Teachers' Competence Among the Student Teachers: An Analysis of Self-Reflective Feedback in Microteaching Class

Paulina Besty Fortinasari[1]*,
Carolus Prima Ferri Karma[2], Dwi Winarsih[3]
Universitas Tidar
Jalan Kapten Suparman No.39, Magelang, Indonesia
paulinabestyfs@untidar.ac.id[1]*;
primaferri@untidar.ac.id[2];
dwiwinarsih@untidar.ac.id[3]
* corresponding author

Abstract

No one denies that currently teaching becomes more challenging. One of the ways to produce competent and qualified English teacher is by conducting microteaching class. Microteaching class is one of the prerequisites courses before the student teachers take the real teaching practice done in senior or junior high schools. This paper focuses on the self-reflective feedback done by the student teachers in microteaching class and how the student teachers respond to the application of self-reflective feedback in Microteaching Class. The data gathered from online reflection form, online questionnaire and interview showed that self-reflective feedback is helpful for the student teachers in assessing and analyzing their teaching performances. The student teachers also gave positive responses on the use of self-reflective feedback in the Reflective Microteaching Class. In addition, the student teachers need guidance from the lecturer in doing self-reflective feedback and therefore, their understanding and competencies in teaching are more developed.

Keywords: self-reflective feedback, microteaching class, teachers' competence

Introduction

No one denies that currently teaching becomes more challenging. What the teachers face are not only the rapid grow of industrial development in 4.0 era but also all the impacts of the escalation of the novel coronavirus into a global pandemic. The repercussions have pushed the teachers to be more competence not only in delivering the materials and utilizing technology but also maintaining the students' learning engagement and mental health during the online learning. Based on PP No. 74 tahun 2008 about teacher, there are four competencies that must be acquired by the teachers, namely pedagogic competence, personal competence, social competence, and professional competence. Pedagogic competence is the teachers' ability to manage the class, including understanding the diversity of learners' characteristics, mastering the theories and principles of teaching and learning, developing curriculum, developing learners' potential, and implementing

assessment and evaluation. Personal competence is how the teachers reveal themselves as capable and sensible educators. Social competence concerns the teacher's position in the society. Professional competence means the teachers are insisted to perform maximally in equipping the students to face the changing of the world.

English Language Education Study Program in Faculty of Education and Teacher Training in Universitas Tidar has strived to produce competent and qualified English teachers. Based on the vision of the faculty, competent graduate teachers' training means capable in possessing, internalizing and mastering a set of knowledge, skills, and behaviour to carry out professional duties. To be specific, the student teachers in English Language Education must have attitudes, values, knowledge and skills that are integrated each other to teach English. One of the ways to achieve that goal is by conducting microteaching class. Microteaching class or usually called as Reflective Microteaching course consists of 3 credit hours and it is given to the students in semester 6. It is a compulsory subject and becomes one of prerequisite courses to take the real teaching practicum (known as Pengenalan Lingkungan Persekolahan or PLP) which is held in senior high schools in the following semester. In other words, microteaching becomes a teaching simulation done by the student teachers and it is held in the campus as a preparation to do teaching practicum outside the study program.

As the name is "micro", the teaching activity done by the student teachers is scaled down by simplifying the components of teaching (Sukirman, 2012). The simplification usually takes on the duration of teaching, the learners, the numbers of the learners, the materials, and the activities. Basically, the general purposes of microteaching are to train the student teachers to have confidence, so that they can increase their mental readiness and communicative skills in applying the theories and principles of teaching (Bodis et al., 2020). In addition, during the process of microteaching, the student teachers are also equipped the knowledge to create lesson plan, trained to acquire teaching skills, and accompanied to develop personal and social competence. Hasibuan (2012) in Azizah and Rahmi (2019) states that microteaching is teaching activity formulated in the small scale and it is executed to elaborate the teaching skills of the student teachers. Micro teaching contributes to give a real teaching experience to the student teachers and it is the best initial place to develop their teaching skills. Through micro teaching approach, the student teachers practice teaching in limited setting yet in authentic frame (Johnson & Golombek, 2020). It gives comprehensive opportunities to explore their potentials and measure their abilities. They can evaluate themselves and record their progress from one performance to another performance. According to Sukirman (2012), there are some topics focused on micro teaching practice, namely: (1) ability to open the lessons or do a set of induction in the beginning of the lesson, (2) ability to explain the lesson and introduce the students with the concepts or theories, (3) ability to reinforce the participation of the students where rewards or punishments are given, (4) ability to ask questions in which teachers can lead the questions to create high order thinking of the students, (5) ability to use some variation of sound, mimic and tone, (6) ability to be coach for small group discussion, (7) ability to close/end the lessons, and (8) ability to handle the classroom.

