

**INVESTIGATING THE SIGNIFICANCE OF THE REFLECTION STAGE IN  
MICROTEACHING AT THE SIXTH SEMESTER OF STUDENT AT  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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**ABSTRACT**

*The research aimed to find out the significance of the reflection as one of stage when implementing microteaching practices. The subjects in this research were sixth semester students at Universitas Muhammadiyah Makassar who were selected using purposive sampling technique. This method of research was qualitative research with phenomena experienced by the subject of research. This research data was collected through semi-structured interview. Data analysis technique used data minimization, data visualization, and conclusion or interpretation. The results of this research showed that the reflection stage in microteaching was very important and beneficial to do because it could help students and teachers in evaluating and improving the quality of education. Therefore, it is important for educational institutions to continue to encourage and facilitate consistent and in-depth reflection practices, so that students can fully benefit from this process and achieve optimal academic and personal potential.*

*Keywords: Investigate, Reflection, Microteaching*

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pentingnya refleksi sebagai salah satu tahapan dalam pelaksanaan praktik microteaching. Subjek dalam penelitian ini adalah mahasiswa semester enam di Universitas Muhammadiyah Makassar yang dipilih dengan menggunakan teknik purposive sampling. Metode penelitian ini adalah penelitian kualitatif dengan fenomena yang dialami oleh subjek penelitian. Data penelitian ini dikumpulkan melalui wawancara semi terstruktur. Teknik analisis data yang digunakan adalah reduksi data, visualisasi data, dan kesimpulan atau interpretasi. Hasil penelitian ini menunjukkan bahwa tahap refleksi dalam microteaching sangat penting dan bermanfaat untuk dilakukan karena dapat membantu siswa dan guru dalam mengevaluasi dan meningkatkan kualitas pendidikan. Oleh karena itu, penting bagi institusi pendidikan untuk terus mendorong dan memfasilitasi praktik refleksi yang konsisten dan mendalam, sehingga siswa dapat memperoleh manfaat penuh dari proses ini dan mencapai potensi akademik dan pribadi yang optimal.

*Kata kunci: Menyelidiki, Refleksi, Pengajaran Mikro*

**A. Introduction**

English was the official language in the world. In many countries, English

was taught as a foreign language especially in Indonesia. Teaching a language was a process that requires

many qualifications and competencies. Teaching was the process of focusing on people's needs, experiences, and feelings. It made the students learning new things for their future. Obviously, we must be eligible to become an English teacher. The academic qualification and background knowledge of EFL Teacher have regulated by The 1945 Constitution (UUD 1945) No. 14/2005 about Teachers and Lecturers, Paragraph 7 section 3, which said teachers and lecturers were professions which must have the academic qualification and specific background knowledge. As the result, microteaching could be one of ways to help them to improve their teaching skills to be suitable with required qualifications and building up their teachers' identity.

To be a good teacher, a student needs to have many knowledge and skills to teach such as how to teach properly, make a lesson plan, preparation in the classroom and how to deliver a material to student. The way to reach it, a student needed to learn in Microteaching subject before doing a teaching practice. In broad terms, the primary aimed of a micro-teaching course was to instill and

enhance fundamental teaching competencies in student teachers as part of their preparation before undertaking teaching practicum in actual schools or international institutions.

One of the important components in microteaching was reflection. Reflection was a way for teachers to provide feedback to students to find out the extent of students' knowledge of the learning material that has been taught previously. A large body of research supports the idea that reflection played an important role in teacher learning and development (Farrell, 2015).

Through reflection, teachers could identify their strengths and weaknesses as teachers, as well as find solutions to the problems they faced in teaching and planned to make useful changes to improve their teaching practices. Reflection should ideally be one of the routines that teachers needed to do to improve their professional development. therefore, it was very important for teachers to reflect before the learning process took place.

While a limited number of studies have explored reflection in EFL pre-service teaching contexts, there was a

lack of understanding regarding how EFL teacher candidates engaged in reflective activities and perceived them. This study aimed to address this gap by investigating the significance of the reflection stage in microteaching during the sixth semester for students at Universitas Muhammadiyah Makassar.

