngajar gak hanya disini tapi ada di ppl jd bisa lebih baik</u>	BENEFIT	I1/B/BEN/80
I	81	Baiknya kayak gimana?		
R	82	Time management trus pemahaman media terus encourage students terus membantu student kita untuk mencapai target language	BENEFIT	I1/B/BEN/82
I	83	So you can find the strategy after implementing reflective teaching?		
R	84	Yes, <u>i can find the strategy</u> although i can't find that in the previous subject	BENEFIT	I1/B/BEN/84

		<p>contohnya kalau kita milih strategi itu kan memang kayaknya di classroom management itu kan gak diajarkan, di teaching methodology juga Cuma metode-metode aja kayak gitu <u>jadi try to find another sources maybe like journal maybe by asking for the proficient teacher jd kalau di ppl kan ada guru pembimbing lapangan ya makanya kita ada observasi dulu makanya bisa juga belajar dari situ.</u> Karna aku kalau ak bisa method is not totally dead ya metode mengajar itu gak mungkin kalau itu bakalan progress students' learning sampai kapan pun itu totally dead karna apa karna itu Cuma teori dan teori itu kan perception, perspektif orang jadi aku rasa apa benar guru-guru yang ada di sekolahan mereka menggunakan method dalam mengajar dia, kadang dia malah mix bisa kan atau kadang malah adakan yang natural approach kayak gitu</p>	
I	85	Oke i think that's all thanks so much for your time	
R	86	You are welcome	

Respondent's name : Student Teacher C

Time of interview : 30 Mei 2016, 17.00- 17.24

Location : Library of Universitas Islam Indonesia

Subject	Line	Interview Discussion	Theme	Code
I	1	Assalamualaikum wr.wb		
R	2	Walaikumsalam wr.wb		
I	3	Oke, how are reflective teaching practices implemented in micro-teaching subject?		
R	4	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		
I	5	Ok, in your microteaching there is aspect that called as reflective teaching right, can you tell me about that?		
R	6	About reflective teaching itself, ya jadi berdasarkan <u>setelah reflective mengajar kemudian kita refleksikan artinya memang ada beberapa yang perlu diperbaiki</u> 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 <u>tulisan ekspresi nya seharusnya jangan supaya student itu bisa guessing gitu apa yang akan saya ajarkan nanti tp waktu sy ngajar itu langsung saya tunjukkan.</u>	BENEFIT PRESENTATION STAGE	I1/C/BEN/6 I1/C/PRE.STG/6
I	7	So, that's the strength or weaknesses?		
R	8	That's actually the weaknesses tapi ga terlalu fatal artinya itu mau ditampilin atau nggak itu oke tapi lebih baik jangan		

I	9	So, so far, what did you know about reflective teaching practice?		
R	10	Reflective teaching practice itu adalah ee <u>bagaimana kita merefleksikan apa yang telah kita ajarkan untuk perbaikan praktek mengajar di masa yang akan datang atau nanti drill practice nya gitu</u> misalkan nanti kita bisa implementasikan di waktu ppl jadi sebentar nya reflective teaching itu penting. <u>Kenapa penting karna diri kita ini selalu dievaluasi selalu kita melihat apa yang kurang kemudian kita tambahkan kekurangan-kekurangan itu</u>	UNDERSTANDING BENEFIT	I1/C/UND/10 I1/C/BEN/10
I	11	have you ever applied this reflective teaching practice before? Before this microteaching subject?		
R	12	<u>No</u> , karna belum ada praktek pengajaran sebelumnya	UNDERSTANDING	I1/C/UND/12
I	13	So, what do you know about the reflective teaching subject in microteaching subject?		
R	14	<u>Ya it's good</u> ,jadi kita di dalam microteaching itu jadi selain kita ngajar satu kita <u>dikasih video</u> untuk melihat kembali bagaimana cara kita mengajar dan dari <u>video itu ketahuan seberapa besar kesiapan kita dalam mengajar kemudian kita bisa lihat juga kekurangan-kekurangan</u> kita misalkan dalam segi <u>materi</u> , kemudian dari segi presentasi dan lain sebagainya nah itu dari video. <u>Yang kedua itu ada sheet jadi ada lembar assessment reflektif, disitu ada beberapa pertanyaan bentuk format nya agree and disagree sampai strongly agree kemudian disitu ada statement kemudian bawahnya ada comment nah kita harus comment dari statement itu kenapa misalkan kita kasih nilai agree gitu jadi dari form-form itu kita juga bisa tau gitu apa namanya kekurangan-kekurangan kita apa yang harus</u>	UNDERSTANDING REFLECTIVE STRATEGY	I1/C/DEF/14 I1/C/REF.STR/14

		diperbaiki dalam teaching practice kita.		
I	15	Oke, you said you use the form, right? Is this help you to reflect on your teaching?		
R	16	<u>Yes absolutely.</u>	BENEFIT	I1/C/BEN/16
I	17	Can you explain more?		
R	18	<u>Yes, as i have said before di form reflective teaching itu apa namanya kan banyak ini ya banyak statement-statement yang merujuk kegiatan kita waktu praktek mengajar jadi dari statement-statement itu kita bisa merefleksikan kita gitu</u>	BENEFIT	I1/C/BEN/18
I	19	How about your perception about reflective teaching ?		
R	20	<u>It's good and important as well. oh ya selain itu teman kita dikasih form juga untuk menilai kita jadi dari situ kita tau gitu pertama yang form itu kan persepsi kita sendiri kemudian yang dari teman-teman yang kita ngajarin mereka itu juga ada assessment tambahan, jadi disitu ada 3 aspek reflektif sih jadi satu dari video, yang kedua dari self-assessment, yang ketiga itu bagaimana teman-teman menilai cara pembelajaran kita.</u>	REFLECTIVE STRATEGY	I1/C/REF.STR/20
I	21	Perasaan nya gimana waktu ngelakuin reflective teaching?		
R	22	<u>Perasaan nya biasa aja tp harus terbuka dengan diri sendiri artinya jujur karna kan kalo gak jujur susah juga.</u> Dari video juga kan kita bisa lihat kita ngajar nya begini tapi diassessment begini, memang dalam assessment itu kita harus terbuka dan jujur terhadap diri sendiri. Jadi sejauh ini yang saya lakukan fair gitu kalau kurang ya saya bilang kurang, kalo saya nggak ngelakuin itu ya saya bilang saya nggak lakuin itu.	DIFFICULTY	I1/C/DIF/22
I	23	Area nya apa aja dalam form itu?		
R	24	<u>pertama itu di preparation, jadi ada reflective tentang preparation, seperti material dan</u>	REFLECTIVE STRATEGY	I1/C/REF.STR/24

		<u>lain sebagainya. Yang kedua, tentang presentation, itu bagaimana saya mendeliver materi termasuk cara lead in pokoknya menyampaikan materi pada murid-murid gitu. yang ketiga itu tentang practice, jadi bagaimana saya menyiapkan latihan untuk murid-murid agar mereka mengerti apa yang saya ajarkan, dan yang tahap terakhir itu ada production, bagaimana mereka bisa mengembangkan ilmu yang sudah mereka dapatkan, jadi sebenarnya ada empat area.</u>		
I	25	Susah gak merefleksi semua area itu?		
R	26	<u>No, it's easy because instruction is clear as well</u>	DIFFICULTY	I1/C/DIF/26
I	27	What results of your teaching reflection?		
R	28	Oke misalkan dibagian presentasi itu, memang saya kan udah buat lesson plan dulu ya jadi so far apa yang saya praktek kan itu <u>sesuai dengan apa yang saya rencanakan.</u> 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 menangkap materinya apa tapi melalui deskripsikan <u>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.</u> 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	LESSON OBJECTIVE INSTRUCTIONAL STRATEGY	I1/C/LES.OBJ/28 I1/C/IN.STR/28

		mereka butuh putaran <u>tambahan saya putar tapi waktu itu nggak</u> . 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. Setelah itu baru selesai kemudian saya buat production, saya grupkan mereka lagi buat video tentang asking and giving opinion. Gitu sih.		
I	29	OK, It's you intended to do in the class based on your lesson plan, dan hasil na bagaimana?		
R	30	Ya, <u>sejalan dengan yang saya laksanakan</u>	POSITIVE REFLECTION	I1/C/POS.REF/30
I	31	Jadi sukses?		
R	32	Ya absolutely. Of course. Karna mereka juga dapet lesson objective nya gitu.		
I	33	Trus how your response i mean susah ga untuk reflecting ini?		
R	34	Maksud na untuk ngasih komen?		
I	35	Ya boleh inti na evaluasi kan terhadap diri mu sendiri		
R	36	Ee <u>gak juga sih ya. Artinya kan memang dari awal memang niatnya udah jujur, terbuka pada diri sendiri pokok nya ketika mau blak-blakan sama diri sendiri ya untuk komen ya komen aja jadi gak ada kendala atau masalah sih.</u>	DIFFICULTY	I1/C/DIFFICULTY/36
I	37	About your peer-observation form, how's your perception?		
R	38	<u>Dari observation, kita lihat sih mereka, mereka juga cukup apa namanya cukup fair ya artinya penilaian mereka misalkan apa</u>	STUDENTS' FEEDBACK	I1/C/ST.FD/38

		<u>dibagian yang kurang mereka bilang kurang tapi dari hasilnya kebanyakan mereka ngasih 3 sih.</u>		
I	39	So, your improvement kedepan apa berdasarkan hasil dari reflective teaching?		
R	40	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 <u>pernyataan kita kemaren kurang jadi setelah reflective itu selalu ada gambaran-gambaran baru.</u>	BENEFIT	I1/C/BEN/40
I	41	Jadi perbaikan atau improve na apa nih dari hasil reflection kamu itu? Misalnya strategi pengajaran baru apa yang dipakai dll		
R	42	Maksud na improve apa nih, kan <u>kita baru reflective aja belum ngajar yang kedua jadi karna gak ada praktek ngajar lagi jadi gak ada strategi pengajaran baru jadi belum kesitu.</u>	REFLECTIVE PROCESS	I1/C/REF.PRO/42
I	43	Oh jadi hanya sampai tahap reflektif aja? Trus gmn hasil na ? weaknesses maybe?		
R	44	Kalau saya lihat sih ga terlalu banyak ini sih <u>ga terlalu banyak masalah memang anak-anak ngasih nya kebanyakan 3.</u>		
I	45	Kalau dari punya km sendiri? Your self-reflective?		
R	46	Sama, it's good. To me ya apa yang udah saya ajarkan saya refleksi kan <u>pengajaran saya va itu cukup bagus cukup baik</u>		
I	47	Jadi gak ada masalah,you haven't any troubles in teaching practice?		
R	48	<u>Ya, karna ga terlalu banyak masalah gitu dalam pengajaran</u>		
I	49	Jadi you said you use metode, media dll. Km ada memikirkan teori		

		atau pertimbangan khusus ga?		
R	50	Ya jelas gunakan materi ini untuk siapa jadi kita lihat juga tentu pakai teori, <u>jadi kita lihat juga kita mengajar siapa, trus karakteristik student nya gimana. Nanti kita designkan kita sesuaikan ngajarnya kayak gimana gaya belajarnya siswa, kemudian level proficiency mereka seperti apa.</u>	BELIEF	I1/C/BEL/50
I	51	Kalau dari hasil refleksi km sendiri, ada gak hasil nya yang kurang. Misalnya dari mengajar kemaren ak gak percaya diri ataupun kekurangan-kekurangan lainnya?		
R	52	Yang kurang dari pengajaran saya itu satu, <u>memang karena limit of time ya</u> jadi ketika di <u>production itu saya gak praktekan dikelas tapi melalui tugas gitu loh</u> 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 sebenarnya 45 sampai 1 jam gitu.	TIME MANAGEMENT	I1/C/TM.MG/52
I	53	Tapi kalau di lesson plan itu sebenarnya berapa menit?		
R	54	Di lesson plan juga pas bagian production ditaruh sebagai tugas aja gitu		
I	55	Kira-kira tau gak alasan nya kenapa melaksanakan nya seperti itu, seperti yang kamu bilang membuat itu sebagai tugas?		
R	56	Kayaknya masalah waktu saja sih		
I	57	Trus kenapa selain waktu?		
R	58	Ya karena <u>gak ada cara</u> lain karna saya kan sudah didurasikan gitu ya mba mulai dari lead in class, kemudian kapan saya harus presentasi,sama waktu practice, waktu itu terasa cepat banget gitu dan sisa di production itu 3-5 menit, jadi kalau di buat praktek lagi itu	TEACHER ABILITY	I1/C/T.AB/58

		gak cukup gitu.		
I	59	Hmm selain itu?		
R	60	Udah		
I	61	Yang lainnya itu? Bagus semua?		
R	62	<u>Yang agak challenging sih tapi gak terlalu masalah sih satu murid-murid nya.</u> Itu karena teman sekelas ya, ya karna kita yg ngajar jadi setting mengajar saya ya mereka itu ada yang susah diatur, itu agak menantang aja sih, tp so far sih selama kita bisa handle kelas artinya selama kita bisa <u>ngasih instruksi dengan jelas dan tegas</u> gitu itu bisa terhandle dengan baik. Walaupun mereka agak berisik gitu tapi mereka tetap bisa mengikuti kelas kayak gitu.	CLASSROOM MANAGEMENT	I1/C/CL.MG/62
I	63	Dari situ tau gak apa improve atau strategi yang dapat kamu lakukan ke depan itu gimana?		
R	64	Kalau masalah keterbatasan waktu kalau ada praktek ngajar lagi berarti improvisasi nya adalah <u>kegiatan nya dipersingkat padat dan jelas jadi nanti lead in gimana cara nya gak terlalu banyak ngomong tapi yang penting murid mau tau mereka mau belajar apa kayak gitu.</u> kemudian di time of presentation nya juga di apa namanya estimasi waktu nya lebih disedikitkan lagi sampai akhirnya ada production ada waktu production yang ada dalam kelas kayak gitu.	TEACHING STRATEGY	I1/C/TC.STR/64
I	65	Jadi lebih kontrol waktu nya gitu?		
R	66	Iya jadi <u>waktunya dipadatkan</u> gitu sampai waktu 30 menit itu masuk ke tiga stages nya itu jadi dari presentation, practice, dan production nya gitu.	TIME MANAGEMENT	I1/C/TM.MG/66
I	67	Kalau untuk student management nya itu gimana kira-kira penyebab nya kok mereka bisa gitu?		
R	68	Hmm emang apa namanya itukan inikan lagi praktek ngajar mb ya jadi ya emang sebelum memulai saya bilang ke mereka ee kalau	STUDENT CHARACTERISTIC	I1/C/ST.CR/68