Before the COVID-19 outbreak, Reflective Microteaching classes were conducted classical or in face-to-face mode. It was carried on in the microteaching laboratory. In that face-to-face mode, the student teachers got explanations or lecture tasks from the lecturer, such as making lesson plan and giving instructions. They were also given tasks to perform teaching their peers twice, in a group and individually. After the first case of COVID-19 was found in Indonesia, the government has issued various policies to anticipate the transmission of the virus and one of them was working and studying from home. Our university really support that regulation to protect everyone from the infection. Likewise, Reflective microteaching class is conducted online and use virtual learning media, Zoom application, which provides features to embrace online lecture process. There are so many consequences of have online teaching practice. Accoding to Helda and Zaim (2021), there are some debilitations of conducting online microteaching classes using Zoom application, such as (1) inadequateness of students-lecturers or student-student interaction which can decrease the learning engagement and values of process in teaching and learning activities, (2) lecturers are insisted to master in incorporating ICT and conventional learning techniques, (3) the students who do not have big motivation to follow the lesson tend to fail to maximize their potential as a teacher and (4) not all the students have adequate internet facilities (electricity, networks, cellphones, and computers/laptop).

In addition, Gillett-Swan (2017) in Roza (2021) also found that the online environment depicts some cases for learners particularly on their learning engagement, access, community and support. It was in line with the condition of early online teaching practice when the problems and challenges started arising. Most of the problems comes from the technical part since most of the students living in the remote areas in which to get internet access was quite difficult. Financial problems of their families and the students' digital skill were also the other stumbling blocks to execute the online teaching practice. Fortunately, Reflective Microteaching class can be carried out with ups and downs by combining synchronous and asynchronous online class. Beside that, the most important is all student teachers have equal opportunity to practice teaching. Therefore, the lecturer utilizes Youtube application to upload the explanation and also the students' teaching demonstration.

During micro teaching, the student teachers usually receive feedback from their lecturers and their peers. The feedback of the lecturer is subsequently when the student teachers finish the performance. In this online teaching practice, the feedback had by the student teachers are three types, namely lecturer's feedback, peer-feedback, and self-correction feedback. Self-reflective feedback is the type of feedback when the student teachers can give score or evaluate their own performance. Self-reflective feedback gives the student teachers chances to reflect what happened in their teaching performance, what must be maintained and what must be improved for the following teaching (Nurrina et al., 2018). In addition, self-reflective feedback can be an assessment tool to measure autonomically the teaching skills that have been acquired.

There are several studies related the use of feedback in microteaching class. Kuswandono (2014) analyzed the perspective of the lecturers on the reflective practice in microteaching class. The findings shows that reflective practice cannot

easily be easily applied in the microteaching unless the values from collectivist culture are imbedded and revisited. In addition, there are several studies which focus on the feedback given to pre-service teachers. Rezaei (2010) conducted a case study on the belief had by a pre-service teacher about the application of corrective feedback during the program of Teacher Training Course in Iran. This study reveal that his belief had severely transformed after having corrective feedback during the training course. Though, this study does not specifically focus on the self-reflective or self-corrective feedback, but it is essential to note that feedback is needed by the student-teachers.

This paper focuses on the self-reflective feedback done by the student teachers in microteaching class. There are two research questions to guide the analysis, namely (1) in what extent, the application of self-reflective feedback in Microteaching Class?; and (2) how do the students respond to the application of self-reflective feedback in Microteaching Class?

Method
Research Design
To answer the research question comprehensively, this research applied qualitative research method. According to Creswell (2018), qualitative research investigates an issue in which a central phenomenon is elaborated as a circumstantial understanding. Qualitative research method identifies the data for a vivid representation. It employs the text analysis and interpret the data into a larger meaning of the findings. This research explores the use of self-reflective feedbacks in Reflective Microteaching Class. It examines whether self-reflective feedbacks assisted the student teachers in enhancing their teaching competence. The data was obtained from online reflective forms, observation sheet, online questionnaire and semi-structured interview.

Settings and Participant
This research occurred in two classes of Reflective Microteaching in English Language Education Study Program. This program study is under the Faculty of Education and Teacher Training. Reflective Microteaching is a compulsory subject for students in semester 6 and it is one of prerequisite course to take teaching practice program in senior high school (Pengenalan Lapangan Persekolahan or PLP). To take Reflective Microteaching Class, the students must pass a course in semester 5, namely Methodology of Teaching English as a Foreign Language.