## **B. Research Methodology**

In this study, the researcher used descriptive qualitative method without involving any statistical or numerical data. According to by Moleong (2010: 6), descriptive qualitative research involved investigating and comprehensively explaining various aspects of the subject under study, such as behavior, perception, motivation, and actions.

## **C. Findings and Discussion**

### **A. Findings**

Based on the data collected from 8 students, the reflection stage in microteaching holds significant importance for the following reasons:

#### **a. Students' Knowledge About Definition of Reflection**

Based on data obtained from student interviews, the results of students' understanding of the

definition of the reflection stage. The results showed that all students had diverse answers. 3 out of 8 students stated that reflection is the process of reflecting or thinking back on an experience, action, or learning that has occurred. Students understood reflection as a means to understand more deeply an experience and use it for future improvement. The students said that:

“Refleksi adalah proses merenung atau memikirkan kembali pengalaman, tindakan, atau peristiwa dengan tujuan untuk memahami dan belajar dari situ”.

(Reflection is the process of reflecting or thinking back on an experience, action, or event with the aim of understanding and learning from it).

Based on data above, the reflection means not just remembering, but more deeply, students dive into the experience. Students try to deeply understand what happened, why it happened, and what was felt at that time. not only focusing on the moment of the event, but also pulling it back into the student's mind for review. In this way, students can see the event from a different perspective.

Reflection can also be done on everything that students have experienced, be it big or small. This could be learning experiences, social interactions, or even decisions that students have made.

In addition, 4 out of 8 students also said reflection is the process by which teachers or prospective teachers evaluate the way they teach.

The students said that:

“In my opinion, reflection is an evaluation of teaching to find out what needs to be improved”.

Based on the data above, students stated that reflection is a process of evaluating teaching activities. The main purpose of this reflection is to identify aspects of teaching that need to be improved. In other words, reflection is used as a tool by a teacher to re-examine his teaching practices with the aim of finding areas that are less effective so that they can be improved.

In addition, there is students also said that Reflection is an activity at the end of learning. The students said that:

“Menurut saya, refleksi adalah kegiatan di akhir pembelajaran yang dilakukan untuk mengetahui bagaimana pembelajaran

berlangsung, baik dari sudut pandang siswa, maupun guru”

(In my opinion, reflection is an activity at the end of learning that is carried out to find out how the learning took place, both from the perspective of students, and teachers).

Based on data above, the students stated the reflection is done after all the material is delivered and the learning activity is completed. This means that we look back at the whole process that has happened. It aims to understand whether the learning objectives were achieved, whether the methods used were effective, and whether students understood the material presented.

It can be concluded that reflection is a process of thinking about something you have done, what you do, or what you learn. His primary goal is to understand deeper and apply what he knows for future improvements. Thinking about such experiences involves analysis and evaluation. Reflection helps people discover their strengths and weaknesses as well as opportunities to improve their performance or understanding. It allows teachers to evaluate the effectiveness of teaching and find ways to improve student

learning as well as help students understand their learning process.

b. Students' Knowledge about different Types of Reflection

Based on the answers given by subjects regarding these questions, from of the 8 students, 5 students answered the same, namely knowing several types of reflection, such as personal reflection, group reflection, and academic reflection. The students said that:

"Saya mengenal beberapa jenis refleksi, seperti refleksi pribadi, di mana seseorang merenung sendiri; refleksi kelompok, di mana sekelompok orang berbagi pengalaman dan pemikiran; serta refleksi akademik, yang lebih terstruktur dan biasanya terkait dengan evaluasi pembelajaran atau pekerjaan".

(I recognize several types of reflection, such as personal reflection, where one reflects alone; group reflection, where a group of people share experiences and thoughts; and academic reflection, which is more structured and usually related to learning or work evaluation).

Based on the data above, students stated there are several type of

reflection namely personal reflection is reflection undertaken by an individual independently, usually to reflect on personal experiences, feelings or understandings. the purpose is for introspection and self-development. group reflection is reflection done together in a group. It allows group members to share their experiences, views and understandings, and learn from each other. And academic reflection is reflection related to academic learning. It usually involves in-depth analysis of learning experiences, understanding of concepts, or application of theory to practice, with the aim of improving learning outcomes or developing critical skills.

In addition there are students had different answers, student answered only knew several types namely experience, performance and learning reflection. The students said that:

"Experience reflection, performance reflection and learning reflection".