		<p>kedepan hmm kalau mengajarkan kita kan gak tau ya sifat-sifatnya murid kita kek mana ada yang badung, ada yang pendiam kek gitu. nah, ketika saya mulai mengajar saya bilang ke mereka terserah kalian mau sifat nya kayak gimana aja gitu. mau jadi yang pendiam, mau suka ngomong dikelas, sok pintar atau lain sebagainya. Nah dari situ mereka apa namanya bertindak sebagaimana maunya mereka kayak gitu, tapi kalau diliat dari apa namanya praktek-praktek sebelumnya memang tipenya anak-anak kelas ku itu memang kayak gitu, suka banyak becanda terus banyak ngomong gitu, jadi mau ganti-ganti kelas tetap mereka kayak gitu.</p>		
I	69	Kalau ibaratnya mereka real-student, solusi kamu gimana?		
R	70	<p>Ya strategi classroom managementnya kita mainkan kayak gitu eee apa namanya ada yang suka becanda hmm tetap kita tegas dalam ruang kelas gitu artinya selalu memantau mereka supaya mereka terus memperhatikan kita terus mereka juga paham dan ikut ee pengajaran yang kita ajarkan kepada mereka kayak gitu jadi dengan cara menegur, kemudian diberikan peringatan misal jangan berisik kalau berisik saya keluarkan artinya disitu ada ancaman bukan hmm peringatan supaya mereka juga agak takut eh nanti walaupun itu sebenarnya bohongan saja tapi setidaknya ada peringatan dan himbauan kepada murid-muridnya supaya mereka terus memperhatikan kita.</p>	CLASSROOM MANAGEMENT	I1/C/CL.MG/70
I	71	Menurut kamu cara seperti itu taunya gimana? Kenapa memakai cara itu? Atau ada teori sebelumnya yang dipelajari?		
R	72	Kalau teori saya lupa ya teori siapa ee tapi mungkin dari	EXPERIENCE	I1/C/EXP/72

		<u>pengalaman-pengalaman guru mengajar</u> gitu ya soalnya kan saya sudah belajar itu selama 14 tahun lah kurang lebih ya cara guru-guru saya dulu menghadapi orang seperti ini ya dengan himbauan seperti itu mb		
I	73	Terus kalau dari segi teaching method, kalau saya lihat kamu dikelas km ada menggunakan flashcard gitu ya nah itu kenapa kamu prefer menggunakan itu?		
R	74	Hmm saya gak mau banyak ngomong jadi lebih <u>ke student center</u> kayak gitu ya gimana caranya student ini lebih banyak ngomong dikelas dengan berupa praktis nah <u>maka saya buat media supaya dari media itu jadi bahan interaksi antar siswa untuk saling berkomunikasi gitu ya jadikan bahasa inggris jadi saya ingin mengutamakan speaking siswa agar banyak practice gitu jadi semakin banyak practice semakin bagus kan jadi kan di practice stage saya itu nah itu kan mainnya peer jadi antara teman itu saling berkomunikasi dengan melalui gambar itu jadi melalui itu flashcard itu mereka bisa interaksi dan latihan speaking mereka.</u>	BELIEF	I1/C/BEL/74
I	75	Kalau saat mengisi self-reflective teaching sheet itu hasilnya ada yang menunjukkan kurangnya atau problem dari pengajaran kamu gak? terutama ini yang isinya 3 ya		
R	76	<u>Eee inikan level nya 1-5 ee kalau 3 itu ya menurutku standar sih artinya ya gak terlalu bagus kemudian gak terlalu kurang juga.</u> Jadi kan misalnya disini saya kan <u>ngisinya sesuai dengan statement saya ya mba contohnya i state the lesson objectively in my class, nah disini saya tulis i didn't mention the lesson objective directly but students can guess what they get from the lesson.</u> Disitu kan	REFLECTIVE PROCESS	I1/C/REF.PRO/76

		kenapa saya taruh tiga gini ketika ngajar gak saya sebutin oke anak-anak ini lesson objective nya tapi melalui lead in dengan gaya lead in saya kemudian mereka bisa menebak mereka akan belajar apa, dari situ saya paham oh pasti eee murid –murid ngerti tujuan dari belajar ini tu apa makanya saya kasih 3.		
I	77	Oh terus kira-kira yang lain nya? Jadi kalau 3 itu ada kelebihan dan kekurangan ya?		
R	78	Iya, nah inikan apa namanya production, production itukan bentuknya assignment, nah production itu kan saya belum tau nanti kayak gimana nah makanya saya taruh di 3 artinya di assignment itu saya sih optimisnya nanti student itu bakal use variety of language waktu mereka bikin assignment nya kayak gitu		
I	79	Jadi itu kelemahan nya dimana?		
R	80	Ee ini saya <u>kasih 3 karna saya not sure gitu karna di production na assignment itu belum dilaksanakan</u> karna masih belum pasti.	REFLECTIVE PROCESS	I1/C/REF.PRO/80
I	81	Kalau yang ini ? (menunjuk statement lainnya)		
R	82	Eee kalau yang 3 ini hand out yang saya berikan pokoknya flashcard tadi itu ee ya it seems that karena not sure juga eee karna itukan persepsi nya student ya nanti apa namanya itu bisa bagus atau bisa biasa aja kayak gitu, makanya saya kasih 3.		
I	83	Kalau dari tulisan kamu di self-reflection ini, kesimpulannya nya kamu tulis teaching is not easy, tapi kalau dari hasil reflection kamu ini gak terlalu banyak masalah gitu itu jadi yang lebih kamu refer to yang ini atau yang ketika saat wawancara?		
R	84	Oh ini refleksi ke teaching nya bukan ke refleksi nya tapi ke refleksi waktu aku ngajar		

I	85	Eehhmm jadi kesimpulan nya maksudnya pas kamu ngajar ada masalah gitu?		
R	86	<u>Eenggak disinikan challenging</u> , challenging itu bukan masalah tapi menantang mba	POSITIVE REFLECTION	I1/C/POS.REF/86
I	87	Hmm defenisi mengajar menurut kamu itu?		
R	88	Ha'ah, jadi mengajar menurut saya itu cukup menantang jadi kadang ketika mengajar itu <u>banyak kejadian-kejadian yang tidak terprediksikan dan tidak terencana</u> seperti itu nah makanya disini saya bilang teaching is not easy, i should i need to anticipate unconditional situation during my teaching. Kenapa menantang? Kita sebagai guru harus mengantisipasi situasi yang tak terduga singkatnya kita harus punya plan A, plan B, itu mengantisipasi berbagai macam kejadian tapi walaupun menantang tapi <u>aku suka gitu dengan mengajar</u>	POSITIVE REFLECTION	I1/C/POS.REF/88
I	89	Eee selama kamu melakukan reflection, itu kamu ada gak melihat sisi kekurangan kamu yang gak ada didalam sini gitu?		
R	90	Waktu bikin gak ada mb, jadi aku merujuknya disini		
I	91	Pas lihat video?		
R	92	Nggak sih kayaknya menurutku sih yang di sini di reflective assessment ini itu <u>sudah mewakili apa yang ada di video</u> , jadi sebelum saya jawab ini saya lihat dulu video nya terus saya sesuaikan dengan pertanyaan gitu	BENEFIT	I1/C/BEN/92
I	93	Eee jadi kamu hanya terpacu hanya pada disini gitu?		
R	94	Iya		
I	95	Kalau dari aspek-aspek pengajaran lainnya kamu gak pernah terfikirkan gitu kayak teaching practice kamu sendiri gimana gitu?		
R	96	Ini aja sih terkait apa namanya terkait dengan <u>feedback</u> maksudnya kan ini belajar bahasa inggris ya sometimes student itu salah dalam	TEACHER ABILITY	I1/C/T.AB/96

		apa namanya baik dalam struktur grammatikal ataupun pronunciation gitu nah kekurangan saya <u>tidak langsung membenarkan mereka</u>		
I	97	Hmm itu ada di lesson plan gak?		
R	98	Gak ada		
I	99	Hmm berarti itu memang diluar itu		
R	100	Yang lain?		
I	101	Gak ada sih, masalah feedback itu aja		
I	102	Last, what reflection means to you?		
R	103	Ya to me reflection itu apa namanya <u>semacam kaca yang memberikan gambaran kita gitu.</u> dari refleksi ini kita bisa tahu apa kekurangan-kekurangan kita yang kemudian setelah kita tahu kita perbaiki kekurangan-kekurangan itu gitu.	BENEFIT	I1/C/BEN/103
I	104	Oke, manfaat na apa yang km dapatin setelah mempraktekkan reflection di kelas micro-teaching?		
R	105	Benefitnya banyak. Apa namanya jadi kita tahu apa kekurangan kita, trus apa yang harus kita perbaiki dan juga <u>lebih mengasah critical thinking dalam strategies</u> trus apa seperti kita apa ngajar dengan cara yang baru ini lebih bagus kayak gitu.	BENEFIT	I1/C/BEN/105
I	106	Trus do you want adopt it in your real classroom later?		
R	107	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 <u>saya ingin terus melakukan itu sebagai guru.</u>	BENEFIT	I1/C/BEN/107
I	108	Kalau dari strategi reflective teaching di kelas microteaching ini gmn?		
R	109	Ya bisa dilakukan terus <u>bisa baca beberapa sumber</u> apa nama nya contoh assesment form yang lain	BENEFIT	I1/C/BEN/109

		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 <u>merasa cukup tapi saya akan baca model-model penilaian lain supaya saya bisa lebih tahu apa yang harus diperbaiki.</u> Semakin banyak yang bisa kita refleksikan Jadi semakin banyak kita apa namanya ilmu-ilmu baru yang bakal kita terapkan nanti gitu.		
I	110	Ok, thanks for your time		
R	111	You're welcome		

Respondent's name : Student Teacher D

Time of interview : June 2, 2016 / 12.30 – 12.55

Location : Student Access Center Room

Subject	Line	Interview Discussion	Theme	Code
I	1	Apa yang kamu ketahui tentang reflective teaching?		
R	2	<u>Itu tentang evaluasi baik dari guru maupun murid. Evaluasi tentang pengajarannya. Jadi itu tu kayak ada siklus nya sih, reflective itu biasa nya yang terakhir. Jadi itu siklusnya berulang-ulang untuk apa, untuk mengimprove atau mengembangkan dari pengajaran yang sebelumnya,</u> jadi pembelajaran sebelumnya itu ada kekurangan baik dalam pemberian konten atau pembelajaran segala macam dari reflective itu nanti bisa apa ya di ini lagi maksud nya dievaluasi lagi dalam siklus yang selanjutnya. Di pengajaran selanjutnya, kesalahan itu dapat	UNDERSTANDING	I1/D/UND/2

		diperbaiki, kayak gitu.		
I	3	Oh jadi kamu udah tau sebelumnya?		
R	4	Iya jadi pernah belajar kayak gitu, pernah diliatin kayak bagan nya gitu tentang reflective teaching		
I	5	Belajar dimana?		
R	6	Eeee di microteaching ada. Sama di apa ya itu language assessment sebenarnya ada sih tapi gak terlalu rinci. Language assessment pernah disinggung dikit tentang reflective teaching itu.		
I	7	Jadi yang lebih rinci di microteaching ya?		
R	8	Iya		
I	9	Jadi kalo di microteaching kelas ini, reflective teaching itu seperti apa?		
R	10	Jadi reflective teaching itu kayak <u>assesment kita gitu loh mb, assesment teaching practice kita. Jadi misalnya kita ada penilaian 1 sampai 5, ntar kita udah memenuhi gak sih indikator-indikator yang kita butuhkan sebagai pengajar gitu,</u> misalnya kita sudah mencakup ini ini nah ntar dari situ kita bisa lihat kita kurang nya dari mana kayak gitu, trus kita refleksikan lalu itu bisa kembangkan gitu loh maksudnya evaluasi nya kita juga sebagai reflective teaching itu.	UNDERSTANDING	I1/D/UND/10
I	11	Trus gimana reflective teaching yang dipakai dimicroteaching itu?		
R	12	Maksud nya dari saya atau dosennya?		
I	13	Dari ini nya dari pelaksanaan dimicroteaching itu.		
R	14	Jadi gini, dimicroteaching itu <u>kita ada pelatihan membuat lesson plan, dan segala macamnya, mungkin untuk per-orang reflective itu gak bisa karna kita Cuma dapat jatah sekali kayak gitu. Cuma kita memang dapat bagan tentang reflective itu, bagan apa bagan reflective itu eee bagan reflective itu diisi baik dari kita sendiri maupun dari si</u>	UNDERSTANDING	I1/D/UND/14

		<u>pengajar tersebut. Maksud nya kita sama-sama melihat dari perspektif masing-masing itu kita melihat pengajaran kita itu gimana sih, udah mencakup indikator-indikator yang diperlukan gitu gak untuk sebagai educator.</u> Kayak gitu.		
I	15	Bagan nya apa aja?		
R	16	Hmm apa ya mb ya banyak sih, kemaren itu <u>dia pakai nomor skala 1 – 3 kalo gak salah baik, kurang, improvement ya kayak gitu. terus isinya macam-macam udah engage apa belum, kolaboratif nggak, udah elicit gak gitu. lesson plan nya udah tersusun rapi gak presentation, practice, production ee practice nya itu udah ini nggak udah mencakup nggak disuatu pengajaran</u> tersebut di matakuliah itu. Kayak gitu.	REFLECTIVE STRATEGY	I1/D/REF.STR/16
I	17	Saat melakukan reflective teaching itu pakai alat apa aja?		
R	18	Untuk reflective? Oh ya itu sih mb, itu tadi. <u>Worksheet yang kita berikan tadi bukan cuma kuantitatif tapi juga kualitatif</u> jadi dia itu kita memang isi nomor tapi juga memberikan penjelasan, penjelasan tentang misalnya aku ngasih 3 bagus, itu kenapa jadi itu misalnya aku kasih alasan menurut aku, aku udah engage siswa dari situ kita kan udah tau dari situ kita udah meng-engage siswa tapi kita perlu lihat lain indikator lain apakah kita kalau engage siswa udah penuh gitu loh bukan berarti kita bisa meng-engage tapi ee lesson plan kita itu bagus gak? maksud nya ada beberapa hal yang perlu kita improve kayak gitu. <u>kalau menurut saya sih bagan nya lengkap sih soalnya tidak secara kuantitatif saja tapi harus secara kualitatif juga.</u>	REFLECTIVE STRATEGY	I1/D/REF.STR/18
I	19	Ohh jadi di kasih bagan buat nulis skala itu disebut apa?		
R	20	Kayak borang gitu ya		