Reflective Microteaching is done in face-to-face mode during COVID-19 pandemic. It is done by incorporating synchronous and asynchronous class. For synchronous class, Zoom application was utilized. Meanwhile for asynchronous class, Whatsapp group discussion, ELITA (online learning platform for UNTIDAR students) discussion forum, and Youtube. The students had teaching practice twice. The first teaching practice was done in group and finished before the mid-term test. On the other hand, the second teaching practice is delivered individually and conducted after the mid-term test until a week before the final exam. All the teaching practices were done online, recorded by any type of screen-casting application and uploaded in Youtube. This kind of setting was done to avoid the technical problems such as limited internet networks and electricity in the student

124

teachers' areas. After the process of uploading, the lecturer and student teachers watched and discussed the recorded teaching performances in the synchronous class via zoom application. In this occasion, the student teachers got 3 kinds of feedbacks, namely teacher feedback, peer-feedback and self-reflective feedbacks. In certain occasion, it was not enough for the lecturers and students to give feedbacks to the performed student teachers. While peer-feedbacks were applied subsequently when the student teachers finished teaching performance and it was in the form of online form.

The total participants of this study were 52 students in which each class consisted of 26 students. Each students have equal chances to practice teaching. Before practicing their teaching skills, they got review and explanations about theories and principles of teaching all English skills and directions of doing recording teaching practice. This kind of activity is essential to maximize the performance and create the same perception between lecturer and student teachers.

Instruments

To support this study, there were four kinds of data collection instruments applied, namely online self-reflective feedback form, self-reflective students' journal, online questionnaire and semi-structured interview guidelines. The online self-reflective feedback form was adopted by 8 teaching characteristics proposed by Sukirman (2012). After it was validated, it was made into online form, therefore it eased the student teachers to fill in and conducted the self-reflection. The students' self-reflective students' journal was in the form of note. The format of note is free. The student teachers might take note on a piece of paper, their note book, or cell phones, as long as they could find that reflection easily. The third data collection instrument was online questionnaire which was distributed almost in the end of the course or after all the student teachers had done the second teaching practice. The questionnaire was generated from the eight teaching principles, which was the foundation taught in microteaching class. In an attempt to attain more circumstantial responses from the participants, the researchers designed a group semi-structured interview vocalizing the concepts inspected in the questionnaire. There were three groups for semi-structured interview, in which one group consisted of 3-4 student teachers. The interviews were arranged to last approximately 20 to 30 minutes. The language used in the interview was Indonesian Language and English. Indonesian Language was chosen to help the student teacher to express their ideas easily. The interviews were done via Zoom application and it was recorded after informed consent had been procured.

Procedures

After deciding the setting and participants, the research instruments were prepared. Before the course started all the instruments had been ready. In the beginning of the course, the student teachers were introduced on the lecture activities for the whole semester. The student teachers were presented a set of learning activities in Reflective Microteaching class. They also got the descriptions of feedbacks that would be received during teaching practice in that course. Before starting the teaching practices, the student teachers got review about all characteristics of teaching skills, theories and teaching principles, methodology and other

125

information about the skills they taught. It took two meetings and the rest of meetings before mid-term test were focused on the group teaching practice performances. All the groups recorded the teaching practices outside the class hour and uploaded the recorded performances in YouTube. All groups must share the link and giving feedbacks were started. The student teachers were also informed that they would work on self-reflective feedback. The link for online form was announced and the student teachers were also reminded to make self-evaluation note. After mid-term test, second teaching demonstration was applied individually. The procedure was the same as the previous teaching practice, in which, subsequently after their teaching performances were reviewed by the lecturer and their classmate in asynchronous or synchronous online meetings, the student teachers had to fill in the self-reflective form and wrote self-reflection note. After first and second teaching practice were delivered by all the student teachers, online questionnaire to reflect their activities using self-reflective feedback in microteaching teaching was collected. After analysing the answers in the questionnaire, semi-structure interview was conducted. The researchers need to confirm the ideas revealed in the questionnaire to strengthen the findings of this study. After all the data were collected, it was analysed qualitatively.

Data analysis

There are two types of data gathered in this research, namely quantitative and qualitative data. The quantitative data were obtained from online self-reflection form and questionnaire. The latter were carried from the observation sheet, student teachers' journal/note, and interview. To analyse the data from the self-reflective form, the researchers determine the mean of Likert Scale as an average score of every teaching skill and its components that have been observed. The formula to find the average score is

$$AV = \frac{((1 x n1) + (2 x n2) + (3 x n3) + (4 x n4) + (5 x n5))}{n1 + n2 + n3 + n4 + n5}$$

AV = average score
n1 – n5 = the total respondents of each choice
The interpretation of the mean score is below:
5.0 – 4.1 = excellent
4.0 – 3.1 = good
3.0 – 2.1 = enough
2.0 – 1.1 = poor
1.0 – 0 = very poor

While the qualitative data from the open-ended questionnaire, observation sheet, and interview were analysed descriptively by using data condensation.

