

An Evaluation Model of Teaching Practicum of Pre-Service EFL Teachers at the Faculty of Education and Teacher Training in Higher Education

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Abstract

This research generates a product, namely the guiding book for the evaluation of micro teaching of student teachers at the Faculty of Education and Teacher Training of IAIN Palopo (State Islamic Institute) Indonesia, and the instruments used to evaluate the practice of micro teaching at the faculty. The following research questions were addressed: 1. How was the evaluation model of mirco teaching practice at the Faculty of Education and Teaching Training of IAIN Palopo? 2. How were the constructed instruments used to evaluate the practice of micro teaching at the Faculty of Education and Teaching Training of IAIN Palopo? The aim of the study is to produce a guiding book for the evaluation of micro teaching of pre-service teachers at IAIN PALopo. The book comprises of procedures and guidelines for performing the evaluation of the practice of micro teaching, as well as ways to analyze the results of the evaluation. On the other hand, the instruments generated were employed to evaluate the basic competence of the student teachers' teaching performance. This book is beneficial for the lecturers teaching micro teaching skills and other related subjects. It can be an ideal handbook for both the lecturers and preservice teachers in that the instruments created have been validated and tested; hence, it is valid and reliable. Also, teaching practice is one of the core topics that the students are supposed to undertake before they jump into the placement, or teaching practicum placed in some schools. Therefore, the provision of this book will significantly help lecturers, students, not to mention the education instution because it can be used either in the classroom or micro teaching lab at the Islamic institute.

Keywords: EFL, evaluation model, pre-service teachers, teaching practicum

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Introduction

Teaching practice course at the Faculty of Education and Teacher Training State Islamic Institute (IAIN Palopo), Indonesia has a central position in the academia. Thus, to achieve the objectives of the course, micro teaching practice is needed that enables the student teachers to perform teaching practice in accordance with the learning principles to be professional teachers. Teaching is a complex activity, which requires numerous preparations and skills. The mastery of teaching concepts and of the materials are not adequate to perform good instructions, which calls on the acquisition of instructional skills that can not be gained through oral instruction; hence, it requires continuous practices through micro teaching.

The evaluation model of teaching practice through micro teaching classes at the Faculty of Education and Teacher Training has not been well preformed and yet achieved the expected learning outcomes. The micro teaching classes at the faculty do not have valid and reliable instruments and guidelines for evaluation to unveil the weaknesses and strengths of the students in performing the teaching practice.

Drawing on the problems above, an evaluation model of the practice of micro teaching of the preservice teachers at the Faculty of Education and Teacher Training IAIN Palopo is needed to discover and measure the achievement of the basic competence of the student teachers' performance in teaching practice as professional teachers in their domain, and as the source of the information for the lecturers and materials for self-reflection of preservice teachers regarding their competence.

Research Questions

The overarching research questions guiding the whole part of this study are as the followings:

1. How was the evaluation model of micro teaching practice at the Faculty of Education and Teaching Training of IAIN Palopo?
2. How were the constructed instruments used to evaluate the practice of micro teaching at the Faculty of Education and Teaching Training of IAIN Palopo?

Theoretical Framework Evaluation

Evaluation is a series of activities aimed to improve the quality, performance, and productivity of certain institution in implementing its programs. In addition, it is said that the focus of the evaluation is the excellent learning outcomes attained by groups of students or classes; hence, it is through the evaluation that the information of what has and has yet been achieved can be collected, which is then used for the sake of program improvement in the future.

Linn, R. L., & Gronlund, N. E. (1995) define evaluation as the systematic process of collecting and interpreting information regarding the learning achievement to determine values. Worthen, B. R., & Sanders, J. R. (1991) opine that basically a good evaluation always capitalizes on the measurement, accurate observation, reliability and validity, to garner empirical and systematic evidence, and which is subsequently used to analyze the findings objectively. Anchored in both perspectives, it is understood that observations, measurements, validity of data are

initially performed in evaluation before making judgements in order to generate objective information.