I	21	Form gitu ya?		
R	22	Apa sih itu namanya lupa deh		
I	23	Hmm, metode kamu ngisi skala itu punya pertimbangan khusus gak?		
R	24	Punya, <u>kalo aku sih ya aku biasain jujur</u> kalo misalnya kita kan nanti mengabdikan di masyarakat ya jadi dibiasakan waktu masuk practice ini kita benar-benar jujur, kalau jelek ya jelek, kalo bagus ya bagus. Karna kalo kita udah lulus dari sini, hal ini berguna buat kita walaupun membuat kesalahan kedepan nya setidaknyanya.	CHALLENGE	I1/D/CHAL/24
I	25	Itu cara kamu biar jujur gimana?		
R	26	<u>Susah sih, soal nya kita agak subjektif ya kadang dibawa suasana</u> gitu maksud nya ahh menurut ku gini ah gini gini jadi metode ini bagus kenapa karena bagan ini <u>tidak hanya dikasih ke pengajar tetapi dikasih ke orang lain juga baru dikasih ke aku, jadi kalau menurut ku bagus belum tentu menurut mereka bagus, nah itu bisa buat pertimbangan juga bahwa ohh kayaknya ak kalau kasih nilai ke 5 aku sendiri kurang deh. Jadi mayoritas 1-20 ini ada yang bilang kurang nah otomatis itu harus aku improve lagi. Selain itu waktu microteaching kita direkam ya otomatis kita bisa ngeliat.</u> Misalnya saat presentation kurang nih nah ntr aku cari pas presentation kurang nya dimana, apakah materi adaptasi atau development nya kurang atau ya gimana itu.	DIFFICULTY REFLECTIVE PROCESS	I1/D/DIF/26 I1/D/REF.PRO/26
I	27	Oke, so you've done reflective teaching?		
R	28	Ya		
I	29	So, what do you think about your teaching practice ?		
R	30	I think i mean i just getting better than better than before because in my year now. I have guided by what teaching method, classroom management ee material	TEACHER ABILITY	I1/D/T.AB/30

		development and each of those subjects i learned i think that i need to improve my teaching i mean from material development i learn how to develop or adapt materials for our learning purpose. Classroom management, how to deal with students, how to deal with ee noise or naughty students, and how we manage time, how we place ourself in different characteristics of the class yaa i think it just getting better and better hmm but i think there are some skills that i need to improve ee like <u>i need to more comprehensive to some materials</u> like grammar, because i just sometimes i miss calculate about grammar structure.		
I	31	Ok, i mean, you have done reflect your teaching. So based on your reflective teaching. What did you find or what the results of the reflection?		
R	32	Ee based on my microteaching some weeks ago, <u>some friends told me to improve about my comprehensive about the materials</u> that i am going to talk, i mean ee what it my friend told me i have <u>good confidence</u> , it is a big point but be confident it useless if we don't ee get the meaning of the materials. I mean we can deliver the materials or <u>we can simplify the materials</u> ee we have like hard materials and then we want to deliver it to some students that i mean younger than us, we have to know or we have the strategy how to simplify the material so they can understand what we want to deliver to them, and they can achieve it easier.	STUDENT'S FEEDBACK INSTRUCTIONAL STRATEGY	I1/D/ST.FD/32 I1/D/IN.STR/32
I	33	Did you consider this things when you reflect your teaching practices? The three things are what did you intend to do (pre), what did you do (while), what the improvement (post)?		
R	34	Ya, i always think how to manage my media, i always think sometimes	TEACHING MEDIA	I1/D/TC.MED/34

		i use video ee i love to use video to engage my students because video can catch the interest of the students, so <u>they can pay attention to our materials</u> , so sometimes i adapt some video and i cut some so it become more shorter then i used it for lead in.		
I	35	So, is it successfull or need improvemet of your teaching ?		
R	36	I think <u>need improvement</u>	REFLECTION RESULT	I1/D/REF.RES/36
I	37	Ok, if you have another chance to do teaching practice once more, what will you do?		
R	38	I think i need to more about grammar like present, past tense because i just speak but not very carefull with the structure.		
I	39	Topic yang km ajarin kemarin apa?		
R	40	Ee simple past tense, ya <u>i give structure but it ee turn me into confuse</u> so the students and me is confuse together.	TEACHER ABILITY	I1/D/T.AB/40
I	41	Hmm, so apa tantangan nya melakukan reflective teaching ini?		
R	42	Hmm <u>don't be subjective</u> . maksud nya kita memang harus dari dalam sendiri harus jujur. Ya mungkin oke kalo misalnya ada beberapa reflective misalnya yang mempengaruhi nilai kita jujur aja gitu loh. Cuma kan disini konteks nya tidak ya dan walaupun kemarin <u>kita udah jujur itu ternyata beda nah itulah keuntungannya dari reflective ini karna reflective ini bukan one side but all side, i mean in my perception and my peers or the other friends who saw me.</u>	CHALLENGE BENEFIT	I1/D/CHAL/42 I1/D/BEN/42
I	43	Oke-oke. Yang lain nya?		
R	44	Hmm apa ya ini sih how we fullfill the whole indicator in reflective i mean di reflective itu kan ada indikator nya ya bagaimana caranya kita tidak harus belajar menjadi sempurna setiap indikator hanya saja kita perlu mencukupkan atau <u>tidak menstandarisasi setiap poin-poin</u> yang ada di situ karna menurut	CHALLENGE	I1/D/CHAL/44

		saya untuk sempurna itu butuh usaha yang panjang dan jam terbang yang sangat banyak seperti itu.		
I	45	Yang buat susah nya itu kenapa?		
R	46	Experience sih practice ee different student i mean kadang different characteristic or different classroom itu mempengaruhi bagaimana caranya kita mengajar gitu.		
I	47	Kalau ngisi reflective itu baik yang self atau peer susah gak?		
R	48	<u>Kalau yang self nggak sih,</u> cuman sometimes kalau peer itu susah nya gimana ya misalnya <u>kalo peer itu dia itu temen dekat kayak gitu jadi kesannya kita kayak dibawa emosi</u> gitu loh maksud nya bukan emosi marah maksud nya kasihan dalam artian kasih gak ya segini ntar kecewa deh itu tu susah nya kayak gitu, orang indonesia itu gak tegaan.	DIFFICULTY	I1/D/DIF/48
I	49	Kalau self-reflective gak susah ya? Yang bikin gak susah kenapa?		
R	50	<u>Karena dari awal sudah jujur, yang bikin susah itu kalau kita sudah gak jujur kalau menurut saya seperti itu.</u>	CHALLENGE	I1/D/CHAL/50
I	51	Kalau penggunaan reflective teaching ini sudah bantu kamu untuk improve teaching km belum?		
R	52	Kalau sekarang ini sudah ya. Karena audience di kelas itu kan ya cuma dosen, teman ya kita. Otomatis mereka udah menilai kita. Beda konteks nya kalau kita sudah di ruang kelas gitu maksud nya dikelas yang berbeda itu penilaiannya juga beda. Cuma untuk sekarang itu udah cukup.		
I	53	Kalau untuk evaluasi sendiri ada gak kamu pikir ahh ini gak lengkap nih indikator nya atau menurut km gimana?		
R	54	Hmm, kalau gak lengkap itu aku ngelihat video ya jadi kadangkala ada beberapa itu kan misalnya kita menggunakan <u>bahasa inggris, kita ngomong bahasa inggris terbata-bata itu kan ga ada di borang itu kan, nah itu bisa dilihat di video</u>	REFLECTIVE STRATEGY BENEFIT	I1/D/REF.STR/54 I1/D/BEN/54

		<u>makanya ada video dan borang itu.</u>		
I	55	oke , what reflection means to you?		
R	56	Reflection means evaluation, another perspectives. <u>It means it help us to see ee our perspectives based on another perspectives</u> hmm like manusia itu gak bisa ngelihat leher bekang nya sendiri gitu loh.	BENEFIT	I1/D/BEN/56
I	57	Kalo dari segi manfaat yang udah diterapkan nya reflective teaching ini yang bisa kamu ambil apa aja?		
R	58	Banyak. Practice.		
I	59	Practice gimana tu?		
R	60	Practice nya itu ya kita belajar benar-benar kita itu <u>lebih kritis</u> berdasarkan lesson plan yang udah kita buat. Kesalahan saat mengerjakan lesson plan itu nanti itu dapat menimbulkan kesalahan saat mengajar nanti soalnya itu kan plan kita. Terus, how <u>we choose appropriate material, bagaimana kita memilih material yang tepat dan pantas untuk dipakai, misalnya kita pakai video itu gak bikin kita repot so how we manage the time, habis itu how we comprehensive the material, bagaimana kita mendalami materi yang diajar.</u> Jangan sampai kita terbebani dengan pertanyaan murid yang banyak dan kita gak bisa menjawab istilah nya kita tidak memiliki kapabilitas sama sekali. Lalu, production, jadi bukan sekedar production, bagaimana kita dapat <u>mendorong mereka lebih creative gitu loh</u> jadi more challenging tetapi creative itu bagaimana caranya.	BENEFIT	I1/D/BEN/60
I	61	Trus bagaimana cara kamu menerapkan reflective teaching di real-classroom? kan kamu udah diajarin nih gimana melakukan reflective teaching?		
R	62	Mungkin misalnya kan waktu bikin sillabus kan ada tatap muka, tatap muka nya itu kan ntar kan kalau misalnya kalau reflective teaching	REFLECTIVE STRATEGY	I1/D/BEN/62

		ini itu kan dibikin borang gini nah ntar kan aku kasih diakhir-akhir semester kayak gitu kan ada dikelas-kelas kosong kayak gitu, kelas-kelas renggang 15 menitan aku kasih jadi gimana sih pengajaran ku. Kayak gitu aja.		
I	63	So, the last questions, do you want to reflective teacher?		
R	64	Yaah, for sure. I think it is good, the way we can assess someone or assess ourself, as a human we need evaluation every minute every time.	BENEFIT	I1/D/BEN/64
I	65	Oke, thank you so much.		
R	66	Ya		



APPENDIX 4

INTERVIEW PROTOCOL

Central Questions	Sub-Questions
1. How are reflective teaching practices implemented in micro-teaching subject?	1. What is Reflective teaching ?
	2. How is reflective teaching practices implemented in micro-teaching subject?
2. Students' perception on their reflective teaching practices in micro-teaching subject?	3. what are the challenges of doing self-reflective teaching?
	4. what is reflection means to you?
	5. what are the benefits of doing reflective teaching in micro-teaching subject?
	6. How do you implicate/adopt it in your real-classroom?
3. What are problems faced by pre-service teacher in micro-teaching using reflective teaching strategy?	1. what you intended to do in your teaching practices ?
	2. what you did/problem that appeared during your teaching practices?
	3. why you did it/ the problem emerged?
	4. If you have another chance to do teaching practices in the same topic? What's your improvement based on your self-reflective teaching?

APPENDIX 5

RESULT OF REFLECTION SHEET

REFLECTIVE TEACHING ASSESSMENT FORM (OFFLINE MICRO TEACHING)

Name : Gebri Adinda
 Topic/ Lesson Unit : Identifying Topic and Main Idea

INSTRUCTION: MARK/ CIRCLE YOUR ANSWERS BASED ON THE RATING PROVIDED

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

NOTE : Watch / re-view your offline teaching practice recording to rate your performance

PREPARATION (BEFORE TEACHING)

<p>1) I prepared adequate and relevant teaching materials, resources and media before the class <u>Comments</u> I prepared my materials in 4 days. First, I searched the interactive video that help me in brainstorm the material and then make lesson plan. I think, I took long time for prepared my lesson plan rather than other attribute in my teaching.</p>	1 2 3 4 5
<p>2) I took time to do lesson planning before the class <u>Comments</u> After that I arranged my lesson plan, I learned about the steps that I have and read more about the material so, I was really understood about what must I do in my class.</p>	1 2 3 4 5
<p>3) I have consulted my lesson plan for a review/ feedback <u>Comments</u> I am really sorry for my mistake in the past because I haven't consulted my lesson plan. In the previous meeting, I took absent twice and when I came in next meeting. The activity was running well in microteaching demo for 1st presenter.</p>	1 2 3 4 5
<p>4) I took time to check resource book and/ or dictionary (e.g.: for accurate word spelling, correct pronunciation, precise terminology and concepts) before teaching. <u>Comments</u> I took time to check my correct pronunciation in my worksheet for my student. However, I did not do all of the word that I checked. Just the difficult word that I think I can't produce well and clearly.</p>	1 2 3 4 5

Note:
COMMENTS/ ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

PRESENTATION

<p>5) I stated the lesson objective at the beginning of my class <u>Comments</u> I gave my lesson objective to my student by using video not read or wrote on white board. Although I used this way, I believe my student understood about the lesson objective.</p>	1	2	3	4	5
<p>6) I started the class with 'a warmer' (as a motivating strategy or lead-in such as game, song, etc. to introduce the topic) <u>Comments</u> I started the class by using video that showed unique song representing my topic. I hope by using elicitation my student can be aware and be active to guess the topic.</p>	1	2	3	4	5
<p>7) I presented the target language in a (meaningful) context <u>Comments</u> I tried to present the target language in meaningful context. However, I don't really sure that my student can catch the point all of them, but some of them success to catch it.</p>	1	2	3	4	5
<p>8) I used elicitation technique to introduce and to concept-check the target language/ topic <u>Comments</u> I used many illustration by using picture, such as hamburger, table, chart that can give easy explanation about main idea. I also tried to introduced the topic by using song & video.</p>	1	2	3	4	5
<p>9) I used media(s) to present and facilitate the practice of the target language/ topic <u>Comments</u> I used medias such as PPT, computer, worksheet, video & song, book references. However, I didn't use white board in front of the class because I was covered all of material by using PPT & video.</p>	1	2	3	4	5
<p>10) I adequately drilled the target language with the students <u>Comments</u> I drilled the target language by using picture that I think it can help me to present my material as well as possible. I tried to make sure that my student really understood by drilled method in presentation.</p>	1	2	3	4	5

PRACTICE & PRODUCTION

<p>11) I gave clear instructions and demonstrations <u>Comments</u> I think I gave clear instructions & demonstrations. I most of them do it my instructions was very well.</p>	1	2	3	4	5
<p>12) I applied guided (controlled) practice and free practice to facilitate the practice of target language/ topic being learned <u>Comments</u> I applied my lesson plan, all of them run as well as possible. I also gave spent time to facilitate the practice and also question session for my students.</p>	1	2	3	4	5

Note:
COMMENTS/ ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

Note: COMMENTS/ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY.