Findings and Discussion

The application of self-reflective feedback in Microteaching Class

In Reflective Microteaching class, the student teachers have opportunities to practice teaching twice. The first teaching practice was done in group, while the second one was conducted individually. After doing the practice in group and individually, the student teachers were encouraged to do self-reflective feedback. The lecturer prepared the format of online self-reflective feedback. The format of this feedback is using google form, therefore, after filling the reflective feedback form, the students could see and edit their answers. The student teachers were also asked to prepare another informal format of self-reflective feedback such as writing on their journal book. The total of self-reflective feedback that the student teachers were filled was two forms. The application of doing self-reflective feedback was also integrated with other types of feedbacks, namely teacher's feedback and peer-feedback. There are 2 parts graded in the self-reflective form. The first part contains the general components in the teaching skills for learning process in the classroom which consists of the ability to open the class, to master and explain the materials, to create learning and teaching activities, to maintain the use of teacher' talk, gesture and time allocation, to evaluate the students' understanding in the classroom and to provide evaluation the result of studying.

Table 1. Result of self-corrective feedback in general teaching skills.

Teaching Practice	Open the class	Master and explain the materials	Create learning and teaching scenario	Maintain the use of teacher' talk, gesture and time allocation	Evaluate the students' understanding in the classroom	Provide evaluation the result of studying
1	3.77	3.61	3.42	3.15	3.33	3.31
2	4.12	4.24	3.98	3.82	4.01	3.88

Table 1 shows the average score of self-corrective feedback in the general teaching skills in which the highest score for each component is 5. It can be seen that there is an improvement of each score in the students in all the components of teaching skills. Based on the criteria made, in opening the class, the student teacher have performed fairly well in the first performance. Then, it was improved to be noted as "good" in the second performance. This situation also happened in the second and fifth components namely mastering in explaining the materials and evaluating the students' understanding in the classroom. While on the other components are categorized as fair although the score is gained significantly. It is interesting to note that the improvement in component 4 from teaching practice one to teaching practice two is determined as the biggest improvement.

The second part of self-reflective feedback carried the specific skills of teaching. The first skill that must be acquired by the student teachers is the ability to open the lessons or do a set of induction in the beginning of the lesson. There are three kinds of important activities in opening the class, namely attracting the

students' attention, arousing the students' motivation to study the materials and pointing out the learning goal clearly. Based on the online self-reflective form, it was known that basically in teaching practice one, most of the students were able to do the specific actions moderately in opening the class. It can be seen from the average score that they have. Although all the activities were gained significantly, there was an activity which was noted as quite good. The detail of above discussion are shown in the Table 2.

Table 2. Specific activities to do a set of induction in the beginning of the class

Activities	Teaching practice one	Teaching practice two
Attract the students' attention and open the class	3.40	4.26
Arouse the students' motivation	3.25	3.98
Point out the learning goal clearly	3.71	4.5

The data from Table 2 was also supported by the notes made by the students in the end of the section of opening the class. After analysing the students' note, it was found that the student teachers had tried their best to perform in teaching practice one and two. However, they also realized that they must explore more methods such as utilizing technology or creating opening ice-breakers.

"I only open the class by greeting them and giving the short descriptions about the new material" – Student A8, TP1
"I must find more opening methods to improve the students' attention when I open the class, so they feel so motivated to learn" – Student A17, TP1
"Mine is so less interesting. Probably, in the future, I can use additional games using certain website to open the class, so that it can attract more students' attention. I also feel that learning goal have not been revealed well" – Student B10, TP1

The second specific skills to explore in the self-reflective feedback is how the student teachers explain the materials and introduce their students with the concepts or theories. This specific skill has three essential activities, namely mastering and explaining the materials, giving examples and illustrations, and emphasizing the important things.

Table 3. Specific activities to do explain the materials

Activities	Teaching practice one	Teaching practice two
Mastering and explaining the materials	3.78	4.36
Giving examples and illustrations	3.94	4.21
Emphasizing the important things	2.81	3.43

From Table 3, it can be seen that the student teachers made enhancement in explaining the materials. Although the average score was not significantly

128

enhanced, but the final average in teaching practice two showed that the student teachers' ability in explaining the materials can be categorized as good and qualified, especially on the activities of mastering and explaining the materials and giving examples and illustrations. For emphasizing the important things, the student teachers realized that they have not acquired it proficiently. The data in Table 3 was verified from the notes that the student teachers wrote.

