



## Pre-service Teachers' Responses to Peer Spoken Feedback in Micro Teaching Class

### AUTHORS INFO

Krismalita Sekar Diasti  
Universitas Sanata Dharma Yogyakarta  
[krismalita.sekar@gmail.com](mailto:krismalita.sekar@gmail.com)  
+6285726102876

### ARTICLE INFO

o-ISSN: 2502-6909  
p-ISSN: 2502-9207  
Vol. 5, No. 1, June 2020  
URL: <http://dx.doi.org/10.31327/jee.v5i1.1211>

Received	:	19 April 2020
Reviewed	:	7 May 2020
Accepted	:	29 May 2020

© Diasti. 2020 JEE All rights reserved

### Suggestion for the Citation and Bibliography

Citation in text:

Diasti. (2020) or (Diasti, 2020)

Bibliography:

Diasti. 2020. Pre-service Teachers' Responses to Peer Spoken Feedback in Micro Teaching Class. *Journal of English Education*, 5(1), 40-48. DOI: <http://dx.doi.org/10.31327/jee.v5i1.1211>

### Abstract

Feedback has been investigating for many years. Previous studies have proved that feedback is a powerful tool which teacher can use to foster students' achievement. Students can obtain feedback from their peers, teachers, or themselves as a reflection. Feedback can be given through different mode, namely, written or spoken. This survey research aims to examine pre-service teachers' responses to peer spoken feedback in micro teaching class. The researcher employed descriptive quantitative to explore pre-service teachers' responses towards peer spoken feedback as well as descriptive qualitative to interpret the findings. This research was conducted in Micro Teaching class F at English Language and Education Study Program of Sanata Dharma University. There were twenty-three participants in this study. Questionnaire and interview were used to gather the data. The researcher employed descriptive quantitative to explore pre-service teachers' responses towards peer spoken feedback as well as descriptive qualitative to interpret the findings. Based on the findings, the students have positive response towards the use of peer spoken feedback in micro teaching class. The students' positive response can be seen from their attitude and motivation. The students have positive attitude to the use of peer spoken feedback. They were pleased in the peer spoken feedback activity. The students willing to engage in the activity of peer spoken feedback as well. The students showed the desired response. They became more well-prepared in teaching practice trough attaining peer spoken feedback. Moreover, the students were motivated to perform a better teaching performance in the next teaching practice.

**Key Words:** micro teaching, peer spoken feedback, response

## A. Introduction

Teachers have roles to educate, teach, guide, assess and evaluate the students (Slameto, 2014, p:2). Teachers are required to be professional in teaching the students. The government of Indonesia regulates the qualifications of a professional teacher. As said in *Peraturan Pemerintah No. 19 Tahun 2005* about *Standar Nasional Pendidikan*, there are four teacher's basic competencies, namely, pedagogical competence, professional competence, social competence, and personal competence (as cited in Mulyasa, 2007). Basic teacher competencies are also introduced to students who take education major at university level. The students will learn theories of teaching and get chances to practice their teaching skills.

As future teachers, the pre-service teachers are accused not only to master the material but also teaching skills. Pre-service teachers will have chances to practice teaching skills in micro teaching course. Micro teaching is a course which students will do teaching practice after learning theories of teaching skill (Barnawi & Arifin, 2015). Micro teaching course is taken before pre-service teachers do teaching practice at the real classroom or *Program Pengalaman Lapangan (PPL)*. Pre-service teachers will teach their peers who pretend to be junior or senior high school students. Students as pre-service teachers might feel anxious since micro teaching is a teaching practice at an early stage (Yoon, 2012, p:1099). Anxiety is a normal feeling for people as human beings particularly when they face new situation (Lu, Lee, & Lin, 2019, p:23). Pre-service teachers' anxiety is caused by the lack of experience in teaching specifically in the formal classroom (Agustina, 2014; Purnamaningwulan, 2019). Therefore, pre-service teachers will obtain feedback related to their teaching performance after each teaching practice session. Feedback is given to help pre-service teachers evaluate their teaching performance.

Feedback is an important tool to foster students' development (Akkuzu, 2014, p:38). Feedback can be utilized as a suggestion for pre-service teachers to achieve better result or performance. Since feedback provides information about one's strengths and weaknesses (Karlsson, 2020, p:146). Feedback can be considered as reinforcement to motivate pre-service teachers. Pre-service teachers can attain feedback from the lecturer, peers, and themselves as a part of reflection. There will be an observation for pre-service teachers' teaching performances. The observation aims to evaluate their teaching performances. Observation form is provided by the lecturer to assess pre-service teaching practice. All teaching skills in micro teaching are included in the observation form. In addition, feedback in micro teaching should include comments on lesson plans, teaching skills, classroom management, personal appearance and language proficiency (Ali & Al-Adnawi, 2013, p:28).

