PRE-SERVICE TEACHER'S PERCEPTION ON THE MERITS OF MICRO TEACHING TOWARDS THEIR TEACHING PRACTICE AT UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Azmi, Nafiisa Haula Ulul HS.(2019) *Pre-Service Teacher's Perception on The Merits of Microteaching towards Their Teaching Practice at UIN Sunan Ampel Surabaya*. A thesis. English Education Department, Faculty of Tarbiyah and Keguruan, UIN Sunan Ampel, Surabaya. Advisor: Dr. Siti Asmiyah M TESOL & Riska Safriyani, M.Pd.

Key words: *Perception, Merits of Microteaching, Teaching Practice*

This research discusses about pre-service teacher's perception on themerits of micro teaching towards their teaching practice at uin sunan ampel surabaya the research questions are 1) What are the pre-service english teacher's perceptions of the merits of microteaching toward their teaching practice at UINSA? 2) What are the most important aspects to be considered in developing teaching skills through microteaching based on pre-service english teacher's perception? This is qualitative research. The researcher did the survey by using the questionnaire which given to the participants and filled by 30 respondents. In addition, the researcher conducted the interview with the 10 pre-service english teachers to gain further information about what the most important ideas to be considered in developing teaching skills through microteaching based on their perception. The results highlighted the following; 1) most of the pre-service English teachers' have the very strong criterion good perception on the merits of microteaching. 2) There are some aspects of microteaching should be improved such as the microteaching system itself and the lecture feedback that given to the students. These findings can be a reference for English teacher education department to improve their microteaching program.

ABSTRAK

Azmi, Nafiisa Haula Ulul HS.(2019) *Pre-Service Teacher's Perception on The Merits of Microteaching towards Their Teaching Practice a UIN Sunan Ampel Surabaya*. A thesis. English Education Department, Faculty of Tarbiyah and Keguruan, UIN Sunan Ampel, Surabaya. Advisor: Dr. Siti Asmiyah M TESOL & Riska Safriyani, M.Pd.

Key words: *Persepsi, Manfaat dari Microteaching, Praktek Mengajar (PPL 2)*

Penelitian ini membahas tentang persepsi mahasiswa PPL 2 tentang manfaat dari mikroteaching terhadap praktik mengajar mereka di UIN Sunan Ampel Surabaya pertanyaan penelitian adalah 1) Apa persepsi mahasiswa PPL 2 Pendidikan Bahasa Inggris tentang manfaat microteaching terhadap praktik mengajar mereka di uinsa? 2) Apa aspek paling penting untuk dipertimbangkan dalam mengembangkan keterampilan mengajar melalui microteaching berdasarkan persepsi mahasiswa PPL 2 Pendidikan Bahasa Inggris. Ini adalah penelitian kualitatif. Peneliti melakukan survei dengan menggunakan kuesioner yang diisi oleh 30 responden. Selain itu, peneliti melakukan wawancara dengan 10 mahasiswa PPL 2 Pendidikan Bahasa untuk mendapatkan informasi lebih lanjut tentang mengembangkan keterampilan mengajar melalui microteaching berdasarkan persepsi mereka. Hasil dari penelitian ini adalah 1) sebagian besar mahasiswa PPL 2 Pendidikan Bahasa Inggris memiliki persepsi bagus tentang manfaat microteaching 2) Ada beberapa aspek microteaching yang harus ditingkatkan seperti sistem microteaching itu sendiri dan pemberian saran dari dosen. Hasil dari penelitian tersebut dapat menjadi referensi untuk jurusan pendidikan bahasa inggris untuk memperbaiki program microteaching.

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CHAPTER I
INTRODUCTION

A. Research Background

      In numerous nations where English is educated as a foreign language, are in a requirement for a qualified teacher to teach English as a Foreign Language (EFL). A good quality of teaching is needed in order to get a good quality of students at the end of the teaching process. As a pre-service English teacher, they need to possess specific knowledge and competence to accomplish their jobs in teaching. Before starting their profession, they should be taught with special training[1]. Teaching a pre-service English teacher the way to teach within the school room has never been a simple assignment within the teacher education program. These pre-service English teacher to be prepared are controlled by the Ministry of Education, the Faculties of Education, and the teacher training university. Islamic State University of Sunan Ampel Surabaya especially Tarbiyah and teacher training Faculty provides the teacher candidates a training program through two subjects in order to produce teacher candidates who have a good quality in teaching. Those subjects are Microteaching and Teaching Practice.

      The students have to pass some pre-requisite courses offered in the previous semesters in order to be allowed to join the teaching practice. Those pre-requisite courses are Microteaching. Microteaching is the imitation of the real class, it helps the teacher candidates simulate teaching-learning activities like in a real class. Microteaching was first developed by Dwight Allen and his colleagues as an exploratory project with the goal of creating quality in teacher education at Stanford University in the mid-1960s. Microteaching is prepared to apply teaching that is geared towards giving teachers confidence, support, and feedback by allowing them to seek a short-term relationship between friends and associates of what they decide to do with their students. It is one of the most

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[1] M. Sisman & Acat, B. (2003). The Effect of Teaching Practicum on the Perception of Teaching Prtofession. Fırat Üniversitesi Sosyal Bilimler Dergisi, 13.

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effective tools to bridge the gap between the teacher's theory and practice. It is a scaled-down teaching that is seen in terms of time, size of class (variety of students) and quality of teaching. Microteaching can be a training course aimed at providing a pre-service instructor with the teaching skills and skills required to perform in their chosen profession as effective teachers.

Due to the micro-teaching advancement, a few methods have been used to train a pre-service English teacher. Another such strategy is the lecturer's argument, and then the pre-service English teacher is going to train. The specific approach is the trial-and-error process in which the trainee teacher acquires the ability to teach in his own teaching classes. These approaches have their disadvantages as each good and bad teacher behavior is repeated by the instructor as the teacher is unaware of the teacher's acts to duplicate and extend.[2]

The benefits for micro-teaching are numerous. It is helpful to encourage the pre-service English teacher to use different teaching methods in a strongly validating, non-threatening laboratory setting. In fact, this allows them to take prompt and wise feedback to improve their informative skills. The interpretation of the actual reality that microteaching learning is fast, focuses on teaching methods rather than content material. The introduction of microteaching little issue has helped to overcome the problem of the effective teaching approach to be practiced in the teacher training programmes. The high goal of a lecturer must be to achieve efficiency in academic transport. As an associate in advanced technique of pre-service English teachers to be effective, microteaching skills and practices will be implemented in instructor educational establishments. Microteaching may be a method of teaching pre-service English teacher the manner to train by means of distinguishing, reading and analytic the varied competencies concerned in teaching hence on apply and acquire them on an character foundation. It refers to a particular teaching ability that facilitates pre-service English trainer even as practising their talent

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[2] Ike, G. A. (2017). Historical development and traditional practices of the concept of microteaching and macro teaching and their major advantages, In G. A. Ike. B. B. C. Onwuagboke, J. C. Anulobi and M. N. Ukegbu (Eds). *Essential elements of Microteaching theory and practice*. Owerri: Totan Publishers Ltd.

and knowledge of teaching of their teaching exercise. By thus doing, gaining knowledge of each capability is ensured due to the fact the university student is afforded an opportunity of listening, gazing, and lively. Microteaching experience has been aforesaid to have a massive effect on teaching practice. This may be due to microteaching is study as a platform for pre-service English teacher to apply the theories that they would discovered of their route on the way to emerge as an excellent teacher.

        Microteaching is a major concern of pre-service English teacher in a teacher training program. English Teacher education institutes have developed microteaching remarked as teaching skill that is used to provide competence and skilled experience to pre-service English teacher. However, the effectiveness of the microteaching in serving to students to become a proficient pre-service English teacher has been questioned by several educationists. Aslıhan and Ahmet Naci explored that Microteaching has to be knowledgeable about in the least the amount together with school involvement and university departments so the faculty, especially in teacher training, might conjointly derive its benefits[3]. Sadiq Abdulwahed Ahmed Ismail reported only a few of pre-service teacher get pleasure from this experience whereas others get confused, anxious and upset in the whole method of the microteaching session[4]. Some researchers reported that the pre-service teacher encounters sensible levels of uneasiness. Some researcher also indicated that Microteaching sessions are a big supply of high anxiety levels for the identical. It is also observed through literature that there's a dearth of researches involved with pre-service teacher experience anxiety from microteaching connected problems and issues. Levine explored that these Microteaching skills of teacher-education programs are being for the most part criticized for its sensible implications with current

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[3] Saban, Aslıhan & Ahmet Naci (2013). "Pre-Service Teachers' Opinions About The Micro-Teaching Method In Teaching Practise Classes" TOJET: The Turkish Online Journal of Educational Technology, 12(2), 234-240.

[4] Sadiq Abdulwahed Ahmed Ismail (2011). "Student Teachers" Microteaching Experiences in a Preservice English Teacher Education Program, Journal of Language Teaching and Research, 29(5), 1043-1051.

teaching practice in the classroom.[5] Vandana Punia explored a huge number of a pre-service teacher are a view that feels anxious, frightful, fretful and confronts overabundance of difficulties in microteaching sessions.[6] In Haryana, one of the Major State of India, it is discovered that an adequate method of microteaching is not followed and pre-service teacher faces a heap of issues within the sessions. It might have an effect on the effectiveness of the teaching skill of the pre-service teacher in their teaching practice. All things that related to microteaching can be considered as an issue. Since microteaching manages various aspects and give the pre-service teacher the chance to break down and acclimatize diverse teaching methodologies and styles. It additionally gives feedback that permits talk and criticizes of the teaching practice.