"I haven't given any emphasis on the important materials." – Student A11, TP 1
"Need to master the materials well so I can explain it confidently." – Student A25, TP 1
"I should explain the materials concisely but understandable. Since it is better than explaining long-windedly which makes the students confused. Need more practice to explain in short way but the materials are acceptable." – Student B1, TP 2
"I must create clearer examples. For illustration in online learning, I can utilize the media more." – Student B13, TP 2

The third specific skill is the ability to reinforce the participation of the students in which rewards or punishments were given. This skill consists of three activities that must be point out by the student teachers, namely giving the feedback, giving verbal reinforcement, and giving non-verbal reinforcement.

Table 4. Specific activities to giving reinforcement

Activities	Teaching practice one	Teaching practice two
Giving feedback	3.46	3.84
Giving verbal reinforcement	3.46	3.75
Giving non-verbal reinforcement	2.09	2.34

In Table 4, it is clearly seen that the student teachers did not have significant breakthrough in this skill from teaching practice one to teaching practice two. Even, in giving non-verbal reinforcement, the student teachers' skill was classified as poor. The student teachers realized this condition. It can be seen from the student teachers' notes. Some student teachers admitted that they did not give any reinforcement to the students because sometimes they forgot about this part. The other student teachers also confessed that they still did not know how to give non-verbal reinforcement in the teaching and learning activities. Some student teachers also told that during online learning they could not show the non-verbal reinforcement. They feel unsure about the reinforcement that they gave to the students.

"I always forget this part. I must do it in the next teaching." – Student A7, TP1
"I have done it quite well in this part. Sometimes I show the relation between the material learned to the daily activities the students face. It really motivates the students a lot" – Student A23, TP2

129

"I haven't given any non-verbal reinforcement to the students. Sometimes I don't have any idea to do it during the class. Sometimes I forget because I focus on the materials" – Student B3, TP1
"During this online learning, I still found difficulty to do non-verbal reinforcement to the students. I feel hesitated whether non-verbal expression that I did can be understood by the students during this online learning like this." – Student B10, TP 2

The fourth specific skill is the ability to ask questions in which teachers can lead the questions to create high order thinking of the students. There are five substantial activities in this skill that must be explored by the student teachers. Those activities consist of revealing questions clearly and concisely, giving clues to answer the questions, giving questions which focus on the core of the materials given, giving the questions fairly to all the students, and giving the students time to think.

Table 5. Specific activities to giving questions during learning activities

Activities	Teaching practice one	Teaching practice two
Giving questions concisely and clearly	3.71	4.35
Giving clues to answer the questions	3.50	4.31
Giving questions which focus on the core of the materials given	3.86	4.45
Giving the questions fairly to all the students	3.38	4.28
Giving the students time to think	3.82	4.44

From table 5, it can be seen that the student teachers have acquired this skill well. From the teaching practice one, the student teachers have tried to perform maximally through group teaching practice. The average score of all the activities were categorized into good. In addition, the student teachers made improvement in the second teaching practice two and most of the student teachers are graded themselves as very good. The highest point was in the activity of giving questions which focus on the core of the materials given. These evidences were supported by the students' notes below.

"I have revealed the questions clearly and all of the questions were based on the core of the material learned. I also gave the questions to all the students. I really wanted to know whether the students paid attention to me or not" – Student A10, TP 1
"I think the way I gave the questions in the teaching practices had been done correctly. I gave time for the students to think and did not throw the questions to the other students. I tried to wait the first student to respond the questions." – Student A19, TP 2
"What I did in this step was not excellent yet. Most of the questions were given in the form of volunteer system, in which the students voluntarily raised their hands

130

to answer the questions. I should have created variations in giving questions." – *Student B8, TP 1*

The next specific skill discussed is the ability to use some variation of sound, mimic and tone. There are several activities namely using various learning methods, using various interaction during learning process and utilizing various teaching media.

Table 6. Specific activities to do variation

Activities	Teaching practice one	Teaching practice two
using various learning methods	3.63	3.92
using various interaction during learning process	3.40	3.84
utilizing various teaching media	3.71	3.88

"I think the use of more than teaching media in the learning process is much more interesting so it can attract the students to engage in the learning process. Moreover in the online learning like what we have done, integrating zoom and youtube or other learning platform will help the students more active in the learning process. I think next time I can apply various teaching methods and media in one meeting." – *Student A22, TP1*
"I only prepare PowerPoint slides to deliver the materials and I didn't add any variation." – *Student A23, TP 2*
"I hope in the future I have device which support my teaching activities, since it is very challenging to create creative teaching media for online learning like nowadays." – *Student B15, TP2*

Another specific skill that must be acquired by the student teachers is the ability to handle the class room. There are several activities which are related to this skill, namely diagnosing the causes of disturbance in the class, encouraging the students to be responsible and obey the rules, and manage the activity for having class discussion.