Based on the data above, the student stated there are several types of reflection namely experience reflection is a reflection that focuses on an experience that one has gone through. The aim is to reflect on what

happened during an experience, how we felt about it, and what we can learn from the experience. This could include everyday events or specific experiences that have had an impact on the individual.

Performance reflection is this reflection focuses on evaluating one's performance in performing a task or activity. It involves analyzing what was done well, what could be improved, and how the results could affect future performance. Performance reflection is often used for self-improvement or professional improvement.

And learning reflection is reflection that focuses on the learning process itself. It involves reflecting on what has been learned, how new knowledge was acquired, and how this learning can be applied in the future. The ultimate goal is to deepen understanding and ensure that the learning is relevant and useful.

In addition there are student answered that he knew four types of reflection, namely descriptive reflection, analytical reflection, critical reflection and reflective practice. The students said that:

"Kinds of reflection :

1. Descriptive Reflection
2. Analytical Reflection

3. Critical Reflection
4. Reflective Practice".

Based on the data above, the students stated there are four types in reflection namely descriptive reflection refers to the initial stage of reflection, where one simply recounts or describes what happened during a learning experience without further analyzing the reasons behind the event. The focus is on a factual description of the events experienced.

Analytical Reflection is at this stage, reflection becomes more in-depth by trying to understand why something happened. This involves analyzing different points of view, thinking about the reasons behind the event, and understanding the main concepts or principles that influenced the event.

Critical Reflection is more in-depth and critical, where one begins to question assumptions, think about moral or ethical issues, and consider the wider social and cultural context. The purpose of critical reflection is to challenge one's own thinking and open up new, broader perspectives.

And reflective practice is an ongoing approach where one constantly reflects on their actions and experiences to improve performance

in work and achieve personal growth. Reflective practice is an ongoing process and is used for lifelong learning and professional development.

Taken together, these statements indicate that reflection can operate at various levels, from mere description to in-depth analysis and critical consideration, all aimed at improving one's understanding and abilities in the context of learning and work.

In this case, it can be concluded that there are differences of opinion about the types of reflection among students, but these differences of opinion indicate that there are variations in students' understanding of the types of reflection, which may be due to differences in educational experience, emphasis of material by the teacher, or exposure to the concept of reflection.

c. Students' Knowledge Of Importance Of Reflection In Teaching  
Based on the answers given by subjects regarding these questions, from 8 students, all students answered the same, namely. reflection is considered important because with reflection, as a teacher, we can also see from the students' point of view towards learning.

“Pentingnya refleksi dalam memahami diri sendiri dan pengalaman. Refleksi juga membantu mengidentifikasi area perbaikan dan menghindari kesalahan yang sama. Selain itu refleksi memungkinkan perkembangan pribadi yang terus-menerus. Dan refleksi juga membantu meningkatkan kesadaran terhadap tindakan dan keputusan pribadi”.

(Reflection is important in understanding oneself and the experience. Reflection also helps identify areas of improvement and avoid the same mistakes. In addition, reflection enables continuous personal development. And reflection also helps increase awareness of personal actions and decisions.)

Based on the data above, it emphasizes some of the key benefits of reflecting, especially in the context of self-development and experiential learning:

1. Understanding self and experience
2. Identifying areas of improvement and avoiding the same mistakes
3. Continuous personal development

d. Students' knowledge of Post-Reflection Actions

Based on the answers given by subjects regarding these questions, from the 8 students, all students answered the same, namely that after finding deficiencies in learning, students and teachers usually look for new techniques or ways and discuss with other students. The students said that:

“Jika saya menemukan kekurangan setelah refleksi, saya biasanya membuat rencana tindakan untuk mengatasi kekurangan tersebut. Ini bisa berupa mencari sumber daya tambahan untuk belajar, meminta umpan balik dari orang lain, atau mencoba pendekatan baru dalam pekerjaan atau belajar”.

(If I find shortcomings after reflection, I usually make an action plan to address the shortcomings. This could be seeking additional resources for learning, seeking feedback from others, or trying a new approach to work or study).

Based on the data above, it can describe the concrete steps taken after reflecting and finding shortcomings or areas that need improvement. Here is the explanation:

1. **Creating an action plan:**  
After finding weaknesses through reflection, the next step is to plan

specific actions to address the weaknesses. This means not only being aware of weaknesses, but also actively looking for ways to improve them.