Kpanja declared that classroom practice might have its own issues, but these problems would be handled by micro teaching skills[7]. Other research shows that students show good perception on microteaching. The first study comes from Aslihan Saban The main purpose of this study is to examine microteaching methods concerning the relationship between teacher training and pre-service teachers' opinions on the basis of their teaching experience[8]. The findings show that the pre-service teacher believes that the microteaching method provides an opportunity to evaluate their weak and strong aspects of teaching. Muhlis Cokgun carried out his research to determine the student teachers' attitudes towards microteaching practice.[9] The results showed that ELT students at Trakya University typically had positive attitudes towards the

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[5] Saban, Aslıhan & Ahmet Naci (2013). "Pre-Service Teachers' Opinions About The Micro-Teaching Method In Teaching Practise Classes" TOJET: The Turkish Online Journal of

[6] Punia, Vandana (2016). "perception of pupil teachers' regarding microteaching session". Research Scholar, Department of Education, Ch. Devi Lal University, Sirsa, India

[7] Kpanja E (2001). A study of the effects of videotape recording in Microteaching training. Br. J. Educ. Tech. 32(4): 483-486.

[8] Aslihan Saban, *Pre-Service Teachers' Opinions About The Micro-Teaching Method In Teaching Practice Classes,* Necmettin Urbakan University, 2013

[9] Muhlise Cosgun Ogeyik, *Attitudes of the Student Teachers in English Language Teaching Programs towards Microteaching Technique,* Turkey, Trakya University, 2009.

efficacy of applications of microteaching in which participants are of different ages and linguistic grades. The other one study from Onwuagboke, Osuala, and Nzako which the research entailed watching the pre-provider instructors' teaching abilties prior to publicity to the microteaching program. The findings of the research revealed that micro-teaching interventions advanced teaching skills, notably with large differences between the three intervention groups.

In other words, the research is being undertaken by Sharmini Ghanaguru to investigate how educators from one teaching institution perceive microteaching and teaching preparation.[10] The findings point out that the objectives of learning and teaching-learning activities are given equal emphasis. In addition, the findings also found that feedback was a key aspect of the microteaching session. The same focus of the results also comes from the analysis by Veronica Melati Setyaningrum. [11]. The study is about the student's perception on microteaching course. The research was a descriptive qualitative research. The result of this study found that the students had a good perception on every aspect of microteaching course. However, this study also found that the students had a negative perception of the credit of microteaching course. Alison Mackenzie consider, explore and understand the impact of coeducation on the Omani men and women in the microteaching component of their initial teacher education program within the further context of an Arab and Islamic culture.[12] These study findings found that for many of the teacher trainees the coeducational microteaching classes are experiencing a negative mirror-effect in masking true identities and behaviors.

There are different findings showing both sides about positive and negative impact and perception towards microteaching in other countries and just a few in Indonesia. Therefore it is

[10] Sharmini Ghanaguru, *Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training Institution,* Malaysia, International Languages Teacher Training Institute, 2013.
[11] Setyaningrum, Veronica Melati. *Students' Perception of Micro Teaching Course.* Surabaya. Universitas Katolik Widya Mandala. 2016
[12] Alison Mackenzie, *Teacher-trainee Perceptions of Coeducation in a Microteaching Context in the Sultanate of Oman,* Exeter University, 2016

significant to explore further about pre-service English teacher's perception on the merits of microteaching towards their teaching practice in the Indonesian context. Ruch states that perception is a sensory process and some relevant experiences which were organized in order to give someone a view of a certain situation. A perception of students influences their study process in the teaching-learning activity process. Pre-service English teachers' perception of their own subject matter adequacy changes positively as a result of the application. It competencies to develop consistently with teaching practice activities. If students have a good perception of a certain subject, it will increase their motivation in the teaching-learning activity process for they like that subject. Thus, it will produce a good quality of students at the end of the teaching-learning activity. However, if students have a bad perception in a certain subject, they will think of something negative from that subject, as a result, there will be no motivation to do the teaching-learning activity. It means there will be no good quality of students at the end of teaching-learning activity. Considering the importance of the merits of microteaching and pre-service teacher's perception towards the teaching practice, the current research brings an inquiry on the perception of pre-service teachers of English Education Department on the merits of microteaching towards their teaching practice at UIN Sunan Ampel Surabaya

B. Research Questions

There are two research questions are formulated in line with the title and the background of this study as follows:
1. What are the pre-service English teacher's perceptions of the merits of microteaching toward their teaching practice at UINSA?
2. What are the most important aspects to be considered in developing teaching skills through microteaching based on pre-service English teacher's perception?

C. Objectives of the Reseach

The objective of the research based on the research question described previously are:

1. to explore the perception of the pre-service English teacher about the merits of microteaching towards teaching practice at UINSA.
2. to explore the most important aspect to be considered in developing teaching skills through microteaching based on pre-service English teacher's perception.

D. The Significance of the Research

This research is beneficial for the pre-service English teacher, lecturer and staff of the university to have the capacity to recommend some approaches to help the future course of microteaching to make the best out of pre-service English teacher performance. So, they will not confront excessively issues while doing their teaching practice. This research will have the capacity to enable the pre-service English teacher to see if it is true that microteaching class is the best stage for them to upgrade their educating aptitudes and teaching the skill to be prepared for their teaching practice.

The findings of the research is likewise push the staff to give the good and effective preparation for pre-service English teacher to do the teaching practice by re-consider on components identified with the microteaching subject, for example, lecturer ratio, giving the feedback and number of students in a single class in order. The findings also help the lecture in order to avoid wasting time and energy working on skills which are of little use by the pre-service English teacher. A few changes should be possible later on as to address the issues of the pre-service English teacher as indicated by reasonableness particularly on the credit hour distributed and lecturer ratio. Since these are among the imperative components to decide the viability of a microteaching course which is compared to their teaching practice.

E. Scope and Limitation of the Research

Based on the focus of this study, there are three parts of the scope of this research. Those are pre-service English teachers' perceptions on the merits of microteaching towards their teaching

practice, distinguish which factors are having advantages and disadvantages of the microteaching session and explore what the most important aspects to be considered in developing teaching skills through microteaching based on pre-service English teacher's perception.

This research is limited to the students of English Teacher Education Department Faculty of Tarbiyah and Teachers Training Sunan Ampel Islamic State University Surabaya. This research also will be conducted to the students of English Teacher Education Department who had just finished their teaching practice in a certain school in the first semester of academic year 2018/2019. And also, this research is based on the students' own perception based on their teaching practice experience. Therefore, the findings of this research may not reflect perception of pre-service teacher in other microteaching in other department and/or other institution.

F. Definition of Keyterms

The writer needs to give the definition of key terms that used in the study to avoid misunderstanding in the way to understand the study. The key terms are defined operationally as follow:

1. Perception

    Perception is capacity to comprehend the genuine idea of something or to frame a thought regarding something that you see. The perception in this research is pre-service English teachers' framing of thought about microteaching experience at UINSA in the process of teaching practice.

2. Pre-service Teacher

    Pre-service teacher education is the training and education provided to student teachers prior to any form of teaching.[13] The pre-service teacher in this research refers to the students of English Teacher Education Department at UINSA who has had their teaching practice in the first semester in the academic year of 2018/2019.

3. Microteaching

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[13] https://en.wikipedia.org/wiki/Pre-service_teacher_education, October 25, 2018.

Albrecht and Carnes describe their microteaching process as follows: each trainee will plan and teach four lessons to their peers that will increase in length and number of elements taught per lesson as the trainee progresses through the semester.[14] Microteaching in this research is the training program for a pre-service teacher with two credits equals to an hour and forty minutes per week for 16 weeks in a semester that provided by Faculty Tarbiyah and Teachers Training at UIN Sunan Ampel Surabaya.

4. Teaching practice

In this study, the teaching practice is the real teaching done by the students in some schools around Surabaya and Sidoarjo for two months as part of their microteaching practice.

5. The merits of microteaching

Definition of merits itself according to Oxford dictionary is the intrinsic rights and wrongs of a case, outside of any other considerations.[15] In other words, it is the advantages something has compared to something else.[16] In this study, the context of the merits of microteaching are the advantages and the drawbacks of all the aspects of microteaching.

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[14] N. Albrecht & G. Carnes (2006). Voices of pre-service teachers: Improving teaching and learning through microteaching and critical reflection.

[15] https://en.oxforddictionaries.com/definition/merit. December 11, 2018.

[16] https://dictionary.cambridge.org/dictionary/english/merit. December 11, 2018.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoritical Review

1. Perception

Barkhuizen situates his definition of perceptions within a theoretical framework fashioned after Holahan that focuses on how it is the environment that shapes our perceptions. Three perception types are depicted in the Barkhuizen diagram: feelings, judgments, and predictions. From a social constructionist perspective and through the data analysis, three more perceptions were identified: sustainments, reflections, and transformations. Two of the Barkhuizen perceptions were reconceptualized: feelings as emotions; judgments as evaluations. These six perceptions arrived at sustainments, emotions, predictions, reflections, evaluations, and transformations, which form the acronym, SEPRET.

In his explanation, Barkhuizen suggests that pedagogical, social, and personal influences inform these perceptions, which are affected by "the teaching/learning situation in which learners find themselves".[17] Thus, with this focus on the classroom as the context, state or environment, forming, informing and affecting the learner perceptions. In the diagram below, Barkhuizen outlines the impact of learner perceptions on the processes occurring in the classroom as well as introducing three types of perceptions.

