

REFERENCES

- Amobi, F. A., & Irwin, L. (2009). Implementing on-Campus Microteaching to Elicit Preservice Teachers' Reflection on Teaching Actions: Fresh Perspective on an Established Practice. *Journal of the Scholarship of Teaching and Learning*, 9(1), 27–34. Retrieved from <https://acces.bibl.ulaval.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ854876&lang=fr&site=ehost-live>
- Barnes, M., & Falter, M. (2019). Posing for the Camera: An Analysis of Pre-Service Teachers' Discursive Practices during a Video Analysis Session. *I.E.: Inquiry in Education*, 11(1).
- Braun, V., & Clarke, V. (2012). Thematic analysis. *APA Handbook of Research Methods in Psychology, Vol 2: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological.*, 2, 57–71. <https://doi.org/10.1037/13620-004>
- Burhan-Horasanlı, E., & Ortaçtepe, D. (2016). Reflective practice-oriented online discussions: A study on EFL teachers' reflection-on, in and for-action. *Teaching and Teacher Education*, 59, 372–382. <https://doi.org/10.1016/j.tate.2016.07.002>
- Cheng, M. M. H., Tang, S. Y. F., & Cheng, A. Y. N. (2012). Practicalising theoretical knowledge in student teachers' professional learning in initial teacher education. *Teaching and Teacher Education*, 28(6), 781–790. <https://doi.org/10.1016/j.tate.2012.02.008>
- Farrell, T. S. C. (2012). Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön. *TESOL Journal*, 3(1), 7–16. <https://doi.org/10.1002/tesj.10>
- Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals* (First). <https://doi.org/https://doi.org/10.4324/9781315775401>
- Farrell, T. S. C., & Kennedy, B. (2019). Reflective practice framework for TESOL teachers: one teacher's reflective journey. *Reflective Practice*, 20(1), 1–12. <https://doi.org/10.1080/14623943.2018.1539657>
- Farrell, T. S. C., & Mom, V. (2015). Exploring teacher questions through reflective practice. *Reflective Practice*, 16(6), 849–865. <https://doi.org/10.1080/14623943.2015.1095734>
- Gaias, L. M., Johnson, S. L., Bottiani, J. H., Debnam, K. J., & Bradshaw, C. P. (2019). Examining teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of School Psychology*, 76(July), 124–139. <https://doi.org/10.1016/j.jsp.2019.07.017>

- Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1-2), 143–152. <https://doi.org/10.1177/0022487109347320>
- Gulo, W. (2008). *Strategi Belajar Mengajar (Cover Baru)*. Grasindo.
- Jones, M., & Ryan, J. (2014). Learning in the practicum: engaging pre-service teachers in reflective practice in the online space. *Asia-Pacific Journal of Teacher Education*, 42(2), 132–146. <https://doi.org/10.1080/1359866X.2014.892058>
- Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. *Teaching and Teacher Education*, 36, 198–209. <https://doi.org/10.1016/j.tate.2013.07.013>
- Kim, Y., & Choi, M. (2019). Out of the book and into the classroom: The experiences of Korean social studies pre-service teachers in an international teaching practicum in the United States. *Asia-Pacific Journal of Teacher Education*, 47(2), 176–192. <https://doi.org/10.1080/1359866X.2018.1444142>
- König, J., Ligetvoet, R., Klemenz, S., & Rothland, M. (2017). Effects of opportunities to learn in teacher preparation on future teachers' general pedagogical knowledge: Analyzing program characteristics and outcomes. *Studies in Educational Evaluation*, 53(August 2016), 122–133. <https://doi.org/10.1016/j.stueduc.2017.03.001>
- Lee, J. F. K. (2009). ESL student teachers' perceptions of a short-term overseas immersion programme. *Teaching and Teacher Education*, 25(8), 1095–1104. <https://doi.org/10.1016/j.tate.2009.03.004>
- Mills, A. J., Eurepos, G., & Wiebe, E. (Eds.). (2010). *Encyclopedia of case study research*. Sage Publications.
- Naci Kayaoğlu, M., Erbay, Ş., & Sağlamel, H. (2016). Gaining insight into a novice teacher's initial journey through reflective practice. *Reflective Practice*, 17(2), 167–181. <https://doi.org/10.1080/14623943.2016.1146578>
- Parr, G., Faulkner, J., & Rowe, C. (2016). Dialogue and reciprocity in an international teaching practicum. *Asia-Pacific Journal of Teacher Education*, 45(2), 162–179. <https://doi.org/10.1080/1359866X.2016.1199774>
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, 41(2), 101–122. <https://doi.org/10.1177/0033688210372953>
- Sammaknejad, A., & Marzban, A. (2016). An Analysis of Teachers' Self-reflection on Classroom Management. *Theory and Practice in Language Studies*, 6(1), 84. <https://doi.org/10.17507/tpls.0601.11>

- Sieberer-Nagler, K. (2015). Effective Classroom-Management & Positive Teaching. *English Language Teaching*, 9(1), 163. <https://doi.org/10.5539/elt.v9n1p163>
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351–380.
- Smyth, J. (1989). Developing and Sustaining Critical Reflection in Teacher Education. *Journal of Teacher Education*, 40(2), 2–9. <https://doi.org/10.1177/002248718904000202>
- Vaughn, M., Parsons, S. A., Keyes, C., Puzio, K., & Allen, M. (2017). A multiple case study of teachers' visions and reflective practice. *Reflective Practice*, 18(4), 526–539. <https://doi.org/10.1080/14623943.2017.1323731>
- Wall, U. (2008). *Innovation in Language Learning and Teaching A Needs Assessment Interview : The Professional Development Needs of Non- native Speaking EFL Teachers in Thailand A Needs Assessment Interview : The Professional Development Needs of Non-native Speaking EFL Te.* (February 2013), 37–41. <https://doi.org/10.2167/illt028.0>
- Widodo, H. P., & Ferdiansyah, S. (2018). Engaging student teachers in video-mediated self-reflection in teaching practica. In K. J. Kennedy & J. C.-K. Lee (Eds.), *Routledge International Handbook of Schools and Schooling in Asia* (pp. 922–934). <https://doi.org/10.4324/9781315694382-89>
- Zhan, Y., & Wan, Z. H. (2016). Appreciated but constrained: Reflective practice of student teachers in learning communities in a Confucian heritage culture. *Teaching in Higher Education*, 21(6), 669–685. <https://doi.org/10.1080/13562517.2016.1183622>
- Zulfikar, T., & Mujiburrahman. (2018). Understanding own teaching: becoming reflective teachers through reflective journals. *Reflective Practice*, 19(1), 1–13.