

REFERENCES

- Aas, H. K. (2019). Teachers talk on student needs: exploring how teacher beliefs challenge inclusive education in a Norwegian context. *International Journal of Inclusive Education*, 1-15.
- Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(2), 126-137.
- Barkhuizen, G., Benson, P., & Chik, A., (2014). Narrative inquiry in language teaching and learning Research. Pp. 2-3
- Barkhuizen, G., & Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, 36(3), 372–387. <https://doi.org/10.1016/j.system.2008.02.002>
- Baumeister, R. F., & Vohs, K. D. (2003). Self-regulation and the executive function of the self. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of Self and Identity* (pp. 197–217). New York, NY: Guildford Press.
- Beck, C., & Kosnik, C. (2006). *Innovations in teacher education: A social constructivist approach*. Albany: University of New York Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101
- Brophy, J. and Good, T. (1986). 'Teacher behavior and student achievement.' In: Wittrock, M. (Ed) *Handbook of Research on Teaching*. New York: Macmillan, pp.328-375.
- Claessens, L. C., van Tartwijk, J., van der Want, A. C., Pennings, H. J., Verloop, N., den Brok, P. J., & Wubbels, T. (2017). Positive teacher–student relationships go beyond the classroom, problematic ones stay inside. *The Journal of Educational Research*, 110(5), 478-493
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Davis, D., & Brock, T. C. (1975). Use of first person pronouns as a function of increased objective self-awareness and performance feedback. *Journal of Experimental Social Psychology*, 11(4), 381-388.
- Duval, T. S., & Wicklund, R. A. (1972). *A theory of objective self-awareness*. New York: Academic Press.

- Duval, T. S., & Lalwani, N. (1999). Objective self-awareness and causal attributions for self-standard discrepancies: Changing self or changing standards of correctness. *Personality and Social Psychology Bulletin*, 25(10), 1220-1229.
- Farrell, T. S. (2013). Teacher self-awareness through journal writing. *Reflective Practice*, 14(4), 465-471.
- Flavian, H. (2016). Towards teaching and beyond: Strengthening education by understanding students' self-awareness development. *Power and Education*, 8(1), 88-100.
- Foncha, J. W., Abongdia, J. F. A., & Adu, E. O. (2015). Challenges encountered by student teachers in teaching english language during teaching practice in East London, South Africa. *International Journal of Educational Sciences*, 9(2), 127-134.
- Gallagher, H. L., & Frith, C. D. (2003). Functional imaging of theory of mind. *Trends in Cognitive Science*, 7(2), 77-83.
- Gebhard, J. G., & Oprandy, R. (1999). *Language Teaching Awareness* (first; J. C. Richard, ed.). Retrieved from https://books.google.co.id/books?hl=id&lr=&id=uWGDEblmMC&oi=fnd&pg=PR9&dq=language+teaching+awareness&ots=0F_vPdszD2&sig=GRnDe_pTboBZLLsqHIB5Fep_T4&redir_esc=y#v=onepage&q=language+teaching+awareness&f=false
- Gendolla, G. H. E., Richter, M., & Silvia, P. J. (2008). Self-focus and task difficulty effects on cardiovascular reactivity. *Psychophysiology*, 45, 653-662.
- Gibbons, F. X. (1978). Sexual standards and reactions to pornography: Enhancing behavioral consistency through self-focused attention. *Journal of Personality and Social Psychology*, 36(9), 976-987.
- Gibbons, F. X. (1983). Self-attention and self-report: The "veridicality" hypothesis. *Journal of Personality*, 51(3), 517-542.
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: John Wiley.
- Izadinia, M. (2012). Who I was and became: a critical reflection on my teacher-student self. *Reflective Practice*, 13(2), 183-194.
- Kim, J. H. (2016). Narrative data analysis and interpretation: Flirting with data. *Understanding Narrative Inquiry*, edited by J Kim, 185-224.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher*