Gardner (as cited in Stark & Thomas, 1994:8) identifies five definitions of evaluation, namely (1) evaluation is measurement; (2) evaluation is taking decision professionally; (3) evaluation is marking to compare between the work performance and its standard set earlier; (4) evaluation is oriented towards decision; and (5) evaluation is geared towards objectives. Teacher evaluation is used to measure the achievement of teacher competency. Sahraini and Madya (2015) state that the success of an evaluation system is not only based on the quality of a design, but it is supported how well the system is implemented. Therefore, evaluation is an activity or action to determine whether certain programs are attained or not whereby its criteria of accomplishment are determined earlier for the purposes of betterment and perfection of the programs or activities.

Based on the definitions proposed by some of the experts above, it can be understood that evaluation is a systematic activity aimed to garner information regarding prestigious achievement or work performance of certain groups or classes, which aims to determine whether the programs appear to be continued, revised, or even ceased.

Objectives and Uses of Teacher Evaluation

Teachers have central roles in education sector, so the success of education ought to be accompanied by the quality of the teachers. On the other hand, if highly qualified teachers are not well supported, it may downgrade their performance. It is because the teachers play most important role that determine the quality and services of education, and they are demanded to possess adequate competence in order to be able to achieve the success of education. To discover the teachers' competence, teacher evaluation is needed to be performed. With this regard, Light, Cox, and Calkins (2009, p. 240) advocate that the foci of the research on evaluation are the students, teachers, institutions, and staffs. Thus, teachers are the ones eligible to be evaluated.

Ward, J. R., & McCotter, S. S. (2004) describe the importance of teacher evaluation, that is to encourage teachers to perpetually reflect on the learning outcomes in order to develop the learning quality in the classroom. Similarly, Bell (Marsh, 1996, pp.364-365) states that the aims of the teachers' evaluation include (1) identifying the incompetent teachers; (2) improving the salary and promotion; (3) improving the external accountability; (4) encouraging the teacher performance; (5) promoting the effectiveness of the teacher management; and (6) promoting the teacher professional development. Teacher effectiveness is the ability of a teacher to help students achieve the intended learning outcomes. Consequently, the more competent the teachers in teaching, the more effective they are in attaining the objectives of learning.

Micro Teaching

National Education Standard Body (2007) has stipulated that the learning process should be planned, applied, evaluated, and observed to ensure its effectiveness and efficiency. In relation to the teacher competence evaluation, Light, Cox, and Calkins (2009, p. 240) state that the aspects

being the foci of the evaluation include the students, teachers, institutions, and staffs. Therefore, the students of the Faculty of Education and Teacher Training as the teacher candidates belong to the aforementioned aspects eligible to be evaluated to gain the basic competence of their teaching before jumping into the real teaching practice. Laughlin and Moulton (1975) define micro teaching as a method of performance training which is designed to isolate teaching process components, so the trainee can master how to teach in various teaching environment. Additionally, McAleese, W. R., & Unwin, D. (1971) define the learning of micro teaching as a situation of learning applied within certain limited number of students and hours, namely between five to 20 minutes with three to ten students. Similarly, Loewenberg Ball, D., & Forzani, F. M. (2009) delineate that micro teaching is one of the teaching practices in micro format to form and develop the teaching skills. Likewise, Waskito (1977) defines micro teaching as a method of learning to teach based on performance whose technique is to isolate the components of pedagogical processes, so that the teacher candidates are able to master every component one by one within the simple and micro situated learning context. Based on the definitions, it is implied that the characteristics of micro teaching include (1) being implemented in certain limited space, time, material, students and objectives, (2) being thorough as it is performed together with supervisors and marked and revised by the participants and evaluation team, so that the results of the learning can be directly witnessed, and (3) having recording media for reflection and self-development in the future

Micro teaching functions as a testing center for student teacher. All the pedagogical theories learnt are applied and tested in the micro teaching lab, so that the results, including the weaknesses and strengths, can be evaluated and revised accordingly (Tarmed, 2005: 2-3). Microteaching has been regarded as an applicable method that offers the opportunity to plan and implement new teaching strategies to pre-service language teachers who can link between theory and practice (Gorgen, 2003; Gurses et al., 2005; Saban & Coklar, 2013). A study conducted in six universities and twelve trainee teachers in Ho Chi Minh City founded that the teaching practicum gives positive impact on pre-service EFL teaching skill (Nguyen, H. P. C, 2015).