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[17] G. Barkhuizen. (1998). Discovering learners' perceptions of ESL classroom teaching/learning activities in a South African context. 89

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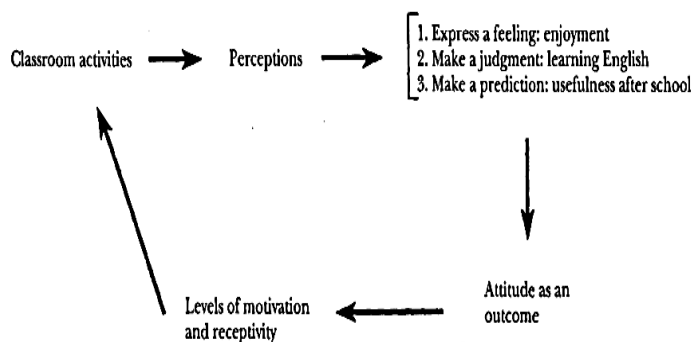
Figure 2.1. Barkhuizen's diagram of learners' actions on their perceptions of classroom activities[18]

Barkhuizen's diagram of learners' actions on their perceptions of classroom activities as a result of the influences, experiences, and perceptions in the classroom setting.[19] Barkhuizen identifies three interrelated actions or types of perception that occur, namely: the learners may express feelings, make judgments and/or make predictions. Looking at the direction of the arrows in the Barkhuizen diagram it would appear that there is both a cyclical and cause-effect relationship between the learner perceptions and the learner actions in the classroom.

2. Microteaching

Albrecht and Carnes describe their microteaching process as follows: each trainee will plan and teach four lessons to their peers that will increase in length and number of elements taught per lesson as the trainee progresses through the semester.[20] Each lesson will be recorded after which both peer and instructor feedback is provided. Before

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[18] G. Barkhuizen. (1998). Discovering learners' perceptions of ESL classroom teaching/learning activities in a South African context. 89
[19] *Ibid*
[20] N. Albrecht & G. Carnes (2006). Voices of pre-service teachers: Improving teaching and learning through microteaching and critical reflection.

the next microteaching lesson, the individual trainee will watch the video of their own teaching, read the feedback they have received and write a reflection. Mergler and Tangen characterize microteaching as "one activity wherein pre-service teachers can engage in both vicarious and mastery learning experiences".[21] In other words, not only do the trainees plan, teach, receive feedback and reflect on their own lesson, they also give feedback to their classmates and, by watching their peers teach, it is possible that the strategies, manners of delivery and activity types that they are observing can help inform and guide the way they will teach their own lessons[22].

In the tradition of micro-teaching, the length of the lessons is brief about 5-20 minutes and the number of students is limited and it is not more than 20 minutes. As far as the topic is concerned, educators are employed to accomplish just one teaching capacity. Microteaching is a process that ends with preparation. The cycle, as shown in Figure 2, is the method of planning, teaching, criticizing, re-planning, re-teaching and re-criticizing.
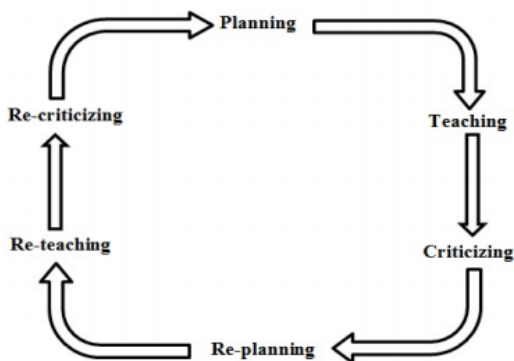

Figure 2.2 Stages of Microteaching[23].

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[21]A. Mergler, & D. Tangen. (2010). Using microteaching to enhance teacher efficacy in pre-service teachers. 200

[22] *Ibid*

[23] A. Mergler, & D. Tangen. (2010). *Using microteaching to enhance teacher efficacy in pre-service teachers*. 200

During the course of the cycle, pre-service teachers have prepared a lesson plan that has already been decided on the issue. During the instructional process of the period, pre-service instructors give micro-training for actual college students who have been prepared and trained to use them. Using a digital camera or portable viewer, the lectures are also recorded. After that, the pre-service teachers review and recognize the video recording on their own after the microteaching is over. Microteaching of pre-service teachers was examined, analyzed, assessed, and evaluated at the critical stage. To take advice and recommendations, pre-service teachers use their books and relatives. Under the rules, pre-service teachers created a lesson plan for the same organization and retrained micro-lessons. In addition, a digital camera or a portable receiver records the second microteaching. After viewing the video's second microteaching, educators and peers raise their suggestions, which can be about the worst or best aspects between the first and second micro classes. Microteaching activities at the end of the cycle provide teachers with the ability to evaluate their talents, limitations and seek to improve practical aspects. Popular disdain of educators seemed to have vanished at the end of the study, and extended micro-coaching activities were seen as equal to a one-12-month trainee mentor.

3. Perception towards Microteaching

Microteaching has been described as "providing positive learning experiences" and has benefits such as having trainee teachers exercise their skills in a "warm, non-threatening learning environment"[24]. In addition, I'Anson, Rodrigues and Wilson and Amobi,

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[24] N. Albrecht & G. Carnes (2006). *Voices of pre-service teachers: Improving teaching and learning through microteaching and critical reflection*.156

exploring the process of feedback and reflection in microteaching, propose that this stage may enable trainee teachers to become constructive practitioners. However, the micro-teaching technique or process is not without negative reactions. Several pre-service educators, for instance, are excited to educate their colleagues. Some students don't like videotaping, and many complain that microteaching doesn't reflect the "real classroom environment."

4. Impact of Microteaching on Teaching Practice

Karckay and Sanli published a finding suggesting that microteaching may have an effect on the teaching practice of students. While Teaching practice is a school placement. Pre-service teacher will apply the skill they have learned into the real teaching after finishing their microteaching. According to Adeosun, the teaching experiences should be assessed by applying the relevant teaching standards and providing evidence of how well pre-service teacher have achieved the skill and teaching was a pleasant experience, giving them the opportunity to increase self- knowledge. In other, teaching practice should be used to measure the success of microteaching in giving teaching experience[25].

In contrast, Benton-Kupper said that participants had a positive impact on micro-teaching interactions. Students suggested that the microteaching experience gives faith in the exploration and development of their teaching and communication skills. Butler suggested that students find microteaching a highly beneficial activity, training them in real-life learning in the classroom.

On the other side, in a similar study of the effect of the introduction of micro-teaching at pre-service instructor training levels, the appraisal of other teaching students was seen as a positive mechanism for trainee

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[25] Adeosun, O. O., Adeosun, T. H., & Adetunde, I. A. (2009). *Strategic application of information and communication technology for effective service delivery in the banking industry*. Journal of Social Sciences, 5(1), 47-51.

teachers to benefit from each other. Research of empirical significance found microteaching to make prospective teachers feel more comfortable, confident, and happy. Student teachers are praised for encouraging serious discussion, which is considered a vital source of encouragement for effective teaching strategies. Peer coaching training in a variety of ways has been shown to be successful. Lu believed that peer coaching allows the student teachers to develop their educational and professional skills.

5. The Merits of Microteaching

There are several benefits of Microteaching in the training of students. Another benefit is that there are a lot fewer factors to work with in Microteaching than in standard classrooms. One benefit is that the trainee gets immediate feedback when conducting the lessons and has the opportunity to discuss and critique the lessons. Hamed has identified a number of advantages of Microteaching. He states that Microteaching allows students to evaluate and assimilate different teaching methods and types, and that it gives students the learning experience they need. Allen and Ryan saw five main advantages, particularly if micro-teaching is a routine part of teacher training. Next, the staff will work together to decide on the common purpose of its use. Third, it becomes possible to follow trainee quality closely. Second, the curriculum is individualized and not constrained by any common "course" framework. Third, proof of suitability for teaching has been collected. Fifth, it is a useful tool for analysis.

Craig introduced two others; first, this simplifies the dynamic training cycle of the trainees ' first interaction with the activities involved[26]. Teaching is viewed as including 6 specific skills which can be learned individually, rather than relying on a less useful global point

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[26] Craig, D.G.*Microteaching - To improve teacher education*. The Agricultural Education Magazine, 1969, 41, 170 & 173.

of view[27]. This does not imply that complete fragmentation is possible, merely that some is desirable. One consequence is that micro-teaching students were now able to study instruction in condensed conditions. It's a chance to learn to read, and also to learn to test. The second point of Craig is that micro-teaching is very efficient in terms of staff time, the use of actual students, their classes and training facilities.[28] Kallenbach and Gall have reported that microteaching can achieve results comparable to those attained by conventional methods in as little as one-fifth the time and with fewer administrative problems[29]. Finally, most reports mention that trainees' apprehension concerning their first classroom experience is greatly lessened. Microteaching also has other applications in higher education.

W.R. Borg (Far West Laboratory for Educational Research and Development, Berkeley) and his associates produced an alternative, really an adaptation called Minicourse[30]. The Minicourse, when developed, differs from microteaching in four main ways: (1) it is primarily an in-service process, not a pre-service system; (2) it is a self-contained package that can be used anywhere videotaping is available; (3) trainees are self-assessed by structured peers, not by supervisors; and (4) template-learning videos or recordings serve as a basis for assessment, preventing future changes. There is some doubt about the seriousness of the criticism implied in their changes. Some of their experimental results were that

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[27] Gage, N.L. *Analytical approach to research or instructional methods.*Journal of Experimental Education, 1968, 37, 119-125. Also in Phi Delta Kappan, 1968, 49, 601 -606.

[28] Craig, D.G.*Microteaching - To improve teacher education*. The Agricultural Education Magazine, 1969, 41, 170 & 173.

[29] Kallenbach, W.W., & Gall, M.D. (1969). *Microteaching versus conventional methods in training elementary intern teachers*. The Journal of Educational Research, 63, 136-141.