For the tangible evidence, some previous studies have explored the use of feedback in micro teaching class, particularly in Asia. The first study was conducted in Oman by Ali & Al-Adnawi (2013). They examined how to provide an effective feedback for EFL pre-service teachers. They stated that both written and spoken feedback were effective for pre-service teachers. Written feedback was fruitful as pre-service teachers could look into the feedback anytime they wanted (Ali & Al-Adawi, 2013). Spoken feedback was also beneficial since pre-service teachers could discuss it with the lecturers or mentors (Ali & Al-Adawi, 2013). Further, Koray (2016) explored pre-service teachers' perspectives towards the use of feedback in the preparation of teaching materials. He discovered that the majority of pre-service teachers had a positive perception of the use of feedback in the preparation of teaching materials. The feedback was used as an evaluation of pre-service teachers' mistakes. Furthermore, Wibowo (2017) conducted a study in Indonesia context. He investigated on pre-service teachers' emotional responses towards corrective feedback. He found that pre-service teachers had positive emotions in the use of corrective feedback. Pre-service teachers had positive acceptance as well towards the use of corrective feedback.

As previously stated, none of those studies examined on pre-service teachers' responses. Therefore, this study was conducted to fill the gap in the literature. This study focuses more on peer spoken feedback. Peer feedback is an activity of giving comments among the students (Lewis, 2002). In other words, the students obtain feedback from their peers. Spoken feedback is given through face to face conferencing or verbally (Biber, Nekrasova & Horn, 2011). Spoken feedback can be time consuming (Lewis, 2002). In the implementation of peer spoken feedback in micro teaching class, if the lecturers are not aware of the time allocation the feedback might not cover all of the aspects in micro teaching. This research aims to investigate the pre-service teachers' responses to the use of peer spoken feedback in micro teaching class. Students'

responses are an essential aspect in the learning process since teachers can evaluate their learning activities by examining students' responses towards the learning activity.

## B. Literature Review

### 1. *Feedback in Micro Teaching*

Feedback in micro teaching can be acquired from peers, lecturer, and pre-service teachers themselves as a part of reflection. Feedback in micro teaching should be given immediately after pre-service teachers have performed their teaching practice (Banga, 2014). Feedback in micro teaching can be given in written or spoken. Previous study by Ali and Al-Adnawi (2013) reveals that pre-service teachers might keep the written feedback and look into it anytime. However, the majority of pre-service teachers claim that spoken feedback is more effective because they can discuss it with the supervisor (Ali & Al-Adnawi, 2013, p:26).

In peer spoken feedback activity, pre-service teachers will be commented on their lesson plan, teaching skills, classroom management, personal appearance, and language proficiency. Ali and Al-Adnawi (2013, p:28) suggested that feedback in micro teaching should cover all those aspects. Following is the definition of feedback aspects in micro teaching. Before doing teaching practice, pre-service teacher should make lesson plan. Lesson plan is a description of learning activity which teacher can use as a guideline in conducting learning activity in the classroom. Lesson plan provides information about what, when, where the material is going to be discussed, which method is going to be used and how the teacher assesses students' assignment (Nesari & Heidari, 2014, p:25). According to Rohandi, Purnomo, Domi, Prasetyo, and Kristiyani (2013), there are five teaching skills which pre-service teachers learn in micro teaching course, namely, set induction, set closure, stimulus variation skill, questioning skill, and reinforcement skill. Classroom management is an ability in managing the situation of the class to promote the students' willingness to learn (Rohandi et al., 2013). Personal appearance is someone's personal characteristics which are obvious to other people (Rohandi et al., 2013). Language proficiency is the ability in mastering a language (Hasan & Akhand, 2014, p:65). As future English teachers, pre-service teachers are expected to bridge theories and practice using innovative teaching skills (Susoy, 2015, p:164).

### 2. *Response*

Pre-service teachers will respond to the feedback differently. Power (1987) stated that "response is an act designed to fulfil the expectation implicit in the questions, commands or requests of others" (as cited in Rao & Kumar, 2014, p. 32). In brief, response is an act toward a situation. Response can be verbal or non-verbal. Verbal response is a response in the form of students' utterances. Non-verbal response can be found in students' facial expression, gesture, feeling or emotion. According to Steven M. Chaffe, there are three types of response, namely, cognitive, affective, and behavioral (as cited in Rakhmat, 2004, p:26).

