

THE ROLE OF MICRO TEACHING COURSE ON TEACHING READINESS

THESIS

Submitted by

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The Role of Micro Teaching Course on Teaching Readiness

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 September 2023

Saya yang membuat pernyataan,



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ABSTRACT

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The purpose of this study was to determine the perceptions of prospective teachers about the role of micro teaching courses on teaching readiness. The data obtained from prospective teachers is useful for informing teacher education programs on how to equip them to become competent, professional and qualified teachers as their profession in the future. Participants in this study were active students majoring in English Education at UIN Ar-Raniry Banda Aceh who had completed the micro teaching and teaching practicum courses in semester 8 of the 2021/2022 academic year who had taken the micro teaching and teaching practicum courses (PPL Program), consisting of 16 students. This qualitative research uses semi-structured interviews as an instrument to collect data from participants. These findings indicate that there are three aspects of the role of micro teaching in helping prospective teacher teaching readiness, namely the knowledge aspect, the psychological aspect and the skill aspect. Each of these aspects plays a very important role for them in terms of increasing knowledge about teaching skills, providing space for self-evaluation, increasing self-confidence, finding identity as prospective teachers, providing initial experience in teaching and improving teaching skills and managing classes. Therefore, this micro teaching program provides many benefits for participants in preparation and teaching skills and can reduce their mistakes in dealing with actual teaching.

TABLE OF CONTENTS

APPROVAL LETTER	ii
DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	ix
 CHAPTER I	
INTRODUCTION	
A. Background of the Study	1
B. Research Questions	6
C. The Aims of the Study	6
D. Significance of the Study	6
E. Terminology	7
 CHAPTER II	
LITERATURE REVIEW	
A. An Overview of Micro-teaching	9
1. Definition of Micro-Teaching	9
2. Purpose of Micro-Teaching	12
3. Micro-Teaching Learning Model	13
4. Components of Basic Teaching Skill	14
5. Benefits of Micro Teaching Learning	16
6. Weakness and Difficulties of Micro Teaching	
Course	17
7. The Role of Micro-Teaching Course	19
B. Teaching Readiness	20
1. Definition of Teaching Readiness	20
2. Teaching Success Factors	22
3. Factors Affecting Teaching Readiness	23
4. Type of Readiness	23

	C. Relevant Study	26
CHAPTER III	RESERACH METHODOLOGY	
	A. Research Design	29
	B. Research Location and Sample	30
	C. Methods of Data Collection.....	31
	D. Methods of Data Analysis	32
	1. Data Reduction.....	32
	2. Data Visualization.....	33
	3. Verification	33
CHAPTER IV	FINDINGS AND DISCUSSION	
	A. Findings	34
	1. The Knowledge Aspect.....	35
	2. The Psychological Aspect.....	37
	3. The Skill Aspect.....	40
	B. Discussions	42
CHAPTER V	CONCLUSIONS AND RECOMMENDATIONS	
	A. Conclusions	47
	B. Recommendations	48
	REFERENCES	50
	APPENDICES	
	AUTOBIOGRAPHY	

CHAPTER I

INTRODUCTION

A. Background of Study

A good teaching and learning process can be achieved if the teacher has adequate skills. Therefore, teachers hold an important role in the education quality for which they are responsible (Basori, 2014). The quality of education is built by qualified and professional teachers. Thus the role of the teacher is highly expected by all parties and teachers as a gateway to form a young generation that is superior, brave, confident, independent, has faith in defending the country and building the nation. Teachers can carry out their constitutional duties in a sustainable, creative, innovative and hard working manner. Teachers must always improve their quality. Improving the quality of teachers is part of efforts to improve education so that these efforts must continue (Lubis, 2017).

In this regard, the Faculty of Tarbiyah and Teacher Training (FTK) is required to always be active in providing provisions to its students to become prospective teachers with strong and intelligent character. The Faculty of Tarbiyah and Teacher Training (FTK) has a role in forming prospective educators or teachers. In addition, to produce a professional and competent teacher candidate, the faculty of education offers a program, namely micro teaching and teaching practice (PPL) to train the student-teacher. These programs are very important

since they would provide excellent chances for prospective teachers to understand teaching skills professionally (Sari, 2020).

At the Faculty of Tarbiyah and Teacher Training (FTK) Ar-Raniry State Islamic University where this study was conducted, the Micro Teaching course is one of the compulsory subjects. The faculties have worked closely with schools in Banda Aceh and the Aceh Besar district to arrange student placements in schools. This program seeks to create and improve teaching abilities as a requirement for school-based teaching practice.

Before participating in PPL, prospective teachers must take courses related to teaching, which known as micro-teaching. Micro teaching as a course aims to improve the basic abilities of prospective teachers in teaching, such as how to open a lesson, steps in learning activities, to closing a lesson. To achieve this goal, prospective teacher students must be allowed the chance to demonstrate their teaching abilities while receiving suitable supervision that will help them grow as individuals (Ozbal, 2019). Micro teaching can assist prospective teachers enhance their theoretical and practical teaching abilities. They will perform as genuine teachers in micro teaching classes and use the theories they have learnt in real teaching scenarios.

Furthermore, micro teaching provides a more supportive classroom in which teachers candidate can get ready to minimize anxiety when faced with a real class with a diverse range of student backgrounds. More significantly, after the student teachers perform the teaching-learning process, they will get constructive

comments on their performance from classmates and lecturers. Student teacher candidates believe that microteaching programs provide great opportunity to assess their teaching skills and deficiencies (Saban & Ahmet, 2013). Hence, micro teaching is a very important course for student teacher candidates to practice and prepare them for good teaching in the upcoming future.

In addition, micro-teaching provides a significant chances to develop teaching style and strategy. Prospective teacher can find out the way to get students' attention and be able to deliver the lesson interestingly. As a result, students can easily comprehend the lesson delivered, and thereby achieve the objectives of all teaching learning activity in the world of education. Rahayuningsih (2016) stated that developing teaching materials in a creative and appropriate way that aligns with the needs of students is critical to the effectiveness of teaching and learning activities in the classroom. Furthermore, aspiring teachers are expected to be able to teach successfully while PPL at any school after learning to teach.