- education, 20(1), 77-97.
- Nisbett, R. E., & Ross, L. (1980). *Human inference: Strategies and shortcomings of social judgment*.
- Kelly, G. A. (1969b). Man's construction of his alternatives. In B. Maher (Ed.), *Clinical psychology and personality: The selected papers of George Kelly* (pp. 66–93). New York: Wiley. (Reprinted from *The assessment of human motives* (pp. 33–64), G. Lindzey, Ed., 1958, Rinehart)
- Leary, M. R. (2004). *The Curse of the Self: Self-Awareness, Egoism, and the Quality of Human Life*. New York: Oxford University Press.
- Leat, D. J. (1993). Competence, teaching, thinking and feeling. *Oxford Review of Education*, 19(4), 499-510.
- Liu, Y., & Fisher, L. (2006). The development patterns of modern foreign language student teachers' conceptions of self and their explanations about change: Three cases. *Teacher Development*, 10(3), 343–360.
- Malle, B. F. (2005). Folk theory of mind: Conceptual foundations of human social cognition. In R. Hassin, J. S.
- Mead, G. H. (1934). *Mind, Self, and Society*. Chicago: University of Chicago Press.
- Markus, H. (1983). Self-knowledge: An expanded view. *Journal of Personality*, 51(3), 543–565.
- Mitina, L. (1991). Shaping the Teacher's Professional Self-Awareness. *Soviet Education*, 33(2), pp.33-43.
- Morin, A. (2003b). Self-awareness review part 2: Changing or escaping the self. *Science & Consciousness Review*, 1.
- Morin, A. (2011). Self-awareness part 1: Definition, measures, effects, functions, and antecedents. *Social and personality psychology compass*, 5(10), 807-823.
- Nisbett, R. E., & Ross, L. (1980). *Human inference: Strategies and shortcomings of social judgment*.
- Pieterse, A. L., Lee, M., Ritmeester, A., & Collins, N. M. (2013). Towards a model of self-awareness development for counselling and psychotherapy training. *Counselling Psychology Quarterly*, 26(2), 190-207.
- Peatfield, K. (2015). An autobiographical narrative inquiry into the experiences of a French immersion teacher journeying towards inclusion.

- Pilitsis, V., & Duncan, R. G. (2012). Changes in belief orientations of preservice teachers and their relation to inquiry activities. *Journal of Science Teacher Education*, 23(8), 909-936.
- Pittard, M.M. (2003,). Developing identity: The transformation from student to teacher. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, IL, April 21–25, 2003).
- Richardson, B. and Shupe, M. (2003). The Importance of Teacher Self-Awareness in Working with Students with Emotional and Behavioral Disorders. *TEACHING Exceptional Children*, 36(2), pp.8-13.
- Riley, T., & Hawe, P. (2005). Researching practice: The methodological case for narrative inquiry. *Health Education Research*, 20(2), 226-236. doi:10.1093/her/cyg122
- Scaffidi Abbate, C., Boca, S. and Gendolla, G. (2016). Self-awareness, Perspective-taking, and Egocentrism. *Self and Identity*, 15(4), pp.371-380.
- Shavelson, R. J. (1983). Review of research on teachers' pedagogical judgments, plans, and decisions. *The Elementary school journal*, 83(4), 392-413.
- Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. *Review of educational research*, 51(4), 455-498.
- Silvia, P. and Duval, T. (2001). Objective Self-Awareness Theory: Recent Progress and Enduring Problems. *Personality and Social Psychology Review*, 5(3), pp.230-241.
- Silvia, P. J., & Duval, T. S. (2001a). Motivation and emotion in social contexts: Jack Brehm's diverse influence on contemporary psychological thought. (1935), 1–24. Retrieved from <https://pdfs.semanticscholar.org/8395/e07c6d5c71e7a76bf46b31e64c7d10e0cab5.pdf>
- Silvia, P. J., & Gendolla, G. H. (2001). On introspection and self-perception: Does self-focused attention enable accurate self-knowledge?. *Review of General Psychology*, 5(3), 241-269.
- Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and teacher education*, 26(3), 455-465.
- Whitfield, T. A. (2007). Feelings in design—a neuroevolutionary perspective on process and knowledge. *The Design Journal*, 10(3), 3-15.

Widodo, H. P. (2013). Doing qualitative research: A step-by-step guide for undergraduate students. Discipline of Linguistics, University of Adelaide, 1-25.

Xu, X.(2008). Influence of Instrumental Motivation on EFL Learners in China and Its Implication on TEFL Instructional Design.