Cognitive response means response which related to knowledge or students' understanding. Affective response encompasses one's emotion and attitude. Behavioral cognitive involves the changes in someone's habit.

Borich (2002) also divided response into two types, namely desired and undesired response. Those responses can be seen from a teacher's point of view. Desired response is a response which can support the learning process (Borich, 2002). This response can be seen when the students are willing to accomplish the task given by the teacher. On the other hand, undesired response is a response which can destruct the learning process since the response is not related to the learning process (Borich, 2002). In addition, desired response is paramount in the learning process. Students who have desired response will have motivation to learn better rather than those who have undesired response.

Based on the explanation aforementioned, it can be concluded that response can be in the form of attitude and motivation. Both of them can either support or destruct the learning process. Attitude can be defined as a person's feeling towards objects, situation, or people (Mbato, 2019, p:93). Attitude can be positive or negative. Attitude can alter students' habit since attitude can attract strong feeling that can influence someone to act toward the situation. Attitude can be measured by assuming someone's preference towards an object or a situation (Ary, Jacobs, Sorensen & Razavieh, 2010). Motivation is a drive which can foster students to achieve the directed goal. Motivation can be defined as an encouragement which teacher can use to foster students in accomplishing better result Loganathan & Zafar, 2016, p:7).

Motivation can come from within oneself which can be used to maintain behavior to attain directed goal (Diasti & Mbato, 2020, p:177). Response in the form of attitude and motivation can influence pre-service teachers in the teaching practice as well. Attitude can influence pre-service teachers' behavior in teaching whereas motivation can be used to encourage pre-service teachers to perform better.

### C. Methodology

#### 1. Research Design

This study intended to investigate pre-service teachers' responses to peer spoken feedback in Micro Teaching class. This research belongs to a survey study. Survey research allows the researcher to examine people's beliefs, opinions, characteristics, and behavior (Ary et al., 2010, p:379). In this study, the researcher employed descriptive quantitative to examine students' responses towards peer spoken feedback in Micro Teaching class. The researcher calculated the mean of the data to summarize the frequency distribution in a single number and presented the findings in different tables based on participants' responses, motivation, and attitude. Moreover, a descriptive qualitative was also applied to elaborate on the findings.

#### 2. Participants

This research was conducted in Micro Teaching class F at English Language and Education Study Program (ELESP) of Sanata Dharma University. There were six classes of Micro Teaching course in the academic year of 2018/2019. However, the researcher conducted this study in Micro Teaching class F since only the lecturer of Micro Teaching class F who used the activity of peer spoken feedback in the learning process. There were twenty-three pre-service teachers who were chosen as the participants. Five out of twenty-three pre-service teachers were willing to be participants in the interview session. The selection of the sample was based on willingness and time availability of the participants.

#### 3. Technique of Data Collection

The researcher developed a questionnaire. There were twenty close-ended questions. The questionnaire was distributed to all Micro Teaching students class F. Then, the researcher analyzed the questionnaire and calculated the percentage for each statement. The researcher also conducted an interview with five pre-service teachers. In conducting the interview, the researcher recorded each interview session. There were eight open-ended questions in the interview. The researcher listened to the voice recordings for three times and transcribed them. The result of the interview were used to support the data from the questionnaire.

#### 4. Instruments

There were two instruments used in this study. The first instrument was questionnaire. The questionnaire used close-ended questions and comprised seven statements. The questionnaire was divided into three parts. The students should choose on the statement which represented them. The choices were (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. The researcher used four options in the questionnaire since neutral item does not work well on Likert Scale and participants tend to choose the neutral category (Dornyeni, 2003). The second part of the questionnaire aimed to discover students' responses to peer spoken feedback. The third part of the questionnaire was used to find out students' attitude towards peer spoken feedback. The fourth part of the questionnaire was used to investigate students' motivation.

The second instrument was interview. An interview is used to gather data from the participants in their own words (Ary et al., 2010). The interview was used to dig more information about pre-service teachers' responses to peer spoken feedback. Open-ended questions were formulated for the interview session. The interview session lasted about 10 minutes for each participant.