After completing the micro teaching class, prospective teacher students must take the teaching practicum course (PPL) in the following semester. PPL is a program designed for students so they can apply various knowledge, attitudes, and abilities in learning. According to Tuli and File (2009), teacher education programs should aim to improve and create the knowledge, abilities, and specific attributes of prospective teachers to ensure they teach effectively in the school context. The teaching practicum (PPL) is design to provide prospective teacher students with real-world experience of the learning process, allowing them to

develop as professional educators with the attitudes, insight, and abilities required in their profession as teachers before becoming a truly qualified teacher. It expects that they will be able to become qualified teachers in accordance with the needs of their profession. The quality of education is inextricably linked to the quality of educators (Shah and Masrur, 2011). Therefore, to have a successful PPL, student teachers should prepare theoretically and practically to avoid feeling anxiety in front of students as they have practiced before joining the field (school).

Nevertheless, the scenario differs between micro teaching courses and teaching practicum. Each prospective teacher will be put in a genuine school setting for the teaching practicum. That is, teachers need to deal with students' various capabilities and behaviors in actual classroom settings. On the contrary, Prospective teachers are not only familiar with classroom teaching practices, but are also capable of creating learning aids like lesson plans, yearly programs, semester programs, syllabus, and etc.

Likewise at UIN Ar-Raniry, in micro teaching learning there is teaching practice accompanied by basic teacher skills. The students one by one came forward to demonstrate what they had learned, after appearing they were asked for comments from other participants to provide criticism and also input or suggestions as well as from the supervisor. When there are prospective teachers who still do not master the basic skills, repetition is held until finally the prospective teachers can master how to teach well. Before teaching practice is carried out, prospective teachers first make a syllabus and lesson plan (RPP)

which aim to make it easier for prospective teachers to teach and master the subject matter they will teach.

However, the reality is that many students who take part in micro teaching learning are not ready, both in terms of self-mastery, materials, and their ability to manage the class. In fact, there are students who almost gave up in teaching practice exercises. And in the Field Experience Program (PPL) activities there are still a number of students or prospective teachers who are less able to apply basic teacher skills effectively and efficiently, as well as classroom management. This is because students who take part in micro teaching activities have not been able to adjust themselves, because when practicing teaching, the objects are people they have known for a long time, so they joke more. This makes prospective teachers unprepared to be faced with students of various kinds of character and temperament.

However, in micro teaching learning, prospective teachers are required to know and be able to practice the skills of a teacher in their profession. And all students hope to become professional teachers in micro teaching learning. For this reason, micro teaching learning can be a solution for any problems that will be experienced by prospective teachers in real classes. In addition, micro teaching learning also functions as preparation and training for prospective teachers in honing their teaching skills. Based on the background above, the researcher wants to know the role of micro teaching course on teaching readiness based on the experiences felt by prospective teacher students. The objects of this research are active students of English Education at UIN Ar-Raniry Banda Aceh who have

completed micro teaching and teaching practicum courses in the eighth semester of the 2021/2022 academic year.

B. Research Questions

The research questions in this study based on the description above is:

What are students perception on the role of micro teaching course to supporting teaching readiness in PPL?

C. Research Aims

Based on the description above, the aims of this study is:

To find out the students perception on the role of micro teaching course to supporting teaching readiness in PPL

D. Significance of the Study

Regarding the formulation of the problem, this study provides several significant as follows:

This study hopes to address the barriers to teaching preparedness encountered by prospective teachers during teaching practicum in a real-life classroom situation. Before they begin teaching in schools, prospective teachers are required to master the technique of creative teaching in micro teaching courses.

Furthermore, this research is significant as a reflection for the English Language Education faculty at Ar-Raniry State Islamic University to emphasize

the importance of micro-teaching programs in training and preparing students to teach effectively and creatively, which can improve teachers' teaching competence before they practice teaching in the field. More significantly, all of the issues encountered by prospective student teachers during their teaching practicum may be examined in order to find the best and most beneficial answers to improve the quality of micro teaching programs in the future.

This research is intended to enhance theories and references with similar issues to this research and enrich the findings of previous studies in accordance to micro teaching.

E. Terminologies

The discussion of this terminology is needed to explain briefly particular words to avoid misunderstandings and unclear interpretations. Based on the title of this research, the terminologies that need to be discussed are as follows:

1. Micro Teaching

Micro teaching involves teaching with all aspects of teaching minimized or simplified to make it less complex than usual teaching activities (Barnawi & Arifin, 2016, p. 16). Meanwhile, according to Halimah (2017, p. 77), Micro teaching is a method, model, or technique of imparting practical training in a small scope in order to build essential teaching abilities independently and in simplified conditions. In this study, micro teaching is a teaching activity carried

out in a small scope that is used to practice basic teaching skills for prospective teachers before going into the real world of teaching.

2. Teaching Readiness

Readiness is something that will support the willingness to respond or react positively. Willingness arises in a person because of the maximum learning and preparation process. Readiness to learn will make students able to respond positively in the teaching and learning process. Alwi, (2018) in Slameto (2003, p. 113) mentions that readiness can be interpreted as a person's readiness or willingness to do something. Teaching readiness is the condition of a teacher who has good ability in responding to teaching and learning activities, both in terms of physical, social and emotional. As well as knowledge and ability in carrying out teaching tasks in carrying out the entire system of teaching and learning processes in accordance with the teaching abilities of students as prospective teachers. In this research, teaching readiness is a condition of someone who already has the ability both in terms of mental, physical, social, and emotional and is able to carry out the entire teaching and learning process system along with all the risks it faces to achieve predetermined goals.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature related to this research. It provides a theoretical background on the role of micro-teaching courses on teaching readiness. Thus, this chapter contains the following titles: the definition of micro teaching, purpose of micro teaching, micro teaching learning model, components of basic teaching skills, the benefits of micro teaching learning, the role of micro teaching course, the definition of teaching readiness, teaching success factors, factors affecting teaching readiness and types of teaching readiness.

A. An Overview of Micro-Teaching

1. Definitions of Micro-Teaching

Micro teaching comes from two words, namely micro which means small, limited and narrow. While teaching has the meaning of teaching. So in the language of micro teaching, it is a teaching activity that is carried out by simplifying or reducing everything, Ahmad (2005, p. 148).

Meanwhile, according to Mc. Knight in Saleha (2014) micro teaching is a form of illustration as well as explaining how the teaching process develops, which develops the abilities and expertise of prospective teachers so that they become potential teachers. In addition, Mc. Laughlin and Moulton in Saleha (2014) also define that micro teaching is a display of how a teacher determines the

various components of teaching and also the parts in teaching and the process. So, when teaching practice can be done one by one which aims to facilitate the teaching process.

In addition, micro teaching is also a simplified version of teaching, in which the student teacher or supervisor is in a controlled and limited classroom setting. The candidate teacher only performs one lesson on one concept using one or two basic teaching skills. In micro teaching, prospective teachers are always supervised by a supervisor in a controlled state when carrying out teaching practices. All activities are carried out in the form of micro or mini. Therefore, micro teaching is often defined as "teaching in a mini/simple form" (Saleha, 2014).