13) The production stage that I planned allowed the students to vary their language use & to use their creativity Comments My type of production was reading text that they were must took the main idea & supporting detail in 1 passage reading. However, their creativity not sure can dev think it can be develop their creativity if they can search the text by reverse	(4)
14) I reviewed/ concluded the learned topic and materials Comments In the end of my lecture I gave the conclusion to make sure review all the material. Not only in the end of my class, I also gave statement in the end of explaining session, such as "Have you got it?, Do you understand?"	1 2 3 4 (5)

OVERALL DELIVERY

1) I used variety of activities to facilitate language practice Comments In language practice I use 2 variety of activity. I used many different kind of worksheet. However, I just display it in my ppt.	1 2 3 (4) 5
2) I used variety of media to facilitate language practice Comments I just used 2 variety of media, such as ppt & video. I think it is enough to explain my material.	1 2 (3) 4 5
3) I encouraged my students to use English (e.g.: by consistently using English myself) Comments Because of my student level is intermediate I encouraged my student to use English. I also used English in delivering the material, but I would explain again in Bhs. if they got some misunderstar	1 2 3 4 (5)
4) I produced and provided good-quality handout Comments I think I must produced good quality handout more because I just give worksheet paper in production & in practice I just showed on monitor.	1 2 (3) 4 5
5) I allocated/ managed the time (sessions) well Comments Yes, I allocated the time sessions well. My plan was the production as homework and I drilled my student in practice. I hope that they can understand about the material.	1 2 3 (4) 5
6) I reached my lesson's goals/objectives Comments Yes, of course. All of them understand about the material. So, I think my lesson's objectives was successful.	1 2 3 4 (5)
7) I managed the dynamic of class (e.g.: misbehaved students) effectively Comments There are some students in the class who have misbehaved, such as make noisy, disturb the friends. However I minimized it by using make them busy with the learning activity. If they made noisy, I will ask them to answer the question in front of the class.	1 2 3 (4) 5.

Note: COMMENTS/ ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY

8) I taught the class enthusiastically Comments (if Any): Yes, sure. I want to my students enthusiastically in my class. So, I must taught them energetic & enthusiastically. I want to create happy and relax atmosphere in my class. So, The material will be more easy to understand.	1	2	3	4	5
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STUDENTS' ENGAGEMENT IN LEARNING

1) I corrected the students' mistake and gave learning feedback Comments: Yes, sure. I corrected my students' mistake such as Arjo answered wrong in the question. So, I gave corrected and gave feedback for him.	1	2	3	4	5
2) Most students were engaged and participating in the learning process. I think all of them in beginning Comments: class very engaged. However, in the end just some student still focused with me. I think it cause I just use PPT in my learning activity. So, They feel bored because just me as presenter in this class.	1	2	3	4	5
3) I gave the students sufficient opportunity to use the target language or practice the skills. (effective & balanced TTT and STT) I think the point was my problem. I just shared the material by using PPT. I think my interaction between student & teacher was not balanced & effective. So, They was feel boring in practice session.	1	2	3	4	5
4) I rewarded and praised the students for their performance, participation & proper behavior Comments: I gave rewarded for my students who can give the right answer for my questions, such as "great, well done, excellent" And my student was very happy to hear that.	1	2	3	4	5

Overall Quality of My Micro-Teaching:

3 = Exceed My Expectations 2 = Meets My Expectations 1 = Needs Improvement

Please write your teaching practice experience by addressing issues that are not included in the reflective forms/ checklist. I think from all activities I just have problem with how to deliver the material. So, my students can be more engaged with learning activity not in beginning but until the end of the class. I must be looking for others way to how catch all of their attention in all of my learning activity. I considered I can make an interactive PPT & can explain in a good way. However, I haven't thinking about how to make practice in engaged activity. I think I can divided group & make a game to do the practice session. I must build interaction between student - teacher in many ways.

Not only me as a presenter but I must bring my students as presenter too. So, they will be independent students and engage

**REFLECTIVE TEACHING ASSESSMENT FORM
(OFFLINE MICRO TEACHING)**

Name : Dian Trianingrini (14322001)
 Topic/ Lesson Unit : Comparison Paragraph

INSTRUCTION: MARK/ CIRCLE YOUR ANSWERS BASED ON THE RATING PROVIDED

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

NOTE : Watch / re-view your offline teaching practice recording to rate your performance

PREPARATION (BEFORE TEACHING)

<p>1) I prepared adequate and relevant teaching materials, resources and media before the class</p> <p><u>Comments</u> I strongly agree that I prepared adequate and relevant teaching materials, resources and the media before the class. I had appropriated all by my lesson plan because I would make it synchronize all of them. All good and enough preparation can help me to expedite my lecturing in front of the classroom included the authenticity and self confident.</p>	<p>1 2 3 4 5</p>
<p>2) I took time to do lesson planning before the class</p> <p><u>Comments</u> Making the lesson-planning is time-costing for me. Everything that is going to do, need very well preparation for me, because the lesson plan allows me to think as creative as good teachers. It also consist of 3 stages in teaching included Explanation (Presentation); Practice & Producti</p>	<p>1 2 3 4 5</p>
<p>3) I have consulted my lesson plan for a review/ feedback</p> <p><u>Comments</u> One week before we call students in my classroom) make the final lesson plan, we had two consultations to Miss Irma and each of us will get the approval before we submit the final ones. Every suggestion given by miss Irma was accepted to develop my lesson plan. Thus, I think it is enough for review and feedback.</p>	<p>1 2 3 4 5</p>
<p>4) I took time to check resource book and/ or dictionary (e.g.: for accurate word spelling, correct pronunciation, precise terminology and concepts) before teaching.</p> <p><u>Comments</u> It is time-costing because the materials is about Comparison Paragraph. At first, I was disappointed to have practice and production session, but finally I've got the roles how to teach paragraph from some sources included youtube, E-book and by give at thoughtfully day by day. Actually, this is my first time to teach paragraph, although the language skill is writing I still drill my students to develop their skill in reading.</p>	<p>1 2 3 4 5</p>

Note:
COMMENTS/ ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY

→ Where I should the time management, space management by engaging activities for my students.

PRESENTATION

<p>5) I stated the lesson objective at the beginning of my class</p> <p><u>Comments</u> Before I start my lecturing, I informed them (all students) about the topic and their levels. After that in the presentation stage, I inform them the learning objective, although it was not directly informed but I thought it was clear enough to be understood.</p>	1 2 3 (4) 5
<p>6) I started the class with 'a warmer' (as a motivating strategy or lead-in such as game, song, etc. to introduce the topic)</p> <p><u>Comments</u> I started the class by asking my students "Are you happy?". So I asked them to find their partner and give their partner's hand and give smile then saying that they were happy on that day.</p>	1 2 3 4 (5)
<p>7) I presented the target language in a (meaningful) context</p> <p><u>Comments</u> Yes, I presented the target language in meaningful context, I meant it is appropriate to the materials and learning objective.</p>	1 2 3 (4) 5
<p>8) I used elicitation technique to introduce and to concept-check the target language/ topic</p> <p><u>Comments</u> I used twin baby photo as elicitation to arouse the students' critical thinking. As a result they were very enthusiastic to mention the physical appearance interested to the picture of cute baby.</p>	1 2 3 4 (5)
<p>9) I used media(s) to present and facilitate the practice of the target language/ topic</p> <p><u>Comments</u> I used the medias such as video and powerpoint in my presentation stage. I consider that the students in intermediate levels need something interesting because the subject which I had delivered was foreign language, may be some of them felt that it was difficult to understand, Thus, I had to add some medias to engage them.</p>	1 2 3 (4) 5
<p>10) I adequately drilled the target language with the students</p> <p><u>Comments</u> I drilled my students to the target language (English) although the level of my students is intermediate and some of them were very shy to use English and afraid to make mistakes, I tried to encourage them by giving corrections if they needed.</p>	1 2 3 (4) 5

PRACTICE & PRODUCTION

<p>11) I gave clear instructions and demonstrations</p> <p><u>Comments</u> I gave a very clear instructions for practice where I provided them 2 games (competition games). Before I implemented the games I gave the examples as demonstrations by asking a volunteer to come forward.</p>	1 2 3 4 (5)
<p>12) I applied guided (controlled) practice and free practice to facilitate the practice of target language/ topic being learned</p> <p><u>Comments</u> I moved around to the group and asked them about something they did not understand (in practice) and moved around to inform them if there was unclear instruction (in production)</p>	1 (4) 2 3 5

Note
COMMENTS/ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

Note: COMMENTS/ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY.

13) The production stage that I planned allowed the students to vary their language use & to use their creativity <u>Comments</u> At the production stage I allowed them to choose the topic freely.	1 2 3 4 5
14) I reviewed/ concluded the learned topic and materials <u>Comments</u> At the end of the lesson I concluded the lesson by asking to my students.	1 2 3 4 5

OVERALL DELIVERY

1) I used <u>variety of activities</u> to facilitate language practice <u>Comments</u> Only games in practice.	1 2 3 4 5
2) I used <u>variety of media</u> to facilitate language practice <u>Comments</u> I only used flashcard completed by the instruction, I think it was better to add some media to make it more engaging.	1 2 3 4 5
3) I encouraged my students to use English (e.g.: by consistently using English myself) <u>Comments</u> From the beginning until the end of my lecturing I used English, not only in the presentation stage or in giving them the instructions but I used English in asking any thing relate to the lecturing materials.	1 2 3 4 5
4) I produced and <u>provided good-quality handout</u> <u>Comments</u> The handout I gave to my students was from the Internet and it had been adapted to make it appropriate with my learning objective; the level of the students and also the context and content.	1 2 3 4 5
5) I allocated/ <u>managed the time (sessions) well</u> <u>Comments</u> My time management was bad because it was not appropriate with my expectation in lesson plan. It could be appeared in the practice stage where it should need 20 minutes because there were two games competition.	1 2 3 4 5
6) I reached <u>my lesson's goals/objectives</u> <u>Comments</u> The lesson's goals or objective was students could understand the signal words in comparison paragraph and could produce it. It was very fantastic.	1 2 3 4 5
7) I managed the dynamic of class (e.g.: misbehaved students) <u>effectively</u> <u>Comments</u> Yes, I managed the dynamic of class: for example there was one student who was very active but could not retain the materials but I could change her misbehavior to join the game competitions, as a consequence she could win their group.	1 2 3 4 5

Note: COMMENTS / ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY

8) I taught the class enthusiastically	1	2	3	4	5
Comments (if Any): They were very active in every stage.					

STUDENTS' ENGAGEMENT IN LEARNING

1) I corrected the students' mistake and gave learning feedback	1	2	3	4	5
Comments: For practice, I corrected the mistake done by my students because I thought that in practice stage guidance was needed before they were involved in production stage.					
2) Most students were engaged and participating in the learning process.	1	2	3	4	5
Comments: I think most of them were engaged and participating the learning process by asking questions and most of them were very active to be involved within the three stages (Explanation, Practice, & Production)					
3) I gave the students sufficient opportunity to use the target language or practice the skills. (effective & balanced TTT and STT)	1	2	3	4	5
Comments: I think I had given them sufficient opportunity to speak English especially when they need clear instruction or ask some question by providing reuse and guidance. After that, I also allowing them to practice the skill especially in writing (in production stage).					
4) I rewarded and praised the students for their performance, participation & proper behavior	1	2	3	4	5
Comments: I have learnt how to give the reward and praise for every students who give the contribution and active in classroom management class. I have already implemented it to my students by giving them applause and saying excellent or good.					

Overall Quality of My Micro-Teaching:

3 = Exceed My Expectations ② = Meets My Expectations 1 = Needs Improvement

Please write your teaching practice experience by addressing issues that are not included in the reflective forms/ checklist. As my experience of having teaching demo in this Micro teaching, I totally satisfied about the actions and all I have done during my turn. Actually I am not the spontaneity one that can act and speak without any preparation at home. As a consequence, I spent a lot of time before my turn. I worked hard and try to do the best in my teaching demo. Although I totally nervous and blank at that time, but I feel that I've done my best. Thus, that's why I say that had met my expectation. I also read some comments from my friends from their 'peer-observation' and their advice were very good.