#### 5. Technique of Data Analysis

The data used in this study were categorized into two types, quantitative and qualitative. The quantitative data were gained through distributing questionnaire. There were four degree of agreements which were used in the questionnaire. The raw data was counted into percentages. Then, the researcher made an interpretation from the result. The researcher calculated the mean based on the formula stated by Fraenkel, et al. (2011, p:196). The formula for calculating the data was :

$$\frac{\sum \chi}{\sum n} \times 100\%$$

Note:

$\sum \chi$  : The number of students who choose the option  
 $\sum n$  : The total number of students

The interview was used to discover more about students' opinion. During the interview, the researcher used voice recorder to record the answer from each participant. The researcher listened to the recording repeatedly and make a transcription of the interview. The researcher concluded the main points and noted some important information from the interview.

#### D. Finding and Discussion

The result of the study will be elaborated into three parts, namely, students' responses, attitude, and motivation. The result of the questionnaire and interview is provided to add better understanding.

##### 1. Students' Responses

**Table 1. The Results of the Questionnaire about Students' Responses**

No	Statements	SD	D	A	SA
1	Peer spoken feedback is useful and helps me reflect my strengths and weaknesses.	(0)	(0)	(11) 48%	(12) 52%
2	I feel enthusiastic in giving and receiving peer spoken feedback.	(0)	(0)	(20) 87%	(3) 13%

Based on the result of the questionnaire, students have positive response toward peer spoken feedback in micro teaching class. Most of the students (52%) chose "strongly agree" that peer spoken feedback is useful and help them reflect on their strengths and weaknesses. The finding is supported by previous studies (Ali & Al-Adawi, 2013; Koray, 2016) who stated that feedback in micro teaching is useful since it provides information about students' strengths and weaknesses. The result of the interview presents students opinion about peer spoken feedback. From the interview result, students add more information about the use of peer spoken feedback in micro teaching as well as its advantages.

*Peer spoken feedback is beneficial. I can reflect on what things have worked well and what needs to be improved. I can also reflect on my strengths and weaknesses. (P3)*

*I think the use of peer spoken feedback in micro teaching class is beneficial because we can get the feedback and know the weaknesses immediately. I can also use the feedback from my friends to evaluate myself. (P8)*

The second statement on Table 1 still has relation with students response. It deals with students satisfaction to the use of peer spoken feedback. 87% students chose "agree" that they feel enthusiastic in the activity of peer spoken feedback. This finding is in line with Wibowo (2017) who emphasized that students who have positive response towards learning activity will have willingness and enthusiasm in joining teachers' instruction. The students' enthusiasm can also be seen in their opinion in the interview session. The students reveal that they are enthusiastic in giving and receiving peer spoken feedback.

*I feel enthusiastic because I can learn from my friends' performances. (P3)*

*I feel enthusiastoc because I can reflect on my weaknesses and I can perform a better teaching performance in the next teaching practice. (P11)*

## 2. Students' Attitude

**Table 2 the Results of the Questionnaire about Students' Attitude**

No	Statements	SD	D	A	SA
1	I like the use of peer spoken feedback in micro teaching class.	(0)	(0)	(16) 70%	(7) 30%
2	I am happy when I get spoken feedback from my friends.	(0)	(0)	(15) 65%	(8) 35%
3	I am nervous when I get spoken feedback from my friends.	(2) 9%	(16) 70%	(4) 17%	(1) 4%

The results of the questionnaire present that the students have positive attitude to the use of peer spoken feedback in micro teaching class. The majority of the students (70%) chose "agree" that they like the use of peer spoken feedback. It is supported by Ary et al., (2010) who defined that "attitude is a positive or negative feeling towards a particular group or object which can be measured by presuming individual favorable or unfavorable towards a particular object" (p:209). P3 also adds additional information about her thought as follows.

*I also like the use of peer spoken feedback in micro teaching class since peer spoken feedback is beneficial for me. (P3)*

Most of the students (65%) chose "agree" that they are happy when they get feedback from their friends. Feeling happy can influence students' performance in the classroom (Wibowo, 2017). When students are given feedback and they have positive feeling toward it, they will process the information well and implement the feedback for the next performance (Wibowo, 2017). P3 and P11 gave more information about their feeling.

*I feel happy because I can get feedback related to my performance. My friends also give a clear explanation and I can understand it. (P3)*

*I am happy when I get feedback from my friends since I know my strengths and weaknesses. (P11)*

Although the majority of the students like the use of peer spoken feedback and they feel pleased when they obtain feedback, few students feel in reverse. Four students (17%) chose "agree" and one student (4%) chose "strongly agree" that they are nervous when they are commented on their performance. They feel nervous because of different reasons.