According to Roestiayah (2008, p. 25) as for what is simplified in micro teaching learning, namely:

1. Number of students, 5 to 13 people.
2. Teaching time, between 5 to 15 minutes.
3. Lesson materials only cover one or two small, simple units.
4. Teaching skills are focused on some specific skills only.

By reducing the number of students, time, material, and certain teaching skill limitations, it can accurately identify the strengths and weaknesses of prospective teachers. In this case, prospective teachers only focus on a few aspects. Lessons are given in real form only in micro form (Lubis, 2017).

Micro teaching is actually also real teaching for prospective teachers but is trained in a laboratory class instead of in front of a real classroom, so that activity is no longer real classroom teaching. So, micro teaching is carried out in laboratory classes, in its micro form and is intended to train, equip and improve the skills of prospective teacher students.

One advantage of micro teaching is that it is equipped with laboratory tools that can detect the activities of the practitioner which will then provide feedback (feedback) objectively, so that improvements can be made immediately. And at that time students who took part in the simulation could find out the advantages and disadvantages. In this case the role of the supervisor or observer is very important, to diagnose objectively, the observation will be more accurate if it is carried out by more than one supervisor (Roestiayah, 2008).

This type of model and process is beneficial to create since the forum may be utilized as an opportunity for sharing ideas or thought between practitioners (who may make mistakes unintentionally) and supervisors. By sharing ideas, new options may be developed to overcome some of the deficiencies that the practitioner has made, so that the student teacher does not commit the same error for the next time, Sadirman (2011, p. 186).

So, micro teaching learning is a teaching practice for prospective teachers based on the assumption that before a prospective teacher is able to master a complex teaching process, he must first master the teaching components in general. The element of simplifying the teaching process into micro aims to foster

and perfect the special skills of prospective teachers. Furthermore, the participating students who serve as objects must offer feedback in the way of changes through critique and recommendations, which should be done by the student teacher on the next chance for getting better in the future.

2. Purpose of Micro-teaching

Micro-teaching in teacher education has several objectives. In general, micro teaching purpose to train students' basic abilities and skills so that they have self-confidence, mental readiness, skills, and integrated performance abilities to prepare them as prospective teachers in schools (Simorangkir, 2020). In addition Razali and Zulfikar (2018) argue that after prospective teachers acquire these competencies, teacher are believed to have been well trained to engage in effective teaching. Therefore, student-teacher can improve teaching competence in their micro teaching class.

Furthermore, Kusumawati (2015) categorizes the objectives of micro teaching as follows: (1) understanding the fundamentals of micro teaching; (2) training prospective teacher students to compose lesson plans; (3) establishing and improving basic teaching competencies; (4) establishing and improving integrated basic teaching competencies; (5) forming personality competencies; and (6) forming social competencies.

To sum up, the major objectives of micro-teaching are to prepare student-teachers with enough pedagogical knowledge and to enable them to learn a variety of teaching abilities. According to Gurbuz (2015), micro-teaching allows student-

teachers to examine their teaching by constructive feedback and get more experience before stepping into the teaching profession.

3. Micro Teaching Learning Model

Micro teaching learning is a simple form of teaching in a class with limited time and students. Oemar (2009, p. 176) said that the concept of micro teaching learning is appropriate to several points, including:

1. Real teaching, meaning that learning is carried out in a real form, but in a mini form
2. Training is centered on teaching skills.
3. Utilizing information and insights on student learning stages as feedback on prospective teachers' abilities.
4. The teaching is conducted for learners with various backgrounds and based on age-specific intellectual abilities.
5. Controlling strictly to the teaching environment conducted in the microteaching classroom.
6. Providing a low threat atmosphere to easier students teachers practice teaching skills.
7. Providing low risk conditions that enable students to actively engage in the learning process.
8. Offering opportunities for retraining and managing the distribution of training over a period of time.

Micro teaching learning places teacher candidates in the implementation of simulations that demonstrate one or a variety of teaching skills such as teaching in real classes, and this is carried out in a laboratory with a controlled system. In this micro learning, there are also opportunities for prospective teachers to rehearse. This test is intended as an effort to ripen prospective teachers so that they have good teaching and classroom management skills.

4. Components of Basic Teaching Skills

The classroom teaching system has placed the teacher in a very important place, because it is the teacher who starts and ends the learning process. Various teacher roles require skills in teaching. As mastery of basic teaching skills, micro teaching is one of the main requirements in the learning process. According to Jamal (2010, p. 28) the basic skills of teaching in micro teaching are:

1. Opening and closing learning skills. Open learning skills are skills that must be mastered by teachers. Opening learning skills can be in the form of a brief review of the previous material, an introduction to the material to be discussed, or in the form of motivation that is conveyed to students so that they are ready to follow the learning process. Meanwhile, closing the learning skills is a brief description of the conclusions of the learning material that has been taught to students.
2. The skill of explaining is the skill of the teacher in delivering learning material using clear and easy-to-understand language. So that students easily understand what has been explained and conveyed by the teacher.

3. Questioning skills are teacher skills in stimulating students' thinking skills with the aim of measuring the extent to which students understand the material discussed.
4. The skill of using variation is the use of various learning methods and strategies in the learning process. It aims to prevent boredom of students in following the learning process.
5. The skill of giving reinforcement is a positive response given by the teacher to students who successfully answer the questions asked in order to increase student learning motivation and motivate other students to be more active in learning activities.
6. Small group and individual teaching skills are defined as the teacher's actions in learning who only serve or guide 3-8 people.
7. Class management skills are the abilities of teachers to create and sustain ideal learning environments. If a teacher is able to manage and lead students as well as facilities and control them in a pleasant learning environment, optimal learning conditions may be attained.
8. Capability to lead small group conversations. The discussion will be guided in an organized manner by incorporating students in direct communication (cooperative strategy), with the goal of sharing information or exchanging ideas in the process of addressing difficulties in the learning process.

From the skills listed above require serious practice to obtain optimal results. This is where the benefits of micro teaching are seen as a tool or place to actualize potential, and strengthen professional abilities and skills.