[30] Borg, W.R. (Far West Lab. for Educational R. and D., Berkeley), Kallenbach, W., Morris, M., & Friebel, Allen. (1969) *Videotape feedback and microteaching in a teacher training model.* The Journal of Experimental Education, 37, 9-16.

adding microteaching to minicourses and videotaping did not lead to better performance on specified behaviors, that the addition of the minicourse itself did improve performance, and that minicourse effects were more pronounced with practicing teachers. There is apparently no basis in their studies for direct comparisons. Comparisons should be based on the convenience of use and availability of supervisory resources. There is much in common in the definition of specific components of teacher performance and teaching toward these goals. Borg is correct that microteaching is not self-contained and that it relies heavily on supervisory feedback. There are surely times when these are not disadvantages, for example, in some voluntary in-service training, and undisputedly, in pre-service training.

Gilliom cautioned that users of microteaching might get the impression that the micro situation is the same as the real classroom[31]. However realistic, it is not the same. Emphasis has to be explicitly on the teaching skills acquired, not on the conditions under which they were learned. Student teaching itself is the introduction to the real classroom. It is also possible to criticize that skills might be taught which perpetuate obsolete practices of instruction and classroom organization. Like any versatile technique, microteaching can be used to achieve desirable goals. The individuals involved continue to have the responsibility for concentrating on relevant teacher behavior. In a similar vein, it is important to avoid concentrating too much on skills whose contribution to student learning is not wide, such as lecturing. Following the playback of a Microteaching experience, the trainee conducts a self-evaluation with a checklist provided by the supervisor. Most checklists follow certain basic criteria, including objectives, methods, techniques, learning experiences, and the overall plan of each presentation. Supervisors also utilize a checklist and conduct conferences with trainees after

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[31] Gilliom, M.E. *Microteaching in the methods course: Bridging the confrontation gap*. Social Education, 1969, 33, 165-167 and183.

watching the playback of the lesson. Quite often peers are invited to critique the lesson, also.

B. Review of the Previous Study

A similar study has already been undertaken by Sharmini Ghanaguru on how educators from one teacher education organization perceive micro-teaching and teaching scheduling.[32] Nevertheless, their main focus is on the development of good teaching preparation and the execution of what is expected in a model classroom. A series of open-ended questionnaires were given to participants to analyze whether they handled micro-teaching and how they viewed the scheduling of classes. Representatives of the report made up of 13 lecturers from Malaysia's educational institution. On the basis of their experience in teaching technical courses, these participants are chosen. All participants had teaching experience for five or ten years. We want to teach Linking Theory to Practice (LTP), which is a key component of the B. Ed Tesl is a guide programmed. The results represent two areas, namely respondents ' views on lesson planning and how they treat lesson scheduling and micro-teaching. The data revealed that in the actual classroom, participants believe the same thing on lesson planning as well as the written text that will help teaching in the future. Different emphasis is placed on the facets of the educational program throughout the learning goals and teaching-learning events. In reality, the results showed that feedback was a key aspect of the microteaching session. At this level, there are two main types of input; feedback from educators and feedback from peer review. The teacher recorded parts of the knowledge that were embraced as participants were assigned to record aspects of the content gained by micro-teaching.

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[32] Sharmini Ghanaguru, *Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training Institution,* Malaysia, International Languages Teacher Training Institute, 2013.

Another study is conducted by Alison Mackenzie from Exeter University.[33] The aim and intent of this thesis is to recognize, analyze and understand the impact of co-education on Omani men and women in the micro-teaching element of their initial teacher education system in the sense of Arab and Islamic culture. This case study was conducted with 25 male and 85 female third-year English teacher trainees. Such study findings showed that for many of the instructor trainees, co-educational microteaching classes are areas of difficulty where several SEPRET experiences are expressed, maintained and transformed. Both male and female teacher trainees express similar emotions, make similar assessments and make similar predictions about coeducation. Their interpretations of the effects of coeducational microteaching courses vary just marginally. Co-education, moreover, tends to create an environment in which traditional and large-scale gender roles are fostered and through which smaller environments of love and caddishness are perpetuated in female and male trainees. Therefore, as a consequence of co-education, trainees undergo a detrimental mirror-effect of masking true identities and habits. We hinder facets of success and engagement and reposition themselves and their personalities between and within large and small communities, both inside and outside the co-educational micro-teaching classroom.

The next study is by Aslihan Saban, who discusses how microteaching, based on their teaching experience, addresses the connection between teacher learning and the views of pre-service teachers. In this way, it is explored that if there are any variations on micro-teaching practices in the opinion of pre-service educators. The participants in the study were 10 graduate students for the 2011-2012 academic year from the Department of Computer and Instructional Technology Training. Ten students provided presentations at secondary school utilizing micro-teaching methods. The semi-structured interview process and the survey were used at the end of the training to identify the opinions of pre-service educators on classroom teaching.

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[33] Alison Mackenzie, *Teacher-trainee Perceptions of Coeducation in a Microteaching Context in the Sultanate of Oman,* Exeter University, 2016.

Interview results suggest that pre-service teachers believe that the microteaching approach offers an opportunity to analyze their strong and weak aspects of teaching. At the same time, the results of the survey indicate that pre-service teachers improve pace, schedule, consultation and class discipline, use of different materials and models, and physical appearance during the teaching process.

The study comes from Muhlis Cokgun, who measures the student teachers' perception of experiences with microteaching. The research was conducted at Turkey's Trakya University with a maximum of 57 fourth year students attending the ELT Institute. The data was gathered using the author's Liker model scale. The research results are based on micro-teaching advantages and disadvantages. The results showed that ELT students at Trakya University that microteaching systems typically had a good perception of their performance in the areas of professional development, self-assessment, self-confidence, curriculum learning and teaching experience in different courses where students are of different ages and backgrounds. The results reflect the creativity and resourcefulness of microteaching activities and show that as student teachers, learners completely appreciate the importance of microteaching as a means of promoting young people.

Onwagboke, Osuala and Nzako's recent study was an enhancement of the current NCE micro-teaching carried out for the B.Ed by the Alvan Ikoku College of Education. Pre-service teachers assess their impact on acquiring the teaching skills that are needed.[34] Take a look at the related pre-service coaching skills for educators prior to the planned micro-teaching practice. The sample of ninety pupil teachers turned out to have been taken from the second one-year period. Graduate college students of education who were able to start an academic event scheduled for the 2016 teaching program. The Observatory was concerned with students being pre-checked and published through the use of the researchers-built microteaching rating

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[34] Onwuagboke, Osuala and Nzako, *The Impact of Microteaching in Developing Teaching Skills among Pre-Service Teachers in Alvan Ikoku College of Education Owerri, Nigeria,* Nigeria, Alvan Ikoku College of Education, 2017

scale (MSRS). For the use of descriptive and inferential statistics, the data collected are analyzed. The study findings found that, despite significant differences between the three treatment organizations, micro-teaching approaches have significantly increased teaching abilities. The group who provided a microteaching approach with video recording scored better than the other businesses, even though the competition had no systemic impact on their average ratings. The end result is a way to achieve the aim of a well-prepared micro-teaching laboratory for micro-teaching packages in teaching institutions.

As the last study, Veronica Melati Setyaningrum from Widya Mandala Catholic University.[35] The study is about the students' perception of Micro Teaching course. The research question of the study is; What are the students' perception on Micro Teaching course. The research was a descriptive qualitative research. In this study, the researcher used a questionnaire with 40 items of an open and closed-ended question, and semi-structured interview to gather the data. The participants of this study were 33 students of academic year 2012/2013 who had joined and passed Microteaching course. The result of this study found that the students had a good perception on every aspect of Micro Teaching course. This study also found that the students had a negative perception of the credit of Micro Teaching course.

The distinction between the prior authors and the present analysis is that the current study relies on the understanding of pre-service educators on the benefits of micro-teaching in terms of their teaching practice. This research was meant to decide whether the microteaching course is the best stage for them to develop their learning ability and to demonstrate the skills to be trained for their teaching practice or not. In fact, the environment is also in the context of education and the focus is that of a pre-service teacher.

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[35] Setyaningrum, Veronica Melati. *Students' Perception of Micro Teaching Course.* Surabaya. Universitas Katolik Widya Mandala. 2016

CHAPTER III
RESEARCH METHOD

A. Research Design and Approach

This research uses the qualitative descriptive method to explore the perception of the pre-service English teacher about the merits of microteaching towards teaching practice. Qualitative research refers to studies that invert the performance of interactions, events, circumstances or content[36]. This qualitative method will be well associated with this research, since it is used to define and explain the perception of the merits of micro-teaching by pre-service teachers in their teaching practice. Descriptive qualitative research is research that describes a natural phenomenon. In line with that definition, this research aims to describe the pre-service English teacher's perception according to their teaching practice about the real situation and condition that the pre-service teacher face while teaching the students in the classroom.

B. Research Setting

This study takes place in English Education Department (ETED) of Sunan Ampel State Islamic University. The researcher chooses the students of English Teacher Education Department Participants in the study were those who had just completed their teaching practice in the odd semester of the academic year 2018/2019. As their training plan, they had passed microteaching course and applied the skills they had learned in teaching practice. Therefore, it is believed that the participants had the basic knowledge and teaching experiences from the microteaching course and their teaching practice already. We can therefore focus on the merits and drawbacks of microteaching in their practice of teaching.

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[36] Jack R. Fraenkel – Norman E. Wallen. *How to Design and Evaluate Research in Education.* (New York: McGraw-Hill, 2009), 423.