*I am nervous because I am afraid that my friends will criticize me. (P8)*

*I personally feel nervous and afraid. I am afraid if I make so many mistakes. I am also nervous because I do not know what the other friends are going to say about my performance. (P13)*

*I feel nervous and afraid because I think I have already performed well but my friends still comment on the weakness of my teaching performance. Some of my friends could not deliver the feedback well and the feedback sounds more revile rather than motivate me. (P14)*

The results of the interview are supported by Wibowo (2017) who stated that spoken feedback could discourage the students. Therefore, it is expected that the feedback provides praise, reinforcement, and motivation. Spoken feedback is also time consuming (Lewis, 2002). In implementing spoken feedback, teachers should set the time allocation. Teachers could give a brief explanation in the beginning of spoken feedback activity.

## 3. Students' Motivation

**Table 3 The Results of the Questionnaire about Students' Motivation**

No	Statements	SD	D	A	SA
1	The use of peer spoken feedback in micro teaching class is fun.	(0)	(0)	(20) 87%	(3) 13%
2	I am interested in the use of peer spoken feedback.	(0)	(0)	(17) 74%	(6) 26%

Based on Table 3, twenty students (87%) chose "agree" and three students (13%) chose "strongly agree" that the use of peer spoken feedback in micro teaching class is fun. This finding is supported by Handriana et al., (2013) who proposed that intrinsic motivation is formed by getting personal pleasure and fun. Intrinsic motivation also leads students to better achievement since students always eager and keen to achieve the goals (Handriana et al., 2013). The seventh statement is still related to intrinsic motivation. There are seventeen students (74%) who chose "agree" and six students (26%) who chose "strongly agree" that they are interested in the use of peer spoken feedback in micro teaching class. Handriana et al., (2013) also emphasized that intrinsic motivation is a form of motivation driven by pleasure, desire, attitude, interest and the internal factors of an individual. The participants also express their opinion as follows.

*I am interested in the use of peer spoken feedback in micro teaching class because my friends give me suggestion related to my performance. (P3)*

*I am interested in the use of peer spoken feedback because I can know my performance from my friends' point of views. (P8)*

*I am interested because I can learn how to improve my performance. (P11)*

*I am interested in the use of peer spoken feedback because I can learn from my friends' performance. (P13)*

*I am interested in the use of peer spoken feedback because we can help each other to improve our teaching. (P14)*

From the result of the interview, the students are interested in the use of peer spoken feedback. They mentioned different reasons why they are interested in the use of peer spoken feedback. P11 and P13 give more information related to their motivation.

*I feel motivated because I can learn from my mistakes. I am motivated to be well-prepared in teaching. (P11)*

*The use of peer spoken feedback also motivates me because my friends always give appreciation and mention what things should be improved. Therefore, I can perform a better performance in the next teaching practice. (P13)*

**E. Conclusion**

The students have positive responses to the use of peer spoken feedback in Micro Teaching class F batch 2015. The students have positive response since they are pleased when they obtain peer spoken feedback. They like the use of peer spoken feedback. The students' positive response could be seen in their motivation. The result of the interview also shows that the students are motivated to perform a better teaching performance. The students reveal their desired response as well. Their desire response could be seen from their willingness in the activity of peer spoken feedback. The lecturer has successfully aroused students' motivation by creating a delightful condition, giving compliments and encouraging comments to the students. Therefore, the students are willing to do the activity of peer spoken feedback, become more

well-prepared in the next teaching practice, and are motivated to perform a better teaching performance. This study only focuses on the pre-service teachers' responses to the use of peer spoken feedback in micro teaching class. Future researchers could conduct the study in the similar area on the pre-service teachers' improvement towards the use of peer spoken feedback in micro teaching class.