5. Benefits of Micro Teaching Learning

Micro teaching is an exercise to prepare a professional teacher in teaching and this is very useful for prospective teachers. According to Zainal (2010, p. 53) there are several benefits obtained by prospective teachers through teaching exercises in micro teaching learning, including:

1. Develop basic teaching skills of teachers.
2. Teachers can practice good teaching methods and in accordance with the material being taught.
3. Improving students' teaching skills by making repairs or improvements for students who have not graduated.
4. Re-training for prospective teachers who have not graduated aims to improve their mastery of basic teaching skills.
5. Focusing the attention of prospective teachers, so that learning is directed and objective.
6. Demanding prospective teachers to develop a well-organized and objective observation pattern.
7. Creating an effective and efficient learning situation, so that prospective teachers can use their time properly and appropriately.

In conclusion, micro teaching learning is very useful for prospective teachers, the main goal is to develop basic teaching skills. Therefore, prospective teachers who have not really mastered good teaching methods will be made improvements until they are declared graduated. It aims to mature the teaching

skills of prospective teachers, so that they will not be afraid and awkward to teach in a real class.

6. Weakness and Difficulties of Micro Teaching Course

Apart from having many benefits, micro teaching also has several weaknesses. According to Sulisty (2010, p. 5), these weaknesses include:

1. Micro education is real teaching but not real classroom teaching.
2. Cannot reach competencies related to class management, student discipline in class and so on
3. Ideal micro teaching requires expensive costs and equipment as well as experts in technical fields and in education in general and educational methodology in particular
4. Micro teaching requires careful, detailed, logical and systematic planning, knowledge and implementation
5. Micro teaching, using colleagues as students, is just a play so it does not create a proper teaching and learning situation
6. Repetition exercises using the same students on the same material by the same people are boring. Therefore, in repeat practice students must be different
7. In micro teaching, there is a need for mutual cooperation, mutual openness, mutual activity, mutual initiative to achieve goals and solve problems together, from all individuals in micro teaching

8. Micro teaching alone is not enough, it must be followed by actual practice, in teaching and learning situations in training schools and in all educators' professional activities.

Furthermore, Zahra (2022, p.262) categorizes the difficulties that students often experience when micro teaching, including;

1. Lack of self-confidence
2. Use good and correct language
3. Difficulty determining a strategy or method
4. Difficulty conveying learning objectives
5. Difficulty choosing and using media
6. Difficulty giving appreciation
7. Difficulty explaining the material
8. Difficulty in adding RPP

It can be concluded that there are eight basic problems that are most often experienced by prospective teacher students, including lack of self-confidence which causes students to experience problems such as nervousness, forgetfulness, unclear voice volume, stiff language, difficulty using strategies or methods, difficulty conveying learning objectives. and difficulty choosing or using appropriate and effective media. Apart from that, some students also experience difficulties when carrying out apperception at the beginning of learning, which is an activity that is very important to do to build students' initial understanding regarding learning. The final problem experienced by prospective teacher students

is the lack of student understanding of the material being taught and the lack of student understanding in making lesson plans.

7. The Role of Micro Teaching Course

According to Sudarman (2021) the role of micro learning is very strategic in terms of preparing and developing the abilities of prospective teacher (educators). With micro learning, prospective teacher can practice the basic teaching skills they have learned before. With micro learning, prospective teachers are able to identify their weaknesses, mistakes and strengths. Broadly speaking, micro learning aims to shape the professionalism of prospective teachers as well as teachers. In addition, the functions of micro learning for prospective teachers or teachers are:

1. Receive feedback on their performance, in the form of information about their strengths and weaknesses.
2. Get the opportunity to find his "identity" as a prospective teacher or teacher.
3. Practicing mastery of teaching skills, be it opening, explaining, closing, asking questions, as well as in the use of learning media.
4. Find a suitable and appropriate model in learning, according to personality.

In addition, Saleha (2014) also said that the role of micro learning includes:

1. As an initial exercise to practice the theory of teaching skills that have been studied previously. Micro teaching learning is a process of

implementing the entire theory learned in the course into teaching practice.

2. Growing courage and confidence to convey ideas in front of others.
3. Practicing the ability to use language that is good and correct, and easy for others to understand.
4. Fostering cooperation with students in order to create an orderly and comfortable class for conducting the learning process.
5. Preparation for the Field Experience Practice (PPL).

In summary, micro teaching learning is critical for aspiring student teachers to strengthen their teaching skills before attending the real classroom. Provides potential teachers with the opportunity to learn a range of fundamental teaching techniques and understand when and how to apply them.

B. Teaching Readiness

1. Definition of Teaching Readiness

Readiness is a situation when a person has acquired a specific level of physical, psychological, spiritual, and skill maturity (Yusnawati, 2007). Meanwhile, according to (Slameto, 2010, p. 13) “readiness is the overall condition that makes it ready to respond or answer in a certain way to a situation. Adjustment of conditions at some point will affect the tendency to respond.”

Sadirman (2011, p. 22) states that teaching is also defined as an effort to create an environmental system that allows the learning process to occur, learning as an activity that cannot be separated from teaching activities. Meanwhile,

according to (Alma, 2010, p. 12) teaching is all efforts made intentionally in order to create a learning process for students in achieving the goals that have been formulated. In teaching, the teacher should not be arbitrary and must be really ready.

From the discussion above, it can be said that teaching readiness is the condition of a teacher who has good ability in responding to teaching and learning activities, both physically, socially and emotionally. As well as knowledge and ability in carrying out teaching tasks in carrying out the entire system of teaching and learning processes in accordance with the teaching abilities of students as prospective teachers.

According to Siswanto (2011, p. 95), there are various concepts and elements of readiness, as follows:

1. All areas that develop interact with one another (affect one another).
2. To profit from the experience, physical and spiritual development are also required.
3. Prior experience improves preparedness.
4. During the development stage, basic preparation for particular actions is developed in a certain period during the formation period.

It can be concluded that teaching readiness is a condition of a teacher or teacher who has good ability in responding to teaching and learning activities. Both in terms of mental, physical, social, and emotional. As well as knowledge and ability in carrying out teaching tasks in carrying out the entire system of

teaching and learning processes in accordance with the teaching abilities of students as prospective teachers.

2. Teaching Success Factors

Readiness in teaching is realized by teaching skills as a determinant of teaching success. This readiness should be owned and mastered by student teachers in carrying out their profession. According to Kamalia (2015, p. 37) in Suwarna, et al (2005, p. 20-22) basic teaching skills include:

1. Skills to motivate, by paying attention to and meeting the needs of students.
2. Presentation and communication skills, by explaining using simple language so that the information is easily accepted by students.
3. The skill of asking questions, using questions that can stimulate student activity.
4. Skills in the learning process, by making teaching readiness, fostering student activity in the teaching and learning process and managing the classroom in a conducive manner.
5. Develop students' thinking activities, by leading to inquiry learning and stimulating student reactivity.
6. Skills in conducting evaluations, by developing various evaluation techniques and tools.
7. Follow-up skills, by conducting remedial and developing teaching materials.