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C. Data and Source of Data

The data included in this study is the perception of the merits of microteaching towards their teaching practice by the pre-service English teacher. The data is collected by the researcher and then analyzed. The researcher also has an interview with some of the English pre-service teachers to collect more data on the second research question and the English pre-service teachers themselves are the sources of the data.

D. Data Collection Technique

The researcher did the survey by using the questionnaire which given to the participants and filled by them based on their own feeling in fulfilling the questionnaire in this study. In addition, the researcher conducted the interview with the pre-service English teachers to gain further information about what the most important ideas to be considered in developing teaching skills through microteaching based on their perception.

E. Research Instrument

The data are required to provide the findings of this study. These data can be obtained by using the following instruments:
1. Questionnaire.

A questionnaire is the first instrument for this research study. The questionnaire consists of two parts; the first section focuses on the teaching history of pre-service teachers and the second section illustrates the interpretation of microteaching by pre-service teachers of their teaching practice. The first section of the questionnaire focuses on the perception of pre-service teachers regarding microteaching's responsibilities in their teaching practice in the areas of lesson planning, class management, self-confidence, communication skills, time management, and the feedback provided. The second part of the questionnaire is used to provide appropriate guidance for interpretation of the benefits and disadvantages of microteaching in teaching practice. The data collected from the questionnaire will be analyzed and arranged based on the

research questions by defining the emerging themes. To answer the first research question, the questionnaire is used.

2. Interview Guideline

The second data collection instrument is the interview guideline. The interview guideline will be used to answer the second research question as to what are the most important ideas to consider in developing teaching skills through microteaching based on the perception of pre-service teachers. The interview is a semi-structured interview form. The question from the interview will be asked to pre-service teachers' perception according to their evaluation of the teaching practice they already had in order to make a selecting what are the most important ideas to be considered in developing teaching skills through microteaching.

F. Data Analysis Technique

The qualitative method is used to analyze the data in this study. Firstly, the researcher gains the data from the questionnaires. The researcher counts the data from the questionnaire per item in each question to get the percentage of the data. Then, the researcher analyzes the pre-service teachers' perception on which aspect of microteaching both in term of the merits and the drawbacks that had filled by the participants. The researcher analyzes using the theory of Barkhuizen about perception and adapt the Theory of Allen Dwight W on the aspect of microteaching. . In the first part of the questionnaire, the students gave their perception of how important it is in rated scale of 5 (very important), 4 (important), 3 (neutral), 2 (not important), 1 (not very important). The rated scale applies for the second part too but there is only a slight difference in the statement of the perception. In the first part of the questionnaire stated how important it is and in the second part of the questionnaire stated how influential it is. Therefore, the second part of the questionnaire, the students gave their perception of how influential it is in rated scale of 5 (very influence), 4 (influence), 3 (neutral), 2 (not influence), 1 (not very influence).

The respondents gave their perception by putting crosswise in the coloumn of scale. Each scale has the score as the represent number itself. Then, every statement multiplied with the score of respondet's perception and categorized based on the percentage with the following table[37]:

Table 3.1 The perception criterion

Percentage	Categorize
81% - 100%	Very strong
61% - 80%	Strong
41% - 60%	Average
21% - 40%	Weak
0% - 20%	Very weak

As the following table above, the researcher calculated the result of the questionnaire with the following formula below:

$$\%SRS = \frac{\sum SRS}{SRS\ maksimum}\ x\ 100\%$$

Information:

Σ SRS : The total of respondents' perception score was gotten by calculating *SRS (5 x SRS + 4 x SRS + 3 x SRS + 2 x SRS + 1 x SRS)*

***SRS* maximum** : $\sum R \times$ the best score choice
: $\sum R \times 5$

Secondly, the data is also gained from the interview. Based on the respondents' answer for the interview, the researcher

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[37] Sugiyono. "Statistika untuk Penelitian." (Bandung; Penerbit Alfabeta, 2010). 93-95.

transcribes the data. Then, the researcher makes a highlight key points of the response while reading the transcripts. Next, the researcher classifies based on the topic and theory to make a proper guideline for the result of the interview which is related to defining the most important ideas to be considered in developing teaching skills through microteaching based on pre-service English teacher's perception. The researcher analyzes the data using the Theory of James M. Cooper about developing specific teaching skills through microteaching.

G. Research Stage

This research process was carried out with the following steps:
1. Take a preliminary research

      The researcher does a small observation of the teaching practice class academic year 2018/2019. The pre-service teachers' teaching practice analyzed briefly to find out whether their practice could be done well or not after they got their microteaching course.

2. Decide the research design

      The researcher drafts the title and research question first while implementing the research design. The researcher then specifies the phenomenon and restricts the study. The design of the research will then be decided.

    a. Conduct the ressearch:

        1) Collecting the data

            While the data are collected by spreading the questionnaire and conduct the interview from the perception of microteaching by pre-service teachers against their teaching practice, then the researcher analyzes them.

        2) Analyzing the data

            The researcher was able to analyze the conceptual model evidence in Chapter II of the perception theory by Barkhuizen after gathered all the data. In the case of micro-teaching and the concept of the growth of teaching skills by micro-teaching by Allen Dwight W. and James M. Cooper.

3) Concluding the result of the research

The researcher concludes the study on the basis of the entire sections of this study that have been clarified after gathering all the data, the results of the review, and the theory.

H. Framework of Research

Table 3.2 Framework of research

Research Question	Source of data	Instruments	Technique Analysis Data
What are the Pre-service teacher's perceptions of the merits of microteaching toward their teaching practice at UINSA?	Questionnaire result filled by pre-service teachers.	Questionnaire	Analyzed with the Theory perception by Barkhuizen and the Theory of Allen Dwight W on the aspect of microteaching.
What are the most important ideas to be considered in developing teaching skills through microteaching based on pre-service teacher's perception?	Interview result is done by Pre-Service teachers' as the respondent.	Interview Guideline	Analyzed with Theory of developing specific teaching skills through microteaching by James M. Cooper

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The purpose of these findings is to describe the data that has been obtained after conducting some research using all the research instrument including questionnaire and interview. The description of these findings is presented based on two research question; (1) What are the pre-service teacher's perceptions on the merits of microteaching toward their teaching practice? And (2) What are the most important aspects to be considered in developing teaching skills through microteaching based on pre-service teacher's perception? The researcher described the details findings as follow:

1. Pre-service teacher's perceptions on the merits of microteaching toward their teaching practice.

This part is used to describe the details findings of the first research question which is about Pre-service teacher's perceptions on the merits of microteaching toward their teaching practice. The data was collected using the open-ended questionnaire filled by 30 respondents. The questionnaire consists of 24 statements which are divided into two parts and every part provided additional notes that optional to be filled by the respondents. The first part focuses on the pre-service teachers' teaching background and the second part highlights the pre-service teachers' perception of microteaching toward their teaching practice. The first part detailed of the questionnaire focuses on pre-service teacher's perception on the roles of microteaching towards their teaching practice in the aspects of lesson planning, class management, self-confidence, communication skill, time management, and the given feedback. This part is consist of eleven statements. Then, the result of the questionnaire was presented into the following table below:

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Table 4.1 the pre-service English teachers' perception on the role of microteaching

NO	STATEMENT	(5)	(4)	(3)	(2)	(1)	Criterion
1	The development of lesson plan.	23	7	0	0	0	VERY STRONG
2	The selection material for learning	23	6	1	0	0	VERY STRONG
3	The strategy in teaching	22	7	1	0	0	VERY STRONG
4	The delivery of the learning materials.	21	8	1	0	0	VERY STRONG
5	The learning activities	17	12	1	0	0	VERY STRONG
6	The learning feedback	17	11	2	0	0	VERY STRONG

7	The time management	15	13	2	0	0	VERY STRONG
8	The learning tools	12	18	0	0	0	VERY STRONG
9	The language ability in teaching	14	14	2	0	0	VERY STRONG
10	The mastery of linguitics in teaching	13	15	2	0	0	VERY STRONG
11	The self-confidence	5	18	7	0	0	STRONG

The first statement in the first part of the questionnaire is "the development of lesson plan". The result indicates that the pre-service teacher has a good perception on the roles of microteaching in developing the skill to make lesson plan. It shows that microteaching is very important in contributing to the development skill to deliver pre-service English teacher to do the teaching practice. The data shows that most students choose very important, with the total number of twenty three respondents. Then six respondents choose important, one respondent choosess neutral and no one respondents who choose not important and not very important. Therefore, the first statement falls within the "very strong" criterion.

For the second statement is "The selection material for learning". The result shows that respondents have a "very

strong" criterion on that. Most of the respondents take a very important option, with the total number of of seventeen respondents. Then, eleven respondents take the important option, two respondents take neutral option and no respondents who choose the important and not very important. This result indicates that the pre-service teacher has a good perception on the roles of microteaching in teaching how to select material in the learning process. It shows that microteaching is very important in contributing to the development skill to deliver pre-service teacher to do the teaching practice.

The third statement "The strategy in teaching" it shows that most respondents choose very important, with the total number of twenty one respondents. Then, eight respondents choose the important, one respondent choosess neutral and no respondent choose not important and not very important. The result shows that respondents have a "very strong" criterion on that. This result indicates that the pre-service teacher has a good perception on the roles of microteaching in teaching strategy for learning in contributing to the development skill to deliver pre-service teacher to do the teaching practice.

For the next four statements in this part relate to the aspects of microteaching that are applied while the learning takes place. The statement of "The delivery of the learning material" has most of the respondents choose very important, with the total number of twenty three respondents. Then, seven respondents choose important and no respondent choose neutral, not important and not very important. Next statement is "The learning activities". There are equal numbers of the respondents who choose very important and important, with the total number of fourteen respondents. Then, two choose neutral and no respondent choose not important and not very important.