In *micro teaching*, the teacher candidates are trained to show off their basic competence in teaching, such as the objectives, materials, students, and relatively limited time (micro). Micro teaching is also a means of training for the student teachers to bravely and confidently face their students with multitude of characters, to control their emotion and rhythm of speaking, to manage the class to remain conducive, and etc. The practice of micro teaching is done until after the student teachers possess the adequate skills necessary to be placed in real instructional contexts at some schools.

There are eight basic competences of teaching trained in micro teaching based on the research findings by Tumey (1973) that play pivotal roles in the pedagogical practices, such as the followings:

1. The basic competence of opening and closing the lesson (*Set Induction and Closure*)
2. Basic competence of explaining (*Explaining Skills*)

3. Basic competence of variation provision (*Variation Skills*)
4. Basic competence of giving reinforcement (*Reinforcement Skills*)
5. Basic competence of questioning
6. Basic competence of classroom management (*classroom management skills*)
7. Basic competence of teaching individuals or small groups (*individual and small group teaching skills*)
8. Basic competence of small group discussion supervision.

Research Method

The research method in this study is Research and Development (R&D). Gay (1991) states that R&D produces an effective product of instruction that can be capitalized on the school. This research is based on the procedure development adopted from Borg and Gall (1983, pp 771-787).

Development Procedure

The development procedures of this study comprised of five phases, namely (1) Initial study, it was the initial investigation and theoretical review. The initial investigation aimed to investigate and collect the information regarding the evaluation model and instruments employed by the lecturers to evaluate the teaching practicum of the student teachers at the Faculty of Education and Teacher Training of IAIN Palopo, while the theoretical review aimed at uncover the the basic competence expected from the student teachers at the faculty to have. The results of the analysis become the guidelines for the instrument development to evaluate the practice of micro teaching performed by the preservice teachers within the faculty; (2) development phase, based on the results of the initial investigation and theoretical analysis during the initial study, the development of the initial products. The initial products being developed included the evaluation model and instruments used to guide the lecturers, students, or other evaluators that will evaluate the preservice teachers' ability in the practice of micro teaching; (3) validation phase, the validation was done through Focus Group Discussion (FGD). Validation panel of experts involved six experts, namely two experts in Arabic, two experts in English, two experts in Mathematics, two experts in Islamic education, and one expert in education and evaluation; (4) Testing phase, it comprised of readability and empirical tests; (5) Testing phase, this phase was only until the preliminary field testing; and (6) Finalizing product phase, this included the process of revision and perfection.

Findings

The results of instruments validity through *Expert Judgment*

1. Analysis of data resulted from validation and readability testing
 - a. Analysis of Validation Results

The development of Model *Evaluasi Praktek Micro Teaching* (EPMT) along with its instruments was preceded by the pre-survey regarding the practice of evaluating micro teaching at the Faculty of Education and Teacher Training of IAIN Palopo. It was then followed by the theoretical review regarding the competences required by the preservice teachers at the faculty. Through the mixture of empirical and theoretical analyses was the creation of draft of the

evaluation model for evaluating the the practice of micro teaching named "Model Evaluasi Praktik Micro Teaching (EPMT)" of the Faculty of Education and Teacher Training at IAIN Palopo.