In short, as a prospective teacher or teacher must have and master several skills that will be used when teaching, with the skills possessed can create an effective teaching and learning atmosphere and can support the success of a teacher in achieving learning goals.

3. Factors Affecting Teaching Readiness

Basically, the factors that influence the readiness to become a teacher both come from within and from outside a person. Factors that come from a person include motivation, interests and talents, intelligence, independence, creativity, and knowledge mastery factors. Factors that come from outside include living environment, formal education, learning facilities and infrastructure as well as previous field practice experience. In addition, Slameto (2010) states the principles of readiness are as follows:

1. All aspects of development interact with each other.
2. Experience has a positive effect on readiness.
3. Basic readiness for certain activities is formed in a certain period during the formation period in the development period.

In conclusion, as a prospective teacher or teacher must pay attention to the above factors in an effort to achieve maximum learning goals.

4. Type of Readiness

Slameto (2013) said that psychological readiness includes aspects of mental, emotional, motive and knowledge conditions.

1. Mental Readiness

Mental readiness is a point of psychological maturity to accept and practice certain behaviors. In addition, Good also states that mental readiness is a certain will / desire that depends on the level of maturity, experience, and emotions of a person. Readiness shows the knowledge, skills and attitudes that a person has in relation to the next state that will be achieved by a person. Mental readiness on affective aspects, cognitive aspects, and psychomotor aspects. The indicators used in mental readiness are (1) having logical considerations, (2) having the willingness and ability to work together, (3) having the courage to take responsibility, (4) having the ability to adapt, (5) always trying to make progress, and (6) able to control emotions (Salamah, 2006).

In short, mental readiness represents a condition of a person's entire personality, not simply his soul. The condition of mental preparedness is the consequence of a person's growth and development throughout his or her life, and it is reinforced by the person's everyday experience.

2. Emotional Readiness

Pratama (2014) in Nana Syaodih (2011) emotions are a combination of several feelings that have a relatively high intensity, and cause turmoil in the inner atmosphere. Inside, there are emotions that lead to positive things and some that lead to negative things, including fear, anger, guilt, and love.

3. Motive Readiness

The word "motive" is defined as an effort that encourages someone to do something. Sardiman said that the motive is as a driving force from within and from within the subject to carry out certain activities in order to achieve a goal.

4. Knowledge Readiness

Pratama (2014) in Nana Syaodih Sukmadinata's psychology book (2011, p. 202) said that "Knowledge is obtained through various efforts to acquire knowledge, through reading, accessing the internet, asking questions, and attending lectures. Knowledge is mastered through memorization, question and answer, discussion, problem solving and application exercises.

5. Skill Readiness

According to Gordon in Sutan Fandy (2011), skills are the ability to operate work easily and carefully. This understanding tends to psychomotor activities, which include basic, technical, interpersonal, and problem solving skills.

Some of the types of readiness above can provide a reference as a person's knowledge capital to continue to increase teaching readiness in him that has been implemented well or not. Prospective teachers who wish to carry out teaching activities must have readiness including knowledge readiness, mental, motive readiness, emotional readiness and good skills readiness. Teaching without readiness will experience many difficulties, as a result, good teaching and learning results will not be obtained.

C. Relevant Study

As reference material in this study, the researcher found several previous studies related to this research. Previous research studies related to this research include research conducted by Indah Mayang Sari (2020) with the title an analysis of perceived benefits of students' microteaching to their teaching practicum class which found that micro-teaching is beneficial for them in developing basic teaching skills which consist of increasing teacher-student self-confidence, giving evaluations (feedback), improving student-teacher communication skills, improving teacher-student blackboard skills, improving student-teacher questioning skills, and developing student-teacher reinforcement skills. In addition, it was found that there were aspects of teaching practicum that had not been adequately covered in micro-teaching. These skills are class management skills, lesson planning skills, and time management skills.

In another study conducted by Pratama dkk (2014) entitled the effectiveness of micro-teaching courses against the preparation of field experience program students of engineering education 2010 university eleven March, found that: (1) Mental preparedness is in the high category, it is shown on the indicator of self-confidence with a percentage of 45.45%, optimism with 45,45%, responsibility with 52.27%, and realistic with 68.18%. It's all in the highest category. (2) Emotional readiness is in the low category, this is shown in the category of fear and anger which each obtains a percentage of 45.45%, wrong of 50,00%, and love of 63.64% which falls into the low and high categories. (3) Motive readiness was high, indicated by the indicator of the percentage of