**REFLECTIVE TEACHING ASSESSMENT FORM
(OFFLINE MICRO TEACHING)**

Name : Muhammad Mukhlis
 Topic/ Lesson Unit : Giving and asking for opinion

INSTRUCTION: MARK/ CIRCLE YOUR ANSWERS BASED ON THE RATING PROVIDED

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

NOTE : Watch / re-view your offline teaching practice recording to rate your performance

PREPARATION (BEFORE TEACHING)

<p>1) I prepared adequate and relevant teaching materials, resources and media before the class</p> <p><u>Comments</u> I prepared the materials for teaching such as video, ppt, and placard</p>	<p>1 2 3 4 5</p>
<p>2) I took time to do lesson planning before the class</p> <p><u>Comments</u> I also prepared the lesson plan before the class. It took time because I have to think for my teaching to be good</p>	<p>1 2 3 4 5</p>
<p>3) I have consulted my lesson plan for a review/ feedback</p> <p><u>Comments</u> I actually read many resources even though I didn't consult to anyone. Overall, it quite worked well</p>	<p>1 2 3 4 5</p>
<p>4) I took time to check resource book and/ or dictionary (e.g.: for accurate word spelling, correct pronunciation, precise terminology and concepts) before teaching.</p> <p><u>Comments</u> yes, definitely I needed time to correct my I've done in my lesson plan</p>	<p>1 2 3 4 5</p>

***Note:**

COMMENTS / ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

PRESENTATION

<p>5) I stated the lesson objective at the beginning of my class</p> <p><u>Comments</u> I didn't mention the lesson objective, but student can guess what they will get from the lesson</p>	1 2 (3) 4 5
<p>6) I started the class with 'a warmer' (as a motivating strategy or lead-in such as game, song, etc. to introduce the topic)</p> <p><u>Comments</u> yes, I did a lead-in through ppt to begin the lesson topic</p>	1 2 3 4 (5)
<p>7) I presented the target language in a (meaningful) context</p> <p><u>Comments</u> I used Full English in the class, and spent some space in English as well during the class.</p>	1 2 3 (4) 5
<p>8) I used elicitation technique to introduce and to concept-check the target language/ topic</p> <p><u>Comments</u> yes, I did the elicitation technique to concept the topic</p>	1 2 3 (4) 5
<p>9) I used media(s) to present and facilitate the practice of the target language/ topic</p> <p><u>Comments</u> In my teaching, I present the flash card to provide students practice in target language.</p>	1 2 3 (4) 5
<p>10) I adequately drilled the target language with the students</p> <p><u>Comments</u> yes, in my teaching, I almost interact with my students in English and provide them to speak English in the classroom.</p>	1 2 3 (4) 5

PRACTICE & PRODUCTION

<p>11) I gave clear instructions and demonstrations</p> <p><u>Comments</u> It can be seen in students' activity that they did practice well and once I said to them "did you get the instruction" they said yes.</p>	1 2 3 (4) 5
<p>12) I applied guided (controlled) practice and free practice to facilitate the practice of target language/ topic being learned</p> <p><u>Comments</u> I controlled students during practice time. I also reported them when they asked.</p>	1 (4) 2 3 5

*Note:

COMMENTS / ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

*Note: COMMENTS / ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

13) The production stage that I planned allowed the students to vary their language use & to use their creativity <u>Comments</u> Because of the time limitation, I gave the production stage as the assignment.	1 2 (3) 4 5
14) I reviewed, concluded the learned topic and materials <u>Comments</u> In the end of the lesson, I reviewed topic that I had taught to them.	1 2 3 4 (5)

OVERALL DELIVERY

1) I used <u>variety of activities</u> to facilitate language practice <u>Comments</u> I applied variety of activities. I conceived my class as Teacher-student center which means teacher and students participate actively in the class.	1 2 3 (4) 5
2) I used <u>variety of media</u> to facilitate language practice <u>Comments</u> I used some media in my teaching. I used ppt, video, whiteboard, and flash card to facilitate language practice.	1 2 3 (4) 5
3) I <u>encouraged my students to use English</u> (e.g.: by consistently using English myself) <u>Comments</u> As Role model, I always use English during my teaching consistently from the first till the end of the class.	1 2 3 (4) 5
4) I produced and <u>provided good-quality handout</u> <u>Comments</u> It seems that I produced and provided good quality hand-out.	1 2 (3) 4 5
5) I <u>allocated/ managed the time (sessions) well</u> <u>Comments</u> I spent my teaching time on time as time given.	1 2 3 4 (5)
6) I reached <u>my lesson's goals/objectives</u> <u>Comments</u> As I planned in my lesson plan, I reached my lesson's objectives.	1 2 3 (4) 5
7) I <u>managed the dynamic of class (e.g.: misbehaved students) effectively</u> <u>Comments</u> To control and manage students' behaviour is quite challenging. However I could manage this keep controlling and warning them to always pay attention to my teaching.	1 2 3 (4) 5

*Note: COMMENTS / ELABORATION (UNDER EACH STATEMENT) ARE COMPULSORY!

8) I taught the class enthusiastically	1	2	3	4	5
Comments (if Any): yes. As I taught students enthusiastically. I did a teaching with full of energetic while teaching.					

STUDENTS' ENGAGEMENT IN LEARNING

1) I corrected the students' mistake and gave learning feedback	1	2	3	4	5
Comments I sometimes corrected them and some times not. e.g. I didn't correct them while they're wrong in pronouncing the words.					
2) Most students were engaged and participating in the learning process.	1	2	3	4	5
Comments Even though they're noisy, but they enjoyed the class					
3) I gave the students sufficient opportunity to use the target language or practice the skills. (effective & balanced TTT and STT)	1	2	3	4	5
Comments As long as I gave them good modeling they followed as I did. They tried to use English during the class, except while they are joking they used Bahasa					
4) I rewarded and praised the students for their performance, participation & proper behavior	1	2	3	4	5
Comments I always praised and appreciated them while they did their best practice. I always invite the students to give applause to whom tried to practice in the class. this is how appreciated them.					

Overall Quality of My Micro-Teaching:
 3 = Exceed My Expectations 2 = Meets My Expectations 1 = Needs Improvement

Please write your teaching practice experience by addressing issues that are not included in the reflective forms/ checklist.

Teaching is not easy as I planned. I should anticipate unconditional situation during my teaching. Teaching, to me, is challenging and it was what I felt during my teaching practice. But I love teaching.

**REFLECTIVE TEACHING ASSESSMENT FORM
(OFFLINE MICRO TEACHING)**

Name : Aryo A.
 Topic/ Lesson Unit : Simple past tense

INSTRUCTION: MARK/ CIRCLE YOUR ANSWERS BASED ON THE RATING PROVIDED

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

NOTE : Watch / re-view your offline teaching practice recording to rate your performance

PREPARATION (BEFORE TEACHING)

<p>1) I prepared adequate and relevant teaching materials, resources and media before the class</p> <p>Comments: <u>Yes, I think it is a must to be well prepared</u></p>	<p>1 2 3 4 5</p>
<p>2) I took time to do lesson planning before the class</p> <p>Comments: <u>Yes, because I need to prepare the media</u></p>	<p>1 2 3 4 5</p>
<p>3) I have consulted my lesson plan for a review/ feedback</p> <p>Comments: <u>Yes I think it is a good idea for my future teach</u></p>	<p>1 2 3 4 5</p>
<p>4) I took time to check resource book and/ or dictionary (e.g.: for accurate word spelling, correct pronunciation, precise terminology and concepts) before teaching.</p> <p>Comments: <u>I think it is best evaluation for me to be more understand about it</u></p>	<p>1 2 3 4 5</p>

PRESENTATION

5) I stated the lesson objective at the beginning of my class Comments: Yes, so students know the pattern of learning process.	1 2 3 (4) 5
6) I started the class with 'a warmer' (as a motivating strategy or lead-in such as game, song, etc. to introduce the topic) Comments: Yes, I always make a lead in.	1 2 3 4 (5)
7) I presented the target language in a (meaningful) context Comments: Yes, I gave them formula and how to use it.	1 2 3 (4) 5
8) I used elicitation technique to introduce and to concept-check the target language/ topic Comments: Sometimes, I think I need to use it.	1 2 (3) 4 5
9) I used media(s) to present and facilitate the practice of the target language/ topic Comments: Yes, especially video/interactive video to engage students.	1 2 (3) 4 (5)
10) I adequately drilled the target language with the students Comments: Sometimes, I do.	1 2 (3) 4 5

PRACTICE & PRODUCTION

11) I gave clear instructions and demonstrations Comments: Clear instruction = clear understanding.	1 2 3 4 (5)
12) I applied guided (controlled) practice and free practice to facilitate the practice of target language/ topic being learned Comments: Yes, I let student practice to apply their knowledge.	1 2 3 (4) 5

13) The production stage that I planned allowed the students to vary their language use & to use their creativity <u>Comments:</u> YES, I like to pass student to show their Creativity	1 2 3 (4) 5
14) I reviewed/ concluded the learned topic and materials <u>Comments:</u> YES, student needs to know what they have learned	1 2 3 (4) 5

OVERALL DELIVERY

1) I used variety of activities to facilitate language practice <u>Comments:</u> YES, more activities = more fun	1 2 3 (4) 5
2) I used variety of media to facilitate language practice <u>Comments:</u> YES, ICT is very helped	1 2 3 4 (5)
3) I encouraged my students to use English (e.g.: by consistently using English myself) <u>Comments:</u> YES, because to be more fluently, they have to use it to communicate	1 2 3 (4) 5
4) I produced and provided good-quality handout <u>Comments:</u> YES, the handout can help teacher to check students understanding	1 2 3 (4) 5
5) I allocated/ managed the time (sessions) well <u>Comments:</u> YES, but I need some improvements	1 2 3 (4) 5
6) I reached my lesson's goals/objectives <u>Comments:</u> Almost there ^{are} some points I forgot	1 2 (3) 4 5
7) I managed the dynamic of class (e.g.: misbehaved students) effectively <u>Comments:</u> YES, I always ask students to give their opinion	1 2 3 (4) 5

8) I taught the class enthusiastically	1 2 3 4 5
Comments: Teaching is fun!	

STUDENTS' ENGAGEMENT IN LEARNING

1) I corrected the students' mistake and gave learning feedback	1 2 3 4 5
Comments: Yes, I gave a feedback to a student who did mistake	
2) Most students were engaged and participating in the learning process.	1 2 3 4 5
Comments: Yes, I tried to be communicative while teaching	
3) I gave the students sufficient opportunity to use the target language or practice the skills. (effective & balanced TTT and STT)	1 2 3 4 5
Comments: Sometimes, because I still worry with my time management	
4) I rewarded and praised the students for their performance, participation & proper behavior	1 2 3 4 5
Comments: Yes, as I learned in classroom management	

Overall Quality of My Micro-Teaching:

3 = Exceed My Expectations 2 = Meets My Expectations 1 = Needs Improvement

Please write your teaching practice experience by addressing issues that are not included in the reflective forms/ checklist.

Teaching is fun and I need some improvements to make my teaching quite excellence.

NOTE: All comment sections MUST be filled.

OFFLINE MICRO TEACHING—PEER OBSERVATION FORM

Teachers : Gebri Adinda Peer Observer's Name: Dwi N A
 Topic/ Lesson Unit : Topic & Main idea

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

<p>1) The teacher seemed to be well-prepared and organized for his/ her class. Comments (If any): </p>	<p align="center">3 2 1</p>
<p>2) The teacher started the class with 'a warmer' (as a motivating strategy or lead-in to the lesson) Comments (If any): </p>	<p align="center">3 2 1</p>

PRESENTATION

<p>3) The teacher presented the target language in a meaningful context Comments (If any): </p>	<p align="center">3 2 1</p>
<p>4) The teacher used elicitation technique. Comments (If any): </p>	<p align="center">3 2 1</p>
<p>5) The teacher used media(s) to help present the target language Comments (If any): </p>	<p align="center">3 2 1</p>
<p>6) The teacher adequately drilled the target language with the students Comments (If any): </p>	<p align="center">3 2 1</p>

PRACTICE & PRODUCTION

<p>7) The teacher gave clear instructions and demonstrations <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>
<p>8) The teacher used <u>guided or controlled</u> activities in practice stage <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>
<p>9) The teacher <u>integrated different language skills</u> in practice & production stage <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>
<p>10) The production stage allowed the students to vary their language use & to use their creativity <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>
<p>11) The teacher (also) used a cooperative/ collaborative learning-base activity <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>

OVERALL DELIVERY

<p>12) The teacher encouraged the class to use English <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>
<p>13) The teacher served as language good model (Example: correct pronunciation) <u>Comments (If any):</u> </p>	<p align="center">3 2 1</p>

<p>14) The teacher allocated/ managed the time well <u>Comments (if any):</u> </p>	<p>3 2 1</p>
<p>15) The teacher achieved his/ her lesson's objectives <u>Comments (if any):</u> </p>	<p>3 2 1</p>



OFFLINE MICRO TEACHING—PEER OBSERVATION FORM

Teachers : Dian
 Topic/ Lesson Unit : Comparison Paragraph

Peer Observer's Name: Dinata

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

<p>1) The teacher seemed to be well-prepared and organized for his/ her class. <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>2) The teacher started the class with 'a warmer' (as a motivating strategy or lead-in to the lesson) <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>

PRESENTATION

<p>3) The teacher presented the target language in a meaningful context <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>4) The teacher used elicitation technique. <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>5) The teacher used media(s) to help present the target language <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>6) The teacher adequately drilled the target language with the students <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>

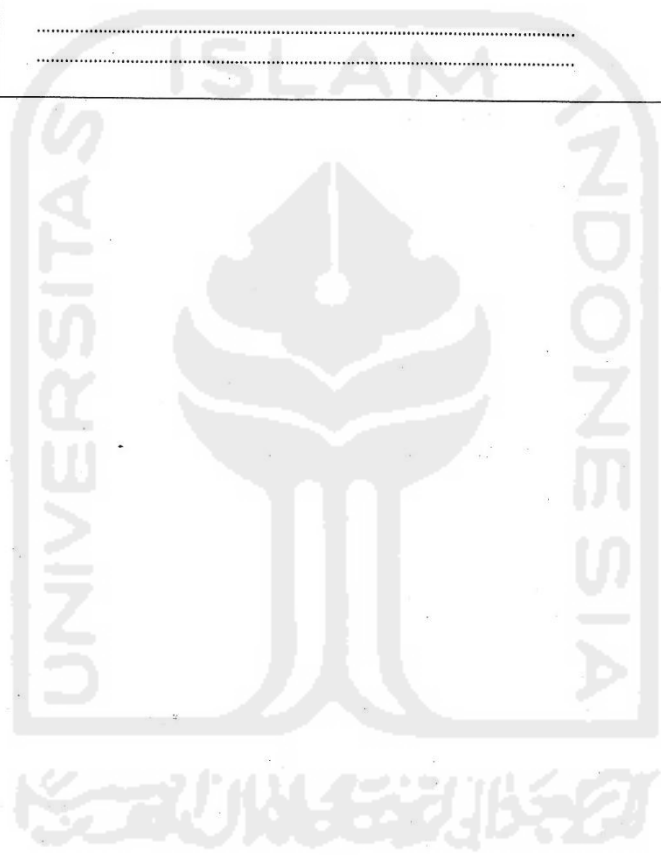
PRACTICE & PRODUCTION

<p>7) The teacher gave clear instructions and demonstrations <u>Comments (If any):</u> </p>	<p align="center">③ 2 1</p>
<p>8) The teacher used <u>guided</u> or <u>controlled</u> activities in practice stage <u>Comments (If any):</u> </p>	<p align="center">③ 2 1</p>
<p>9) The teacher <u>integrated different language skills</u> in practice & production stage <u>Comments (If any):</u> </p>	<p align="center">③ 2 1</p>
<p>10) The production stage allowed the students to vary their language use & to use their creativity <u>Comments (If any):</u> </p>	<p align="center">③ 2 1</p>
<p>11) The teacher (also) used a cooperative/ collaborative learning-base activity <u>Comments (If any):</u> </p>	<p align="center">3 ② 1</p>