Next, the statement is "The learning feedback". Most of the respondents choose important, with the total number of eighteen respondents. Then, seven choose very important and no respondent choose neutral, not important and not very important. Next statement is "The time management". There are seventeen   respondents take the very important

option. Then, twelve respondents take the important option, one respondent takes the neutral and there is no respondents who takes the not important and not very important option.

For the next statement is "The learning tools". Most of the respondents choose important, with the total number of fifteen respondents. Then, thirteen respondents choose very important, two respondents choose neutral and no respondent choose not important and not very important. Those four statements have "very strong" criterion. Therefore, these results indicate the pre-service teacher has a good perception on microteaching in giving a major influence on the success of pre-service teacher while doing the teaching practice.

For the next two statements in this part relate to the aspects of language. These result show that these two statements include the "very strong criterion. "The language ability in teaching" statement has fifteen respondents who takes the very important option. Then, thirteen respondents with important option, two respondents with neutral and there is no respondents who takes not important and not very important option. Next statement is "The mastery of the linguistic". Most of the respondents choose important, with the total number of eighteen respondents. Then, five respondents choose very important, seven respondents choose neutral and no respondent choose not important and not very important. This result indicates the pre-service teacher has a good perception on microteaching in developing pre-service English teachers' language ability.

The last statement in this part on the roles of microteaching towards their teaching practice is "the self-confidence". This statement has a different criterion among all the statements' results. This statement has a "strong" criterion for the personality aspect. Even though it is different, it does not mean showing bad results because a strong criterion is still in the good category. This result indicates that the pre-service teacher has a good perception on the roles of microteaching in increasing self-confidence while teaching in contributing pre-service teacher to do the teaching practice. Most of the respondents choose very important, with the total number of twenty two respondents. Then, seven respondents choose

important, one respondent chooses neutral and no respondent choose not important and not very important.

Table 4.1 indicates the detailed result finding of the first part of the questionnaire. From all the results above, this finding reesearch shows that the pre-service teacher has a good perception on the aspect of microteaching. it shows that microteaching has an important role in helping pre-service teachers do their teaching practice. Additionally, there are four of the respondents fill the additional notes for the first part and also give their perception of how important it is. For the first respondent writes that discipline in teaching is very important. The second respondent writes that eye contact is very important. For the third and fourth respondent, they wrote the same statement that I have embed in the statement column. The third respondent writes that developing lesson plan is very important and strategy in learning is important. The fourth respondent wrote that variety of learning is very important. What the third and fourth respondent gave for the perception also the same with their crosswise in the scale column.

The second part of the questionnaire is used to make proper guidelines for the perception of the merits of microteaching towards teaching practice. In the second part of the questionnaire consists of thirteen statements. Then, the result of the questionnaire was presented into the following table below:

Table 4.2 The perception on the merits of microteaching toward the teaching practice

NO	STATEMENT	(5)	(4)	(3)	(2)	(1)	Criterion
1	Feedback of microteaching helps you alot during your teaching practice	19	10	1	0	0	VERY STRONG

2	Microteaching develops the teaching skills during your teaching practice	17	12	1	0	0	VERY STRONG
3	Microteaching develops your skills of lesson planning during your teaching practice	17	12	1	0	0	VERY STRONG
4	Microteaching increases your self confidence during your teaching practice	15	14	1	0	0	VERY STRONG
5	Microteaching gives you enough evaluation to improve your teaching skill during your teaching practice	15	13	2	0	0	VERY STRONG
6	Microteaching helps you to improve the communication skill during your teaching practice	14	14	2	0	0	VERY STRONG
7	Microteaching helps your ability to manage time effectively during your teaching practice	13	14	2	1	0	VERY STRONG
8	Microteaching develops your ability to choose the material for learning during your teaching practice"	11	16	3	0	0	VERY STRONG

9	Microteaching develops your ability of asking question and speaking in front of the class during your teaching practice	13	12	5	0	0	VERY STRONG
10.	Microteaching makes you feel more comfortable during your teaching practice	12	13	5	0	0	VERY STRONG
11	Microteaching decreases your anxiety during your teaching practice	10	15	5	0	0	VERY STRONG
12	Microteaching helps you to improve the language skill in teaching during your teaching practice	9	17	4	0	0	VERY STRONG
13	Microteaching develops your ability to manage the class during your teaching practice	11	12	4	2	1	STRONG

The first statement from the second part is "Feedback of microteaching helps you alot during your teaching practice". Most of the respondents choose very influential, with the total number of nineteen respondents. Then, ten respondents choose influential, one respondent chooses neutral and no respondent choose not influential and not very influential. The second statement is "Microteaching develops teaching skills during your teaching practice". In the second statement, the result shows that it has the same result as the third statement which the statement is "Microteaching

develops your skills of lesson planning during your teaching practice". The result shows that both statements have most of the respondents choose very influential, with the total number of seventeen respondents. Then, twelve respondents choose influential, one respondent chooses neutral and no one who choose not influential and not very influential. These three states a "very strong" criterion. Therefore, the results indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the pedagogy aspect.

The next statement of this part is "Microteaching increases your self-confidence during your teaching practice". The result of this statement indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the personality aspect with the "very strong" criterion. The result shows most respondents choose very influential, with the total number of fifteen respondents. Then, fourteen respondents choose influential, one respondent chooses neutral and no respondent choose not influential and not very influential.

The statement of "Microteaching gives you enough evaluation to improve your teaching skill during your teaching practice" shows that most respondents choose very influential, with the total number of fifteen respondents. Then, thirteen respondents choose influential, two respondents choose neutral and no respondent choose not influential and not very influential. The "very strong" criterion is the results of this statement which indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the professional aspect being a good teacher.

The next statement is "Microteaching helps you to improve the communication skill during your teaching practice". The "very strong" criterion is the results of this statement which indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the social aspect to be a good teacher. The result shows that there are equal numbers of the respondents who choose very influential and influential, with the total number

of fourteen respondents. Then, two respondents choose neutral and no respondent choose not influential and not very influential.

The seventh statement of this part is "Microteaching helps your ability to manage time effectively of lesson planning during your teaching practice". Most of the respondents choose influential, with the total number of fourteen respondents. Then, thirteen respondents choose very influential, two respondents choose neutral, one respondent chooses not influential and no respondent choose not very influential. The next statement is "Microteaching develops your ability to choose the material in lesson during your teaching practice". Most of the respondents choose influential, with the total number of sixteen respondents. Then, eleven respondents choose very influential, three respondents choose neutral and no respondent choose not influential and not very influential. Both statements have "very strong" criterion. These result indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the professional and pedagogy aspect.

The next three statements result's indicate that the pre-service teacher has a good perception on microteaching influence their teaching practice in the social and personality aspect. The statement of "Microteaching develops your ability of asking question and speaking in front of the class during your teaching practice" has most of the respondents choose very influential, with the total number of thirteen respondents. Then, twelve respondents choose influential, five respondents choose neutral and no respondent choose not influential and not very influential. The statement of "Microteaching makes you feel more comfortable during your teaching practice" has most of the respondents choose influential, with the total number of thirteen respondents. Then, twelve respondents choose very influential, five respondents choose neutral and no respondent choose not influential and not very influential.

The nex statement is "Microteaching decreases your anxiety during your teaching practice". The result shows that most of the respondents choose influential, with the total number of fifteen respondents. Then, ten respondents choose

very influential, five respondents choose neutral and no respondent choose not influential and not very influential. The "very strong" criterion is the result of these three statements.

The statement of this part on the merits of microteaching towards their teaching practice is "Microteaching helps you to improve the language skill in teaching during your teaching practice". The result shows that respondents have a "very strong" criterion on that. This result indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the aspect of language skill. The result shows that no respondent choose not influential and not very influential. Most of the respondents choose influential, with the total number of seventeen respondents. Then, nine respondents choose influential, four respondents choose neutral.

The last statement of this part on the merits of microteaching towards their teaching practice is "Microteaching develops your ability to manage the class during your teaching practice". The different result shows that respondents have "strong" criterion on that. Most of the respondents choose influential, with the total number of twelve respondents. Then, eleven respondents choose very influential, four respondents choose neutral. Next, two respondents choose not influential and one respondent chooses very influential. This result indicates that the pre-service teacher has a good perception on microteaching influence their teaching practice in the aspect of classroom management.

Table 4.2 shows the data of the result finding of the second part of the questionnaire. Additionally, there are three of the respondents fill the additional notes for the second part and also give their perception of how influential it is. For the first respondent writes that the influence of classroom management towards the teaching practice is usual. The second respondent writes that attitude in teaching such as communication, how the way to teach such as giving intruction, and delivering and also sitting arrangement is influence towards their teaching practice. For the third respondent writes that the relation between the lecturer and the school staff is very influenced towards their teacing practice.

The finding shows that most aspects of microteaching which included by the researcher in his research have a very strong citerion. The aspects which have a very strong criterion are lesson plan, self-confidence, communication skill, time management, and the given feedback. Despite of that, there are two aspects which have a strong criterion in this finding. The aspects are classroom management and language skill including linguistic. Based on this questionnaire's finding, the researcher concludes that the pre-service teacher as the respondent have a good perception on the merits of microteaching towards their teaching practice.

2. The most important aspects to be considered in developing teaching skills through microteaching based on pre-service teacher's experience in teaching practice.

After spreading the questionnaire then analyzing it, the researcher does interviews with 10 pre-service teachers as the interviewee. The researcher adjusted the results of the questionnaire that had been obtained to choose the interviewee. Based on the questionnaire results, the researchers chose 5 interviewees with a higher score for their perception and 5 interviewees with a lower score for the perception. Here is the result of the pre service respond to the interview about what the most important aspects to be considered in developing teaching skills through microteaching based on pre-service teacher's experience in teaching practice.