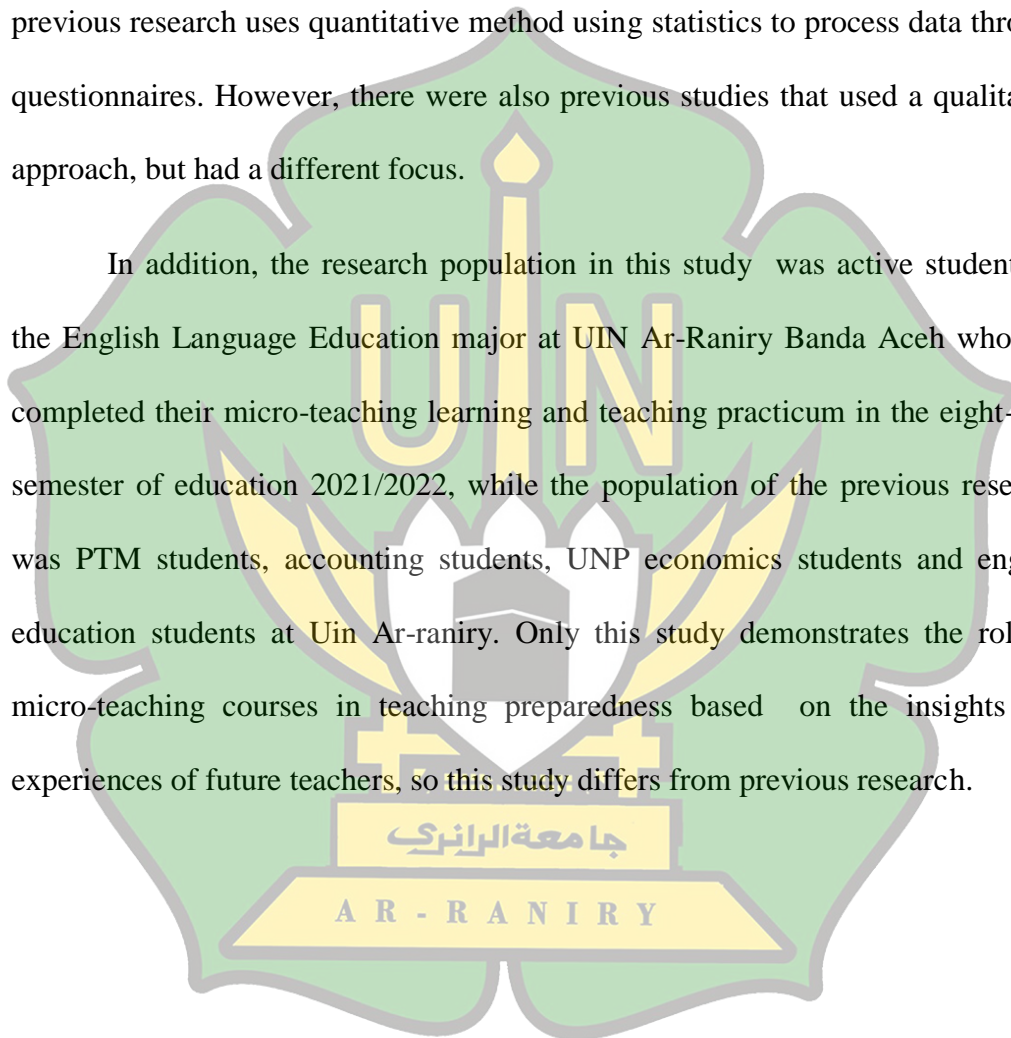
achievement of the goal of 40.91%, the boost of 36.36%, and the conditioning of 38.64% that falls into the high category. (4) Knowledge readiness belongs to the high category with a percentage acquisition of 63.64%. Skills are generally included in the high category, such as the basic literacy skills indicator in the middle category with a percentage of 47.73%, technical skills are also included in a category with 38.64%. While interpersonal and problem-solving skills are in the highest categories, each earned 50.00% and 52.27% respectively. The conclusion of this study is the effectiveness of Micro Teaching Course on the preparedness of the Field Experience Program covering aspects of mental, emotional, motivational, knowledge, and skills readiness.

Azizah et al (2019) in her research entitled student perceptions about the role of micro teaching courses on teaching readiness for UNP economics students found that there was a significant and positive influence between student perceptions of the role of micro teaching courses on teaching readiness, namely $\text{sig } 0.000 < 0,05$.

Another study conducted by Hafifah et al (2022) with the title the effect of learning micro teaching courses on teaching readiness of PPL FPEB students at the Indonesian University of Education found that there was a positive effect of micro teaching on teaching readiness of PPL students. Then the researcher calculated the coefficient of determination with a result of 43.5%. This shows that 43.5% of the variation in teaching readiness can be explained by the Micro teaching variable, while the remaining 56.5% is the teaching readiness variable influenced by other variables.

Although there are previous studies related to this study, the researchers found a research gap between the previous study and this study is study uses qualitative methods with interviews as data collection techniques, while the previous research uses quantitative method using statistics to process data through questionnaires. However, there were also previous studies that used a qualitative approach, but had a different focus.

In addition, the research population in this study was active students of the English Language Education major at UIN Ar-Raniry Banda Aceh who had completed their micro-teaching learning and teaching practicum in the eight-year semester of education 2021/2022, while the population of the previous research was PTM students, accounting students, UNP economics students and english education students at Uin Ar-raniry. Only this study demonstrates the role of micro-teaching courses in teaching preparedness based on the insights and experiences of future teachers, so this study differs from previous research.



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers several methodological aspects such as research design, data collection methods and data analysis methods used in this study to determine the role of micro teaching on students' teaching readiness in practicum classes at the Department of English Education, Ar-Raniry State Islamic University.

A. Research Design

According to Mohkarim (2010, p. 36) research is a process or action conducted methodically, rationally, and with forethought to gather, process, and evaluate data in order to identify answers to existing issues. Thus, research can be interpreted as carrying out an activity in order to reach a final conclusion. This research implemented qualitative method. It focuses on the role of micro-teaching learning on their teaching readiness.

A qualitative method with a descriptive approach was used in this research. Qualitative research involves the description and tends to utilize an analysis. The process and meaning are more emphasized in qualitative research. The theoretical basis is for guiding the research focuses in accordance with the facts in the field. Kriyantono (2006) mentions that, "Qualitative research aims to explain the phenomenon as deeply as possible through in-depth data collection". Qualitative research emphasizes the accuracy of the data gathered by researcher. the more in-depth and detailed the data collected, the better its quality will be.

Qualitative research is a mechanism used to emphasize important things in the form of phenomena, events, social phenomena, which can be used as lessons for developing theoretical concepts and can find out how about the lives of individuals and groups. Qualitative research was used because it was important to get in-depth data from the participants on the role of micro-teaching on their teaching readiness related to what they perceive and experience in teaching practice (Nugrahani, 2014). Hence, this research was expected to answer the research question.

B. Research Location and Sample

The location of this research is at Ar-Raniry State Islamic University, Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh City. The sample refers to data sources who are asked for some information in response to the problem in this study. To obtain the appropriate data, it is important to specify the informants who are competent and according to the data needs.

The sample in this research were active students of the English Education who had completed micro teaching class and teaching practicum courses in the eighth semester of the 2021/2022 academic year with a total of 44 students. Sampling based on key informants determined by researcher purposively with several considerations:

1. Has attended/passed micro teaching learning.
2. Have completed teaching practicum (PPL) in the eighth semester of 2021/2022.

3. Students carrying out PPL in Banda Aceh.
4. Students who get the highest grades/points.

Sampling was carried out based on their unique characteristics or experiences, attitudes and perceptions. As a participant's conceptual or theoretical categories develop during the interview process, the researcher look out new participants to test emerging patterns. The reason the researcher conducted research in that place was to obtain data on the role of micro-teaching class on teaching readiness that the participant had been through.

With these considerations, the researcher took a sample of 16 students to be interviewed regarding the title of the research. The reason the researcher took a sample of 16 people was because it was based on different schools or the researcher wanted to take a sample of one person per school and different grade levels. Basically, the placement of PPL students in the eighth semester of 2021/2022 is spread over 16 schools in Banda Aceh, with different levels starting from junior high school to high school. The number of PPL students majoring in English Education is 44 people.

C. Methods of Data Collection

In the data collection process, researchers need to consider how to gather data. data collection is used to obtain the research data (Sugiyono, 2016). In this study, researchers employed interviews as a data collection method.