The data of validation results in the form of suggestions regarding the model, instrument and guidelines of the Model_EPMT were used as the basis for the betterment of the developed products. Basically, the Model_EPMT and the components included did not experience any changes from the initial draft resulted from the theoretical analyses. However, there were some advices related to the implementation of the evaluation, that was the evaluators did not agree with the inclusion of their names written in the instruments. What is more, validators both from the experts and practioners did not take much into account the evaluation instruments for the competences of the preservice teachers. There were some suggestions in terms of layout and appropriate choices of words.

b. Data of Readability Testing

This section presents the results of the evaluation and coefficient analysis of Aiken's V performed by the expertes and practitioners pertinent to the clarity of the Model_EPMT, clarity of the used guidelines of the Model_EPMT, and intellegibiity of the instrument evaluation. The three aspects of the results of analysis by the experts and practitioners were presented in table 2, 3, and 4. On the other hand, the data resulted from the analysis of the coefficient validity through the Aiken's V formula were presented repectively in the following table:

1) Results of assessing clarity of the Model_EPMT by the experts and practitioners

Table 1

The Clarity of procdures of the Model_EPMT

| No | Aspects of Assessment | Assessor and Mean Score | |
|-------------------|--|-------------------------|---------------|
| | | Experts | Practitioners |
| 1 | The clarity of the procedures/steps of the evaluation | 4.2 | 4.0 |
| 2 | The clarity on the phase of the preparing evaluation | 4.2 | 4.3 |
| 3 | <i>The clarity on the implementation of the evaluation</i> | | |
| | a. Preparation | 4.4 | 4.2 |
| | b. Observation | 4.2 | 4.4 |
| | c. Forum of Discussion | 4.6 | 4.4 |
| | d. Reflection | 4.6 | 4.5 |
| 4 | Efficiency in terms of time | 4.2 | 3.9 |
| 5 | Efficiency in terms of expenses | 4.6 | 4.7 |
| 6 | Efficiency in terms of energy | 4.4 | 4.1 |
| 7 | The use of standard language | 4.2 | 4.1 |
| Sum of the Mean | | 43.6 | 42.6 |
| Total of the Mean | | 4.36 | 4.26 |

- 2) Results of assessing the clarity of the guidelines of the use of Model_EIKGBI by the experts and practitioners

Tabel 2
The clarity of guidelines of the use of Model_EPMT

| No | Aspects of Assessment | Assessor and Mean Score | |
|-------------------|---|-------------------------|---------------|
| | | Experts | Practitioners |
| 1 | The clarity of the guidelines of the use of Model_EPMT | 4 | 4.4 |
| 2 | The accuracy of determining the criteria of teacher performance | 4 | 4. |
| 3 | The accuracy of steps of evaluation | 4.2 | 4.2 |
| 4 | Observation implementation: a. Obervation procedures | 4.2 | 4.2 |
| | b. Steps of observation | 4.6 | 4.3 |
| 5 | The accuracy of the time of implementation | 4 | 4 |
| 6 | The clarity of the requirements for the the evaluators | 4 | 4 |
| 7 | The systematic guidelines of Model_EPMT | 4.4 | 4.2 |
| 8 | The guidelines of the Model_EPMT are easily understood | 4.4 | 4.3 |
| 9 | The use of standard language | 4 | 4 |
| Sum of the Mean | | 41.8 | 41.6 |
| Total of the Mean | | 4.18 | 4.16 |

- 3) Results of assessing the clarity of the instruments of Model_EIKGBI by the Experts and Practitioners

Table 3
The Clarity of the Instruments Model_EPMT

| No | Aspects of Assessmentn | Assessor and Mean Score | |
|--|--|-------------------------|---------------|
| | | Experts | Practitioners |
| 1 | The clarity of the instrument guidelines | 4.2 | 4.2 |
| Clarity/completeness of the indicators: | | | |
| 2 | Instruments of lesson planning | 4.4 | 4.1 |
| 3 | Instruments of the application of learning process | 4 | 4 |
| 4 | Instruments of assessing the learning outcomes | 4 | 4 |
| 5 | The formulation of the instrument statements | 4.2 | 4.2 |
| 6 | The use of standard language | 4 | 4 |
| Sum of the Mean | | 24.8 | 24.5 |
| Total of the Mean | | 4.13 | 4.08 |

4) Results of the Aiken's V coefficient analysis by the experts and practitioners on the clarity of the procedures of Model_EPMT