Based on the finding shows that there is a lack of preparation for the teaching practice because of the microteaching system given by the lecture. It means that good system given by every lecture while microteaching is the important aspects in developing teaching skill of the pre-servie teacher to face the teaching practice. First, the chance to do the practice while microteaching just a few and the lack of time for each practice. Here is the statement of the interviewee said:

Translated (respondent B)[38] :
" I think, we need more practice. If before we just have twice to do the practice while microteaching, maybe we can have more than it"

Translated (respondent D)[39] :
"we need more sks for the microteaching. Beacuse we do the teaching simulation for three-person each day. For the 20 students in each class to do the teaching simulation, i think it is lack for the time."

Extracted (respondent E)[40] :
" for my suggestion is the additional time while doing the teaching practice in microteaching."

Second, the microteaching system related to the unevenness in the selected material for the practice and support by this statement of the interviewee:

Extracted (respondent H)[41] :
" And based on my experience, a lot of my friend choose the speaking and listening skill and just a few of the student who choose reading and writing skill. In microteaching, we learn a lot from the students' practice and the lecture feedback after it. so, if the system in choosing material as the like thing, i think we won't have enough knowledge for the difficult skill such as my experience in reading and writing."

Another microteaching system is the uneffective learning system on microteaching itself that given by some lecturers. Here is the statement of the interviewee:

Extracted (respondent F)[42] :

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[38] This interview held on May, 2nd 2019.
[39] This interview held on May, 5th 2019.
[40] This interview held on May, 10th 2019.
[41] This interview held on May, 17th 2019.
[42] Ibid

>"in my class experience, the first time we learn microteaching, the lecture asked us to do the parctice directly in the next meeting without learning anything before i.. We are as the students feel confused and worry. We don't have any knowledge of how to make a proper lesson plan, syllabus, how to choose material beased on the KD, how to suit the material with the indikator and more."

Another finding through the interview shows that there is a problem for the feedback of the lecture while the microteaching lesson. Here are the statement of the interviewees:

>Translated (respondent C) :
>"In my class, we often feel confused about every feedback given by the lecturer. What i mean is the lecture give the different feedback in every student in the same mistake."

>Extracted (respondent J)[43] :
>"maybe when the lecture give the feedback don't directly judge the students."

Based on the finding, classroom management doesn't have a significant impact to their teaching practice and it support by this statement of the interviewee:

>Translated (respondent C)[44] :
>" for the classroom management that has taught in microteaching is doesn't suit well in the real class because we meet the real students and in a different amount of the students. "

The related aspect to classroom management is sitting arrangement. The finding shows that techniques sitting arrangement while microteaching cannot be applied in the real class. it is support by the statement of the interviewee:

[43] This interview held on May, 27th 2019.
[44] This interview held on May, 3rd 2019.

Translated (respondent C)[45] :

" we can't use the sitting arrangement in the real classroom because the class condition is totally different. The shape of the chair and table is very different."

Based on the finding shows that there are some skill that doesn't have a significant impact to their teaching practice. One of those aspects is speaking skill. It is supported by this statement of the interviewee:

Extracted (respondent I)[46] :

" Unfortunately, those techniques of speaking skill cannot be applied in the real classroom because we faced students with a different character."

Based on the finding shows that the way how to read and make a lesson plan cannot be applied in the teaching practice. Here is the statement of the interviewee that support it:

Extracted (respondent A)[47] :

"I cannot use the way how to read and make lesson plan while microteaching. Because the teacher in the school told me in different way how to read and make the lesson plan. I don't mean to say what I learned is wrong but I just cannot apply it while teaching practice."

The results finding of the interview shows that there are some aspects of microteaching should be improved such as the microteaching system itself and the lecture feedback given to the students. This results finding based on the interviewee's microteaching class condition including the lecture or the learning system itself. Another result mention that some aspects may not have a significant impact on the teaching practice is

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[45] ibid
[46] This interview held on May, 22nd 2019.
[47] This interview held on May, 2nd 2019.

classroom management including the sitting arrangement and the speaking skill. Here, the statement is also based on the school condition where the pre-service done the teaching practice.

B. Discussion

This part discusses those findings by reflecting on some theories and the previous studies related to the perception on the merits of microteaching towards the teaching practice.

1. Merits of microteaching to the development of their teaching practice at UINSA.

In this study, the pre-service English teacher explained their predictions and reflections before they do the teaching practice and while doing the teaching practice. They also explained what about their evaluations and transformation in the teaching practice after passing through the microteaching course at first. The pre-service English teacher gives their statement based on their environments such as what class they took for the microteaching course and the school where they do the teaching practice. The research found that as a result of this research to the pointed topic on this research, it is the perception of a pre-service English teacher on the merits of microteaching toward their teaching practice. The pre-service teachers are expressing the emotion of extremely positive perception on the merits of microteaching. All the questionnaire results show a very strong and strong criterion in every aspect on the merits of microteaching that mentioned in this research.

Benton-Kupper said the students used to have a significant impact on microteaching experience. Students reported that the experience of microteaching was a positive experience as it gave them the chance to improve their self-confidence in exploring and improving their language and teaching skills. Butler also reported that microteaching was found to be a highly beneficial process by student teachers, training them for actual classroom learning. The research by Muhlis Cokgun revealed that ELT learners at Trakya University

widely held similar attitudes about microteaching programs regarding their effectiveness in training and development, self-assessment, self-confidence, content creation and teaching experience in various courses where students are of different ages and language levels. Such findings are confirmed by the results of this study. Many pre-service teachers feel that micro-teaching impacts their teaching practice positively. Microteaching has experienced many things that make them feel more confident, relaxed and comfortable while teaching. The survey's personality portion, including self-confidence, ease and happiness, shows that a very dominant view is held by most respondents. Also, the pre-service teacher has a lot of knowledge about the different skills and techniques to be applied in the learning process while making a teaching pact at the same time. The further debate on the understanding of the benefits of microteaching towards the discipline of teaching will be split into four sections.

a. Development of pedagogical aspect

Mergler and Tangen characterize microteaching as "one activity where in pre-service teachers can engage in both vicarious and mastery learning experiences".[48] In alternative words, the pre-service teacher additionally offers feedback to their classmates and by observation their peers teach, it is potential that the ways, manners of delivery and activity varieties that they are observant will facilitate inform and guide the approach they're going to teach their lessons. This theory also supported by this finding research, most of the respondents agree that feedback of microteaching help them while doing the teaching practice. What kind of feedback that the students got when microteaching is allowing them to fix all the lack in every aspects of microteaching to be better when doing the teaching pratice.

The pre-service teacher is used to being on time while doing the teaching practice when microteaching

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[48]A. Mergler, & D. Tangen. (2010*). Using microteaching to enhance teacher efficacy in pre-service teachers*. 200

course. They have required to finis their teaching in a certain time that has given by the lecture. By that experience when microteaching, the research found that it helps them a lot to manage the time while doing the teaching practice in the real classroom. This finding research support the research by Aslihan Saban that revealed the pre-service are developed in pedagogical aspects such as using different materials and examples and physical appearance during the teaching process, timing, planning, asking questions, and managing the classroom.[49]

While the teaching skill of the pre-service English teachers has greatly improved when they have passed the microteaching class. According to this research finding, they improved well one of the good teacher characteristic which is pedagogy aspect. This study confirms research findings by Onwuagboke, Osuala and Nzako that showed micro-teaching approaches that significantly improved teaching skills, despite significant differences between the three treatment classes.[50]

Through microteaching, the pre-service English teacher able to make a lesson plan for their teaching practice. They still confused and do not even know how to make a lesson plan before they passed the microteaching. This research found that microteaching gives a major influence to the development of their skill to make a lesson plan. Dealing with this finding research, a similar study has already been carried out by Sharmini Ghanagur, looking at how educators from one teacher education organization perceive micro-teaching and lesson planning.[51] The findings indicate that respondents share similar views on the lesson planning as a reference resource and a formal document to

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[49] Aslihan Saban, *Pre-Service Teachers' Opinions About The Micro-Teaching Method In Teaching Practice Classes,* Necmettin Urbakan University, 2013
[50] Onwuagboke, Osuala and Nzako, *The Impact of Microteaching in Developing Teaching Skills among Pre-Service Teachers in Alvan Ikoku College of Education Owerri, Nigeria,* Nigeria, Alvan Ikoku College of Education, 2017
[51] Sharmini Ghanaguru, *Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training Institution,* Malaysia, International Languages Teacher Training Institute, 2013.

facilitate learning in real classes in the future. Equal emphasis is placed on the elements of the education program in terms of learning goals and teaching-learning tasks.

Further, this research found that some pre-service teacher feels that the learning system of microteaching is a little unfortunate for using college students to be their students while teaching practice at the microteaching course. It is said that when the pre-service English teacher meets the real classroom, the learning takes place with the whole different type of students. Therefore, how to handle the class and the students are different. They feel a little bit shocked and confused in the beginning at the first time teaching because what they taught before that how about the class and the students of the real classroom is not much different from the current microteaching. While Gilliom cautioned that users of microteaching might get the impression that the micro situation is the same as the real classroom[52]. However, in reality, it is not the same.

b. Development of professional aspect

While microteaching, the pre-service English teacher has got many experience and knowledge to choose the material for learning a different skill. They got their own experience and the other by observing their friend. This research found that when they passed the microteaching class, they can choose the suitable material for every skill. Beside that finding, another finding research shows that microteaching help them to manage the class while doing the teaching practice. These findings support Aslihan Saban's research into how micro-teaching practices contribute to teacher qualifications based on the views of pre-service teachers based on their teaching experience.[53] The results show that pre-services were built utilizing different materials and explanations and physical

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[52] Gilliom, M.E.*Microteaching in the methods course: Bridging the confrontation gap*. Social Education, 1969, 33, 165-167 and183.