An interview can review data by conversation between two or more persons for a specific goal. Interviews may be used to extract participants' thoughts,

experiences, values, and other aspects (Nugrahani, 2014). The interview aims to discover issues more freely, and the parties invited to the interview were questioned for their thoughts and views. When conducting interviews, the researcher must listen attentively and record what the respondent tells (Sugiyono, 2016).

A semi-structured interview was implemented. According to Bearman (2019), It is a list of topics corresponding to questions asked to participants that were improvised. In this type, the interviewer had to decide the critical question that needed to be expanded and what was distinctive to the research. active students of English Education who had completed their micro teaching and teaching practicum courses in the eighth semester of the 2021/2022 academic year were interviewed in this research. In addition, participants in this study were interviewed using English.

D. Methods of Data Analysis

Data analysis involves data reduction, visualization, and verification in this research. The three primary parts of qualitative data analysis have to be present as the connections between the three components will determine the direction of the final result of the research (Nugrahani, 2014).

1. Data Reduction

Data reduction seeks to sharpen, categorize, control, confirm and focus by deleting unnecessary information and narratively structuring data so that it can be

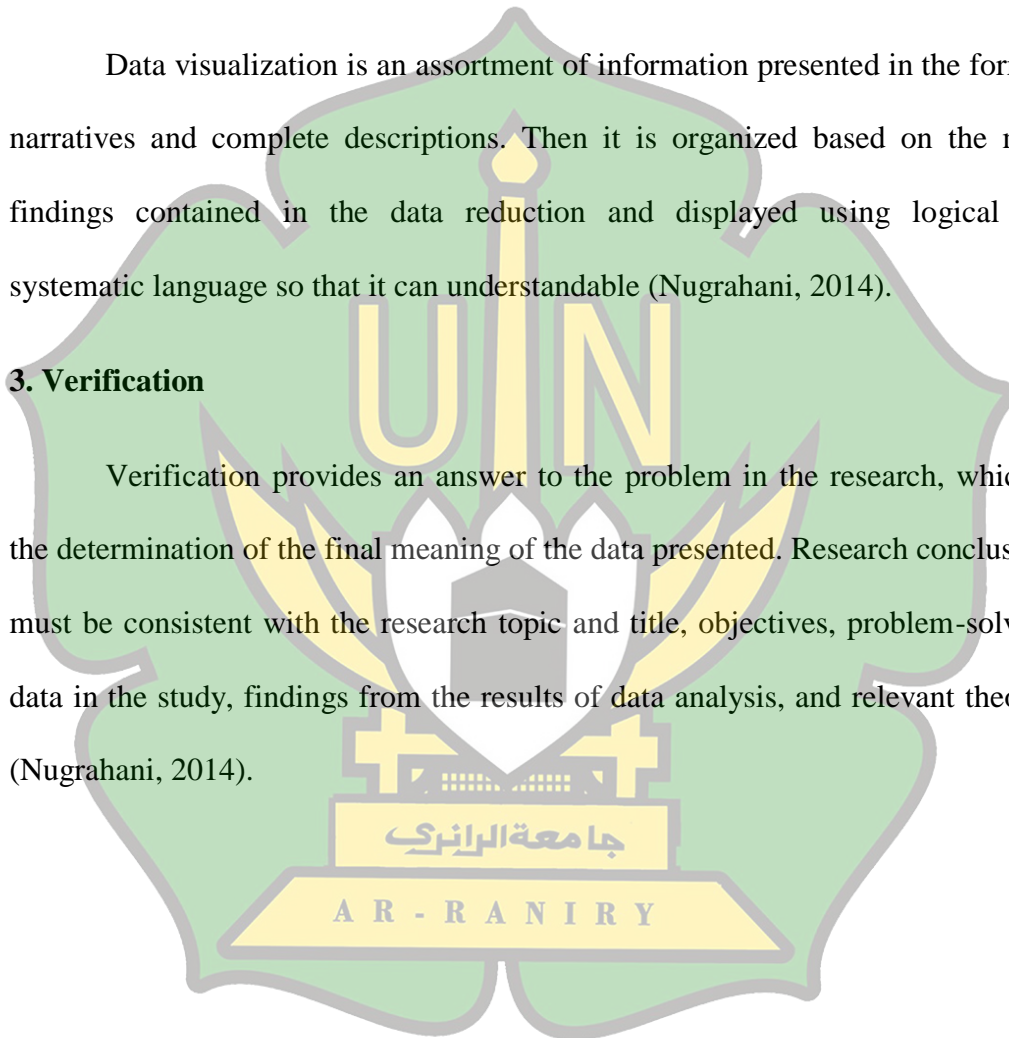
correctly understood and lead to conclusions that can be accounted for (Nugrahani, 2014).

2. Data Visualization

Data visualization is an assortment of information presented in the form of narratives and complete descriptions. Then it is organized based on the main findings contained in the data reduction and displayed using logical and systematic language so that it can understandable (Nugrahani, 2014).

3. Verification

Verification provides an answer to the problem in the research, which is the determination of the final meaning of the data presented. Research conclusions must be consistent with the research topic and title, objectives, problem-solving, data in the study, findings from the results of data analysis, and relevant theories (Nugrahani, 2014).



CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings which are a series of facts obtained during the research in the form of interviews. The information obtained from this research provides answers to the problem of the role of micro teaching courses on teaching readiness from the insights of EFL students at UIN Ar-Raniry University.

A. Findings

This chapter explains how students perceive the role of micro teaching in supporting teaching readiness. The participants in this study are active students majoring in English Education at UIN Ar-Raniry Banda Aceh who have completed their micro teaching and teaching practicum in the eighth semester of the 2021/2022 academic year. Sixteen (16) students were selected as participants. This study used semi-structured interviews in collecting data, they answered 21 questions to describe their knowledge or opinions on the research topic. Each student was given time to answer the questions to strengthen their opinions. The results of their answers were classified into several topics. From the results of the study, the researcher found several points related to the role of micro teaching course on teaching readiness. These role can be divided into three aspects, they are knowledge, psychology and skill.

1. The knowledge aspect

From the data of the research there are some role related to knowledge aspects can be noted. These aspects are classified into two categories, namely increase knowledge about teaching skill and provide space for self evaluation.

a. Increase knowledge about teaching skills

All participants agreed that micro teaching could help them in dealing with teaching practicum in the category of increasing knowledge about teaching skill. The knowledge gained during micro teaching really helps them in improving their teaching skills.

As AA said that:

As I have gone through, the micro teaching class is a fun class, because we can practice being a teacher before teaching students in class. Micro teaching also teaches me the order in teaching, student mastery tricks, as well as how to present subject matter and how to use language that is easy for students to understand.