Table 7. Specific activities to handle the class

Activities	Teaching practice one	Teaching practice two
diagnosing the causes of disturbance	3.37	3.74
encouraging the students to be responsible and obey the rules	3.31	3.56
manage the activity for discussion	2.71	3.08

"It is quite easy to find the problem during online teaching. However, to find the solution is very difficult, especially if it is the technical problem like limited internet connection and learning devices." – *Student A18, TP 2*

131

"Reminding the students to obey the rules, not to be back-disturber is very challenging for me. Sometimes, I don't know any words to help them to keep pay attention." – Student A11, TP 2
"Because the limited time of the microteaching, I didn't give chance to have small discussion. What I have is class discussion in which all the students are involved." – Student B20, TP2

The specific skill reviewed in the self-reflective feedback is the ability to close or end the lessons. Basically, there are only two points discussed in this part, namely making the resume of the material learned, giving opportunities for the students to reflect the material with their daily life, emphasizing important materials, explaining what have been achieved.

Table 8. Specific activities to close the lessons

Activities	Teaching practice one	Teaching practice two
making the resume of the material learned	2.91	3.90
encouraging the students to be responsible and obey the rules	3.03	3.49
manage the activity for discussion	2.86	3.55

"I always close the class in a hurry, so it is not effective" – Student A7, TP 1
"To close the class, I have reviewed all the materials. I hope my review is effective and understable" – Student A14, TP 2
"I need to be more creative in closing the lesson. Sometimes, I am only saying the closing greeting and see you next week" – Student B3, TP 1
"In closing the class, I often forget to remind the students about the task/assignment that the students must do at home. I need to take note so that I don't forget that things." – Student B26, TP 2

The last skill that must be acquired by the student teachers is doing assessment to the students. The type of assessment can be on-going assessment and create test to assess the students' achievement.

Table 9. Specific activities to do variation

Activities	Teaching practice one	Teaching practice two
Doing on-going assessment	3.42	3.87
Making exercise/test based on the learning goals	3.82	4.01

"I still confuse how to do on-going assessment. The only assessment I do was only in the end of the class. I think, I need more practices" - Student A8, TP1
"I haven't done affective assessment. I think online learning was quite challenging to do this kind of assessment" - Student A21, TP 1

"In this part, I should have utilized games to assess the students, so it can give more variations on it" - Student B9, TP 1

"I need to manage my time so I can assess the students' performance or achievement. Until now, I still run out of time in doing first and second teaching practice" - Student B10, TP 2

"Giving exercise during learning process really helps me to do assessment and giving feedback to the students. I can evaluate whether my students are active, has understood of what I've explained or do I need to give more exercise outside the class" - Student B25, TP 2

The students' response to the application of self-reflective feedback in Microteaching Class

In the second section of the finding, it will report the student teachers' response to the application of self-reflective feedback in Reflective Microteaching Class. The student teacher emphasized that self-reflective feedback is very essential for them, especially in having microteaching practice. Over 70 percent of the student teachers perceived that self-reflective feedback is very important to do after the student teachers finished or did teaching practices. They assume that self-reflective feedback can help them to evaluate their performances, analyse the skills that have not been acquired, and measure their teaching skills. They also revealed that by doing self-reflective feedback, they could determine the most accurate teaching method for the following meeting with the intent that their students can understand the material learned. In addition, the student teachers were given opportunity to reflect their teaching performance, examine things that should be improved or maintained. Therefore, the following teaching, they could create a breakthrough of a better teaching performance.