2. **Seeking Additional Resources for Learning:**

One way to address deficiencies is to seek out additional resources, such as books, courses, articles, or other materials that can help improve the understanding or skills that are lacking.

3. **Solicit Feedback from Others:**

Inviting others to provide feedback is another step that can be taken. Feedback from coworkers, bosses, or mentors can provide new perspectives and help see aspects that may have been missed or validate self-reflection.

4. **Try New Approaches to Work or Learning:**

Sometimes, improving a shortcoming requires a change in the way you work or learn. Trying new approaches can help find more effective and efficient ways to achieve goals.

Overall, this statement emphasizes the importance of not only reflecting on shortcomings, but also taking concrete actions to correct them, which will ultimately promote growth and self-improvement.



It can be concluded that reflection is the key to growth and self-development. This process begins with an objective evaluation of yourself to find strengths and weaknesses. Once you understand yourself, the next step is to take action based on the results of your reflection. Seeking input from others, trying new methods, or improving the necessary skills are some examples of this action. These actions and cycles of reflection produce a continuous cycle of self-improvement.

e. Students' knowledge of Impact of Reflection on Learning and Teaching

Based on the answers given by subjects regarding these questions, from 8 students, all students answered the same, namely Reflection on improving understanding of learning by analyzing the learning process. Reflect on what was learned, how, and why. Identify effective learning strategies and change approaches for better results. The students said that: "Refleksi membantu meningkatkan pemahaman pembelajaran dengan memungkinkan saya untuk mengaitkan teori dengan praktik, mengevaluasi metode yang digunakan, dan memahami lebih

dalam materi yang dipelajari. Dengan merenung, saya dapat melihat koneksi antara berbagai konsep dan bagaimana mengaplikasikannya dengan lebih efektif".

(Reflection helps improve understanding of learning by allowing me to relate theory to practice, evaluate the methods used, and understand more deeply the material learned. By reflecting, I can see connections between different concepts and how to apply them more effectively)

Based on the data above, it can explain how reflection plays an important role in deepening understanding of learning. Here is an explanation of what this means:

1. Linking Theory to Practice:

Reflection allows one to see how the theory learned can be applied in real situations. By reflecting, one can understand how theoretical concepts learned in class or in books can be applied in a practical context, making learning more relevant and meaningful.

2. Evaluating the Methods Used:

Through reflection, one can assess the effectiveness of the methods they use in learning or working. This could include study techniques, problem-

solving strategies, or other approaches used. By evaluating what worked and what didn't, one can improve their methods in the future.

### 3. Deeper Understanding of Learned Material:

Reflection helps in deepening the understanding of the material studied by allowing one to reflect on and explore the concepts in greater depth. This could involve thinking critically about what has been learned, connecting different concepts, and seeing how they are interrelated.

### 4. Seeing Connections Between Different Concepts:

Reflection allows one to see connections between different concepts or ideas that may seem separate. By reflecting on how these concepts are interrelated, one can build a more holistic understanding and see how the knowledge can be applied more effectively in different situations.

Overall, this emphasizes that reflection not only helps in understanding the material studied better, but also in integrating theoretical knowledge with practical applications, evaluating the effectiveness of methods, and

strengthening connections between various concepts.

### B. Discussion

In the discussion section, the subject's answer are explained in detail by connecting to the theory of significance of the reflection stage in microteaching.

#### a. Definition and Understanding of Reflection

Based on the data that has been obtained from 8 students, it is found that all students have a uniform understanding of the definition of reflection. They mentioned that reflection is the process of reflecting or thinking back on experiences, actions, or learning that has occurred with the aim of understanding more deeply and improving. This shows that the concept of reflection is well understood by the students as an important tool in the process of learning and self-development. In an educational context, reflection helps evaluate what has been learned and provides insight into ways to improve understanding or approaches in the future.