Table 4

Aiken's V coefficient on the clarity of the procedures of Model_EPMT

5) Results of the Aiken's V coefficient analysis by the experts and practitioners on the clarity of the procedures of Model_EPMT

Table 5

| No | Aspects of Assessment | Aiken's V coefficient | | |
|----|--|-----------------------|-------------------|-------|
| | | Experts (A) | Practitioners (B) | A + B |
| 1 | The clarity of the procedures/steps of the evaluation | 0.80 | 0.65 | 0.76 |
| 2 | The clarity on during the preparation of the evaluation | 0.80 | 0.71 | 0.83 |
| 3 | The clarity of during the implementation of the evaluation | | | |
| | a. Preparation | 0.85 | 0.69 | 0.82 |
| | b. Observation | 0.80 | 0.74 | 0.85 |
| | c. Forum of Discussion | 0.90 | 0.74 | 0.87 |
| | d. Reflection | 0.90 | 0.75 | 0.88 |
| 4 | Efficiency in terms of time | 0.80 | 0.63 | 0.74 |
| 5 | Efficiency in terms of expenses | 0.90 | 0.80 | 0.93 |
| 6 | Efficiency in terms of energy | 0.85 | 0.67 | 0.79 |
| 7 | The use of standard language | 0.80 | 0.66 | 0.78 |

Aiken's V coefficient on the clarity of the guidelines of the Model_EPMT

| No | Aspects of Assessment | Aiken's V Coefficient | | |
|----|---|-----------------------|-------------------|-------|
| | | Experts (A) | Practitioners (B) | A + B |
| 1 | The clarity of the guidelines of the use of Model_EPMT | 0.75 | 0.86 | 0.85 |
| 2 | The accuracy of determining the criteria of the English language teachers' work performance | 0.75 | 0.77 | 0.76 |
| 3 | The accuracy of the steps of evaluation | 0.80 | 0.80 | 0.80 |
| 4 | The implementation of the observation: | | | |
| | a. Procedures of the observation | 0.80 | 0.80 | 0.80 |
| | b. Steps of the observation | 0.9 | 0.83 | 0.84 |
| 5 | The accuracy of the time of the implementation | 0.75 | 0.66 | 0.68 |

| | | | | |
|---|--|------|------|------|
| 6 | The clarity of the requirements of the evaluators | 0.75 | 0.72 | 0.73 |
| 7 | The systematic guidelines of Model_EPMT | 0.85 | 0.81 | 0.82 |
| 8 | The guidelines of Model_EPMT mudah are easily understood | 0.85 | 0.83 | 0.83 |
| 9 | The use of standard language | 0.75 | 0.77 | 0.76 |

6) Results of Aiken's V coefficient analysis by the experts and practitioners on the the clarity of the instruments of Model_EPMT

Table 6
Aiken'n V coefficient on the clarity of the instruments of Model_EPMT

| No | Aspects of Assessment | Aiken's V Coefficient | | |
|--|--|-----------------------|-------------------|-------|
| | | Experts (A) | Practitioners (B) | A + B |
| 1 | The clarity of the instrument guidelines | 0.80 | 0.81 | 0.81 |
| The clarity and completeness of the indicator coverage : | | | | |
| 2 | Instruments of lesson planning for English language learning | 0.85 | 0.77 | 0.78 |
| 3 | Instruments of the application of learning process | 0.75 | 0.75 | 0.75 |
| 4 | Instruments of assessing the learning outcomes of English language | 0.75 | 0.75 | 0.75 |
| Language: | | | | |
| 5 | The formulation of the instrument statements | 0.80 | 0.81 | 0.81 |
| 6 | The use of standard language | 0.75 | 0.75 | 0.75 |

Qualitative data in the form of responses, suggestions, and input during the discussion were not analyzed quantitatively, but directly followed up with improvements in accordance with the suggestions from the experts (expert judgment) or practitioners. Meanwhile, the questionnaire data filled out by experts and practitioners regarding the clarity of Model_EPMT, clarity of the guidance of the use of Model_EPMT, and clarity of evaluation instruments were done by grouping into five categories, which included excellent, good, enough, fairly bad and bad. These criteria were based on the ideal standard set by Heri Retnawati & Endang Mulyatiningsih (2012). Based on MI and SDI values, the assessment category on the average score of the results of the assessment on the clarity of the procedure of Model_EPMT, the clarity of the usage guidance of Model_EIKGBI, and the clarity of the Model_EPMT instrument can be determined.