Nonetheless, there are many challenges that the student teachers faced when they were doing self-reflective feedback. The biggest challenge was taken from themselves where they did not feel confident in doing self-reflective feedback. Almost half of the respondents confess that they were not confident when having self-reflective feedback. Beside feeling unconfident, over 50 percent of the student teacher also experienced apprehensive and doubtful. The detail report is described in Graphic 1. In the interview, the student teachers confirmed that they emphasize that they were afraid if the score or evaluation they have done were not suitable with the real performance. They felt doubtful because they were afraid of being over-confident. While related to the six teaching skills, the student teachers assumed that by doing self-reflective feedback, the student teachers were given opportunities to reflect and focus on the teaching performance. They were given opportunities to examine the strengths and weaknesses in their performance. They were able to analyse the skills that must be upgraded; therefore, they will be more ready to be an English teacher.
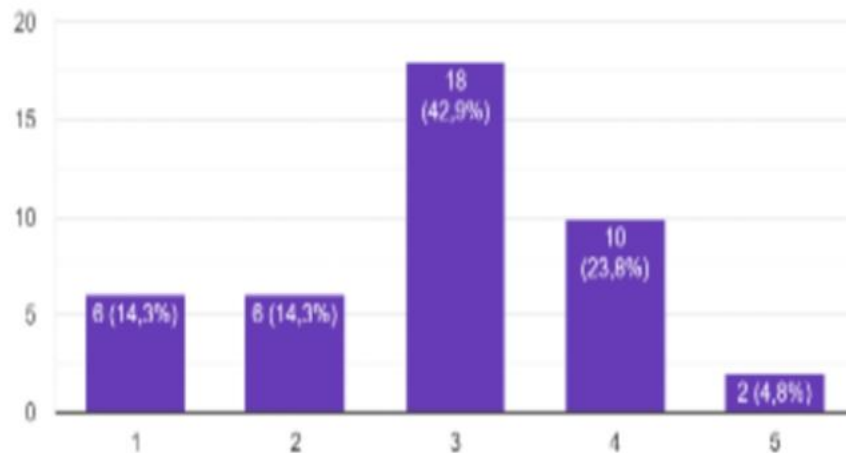
133

Figure 1. The student teachers' attitude in doing self-reflective feedback

In addition, some student teachers were not convenience to do self-reflective feedback. There are some reasons which frequently revealed by the students. The first reason is they have got feedback from the lecturers and their peers. The student teachers assume that the feedbacks from other people are more important that the feedback from themselves. The second reason is they are not convenience to do self-reflective feedback. Some student teachers reported that they were not confident enough to grade themselves. They were afraid of being over-confident which could decrease their future teaching. The third reason is that they have been tired of having teaching practice; therefore, the student teachers were not enthusiastic to do self-reflective. The last reason is the student teachers still confused the points to grade or evaluate. They do not know what kind of steps they need to explore in the self-reflective feedback if there is not guided form from the lecturer.

Discussion
Self-reflective feedback is very essential for the student teachers. It has been shown in the previous part that the student teachers admitted that doing self-reflective feedback is needed in the preparation to be the real teacher. By having self-reflective feedback in the microteaching class, the student teachers are trained to be accustomed doing reflection and evaluation post-teaching. Evaluation post-teaching is very essential since the teachers need to associate what had happened in certain meeting and what will happen in the following meeting. It is in line with the statement written by Rezaei (2010) that feedback must be given to or done by the student-teachers. Reflection or evaluation after teaching will help the teachers to give the materials based on the students' need and ability.
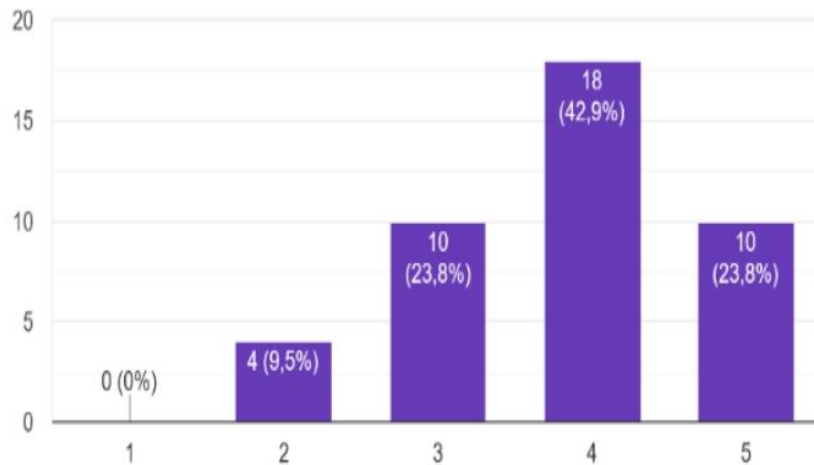
Figure 2. Student teachers' response on the lecturer guidance

However, the student teachers still need the guidance from the lecturer to do self-reflective feedback. By doing self-reflective feedback, the student teachers are introduced to the learning autonomy. This concept is collateral with the learning development nowadays in which the students are able to study wherever, whenever and with whom they want to study. From the data in questionnaire and interview, it is emphasized that the role of lecturer here is still very important as well. In doing self-reflective feedback, the student teachers still need the lecturers' feedback to confirm that the feedback they gave to themselves are correct, appropriate, meaningful and useful. By having the confirmation from the lecturer, the student teachers can increase their confident to self-reflective feedback in the future. The example of guidance that can be done by the lecturer is by preparing the points that should be graded. In the face-to-face mood, the guidance can be in the form of printout, while for virtual learning mood, the form can be arranged in online form. The guidance is very essential for the student teachers to direct the reflection, therefore, the reflection becomes effective, efficient and meaningful. Graphic 2 shows that the student teachers still need the guidance from the lecturer in doing self-reflective feedback. Over 50 percent of the student teachers agree that lecturer' feedback is also important.