This is in line with the opinion of Sellars (2017) who said that "Reflection is a purposeful and intentional metacognitive process that

educators undertake to improve their professional practice". This involves thinking critically about their actions and experiences, leading to learning, self-evaluation, and growth. Mathew et al. (2017) also emphasizes the significance of reflective practice in settings where professionals learn from their experiences to enhance their professional development.

b. Types of Reflection known by student

The findings reveal a diverse understanding of the types of reflection among the students, with varying levels of depth and focus. The majority of students identified common types of reflection personal, group, and academic indicating a shared understanding of reflection as a multi-faceted process that can be applied in different contexts. These types of reflection were described with an emphasis on their purposes: personal reflection for introspection and self-development, group reflection for shared learning and experiences, and academic reflection for structured analysis related to learning or work evaluation.

Interestingly, a subset of students highlighted different types of reflection, such as experience,

performance, and learning reflection. This categorization suggests a more task-oriented approach to reflection, where the focus is on evaluating specific experiences, performances, and learning processes. These reflections are framed in terms of their immediate applicability to personal or professional improvement, demonstrating a practical understanding of reflection as a tool for self-assessment and growth.

Another student introduced the concepts of descriptive, analytical, critical reflection, and reflective practice, presenting a more nuanced and layered approach to reflection. This categorization reflects a progression from simple recounting of events to deeper critical analysis and continuous reflective practice aimed at ongoing personal and professional development. The mention of critical reflection, in particular, indicates an awareness of the importance of questioning assumptions and considering broader social and cultural contexts, which aligns with higher-order thinking skills.

The diversity in responses suggests that students have been exposed to different frameworks or have internalized different aspects of

reflection based on their educational experiences. This variation could be attributed to differences in the emphasis placed by instructors, the specific academic environments the students are part of, or their exposure to various reflective practices.

Overall, the findings highlight the complexity of the concept of reflection and the different ways it can be understood and applied. The students' varied responses underscore the importance of providing clear and consistent guidance on reflective practices in educational settings, ensuring that all students have a comprehensive understanding of the different types and purposes of reflection. This would not only standardize their reflective processes but also enhance their ability to apply reflection effectively in both academic and personal contexts.

#### c. The Importance of Reflection in Learning

All students agreed that reflection is important. They stated that reflection allows teachers to see learning from the students' perspective, thus better understanding the needs of the class or students. This agreement shows recognition of the value of reflection in improving the

quality of teaching and learning. This line with the opinion of Farrel (2015) who said "A large body of research supports the idea that reflection played an important role in teacher learning and development". Reflection was a way for teachers to provide feedback to students to find out the extent of students' knowledge of the learning material that has been taught previously.

#### d. Post-Reflection Action

Students also agreed that after finding shortcomings in learning through the reflection process, both students and teachers tend to look for new techniques or ways and discuss with other students. This shows a proactive approach in dealing with problems and a commitment to continuous improvement. Discussions with peers also reflect the importance of collaboration in finding solutions and new ideas. This line with the opinion of Wain (2017) who said "Reflection on action occurs after the event has concluded. It involves the teacher retrospectively examining and learning from their past actions".

#### e. The Impact of Reflection on Learning Comprehension

Reflection is recognized by all students as a way to improve

understanding of learning. By analyzing the learning process, reflecting on what has been learned, and how and why something was learned, students can identify effective learning strategies and change their approach to achieve better results. This suggests that reflection is not only useful for evaluating and improving learning methods, but also for developing critical thinking skills and deeper understanding. This line with the opinion of Sellars (2017) who said "Reflection is a purposeful and intentional metacognitive process that educators undertake to improve their professional practice". This involves thinking critically about their actions and experiences, leading to learning, self-evaluation, and growth.

Based on what has been explained above about significance of the reflection stage in microteaching, It can be concluded that reflection is an important part of the learning process that helps students and teachers to continuously improve. Variations in understanding and practice of reflection suggest the need for further emphasis in education on the types and benefits of reflection.

Overall, reflection is considered an important component of the

learning process that helps students and teachers to continuously develop and improve the quality of education. Awareness of the importance of reflection and its application in daily practice is expected to promote improved understanding and better learning outcomes among students.

#### **D. Conclusions**

Based on the results of the research, it can be concluded that the reflection stage in microteaching is very important and provides benefits to be carried out because it can help students and teachers in evaluating and improving the quality of education. Therefore, it is important for educational institutions to continue to encourage and facilitate consistent and in-depth reflection practices, so that students can fully benefit from this process and achieve optimal academic and personal potential.

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