OVERALL DELIVERY

<p>12) The teacher encouraged the class to use English <u>Comments (If any):</u> </p>	<p align="center">③ 2 1</p>
<p>13) The teacher served as language good model (Example: correct pronunciation) <u>Comments (If any):</u> </p>	<p align="center">③ 2 1</p>

<p>14) The teacher allocated/ managed the time well</p> <p><u>Comments (if any):</u></p> <p>.....</p> <p>.....</p>	<p>3 2 1</p>
<p>15) The teacher achieved his/ her lesson's objectives</p> <p><u>Comments (if any):</u></p> <p>.....</p> <p>.....</p>	<p>3 2 1</p>



OFFLINE MICRO TEACHING—PEER OBSERVATION FORM

Teachers : M. Mikhlas Peer Observer's Name: _____
 Topic/ Lesson Unit : Cisling and gwingopinon Pera

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

1) The teacher seemed to be well-prepared and organized for his/ her class. <u>Comments (if any):</u>	(3) 2 1
2) The teacher started the class with 'a warmer' (as a motivating strategy or lead-in to the lesson) <u>Comments (if any):</u>	(3) 2 1

PRESENTATION

3) The teacher presented the target language in a meaningful context <u>Comments (if any):</u>	(3) 2 1
4) The teacher used elicitation technique. <u>Comments (if any):</u>	(3) 2 1
5) The teacher used media(s) to help present the target language <u>Comments (if any):</u>	(3) 2 1
6) The teacher adequately drilled the target language with the students <u>Comments (if any):</u>	3 (2) 1

PRACTICE & PRODUCTION

<p>7) The teacher gave clear instructions and demonstrations <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>8) The teacher used <u>guided</u> or <u>controlled</u> activities in practice stage <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>9) The teacher <u>integrated different language skills</u> in practice & production stage <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>10) The production stage allowed the students to vary their language use & to use their creativity <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>11) The teacher (also) used a cooperative/ collaborative learning-base activity <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
OVERALL DELIVERY	
<p>12) The teacher encouraged the class to use English <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>
<p>13) The teacher served as language good model (Example: correct pronunciation) <u>Comments (if any):</u> </p>	<p align="center">3 2 1</p>

<p>14) The teacher allocated/ managed the time well</p> <p>Comments (If any):</p> <p>.....</p> <p>.....</p>	<p>3 2 1</p>
<p>15) The teacher achieved his/ her lesson's objectives</p> <p>Comments (If any):</p> <p>.....</p> <p>.....</p>	<p>3 2 1</p>



OFFLINE MICRO TEACHING—PEER OBSERVATION FORM

Teachers : Aryo Arifudin
 Topic/ Lesson Unit : Past tense

Peer Observer's Name: Durhanudin P.ris

3 = Effective 2 = Need Improvement 1 = None

PREPARATION

1) The teacher seemed to be well-prepared and organized for his/ her class. Comments (If any):	3 ② 1
2) The teacher started the class with 'a warmer' (as a motivating strategy or lead-in to the lesson) Comments (If any):	③ 2 1

PRESENTATION

3) The teacher presented the target language in a meaningful context Comments (If any):	3 ① 1
4) The teacher used elicitation technique. Comments (If any):	3 ② 1
5) The teacher used media(s) to help present the target language Comments (If any):	③ 2 1
6) The teacher adequately drilled the target language with the students Comments (If any):	3 ② 1

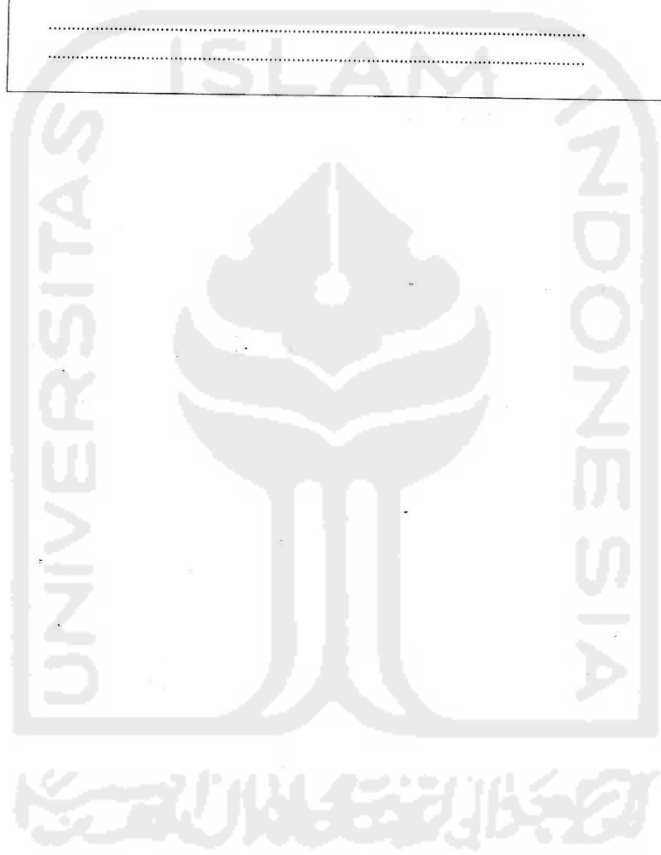
PRACTICE & PRODUCTION

<p>7) The teacher gave clear instructions and demonstrations <u>Comments (if any):</u> </p>	<p>3 2 1</p>
<p>8) The teacher used <u>guided</u> or <u>controlled</u> activities in practice stage <u>Comments (if any):</u> </p>	<p>3 2 1</p>
<p>9) The teacher <u>integrated</u> different language skills in practice & production stage <u>Comments (if any):</u> </p>	<p>3 2 1</p>
<p>10) The production stage allowed the students to vary their language use & to use their creativity <u>Comments (if any):</u> </p>	<p>3 2 1</p>
<p>11) The teacher (also) used a cooperative/ collaborative learning-base activity <u>Comments (if any):</u> </p>	<p>3 2 1</p>

OVERALL DELIVERY

<p>12) The teacher encouraged the class to use English <u>Comments (if any):</u> </p>	<p>3 2 1</p>
<p>13) The teacher served as language good model (Example: correct pronunciation) <u>Comments (if any):</u> </p>	<p>3 2 1</p>

<p>14) The teacher allocated/ managed the time well Comments (If any):</p> <p>.....</p> <p>.....</p>	<p>3 2 1</p>
<p>15) The teacher achieved his/ her lesson's objectives Comments (If any):</p> <p>.....</p> <p>.....</p>	<p>3 2 1</p>



APPENDIX 6

CATEGORIZATION OF THEME AND SUB-THEME

RESEARCH PURPOSE	THEMA	SUB-THEMA	DATA WAWANCARA
RESEARCH QUESTION 1	UNDERSTANDING	MEREFLEKSIKAN	“Reflective teaching itu adalah sebuah lembaran, sebuah kayak worksheet yang tujuannya buat nge-reflek kegiatan teaching kita”
		KEGIATAN SETELAH TEACHING DEMO	“ Jadi tau yang namanya form reflective teaching ini juga baru setelah kita teaching demo”
		PENILAIAN	“ Jadi reflective teaching itu kayak assesment kita gitu loh mb, assesment teaching practice kita. Jadi misalnya kita ada penilaian 1 sampai 5, ntar kita udah memenuhi gak sih indikator-indikator yang kita butuhkan sebagai pengajar gitu”
		EVALUASI	“bagaimana kita merefleksikan apa yang telah kita ajarkan untuk perbaikan praktek mengajar di masa yang akan datang atau nanti drill practice nya gitu”
	REFLECTIVE STRATEGY	- Menggunakan Lembaran Reflektif	“reflective teaching nya dari saya sendiri sih tapi kalo dari temen ada lagi beda questionnaire nya, jadi kayak reflective teaching dari teman itu teman kita sebagai student dan friend dikelas, trus dari dosen selaku yang ngajar sama dari diri kita sendiri”
		- Menggunakan <i>peer-observation sheet</i>	“self-reflective form i can learn something only peer observation because it is very objective depend on my students perception and maybe ee peer assesment is better than self assesment
		- Berupa questionnaire	“Semuanya jadi kayak misalnya di item pertanyaan itu apakah guru melakukan persiapan

			dikelas, apakah guru menggunakan elicitation, apakah guru menggunakan collaborative atau cooperative trus apakah menguasai pronunciation atau apakah mencapai tujuan lesson objective kayak gitu”
		- Menggunakan video	“dalam melakukan reflective teaching dengan menggunakan video yang udah diberikan oleh dosen ee saya ee membayangkan apa sih me mbayangkan 3 hal itu, masalahnya kita kan itu sejenis kayak video dimana kita udah banyak melakukan aktifitas pastikan kita udah mulai ngoreksi apa sih yang udah aku lakukan dikelas tadi, sukses ga, gimana respon nya teman-teman terhadap microteaching aku. Pasti saya melihat apa yang udah saya lakukan dikelas dan sebenar nya apa yang ingin saya lakukan, kita dibekali kayak lesson plan jadikan itu udah kayak ngebanu kita apa yang ingin kamu lakukan lesson objective apa yang ingin kamu capai jadinya apa sih goals atau purpose yang kamu tuju”
			“ dikasih video untuk melihat kembali bagaimana cara kita mengajar dan dari video itu ketahuan seberapa besar kesiapan kita dalam mengajar kemudian kita bisa lihat juga kekurangan-kekurangan kita”
	REFLECTIVE PROCESS	<ol style="list-style-type: none"> 1. MEMBUAT LESSON PLAN 2. DEMO MICRO-TEACHING 3. DI-REFLECT OLEH TEMAN-TEMAN (Peer-Observation) 	“udah demo microteaching dulu, setelah itu dari situ kita langsung di-reflect 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

		<p>Form)</p> <ol style="list-style-type: none"> 4. MELIHAT VIDEO 5. MELIHAT RESPON TEMAN-TEMAN/ PEER-OBSERVATION 6. MELIHAT FEEDBACK DARI TEACHER EDUCATOR 7. MELIHAT KEMBALI LESSON PLAN 8. MENGISI LEMBAR ASESEMENT YANG FORMAT NYA BERBENTUK SKALA 9. MEMILIH NOMOR PADA FORM REFLECTIVE TEACHING 10. MEMBERIKAN ALASAN 	<p>kita, nah setelah itu setelah beberapa hari pertemuan nanti 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 gimana nah kayak gitu”</p> <p>“firstly i watch my video and then i tried to read some peer-observation and the last i write this self-reflective”</p> <p>“ jadi we choose the number at the right side of reflective teaching form and we need to elaborate why we choose 5 example i have reasons here yes there are some parts here presentation, practice production. And the end of self reflective teaching i should maybe elaborate the other points that are provided before, by each stages ya i tried to give maybe some idea or some think that i need to improve in my next lecturing demo”</p> <p>“tidak hanya dikasih ke pengajar tetapi dikasih ke orang lain juga baru dikasih ke aku, jadi kalau menurut ku bagus belum tentu menurut mereka bagus, nah itu bisa buat pertimbangan juga bahwa ohh kayaknya ak kalau kasih nilai ke 5 aku sendiri kurang deh. Jadi mayoritas 1-20 ini ada yang bilang kurang nah</p>
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			otomatis itu harus aku improve lagi. Selain itu waktu microteaching kita direkam ya otomatis kita bisa ngeliat”
RESEARCH QUESTION 2	DIFFICULTY	- Pengaruh asumsi diri sendiri	“untuk self-reflective ku mungkin banyak yang bohong disini karna apa ya karna asumsi ku sendiri kan kayak misalnya temen ku bilang ya kemaren jelek loh time management nya tapi ak merasa time management ku bagus nah kayak gitu”
		- Pertanyaan refleksi	“seharusnya sih diawal miss nya 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”
		- Peer observer’s name	“ Untuk peer-observation itu yang kurang aku senang ya ini kenapa harus ada observer name nya kalo mungkin ini lebih anymous, ga mungkin dia ngasih jelek karna dia disini mb dian gimana-gimana kayak gitu harusnya ini anonymous aja kayak gitu”
		- Instruction	“ No, it’s easy because instruction is clear as well”
		- Willingness	“gak juga sih ya. Artinya kan memang dari awal memang niatnya udah jujur, terbuka pada diri sendiri pokok nya ketika mau blak-blakan sama diri sendiri ya untuk komen ya komen aja jadi gak ada kendala atau masalah sih”
		- Penilaian dari observer	“Kalau yang self nggak sih, cuman sometimes kalau peer itu susah nya gimana ya misalnya kalo peer itu dia itu temen dekat kayak gitu jadi

			kesannya kita kayak dibawa emosi gitu loh maksud nya bukan emosi marah maksud nya kasihan”
	CHALLENGE	- Kejujuran	“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”
			“apa namanya bisa terbuka saja paling lebih jujur menulis kekurangan ku sendiri disini karna ga malu-malu”
			“Ya takut nya itu supaya gak lier itu”
			“Hmm don’t be subjective”
		- Indikator refleksi diri	“tidak menstandarisasi setiap poin-poin yang ada di situ”
		- Be objective	“ kalau untuk self-reflection ini suka gak suka nya kan bisa nonton video ku kemaren ya jadi aku berusaha seobjektif mungkin walaupun mungkin ga bisa seobjektif mungkin karna ak akukan masak nilai jelek gitu kan”
	BENEFIT	- Teaching evaluation	“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 melakukan semacam evaluasi diri”
			“Kenapa penting karna diri kita ini selalu dievaluasi selalu kita melihat apa yang kurang kemudian kita tambahkan kekurangan-kekurangan itu”
		- Memberikan perbedaan perspektif	“help us to see ee our perspectives based on another perspectives hmm like manusia itu gak bisa ngelihat leher belakang nya sendiri gitu loh”