Conclusion

Self-reflective feedback in the Reflective Microteaching Class is the feedback done by the student teachers to evaluate their teaching performance. Guided self-reflective feedback is very useful for the student teachers during the teaching practices. By having self-reflective feedback, the student teachers are given opportunities to reflect their performances or what had happened in the class. Therefore, they can analyse their strength, weaknesses and know the points that should be informed for the future teaching. Self-reflective feedback can direct them to have more comprehensive teaching preparation which meets the learning goals. Generally, the student teachers gave positive responses to the use of self-reflective

feedback. They admitted that it is very helpful in guiding them to evaluate themselves.

There are several drawbacks of doing self-reflective feedback in the Reflective Microteaching Class. The students only find the strengths and weaknesses from themselves. In addition, not all the student teachers have equal understanding or knowledge about the principles of teaching and learning. The limited understanding makes the student teachers miss certain important points to evaluate. To apply the self-reflective feedback for the student teachers is by providing guided reflection form. By having the guided form from the lecturer, the student teachers can follow the principles of doing self-corrective evaluation. It is also recommended to combine self-reflective feedback with other type of feedback such as lecturer's feedback or peer-feedback. Combining two or more types of feedback in the microteaching process can enrich the student teachers' knowledge about teachers' competence. Therefore, the student teachers have more sufficient knowledge, ability, and attitude of being professional English teachers and are ready to face the real teaching in the future.

References

Azizah, N., & Rahmi, E. (2019). Persepsi Mahasiswa Tentang Peranan Mata Kuliah Micro Teaching Terhadap Kesiapan Mengajar Pada Mahasiswa Pendidikan Ekonomi UNP. *EcoGen*, *2*(2), 197–205. https://doi.org/http://dx.doi.org/10.24036/jmpe.v2i2.7312

Bodis, A., Reed, M., & Kharchenko, Y. (2020). Microteaching in Isolation: Fostering Autonomy and Learner Engagement through VoiceThread. *International Journal of TESOL Studies*, *2*, 1–12. https://doi.org/10.46451/ijts.2020.09.14

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.)* (4th ed.). Sage Publisher.

Gillett-Swan, J. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. *Journal of Learning Design*, *10*(1), 20–30. https://doi.org/10.5204/jld.v9i3.293

Hasibuan. (2012). *Proses Belajar Mengajar*. Remaja Rosdakarya.

Helda, T., & Zaim, M. (2021). Effectiveness of the Zoom Meeting Applications in Micro Teaching Lectures in the Pandemictime Covid-19. *English Language and Literature International Conference (ELLiC) Proceedings*, *4*(Vol 4 (2021): Creative and Innovative Learning Strategies in The Field of Language, Literature, Ling), 128–135. https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/7397/5477

Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. *Language Teaching Research*, *24*(1), 116–127. https://doi.org/10.1177/1362168818777539

Kuswandono, P. (2014). University mentors' views on reflective practice in microteaching: building trust and genuine feedback. *Reflective Practice*, *15*(6), 701–717. https://doi.org/10.1080/14623943.2014.944127

Nurrina, Helmie, J., & Halimah. (2018). Pre-service Teachers' Corrective Feedback in Oral Interaction: A Comparison of Microteaching and Teaching Practicum. *International Seminar on Education and Development of Asia*, 143–154.

Rezaei, S. B. & S. (2010). Pre-service Teacher Cognition on Corrective Feedback: A Case Study. *Journal of Technology and Education*, *4*(4), 321–327.

Roza, V. (2021). Incorporating both Zoom and YouTube in Micro Teaching Class during the Covid-19 Pandemic: An Effectiveness Investigation. *Journal of Physics: Conference Series*, *1779*(1). https://doi.org/10.1088/1742-6596/1779/1/012033

Sukirman, D. (2012). *Pembelajaran Micro Teaching* (2nd ed.). Direktorat Jenderal Pendidikan Islam, Kementerian Agama RI.