From the analysis of the assessment of draft procedures, guidelines and instruments Model_EPMT, all were in very good category. This means that according to the validator's assessment, either from the experts or from the practitioners, the third draft was declared very good with the score tend to be same and consistent. Therefore, the procedures, guidelines, and instruments of Model_EPMT were feasible to use.

2. The Research Product

The products generated from this study comprised of (a) Model-EPMT as in the following chart.

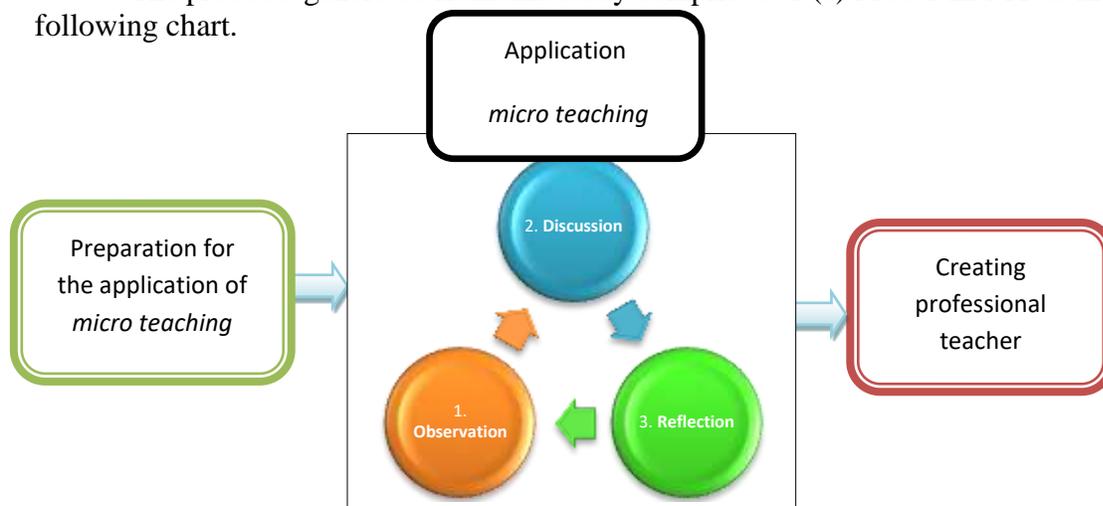


Figure 1. Procedures for the implementation of Micro Teaching practice

- (b) The textbook of Model_EPMT of the Faculty of Education and Teacher Training of IAIN Palopo, which comprised of the basic concepts of micro teaching, assessment instruments of the practice of micro teaching, and the techniques for assessing micro teaching practice as well as interpreting the results of the assessment.

Conclusion

Based on the development and review of the final product that have been described in the previous chapter with reference to to the formulation of research problems, the findings are concluded as the followings:

1. This research generates the evaluation model for the practice of micro teaching, abbreviated to Model_EPMT, that can be applied to evaluate the student teachers' competences and to identify the skills mastery of the preservice teachers at the Faculty of Education and Teacher Training of IAIN Palopo.
2. The instruments of the Model_EPMT entail three components, namely the ability of the teachers to design lesson plans of the English language subject, their ability to implement

the instructional process of the subject in the class, and their ability to assess the lesson, each of which comprised of 7, 10, and 2 indicators respectively.

3. Model_EPMT is found to be effective due to the provision of its comprehensive, practical, and economical components, as well as good values of the validity and reliability of the instruments based on the testing of the model.

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