			“murid dan guru itu bisa saling kerja sama bisa balance, nah gitu”
		- Improvement	“ I know what kind of phase that i need to improve then what is my weakness kekurangan diri “
			“ Bisa develop kita jd mungkin nih ak ada kesempatan ngajar gak hanya disini tapi ada di ppl jd bisa lebih baik”
		- Menemukan strategi mengajar baru	“ i can find the strategy although i can't find that in the previous subject”
		- Efektifitas Lembar refleksi	“di form reflective teaching itu apa namanya kan banyak ini ya banyak statement-statement yang merujuk kegiatan kita waktu praktek mengajar jadi dari statement-statement itu kita bisa merefleksikan kita gitu”
			“menurutku sih yang di sini di reflective assessment ini itu sudah mewakili apa yang ada di video, jadi sebelum saya jawab ini saya lihat dulu video nya terus saya sesuaikan dengan pertanyaan gitu”
		- Memberi Gambaran-gambaran	“pernyataan kita kemaren kurang jadi setelah reflective itu selalu ada gambaran-gambaran baru.”
			“semacam kaca yang memberikan gambaran kita gitu”
		- Mengasah critical thinking	“lebih mengasah critical thinking dalam strategies trus apa seperti kita apa ngajar dengan cara yang baru ini lebih bagus kayak gitu.”
		- Positive impression	“Dan terus ada reflective teaching dalam pengajaran dan saya ingin terus melakukan itu sebagai guru.”
			“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”
			“ Ya bisa dilakukan terus bisa baca beberapa sumber apa nama nya contoh assesment form yang lain supaya kan kadang-kadang itu gak mencakup semua nya sih gitu”
			“Yaah, for sure. I think it is good, the way we can assess someone or assess ourself, as a human we need evaluation every minute every time”
		- Choosing good material	“ how we choose appropriate material, bagaimana kita memilih material yang tepat dan pantas untuk dipakai, misalnya kita pakai video itu gak bikin kita repot so how we manage the time, habis itu how we comprehensive the material, bagaimana kita mendalami materi yang diajar”
		- Motivate students	“mendorong mereka lebih creative gitu loh jadi more challenging tetapi creative itu bagaimana caranya”

APPENDIX 7

THEME AND SUB-THEME OF PROBLEMS IN TEACHING PRACTICE

No	Theme/Problem	Sub-Theme	Coding
1.	Instructional Strategy	Tidak terbayang metode lain	I1/A/IN.STR/24,
		Murid bosan	SELF.RF/A/OBS.1,
		Pengalaman mengajar	FN/A/OBS.1,
		Bagaimana menemukan strategi mengajar untuk materi yang sulit dan memotivasi siswa	I1/B/IN.STR/26, SELF.RF/B/OBS.1,
		<i>How to simplify the material</i>	I1/D/IN.STR/32, SELF.RF/D/OBS.1,
2.	Teacher Ability	<i>Mastering in subject matter and English teaching skill of Reading and writing</i>	I1/A/T.AB/20, I1/A/T.AB/26,
		Tidak kepikiran metode yang variatif untuk reading dan writing	I1/A/T.AB/32, I1/B/T.AB/24,
		Sulit mengajar writing	I1/C/T.AB/58,
		Tidak membenarkan siswa yang salah dalam struktur grammar dan pronunciation	SELF.RF/C/OBS.1, FN/C/OBS.2,
		Butuh improve lagi pada grammar	I1/D/T.AB/30, FN/D/OBS.3,
3.	Time management	Spend a lot of times in practice stage	I1/B/TM.MG/20,
		Tidak melaksanakan	

		production stage di kelas karna waktu yang terbatas	SELF.RF/B/OBS.1, I1/C/TM.MG/52, SELF.RF/C/OBS.1, SELF.RF/D/OBS.1,
4.	Classroom management	Siswa tidak mengerjakan <i>worksheet</i> Ada siswa yang sangat aktif and could not retain the materials. Adanya siswa yang suka ngomong, becanda saat teaching practice berlangsung (<i>misbehaviours</i>)	I1/A/CL.MG/38, FN/A/OBS.1, SELF.RF/A/OBS.1, SELF.RF/B/OBS.1, FN/B/OBS.2, I1/C/CL.MG/62, SELF.RF/C/OBS.1 FN/C/OBS.2
5.	Student characteristic	Managing different character of students (active & passive) at the same time. Ada siswa yang suka ngomong dan becanda di kelas.	I1/B/ST.CR/22, I1/C/ST.CR/68, SELF.RF/C/OBS.1 SELF.RF/A/OBS.1
6.	Teaching media	Worksheet nya gak diprint Video cannot be played (technical problem) Apply the good media to attract more students' attention	I1/A/TC.MED/44, I1/B/TC.MED/40, SELF.RF/B/OBS.1, I1/D/TC.MED/34, SELF.RF/D/OBS.1
7.	Presentation stage	Need improvement in Elicitation	I1/B/PRE.STG/44, I1/C/PRE.STG/6,

			FN/C/OBS.2, SELF.RF/D/OBS.1, FN/D/OBS.3,
8.	Teaching material	Sebaiknya satu game yang isinya mengcover semuanya	I1/B/TC.MAT/48
9.	Student Interest	Siswa bosan dengan metode ceramah atau presentasi (Student Interest)	I1/A/ST.IN/12 SELF.RF/A/OBS.1
10.	Teaching Method	Susah mencari metode lain	I1/A/TC.MET/12, FN/D/OBS.3
11.	Personality	Nervous confidential	I1/B/PER/12, SELF.RF/B/OBS.1
12.	Experience	Referensi kurang Kurang pelatihan tentang teaching method Lupa dalam mengaplikasikan teori pembelajaran tapi meniru pengalaman dimasa lalu	I1/A/EXP/36, I1/C/EXP/72

APPENDIX 8

CODING

INITIAL NAME	SELF-REFLECTION	LESSON PLAN
Student teacher A	SELF.RF/A/OBS.1	LP/A/OBS.1
Student teacher B	SELF.RF/B/OBS.1	LP/B/OBS.1
Student teacher C	SELF.RF/C/OBS.1	LP/C/OBS.1
Student teacher D	SELF.RF/D/OBS.1	LP/D/OBS.1

NO	OBJECT	CODE
1	OBSERVATION 1	OBS.1
2	OBSERVATION 2	OBS.2
3	OBSERVATION 3	OBS.3
4	RESEARCHER NOTE 1	RN.1.OBS.1
5	OBSERVATION FIELD NOTE A	FN/A/OBS.1
6	OBSERVATION FIELD NOTE B	FN/B/OBS.2
7	OBSERVATION FIELD NOTE C	FN/C/OBS.2
8	OBSERVATION FIELD NOTE D	FN/D/OBS.3
9	Video-taping student teacher A	VID/1/A/OBS.1
10	Video-taping student teacher B	VID/1/B/OBS.1
11	Video-taping student teacher C	VID/1/C/OBS.2
12	Video-taping student teacher D	VID/1/D/OBS.3

N O	OBJECT	STUDENT TEACHER	STUDENT TEACHER	STUDENT TEACHER	STUDENT TEACHER
		A	B	C	D
1	Peer Observati on 1	P.O/1/A.	P.O/1/B	P.O/1/C/	P.O/1/D
2	Peer Observati on 2	P.O/2/A	P.O/2/B	P.O/2/C	P.O/2/D
3	Peer Observati on 3	P.O/3/A	P.O/3/B	P.O/3/C	P.O/3/D
4	Peer Observati on 4	P.O/4/A	P.O/4/B	P.O/4/C	P.O/4/D
5	Peer Observati on 5	P.O/5/A	P.O/5/B	P.O/5/C	P.O/5/D

6	Peer Observati on 6	P.O/6/A	P.O/6/B	P.O/6/C	P.O/6/D
7	Peer Observati on 7	P.O/7/A	P.O/7/B	P.O/7/C	P.O/7/D
8	Peer Observati on 8	P.O/8/A	P.O/8/B	P.O/8/C	P.O/8/D
9	Peer Observati on 9	P.O/9/A	P.O/9/B	P.O/9/C	P.O/9/D
10	Peer Observati on 10	P.O/10/A	P.O/10/B	P.O/10/C	P.O/10/D
11	Peer Observati on 11	P.O/11/A	P.O/11/B	P.O/11/C	P.O/11/D
12	Peer Observati on 12	P.O/12/A		P.O/12/C	P.O/12/D
13	Peer Observati on 13			P.O/13/C	P.O/13/D
14	Peer Observati on 14			P.O/14/C	
15	VIDEO 1	VID/1/A/OB S.1	VID/1/B/OB S.1	VID/1/C/OB S.1	VID/1/D/OB S.1

APPENDIX 9

ATTENDANCE

UNIVERSITAS ISLAM INDONESIA		DAFTAR HADIR KULIAH		FM-UII-AA-FPU-02/R0					
FAKULTAS : PSIKOLOGI DAN ILMU SOSIAL BUDHA		MATAKULIAH : Micro Teaching		DOSEN PENGAJAR : Irma Wandy Astuti, S.S., M.Hum.					
JURUSAN : Pendidikan Bahasa Inggris		PERIODE : 2015/2016 genap							
NOMOR/KELAS : 32313037/a									
No.	NO MHS	NAMA MAHASISWA	29/02-2016	01/03-2016	07/03-2016	08/03-2016	14/03/2016	15/03-2016	21/3
1	13322006	RR. PUTRI INTIH FERMATASARI	Hadir	Hadir	Hadir	Hadir	X	Hadir	Hadir
2	13322008	RIZAL HENUL HUDA	X	Hadir	Hadir	Hadir	Hadir	X	Hadir
3	13322009	ALFIANA AGTI P.	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
4	13322012	DINARA PINASTI SAKANTI	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
5	13322013	SINTIA PRAMIITA	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
6	13322014	SULY TARI YOLANDA FAHLEPI	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
7	13322015	SEPTIANA DHITA ALFIANTI	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
8	13322020	MUHAMMAD HA RIF	Hadir	Hadir	Hadir	Hadir	X	Hadir	Hadir
9	13322023	ARYO ARIFUDDIN	Hadir	Hadir	Hadir	Hadir	X	Hadir	Hadir
10	13322025	DIHA RESTININDIYAS	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
11	13322026	MILA MINDATUL PALLA	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
12	13322028	YULI YESSY RICHIA RACHMANA	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
13	13322029	TIARA EKA PRANSISKA	X	X	Hadir	Hadir	X	Hadir	Hadir
14	13322030	MUHAMMAD SAIFUL AHRI	Hadir	Hadir	Hadir	Hadir	X	Hadir	Hadir
15	13322032	MILA RAHMANNIA	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
16	13322035	RISANG YUDHISTIRA	Hadir	Hadir	Hadir	Hadir	X	Hadir	Hadir
17	13322036	SHICAZARA DINAR YULINDA	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
18	13322038	BURHANUDDIN KALIS	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
19	13322043	SITI MARYAM	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir
20	13322045	ALFICIA MAUDY B.P	Hadir	Hadir	X	X	Hadir	Hadir	Hadir
21	14322001	DIHA TRIRAHINDINESIH	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir	Hadir

Halaman 1 / 1

Yogyakarta, 5/1/2005
Bagian Pengajaran

1, 8, 9, 13, 14, 16, 18

FAKULTAS : PSIKOLOGI DAN ILMU SOSIAL BUDA
SILABUS : Pendidikan Bahasa Inggris
NOMOR/KELOMPOK : 0251303774

MATA KULIAH : Micro Teaching
DOSEN PENGAJAR : Irma Windy Astuti, S.P., M.Hum.
PERIODE : 2015/2016 genap

No.	NO. NIK	NAMA MAHASISWA	4/4 '16	5/4 2016	11/4 2016	15/04 2016	19/04 2016	20/4 '16	23/4
1	13322006	DR. PUTRI INTAN PERMATASARI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	13322008	RIZAL NUSUL HUDA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	13322009	ALFIANA ASTI P.	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	13322012	DINARA PINASTI SAGANTI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	13322013	SINIA PRAMITA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	13322014	SULY TARI YULANDA FALEPI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	13322015	SEPTIANA DHITA ALFIANTI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	13322020	MUHAMMAD HA'KIM	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	13322023	ARYO ARIFUDDIN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	13322025	DIAN RESHINDIYAS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	13322026	MILA NUSUL HUDA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	13322028	YULI YESSY RICHIA RAHMAMA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	13322029	TIGRA EKA PRANSISKA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14	13322030	MUHAMMAD GAFUL ARI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	13322032	MIA RAHMENIA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	13322035	RISMA YUDHISTIRA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	13322036	SALAZARA DINAR VULINDA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18	13322039	ELRIZKUDIN RAIS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19	13322043	SETI MAFYAM	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20	13322045	ALFIDIA HAUDY B.P	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21	14322004	DIANI TRIRAHINDINGSIH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

Halaman 1 / 1

8

9

10

11

12 Yogyakarta, 3/1/2005
Bagian Pengajaran



FAKULTAS : PSIKOLOGI DAN ILMU SOSIAL BUDA
 JURUSAN : Pendidikan Bahasa Inggris
 NIM/KELAS : 32313037/a

MATAKULIAH : Micro Teaching
 DOSEN PENGAJAR : Irma Windy Astuti,,S.S., M.Hum.
 PERIODE : 2015/2016 genap

Nb.	NO NIS	NAMA MAHASISMA	10/5 '16	16/05/16	17/16	23/5 '16	30/5	31/16	20/
1	13322006	RR.PUTRI INTAN PERMATASARI	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
2	13322008	RIZAL HUSNUL HUDA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
3	13322009	ALFIANA ASTI P.	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
4	13322012	DINARA PINASTI SAKANTI	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
5	13322013	SINTA FRAMITA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
6	13322014	SULY TARI YOLANDA FAHLEPI	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
7	13322015	SEPTIANA DHITA ALFIANTI	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
8	13322020	MOHAMMAD MA'RIF	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
9	13322023	ARYO ARIFUDDIN	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
10	13322025	DIAH RESTININGTYAS	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
11	13322026	MILA MINHATUL MALLA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
12	13322028	YULI YESSY RICHA RACHMANA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
13	13322029	TIARA EKA FRANZISKA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
14	13322030	MUHAMMAD SAIFUL AMRI	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
15	13322032	MIA RAHMANNIA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
16	13322035	RISANG YUDHISTIRA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
17	13322036	SHIEAZARA DINAR YULINDA	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
18	13322038	BURHANUDIN RAIS	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
19	13322043	SITI MARYAM	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
20	13322045	ALFICIA MAUDY B.P	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]
21	14322001	DIAN TRIRANININGSIH	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]	[Signature]

FAKULTAS : PSIKOLOGI DAN ILMU SOSIAL BUDA
 JURUSAN : Pendidikan Bahasa Inggris
 NPM/KELAS : 32313037/a

MATAKULIAH : Micro Teaching
 DOSEN PENGAJAR : Irma Windy Astuti,,S.S., M.Hum.
 PERIODE : 2015/2016 genap