## F. References

- Agustina, V. (2014). Pre-service teachers' anxiety during teaching practicum. *Journal of English Education*, 2(2), 174-182.
- Akkuzu, N. (2014). The role of different types of feedback in the reciprocal interaction of teaching performance and self-efficacy belief. *Australian Journal of Teacher Education*, 39(3), 37-66.
- Ali, H. I. H. & Al-Adawi, H. A. (2013). Providing effective feedback to ESL students teachers. *Canadian Center of Science and Education*, 3(3), 21-35.
- Ary, D., Jacobs, L. C., Sorensen, C. & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Belmont, CA: Wadworth.
- Banga, C. L. (2014). Micro teaching, an efficient techniques for learning effective teaching. *Scholarly Research Journal for Interdisciplinary Studies*, 2(15), 2206-2211.
- Barnawi & Arifin, M. (2015). *Micro teaching: Teori dan pengajaran yang efektif dan kreatif*. Yogyakarta: Ar-ruzz media.
- Biber, D., Nekrasova, T. & Horn, B. (2011). The effectiveness of feedback for L1-English and L2-Writing development: A meta-analysis. *TOEFL IBT Research Report*, 2(1), 1-96.
- Borich, G. D. (2000). *Effective teaching methods* (3th ed.). Englewood Cliffs: Arcata Graphics.
- Boyce, M. W. (1979). Physical attractiveness – a source of teacher bias?. *Australian Journal of Teacher Education*, 4(1), 41-44.
- Cetinavci, U. R. & Yavuz, A. (2010). Language proficiency level of English language teacher trainees in Turkey. *The International Journal of Research in Teacher Education*, 1, 26-54.
- Diasti, K. S. & Mbato, C. L. (2020). Exploring undergraduate students' motivation-regulation strategies in thesis writing. *Language Circle*, 14(2), 176-183.
- Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. London: Lawrence Erlbaum Associates.
- Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: Mc Graw Hill.
- Hadriana, H., Ismail, M. A. & Mahdum, M. (2013). The relationship between motivations and self-learning and the English language achievement in secondary high school students. *Asian Social Science*, 9(12), 36-43.
- Hasan, M. K. & Akhand, M. M. (2014). EFL students' English language proficiency and their academic achievement. *ABAC Journal*, 34(2), 64-70.
- Karlsson, M. (2020). Can micro-teaching, teacher feedback/feedforward and reflective writing enhance pre-service teachers' pedagogical content knowledge of grammar in English as a second language. *Journal of Language Teaching and Research*, 11(2), 145-156.
- Koray, O. (2016). Pre-service science teachers' opinions about using the feedback process in the preparation of teaching materials. *Asia-Pacific Forum on Science Learning and Teaching*, 17(1), 52-72.
- Lewis, M. (2002). *Giving feedback in language classes*. Tanglin: SEAMEO Regional Language Centre.
- Loganathan, S. & Zafar, S. (2016). Motivation in second language learning – a retrospect. *International Interdisciplinary Research Journal*, 4(1), 7-13.

- Long, C., Ming, Z. & Chen, L. (2013). The study of student motivation on English learning in junior middle school: A case study of no.5 middle school in Gejiu. *English Language Teaching*, 6(9), 136-145.
- Lu, H. W., Lee, J., & Lin, M. H. (2019). Effects of authentic English-language videos on EFL students' speaking anxiety. *International Journal of Information and Education Technology*, 9(6), 423-428.
- Mbato, C. L. (2019). Indonesian EFL learners' critical thinking in reading: Bridging the gap between declarative, procedural and conditional knowledge. *Humaniora*, 31(1), 92-101.
- Mulyasa, D. E. (2007). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya Offset.
- Nesari, A. J. & Heidari, M. (2014). The important role of lesson plan on educational achievement of Iranian EFL teachers' attitudes. *International Journal of Foreign Language Teaching & Research*, 3(5), 25-31.
- Purnamaningwulan, R. A. (2019). A study on pre-service teachers' reflective practices in implementing the scientific approach of 2013 curriculum. *International Journal of Indonesian Education and Teaching*, 3(2), 20-31.
- Rakhmat, J. (2004). *Psikologi umum dan perkembangan*. Bandung: Remaja Rosdakarya.
- Rao, D. B. & Kumar, D. N. (2004). *School teacher effectiveness*. New Delhi: Discovery Publishing House.
- Rohandi, Purnomo, P., Domi, S., Prasetyo, A. H. & Kristiyani, C. (2013). *Buku pedoman pengajaran mikro edisi IV*. Yogyakarta: Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma.
- Slameto. (2014). Permasalahan-permasalahan terkait dengan profesi guru SD. *Scholaria*, 4(3), 1-12.
- Susoy, Z. (2015). Watch your teaching: A reflection strategy for EFL pre-service teachers through video recordings. *Social and Behavioral Sciences*, 199, 163-171.
- Wibowo, J. A. (2017). Emotional responses of corrective feedback in teacher training class at University level. *Journal of English Language Teaching*, 2(1), 48-55.
- Yoon, T. (2012). Teaching English through English: Exploring anxiety in non-native pre-service ESL teachers. *Theory and Practice in Language Studies*, 2(6), 1099-1107.