[53] Aslihan Saban, *Pre-Service Teachers' Opinions About The Micro-Teaching Method In Teaching Practice Classes,* Necmettin Urbakan University, 2013

appearances during the teaching process, pacing, scheduling, interviewing, and classroom management.

c. Development of personality aspect

Most of the pre-service teachers feel nervous, afraid and lack the confidence to teach the ral students in the real classroom. They feel anxious about what they teach is true or false. They confused how to begin the class, manage the class, deliver the material, etc. However, in this research finding, they got a lot better performance while teaching practice in microteaching even in the real classroom. They feel more comfortable and confidence while doing the teaching practice. The anxious of the pre-service teacher also decrease by the time while they doing the teaching practice. Dealing with this research result, another analysis by Muhlis Cokgun showed that ELT students at Trakya University generally held positive attitudes towards micro-teaching applications regarding their efficacy in the areas of professional development, self-assessment, self-confidence, content creation, and teaching experience in different courses. In contrast, this research result disputes the research finding from I'Anson, Rodrigues, Wilson, and Amobi that some pre-service educators are excited to inform their students.[54]

d. Development of social aspect

Communication is an important tool in the learning process. Good communication can help every learners find themselves how able they are to follow the learning process. The teacher should be able to develop their communication with the students while teaching the class. This finding shows that the pre-service teacher develops their communication skill to their students while doing the teaching practice after passed the microteaching course. Here, Barkhuizen suggests that pedagogical, social, and personal influences inform these perceptions, which are

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[54] Bell, N. (2007). *Microteaching: What is it that is going on here?* Linguistics and Education.

affected by "the teaching/learning situation in which learners find themselves".[55]

2. The most important aspects to be considered in developing teaching skills through microteaching.

According to Adeosun, the teaching experiences should be assessed by applying the relevant teaching standards and providing evidence of how well pre-service teacher have achieved the skill and knowledge. In other, teaching practice should be used to measure the success of microteaching in giving teaching experience[56]. In this study, the research applied those theory to know how well microteaching provide their teaching skill and knowledge while doing the teaching practice. Furthermore, the research would like to know what are the aspects of microteaching that should be developed by the faculty and the lecturer to make better preparation for the pre-service to face the teaching practice.

The research found that most pre-service teachers give their advice to have more opportunity to practice during the process of microteaching. Some pre-service instructor said that each student should have the opportunity to do the training in different skills so that the other students who do not have the opportunity to learn the other ability will acquire the expertise by watching the teaching of the other students. We find it more successful in mastering all the things when they get more chance to practice teaching in different skills. Although Lu claimed that peer coaching offers the encouragement needed to develop their educational and professional skills for student teachers. In addition, the involvement of other students teaching is deemed a positive incentive for trainee educators to benefit from each other in a similar study on the effect of incorporating micro-teaching on pre-service teacher learning levels. Student teachers

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[55] G. Barkhuizen. (1998). *Discovering learners' perceptions of ESL classroom teaching/learning activities in a South African context.* 89

[56] Adeosun, O. O., Adeosun, T. H., & Adetunde, I. A. (2009). *Strategic application of information and communication technology for effective service delivery in the banking industry*. Journal of Social Sciences, 5(1), 47-51.

are respected as it stimulates serious discussion, which is considered a powerful source of incentive for effective teaching strategies.[57] This finding also support the research by Veronica Melati Setyaningrum from Widya Mandala Catholic University conducted *"Students' Perception on Micro Teaching Course"*[58]. One of these study findings is the students had a negative perception of the credit of Microteaching course.

Another study by Sharmini Ghanaguru *"Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training Institution"* that look at how educators from one teacher training institution view micro-teaching and teaching planning. One of the results was that input was a key aspect of the microteaching session. There are two main types of input at this point; feedback from the teacher and peer reviews. In this analysis, the author noted that this data has also been witnessed by some pre-service educators. According to pre-service's statement, that evidence is just experienced by some classes with different lecturer. The findings shows that the feedback given by the lecturer is not consistent and not completely delivered. That kind of feedback makes the students feel confused and do the same mistake again for the second time practicing after getting the feedback of the first practice. Therefore, this finding of study support those finding study by Sharmini Ghanaguru that feedback is a crucial aspect in microteaching that should be developed by every lecturer who handle the microteaching.

Craig's point is that microteaching is very efficient in terms of staff time, use of real pupils, their classrooms, and training facilities.[59] One of the interview finding is that some pre-service English teacher suggests to use a real student for the microteaching. They feel that way more effective to improve

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[57] Feiman-Nemser, S. (2001).*From preparation to practice: Designing a continuum to strengthen and sustain teaching*. Teachers College Record, 103(6), 1013-1055.

[58] Setyaningrum, Veronica Melati. *Students' Perception of Micro Teaching Course.* Surabaya. Universitas Katolik Widya Mandala. 2016

[59] Craig, D.G.*Microteaching - To improve teacher education*. The Agricultural Education Magazine, 1969, 41, 170 & 173.

their teaching skill especially in delivering the material properly to the real students in different characteristic of the students. They also said that how to manage the class with the students of their friends and with the real students is really different how to handle it. the reserach found that what they experienced for their teaching practice after microteaching with the students of their friends is that they still feel confused how to manage the class effectively.
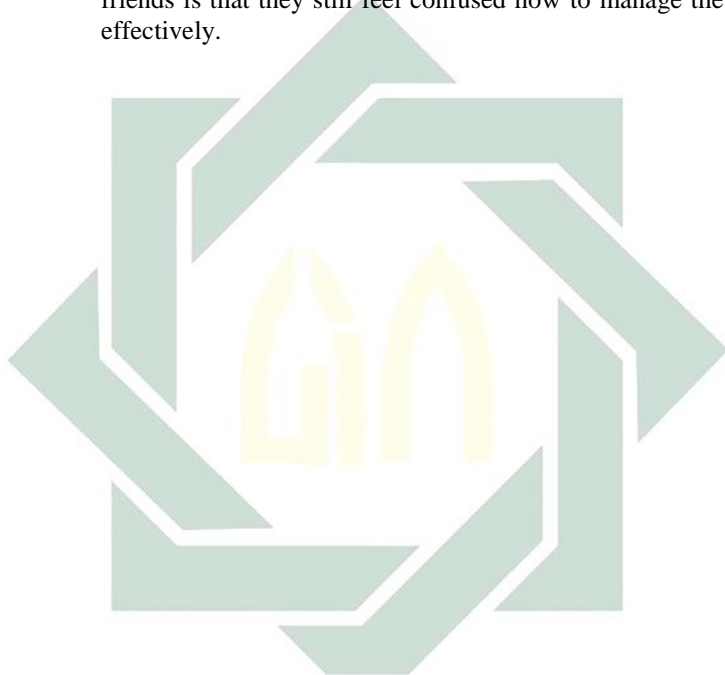
CHAPTER V
CONCLUSION

A.   Conclusion

This research explained how the pre-service teacher perception toward microteaching and how their suggestion for the development of microteaching to prepare a pre-service teacher to do the teaching practice. Based on the research finding and discussion, it concludes that:

1.   From the result finding shows that the pre-service teachers have a good perception on the merits of microteaching towards their teaching practice. Most aspects of microteaching have very strong criterion about the good response. The aspects which have very strong criterion are feedback of microteaching, self-confidence, communication skill, time management, and lesson planning. The finding shows that microteaching give significant impact to their teaching practice. Microteaching also develop their teaching competencies. Microteaching is an effective course that could fulfill the criteria to be a good teacher in the aspect of pedagogy, professional development, social and personality. However, two aspects about classroom management and language skill do not have similar good response as the respondent reflected that microteaching does not bring much for the development about these two aspects.

2.   The most important aspects to be considered in developing teaching skill through microteaching are the microteaching system itself and the lecture feedback given to the students. The pre-service teacher should have more practice while microteaching course. The time for the teaching practice should be longer to make the better development for the teaching skill. The feedback that given by the lecturer in every practice required detail explained to avoid the same mistake. Another result mention that some aspects may not have significant impact on the teaching practice is classroom management especially the sitting arrangement.

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B. Suggestion

Based on the conclusion of the study, the researcher makes a number of suggestions to the UIN Sunan Ampel Surabaya English Teacher Education Department and its lecturer for future researchers.

For the English Teacher Education Department, it will be even more effective if the department give the additional credit for microteaching course. The distribution of the students in each class may also be more attention. In microteaching course, the number of students in each class also greatly influences the continuation of microteaching course such as how many opportunities each student has for mini teaching practice when microteaching.

For the lecturers, it might be better if the learning system when the microteaching course is explained before the students start teaching practice when microteaching. The impact is more significant than directly starting practice and an explanation is given after practice. Other suggestions, please give extra time in each teaching practice when microteaching so that the pre-service teacher at least get an idea of the teaching process for one full credit. For the last suggestion, when the lecturer gives feedback, please strongly to provide clear and detailed feedback to avoid the same mistakes on the same aspect.

For the future researchers, this research focus on how the perception of pre-service teacher on microteaching towards their teaching practice. It will be better to figure out how microteaching give impact on their teaching practice directly by observing them on their school for their teaching practice. The research can use all the aspect of microteaching or just the strategy of how the pre-service teacher manage the classroom since the result of this research shows that many of the pre-service teacher still confused to manage the class effectively while doing the teaching practice in the real classroom.

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