No.	NO MHS	NAMA MAHASISWA	21/06/16	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	13322006	RR.PUTRI INTAN PERMATASARI	<i>Intan</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
2	13322008	RIZAL HUSNUL HUDA	<i>Rizal</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
3	13322009	ALFIANA ASTI P.	<i>Alfiana</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
4	13322012	DINARA PINASTI SAKANTI	<i>Dinara</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
5	13322013	SINTA FRAMITA	<i>Sinta</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
6	13322014	SULY TARI YOLANDA FAHLEPI	<i>Suly</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
7	13322015	SEPTIANA DHITA ALFIANTI	<i>Septiana</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
8	13322020	MOHAMMAD MA'RIF	<i>Mohammad</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
9	13322023	ARYO ARIFUDDIN	<i>Aryo</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
10	13322025	DIAH RESTININGTYAS	<i>Diah</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
11	13322026	MILA MINHATUL MAULA	<i>Mila</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
12	13322028	YULI YESSY RICHARACHMANA	<i>Yuli</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
13	13322029	TIARA EKA FRANISKA	<i>Tiara</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
14	13322030	MUHAMMAD SAIFUL AHRI	<i>Muhammad</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
15	13322032	MIA RAHMANNIA	<i>Mia</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
16	13322035	RISANG YUDHISTIRA	<i>Risang</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
17	13322036	SHIEAZARA DINAR YULINDA	<i>Shieazara</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
18	13322038	BURHANUDIN RAIS	<i>Burhanudin</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
19	13322043	SITI MARYAM	<i>Siti</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
20	13322045	ALFICIA MAUDY B.P	<i>Alficia</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
21	14322001	DIAN TRIRANININGSIH	<i>Dian</i>	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

FAKULTAS : PSIKOLOGI DAN ILMU SOSIAL BUDA
 JURUSAN : Pendidikan Bahasa Inggris
 KEMAHKAMAHAN/KELOMPOK : 32313037/6

MATAKULIAH : Micro Teaching
 DOSEN PENGAGAR : Irma Windy Astuti, S.S., M.Hum.
 PERIODE : 2015/2016 genap

No.	NO NIS	NAMA MAHASISWA	29/02/2016	01/03/2016	07/03/2016	08/03/2016	15/03/2016	21/03/2016	27/03/2016
1	12322047	FITRI RAHAYU NUGRAHENI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	13322007	MUHAMMAD AKHIDZ KHDIRIL	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	13322022	KHALIMATUS SA'IDAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	13322033	REZA ROSSYTAWATI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	13322034	MUHAMMAD MUHLAS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	13322037	DWI NUR ALIFAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	13322041	GEMRI ADINDA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	14322012	HADIATMA HARAHF	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

Halaman 1 / 1

5 Yogyakarta, 6/1/2005
 Bagian Pengajaran



FAKULTAS : PSIKOLOGI DAN ILMU SOSIAL BUDA
 JURUSAN : Pendidikan Bahasa Inggris
 NPMK/KELAS : 32313037/b

MATAKULIAH : Micro Teaching
 DOSEN PENGAJAR : Irma Windy Astuti, S.S., M.Hum.
 PERIODE : 2015/2016 genap

No.	NO NIS	NAMA MAHASISWA	4/4 '16	05/4 '16	11/4 '16	18/4 '16	25/4 '16	2/5 '16	9/5 '16
1	12322047	FITRI RAHAYU NUGRAHENI	X	X	X	X	X	X	X
2	13322007	MUHAMMAD AKHIDZ KHOIRIL	X	X	X	X	X	X	X
3	13322022	KHALIMATUS SA'IDAH	X	X	X	X	X	X	X
4	13322033	REZA ROSSYAWATI	X	X	X	X	X	X	X
5	13322034	MUHAMMAD MUHLAS	X	X	X	X	X	X	X
6	13322037	DWI NUR ALIFAH	X	X	X	X	X	X	X
7	13322041	GEBRI ADINDA	X	X	X	X	X	X	X
8	14322012	HADIATMA HARHAF	X	X	X	X	X	X	X



APPENDIX 10
CONSENT LETTER



UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Sekretariat: Kampus UII Terpadu, Jl. Kaliurang km. 14,5 Sleman Yogyakarta 55584
Telp. (0274) 896146 Fax. 0274-89614

Untuk penelitian dengan judul "PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ON THE REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF ENGLISH LANGUAGE EDUCATION DEPARTMENT". Yang bertanda tangan dibawah ini :

Nama : Gebri Adinda

Alamat: Jl. Kalurahan KM.13 Besi Raya Wisma Kurumo
No. D-34

Setelah mendapat penjelasan tentang maksud dan tujuan serta manfaat penelitian, identitas narasumber akan dirahasiakan, dan informasi yang diberikan akan digunakan untuk kepentingan penelitian. Dengan ini saya menyatakan bersedia berpartisipasi menjadi narasumber penelitian dengan diinterview dan direcord yang dilakukan saudari Rahma Nuzulia dari Prodi Pendidikan Bahasa Inggris, Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia.

Demikian pernyataan ini dibuat dengan sesungguhnya tanpa paksaan dari siapapun.

Yogyakarta, 12 Mei 2016

Peneliti

Rahma Nuzulia

Narasumber,

GEBRI ADINDA



UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Sekretariat: Kampus UII Terpadu, Jl. Kaliurang km.14,5 Sleman Yogyakarta 55584
Telp. (0274) 896146 Fax.0274-89614

Untuk penelitian dengan judul "PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ON THE REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF ENGLISH LANGUAGE EDUCATION DEPARTMENT". Yang bertanda tangan dibawah ini :

Nama : *Dian Triraningstih*

Alamat: *Jl. Cempaka 23, Perumahan Cila Paman Bugra JE Sleman - Yogyakarta*

Setelah mendapat penjelasan tentang maksud dan tujuan serta manfaat penelitian, identitas narasumber akan dirahasiakan, dan informasi yang diberikan akan digunakan untuk kepentingan penelitian. Dengan ini saya menyatakan bersedia berpartisipasi menjadi narasumber penelitian dengan diinterview dan direcord yang dilakukan saudari Rahma Nuzulia dari Prodi Pendidikan Bahasa Inggris, Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia.

Demikian pernyataan ini dibuat dengan sesungguhnya tanpa paksaan dari siapapun.

Yogyakarta, *23* Mei2016

Peneliti

Rahma Nuzulia

Narasumber,

Dian Triraningstih



UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Sekretariat: Kampus UII Terpadu, Jl. Kaliurang km. 14,5 Sleman Yogyakarta 55584
Telp. (0274) 896146 Fax. 0274-89614

Untuk penelitian dengan judul "PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ON THE REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF ENGLISH LANGUAGE EDUCATION DEPARTMENT". Yang bertanda tangan dibawah ini :

Nama : Muhammad Mukhlis

Alamat: Jl. Selokan Mataram Poppes III Daban, Condong curug, Sleman, Yogyakarta.

Setelah mendapat penjelasan tentang maksud dan tujuan serta manfaat penelitian, identitas narasumber akan dirahasiakan, dan informasi yang diberikan akan digunakan untuk kepentingan penelitian. Dengan ini saya menyatakan bersedia berpartisipasi menjadi narasumber penelitian dengan diinterview dan direcord yang dilakukan saudari Rahma Nuzulia dari Prodi Pendidikan Bahasa Inggris, Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia.

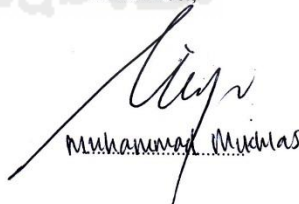
Demikian pernyataan ini dibuat dengan sesungguhnya tanpa paksaan dari siapapun.

Yogyakarta, 20.06.2016

Peneliti


Rahma Nuzulia

Narasumber,


Muhammad Mukhlis



UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Sekretariat: Kampus UII Terpadu, Jl. Kaliurang km.14,5 Sleman Yogyakarta 55584
Telp. (0274) 896146 Fax.0274-89614

Untuk penelitian dengan judul "PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ON THE REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF ENGLISH LANGUAGE EDUCATION DEPARTMENT". Yang bertanda tangan dibawah ini :

Nama : Angy Arifudin

Alamat:

Setelah mendapat penjelasan tentang maksud dan tujuan serta manfaat penelitian, identitas narasumber akan dirahasiakan, dan informasi yang diberikan akan digunakan untuk kepentingan penelitian. Dengan ini saya menyatakan bersedia berpartisipasi menjadi narasumber penelitian dengan diinterview dan direcord yang dilakukan saudara Rahma Nuzulia dari Prodi Pendidikan Bahasa Inggris, Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia.

Demikian pernyataan ini dibuat dengan sesungguhnya tanpa paksaan dari siapapun.

Yogyakarta, 2 Juni 2016

Peneliti

Rahma Nuzulia

Narasumber,

Angy Arifudin

APPENDIX 11

LESSON PLAN

SAMPLE A

Courseware : Living English
Class : Second grade in Senior High School
Topic : Identifying Topic and Main Idea, Theme: Indonesian Culture
Skills : Reading
Level : Intermediate/Senior High School
Time : 2 x 10 minutes

Learning Outcomes

1. The students can understand about definition of Topics and Main Ideas.
2. The student can make difference between Topics and Main Ideas
3. The student can make Topics and Main Ideas.
4. The student can answer question related to the topic.

Specifications

1. Make the differences between Topics and Main Ideas.
2. Answer question that related to the topic.

Vocabulary

gained, worldwide, authentic taste, visitors, experience, unique, etc.

Preparation

- Teacher reviews the media to incorporate activities or task for the students based on the content in the material.
- Making the material related to the content with adaptation from video, course book by Pearson Education, Inc.(2010)

Context

Classroom or Computer Media.

Specific Objectives

By the end of lesson, students will be able to.

1. Identify Topics and Main Ideas.
2. Use Topics and Main Ideas. to answer question that related to the topic.

LESSON TOPIC

Identifying Topic and Main Idea

PROFILE LESSON:**Level** : Intermediate/SHS**Duration** : 2 x 10 minutes**Target** : Reading skills**Method** :

Lesson Topic	Identifying Topic and Main Idea
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LESSON OUTCOMES

By the end of this lesson students will be able to...

Function(s)		Structure/ Syntax	Vocabulary/Lexicon
Topic	Using	the subject that the selection is about The main idea can usually be located if you can determine what the topic is.	Crowned, Nasi Goreng, Rendang
Main Idea		the core of the material, the particular point the author is trying to convey.	worldwide, authentic taste, visitors
Macroskill(s) focus	Reading		
Content knowledge	Scanning and Skimming		

LINKS TO OTHER LESSONS

Previous Lesson	Reading in Paragraph
Upcoming Lesson	Shopping at Malioboro

ASSESSMENT

Formative assessment:

- Identify topic and main ideas.
- Make topic and main ideas.
- Answer the question related to the topic

Resource of Material:

course book by Pearson Education, Inc.(2010)

<https://www.youtube.com/watch?v=W24RyhtX1qA>

<http://manoa.hawaii.edu/undergrad/learning/wp-content/uploads/2014/03/MAIN-IDEAS-AND-SUPPORTING.pdf>

https://www.pearsonhighered.com/samplechapter/0205734367_ch04.pdf

<http://www.mpc.edu/home/showdocument?id=12798>

http://cms.cerritos.edu/uploads/sc/DLAs/R005.1_Finding_Topics_Main_Ideas_Supporting_Details.pdf



PRE-STAGE

Presentation 1

Step 1: Teacher introduces the topic of the day by using video.

e.g Tells student directly that they will learn about topic and main idea.

Step 2: T brainstorm with video

Presentation 2

Step 1: Teacher prepares the media by using PPT

Step 2: T explain about definition of topic and main ideas.

WHILE-STAGE:

Step 1: Teacher will show the course book to help student understand the material.

Step 2: During teacher presentation, the student must be aware about the definition of the material.

Step 3: T ask some students to share the ideas of topic and main ideas.

Step 4: T ask some students to share the answer in front of class.

PRACTICE:

Step 1: T show some text that student must be guessing about the topic.

Step 2: After that T show more materials which is make differences about topic in general and specify and also main idea.

Step 3: After that, T divided Ss into group work to practice it with their friend.



Main Idea Song – Learn to Read – Learning Upgrade

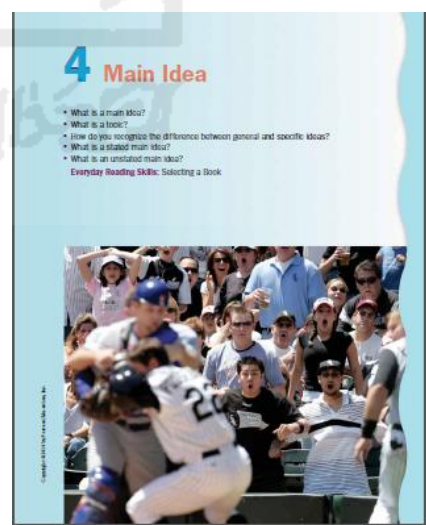
Idea Map

Topic sentence

Detail

Detail

Detail



PRODUCTION:

Step 1: T will divided student into pair work.

Step 2: Teacher will give one reading text about Indonesian culture, expecially about Nasi goreng and Rendang.

Step 3: Student must be underline the topic, main idea and make 2 question that will answered by others.

- GENERAL** birds
- SPECIFIC** chickens, cardinals, robins
- GENERAL** fast food restaurants
- SPECIFIC** Kentucky Fried Chicken, McDonald's
- GENERAL** KFC tried to stop PETA footage of chickens being mistreated from being aired.
- SPECIFIC**
 - The video was broadcast around the world and on all three national evening shows.
 - More than a million people subsequently watched the footage on PETA's site.
- GENERAL** Other people beside animal activists condemned KFC for animal cruelty.
- SPECIFIC**
 - Dr. Temple Grandin said the workers behavior was atrocious
 - Dr. Ian Duncan said the tape showed the worst cruelty to chickens that he had ever witnessed.

Using General and Specific Terms

Directions: For each list of items, select the choice that best describes that grouping

- b** 1. for money, for experience, to meet people
 - a. reasons to attend a party
 - b. reasons to get a part-time job
 - c. reasons to apply for loans
 - d. reasons to date
- c** 2. U.S. Constitution, Bill of Rights, Federalist Papers, Twenty-Fifth Amendment
 - a. policies
 - b. historical events
 - c. historical documents
 - d. party politics
- d** 3. Mars, Saturn, Jupiter, Mercury
 - a. asteroids
 - b. solar systems
 - c. galaxies
 - d. planets