Similarly, DA assumes that:

With the Micro Teaching class, in my opinion, it really helps students in teaching practice and adds insight and also gets responses that can improve their own teaching skills. In addition, the micro teaching class also learns basic skills in teaching such as sharing and discussion skills, asking questions, playing while learning and forming students into study groups.

RW believes that:

Micro teaching is a training method to improve the basic abilities and skills of a prospective teacher in teaching. One of the goals is to improve and develop the teaching performance of a teacher or prospective teacher. The basic skills that I often use when teaching are small group and individual teaching skills.

Similarly, ZR considers that:

Micro teaching class is really needed for all education majors because micro teaching class teaches teaching methods before leaving the field, micro teaching class aims to prepare prospective teachers to be more reliable in teaching. Apart from that, the important things that I got from micro teaching are how to open and close learning, skills in explaining learning and skills in managing classes.

Based on the result of the interview above, it shows that micro teaching class plays a very important role in helping their readiness to face teaching practicum in a real class. Micro teaching provides opportunities for prospective teachers to prepare and present lessons based on the basic skills that are selected and mastered. The more they gain knowledge about what and how to implement micro teaching, the less they make mistakes in teaching.

b. Provide space for self evaluation

All participants agreed that micro-teaching helped them in their teaching practicum in the feedback category. The feedback given in micro-teaching, really helped them in improving their teaching performance and skills.

As EA said that:

Yes, I can know this by assessing myself after being given time to teach. Then I can also know this from the feedback given by my friends and lecturers.

Similarly, M said that:

Micro-teaching is useful for getting new ideas in teaching by observing the performance of his colleagues. In addition, micro-teaching really helped me to teach more effectively. It allowed me to improve his teaching ability in a better way.

HS believes that:

Micro teaching is very helpful for the evaluation part of micro-teaching, the feedback given by lecturers and peers can develop my teaching skills. I gained a better understanding of my positive and negative sides in teaching from the point of view of our lecturers and friends. So, I can recognize my mistakes in my first teaching presentation and I will not make the same mistakes again in the second presentation.

Similar to NN, in the micro-teaching class, I got some very useful feedback when I did my teaching practicum. Especially for whiteboard skills, it sounds like a very simple thing but it has a big impact on me due to the fact that the way we organize how to write on the whiteboard is a very important thing for students' understanding.

Based on the results of the interviews above, it can be concluded that category micro teaching class provides constructive feedback for students. Criticisms from peers, supervisors and self-assessment help students to eliminate weak aspects of teaching and improve themselves better in developing teaching competencies. It is beneficial for students to improve their teaching skills and get new teaching ideas. Therefore, it can be a self-reflection to recognize their strengths and weaknesses that need to be improved.

2. The psychological aspect

In term of the psychological aspects micro teaching class helps students to have more confident in teaching and shape their identity as prospective teacher.

a. Increasing self confidence

All participants agreed that micro teaching helped them to have more confidence in teaching. During micro-teaching, the participants learn how to deal

with their anxiety in teaching. Some of the teaching practices they experienced in micro teaching class helped them to reduce their nervousness.

As MK said that I became more confident when teaching because I was prepared and did some practices on how to teach well in front of my friends who acted as students in the micro teaching class. So it can reduce my nervousness.

Similarly, DA believes that her confidence increased because the micro-teaching program allows students to get used to speaking in front of many people. As she mentioned: We know that in our micro-teaching class, we need to teach and speak in front of our peers. We are required to speak, learn the material and teach how to stand in front of the class. It teaches us to be more confident. So in the teaching practicum, we already know how to stand and speak in front of the students. Therefore, it really helps me to boost my confidence.

In addition, CS also added that according to my experience, even though I have practiced in the micro teaching class, it does not rule out the possibility that I still feel afraid or nervous to teach in class.

Different with ATP, I felt that micro teaching could not increase my confidence because during micro teaching I taught in front of people I knew. In fact, I became more afraid to teach in public because of it.

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The results showed that micro-teaching helped the participants to build their confidence. Micro-teaching gives student-teachers the opportunity to prepare and present lessons based on selected basic competencies. The more students practice, the more they can eliminate their mistakes in teaching. Also, they become more familiar with the classroom situation. As a result, it will increase their confidence because they have taken the time to teach in front of the class. But there were also participants who felt that micro teaching could not increase

their confidence because they had to teach in front of people they knew/teach in front of their classmates.

b. Finding identity as a prospective teacher

Some research participants agreed that micro teaching can help them find themselves as prospective teachers.

NN said that, micro teaching classes can help me find myself, because at the time of microteaching we are like already teaching in a real class, only the students are different, namely my own friends, with microteaching can increase my confidence when teaching.

In line with her, BF admitted that, micro teaching can help me in finding my identity because when teaching in micro teaching is really done seriously so I know my passion is indeed being a teacher.

Coupled with DA statement said that more or less micro teaching can help in finding his identity, but sometimes students are less effective in some people because the students are their own friends.

From the explanation above, it can be concluded that the participants felt directly that micro teaching class lead them to feel like a real teacher. So that participants can immediately find their identity. However, not all of them find their identity as prospective teachers during micro teaching class . At least, the role of micro teaching has given a little picture of how to be a good teacher in teaching.

3. The skill aspect

Another role of micro teaching class can be seen in the skill aspects which include providing initial experience in teaching and improving teaching skills and managing classes.

a. Providing initial experience in teaching

All participants in this study agreed that micro teaching can provide initial experience in teaching for students who have never taught before, so that they have an idea of how to teach in class and what to prepare before teaching.

As MS said:

Micro teaching is very helpful in preparing me in teaching in the future, such as PPL, especially for me who have never taught before with microteaching I have an idea how to teach in class, what I have to prepare. In addition, I also get a lot of input from lecturers to teach better.

Similarly, RW said:

I believe that the experience I get from micro teaching is very helpful for me when teaching in the real class, where micro teaching can provide initial experience for me in teaching.

BF also said that:

Micro teaching is very helpful in terms of providing initial experience because in class with micro teaching I get an idea of what real teaching is like in school.

In addition, DI also added:

That micro teaching also gives me meaningful experience in teaching, especially I am an introvert and my energy is drained when meeting many people, with micro teaching I can further increase my confidence to interact with the public.

Like each participant's answers above, it shows that micro teaching can help them in teaching. Micro teaching is very helpful in providing initial experience in teaching for them so that they do not feel anxious and afraid to teach in class. In addition, micro teaching can also train their mental readiness and increase their confidence.

b. Improving teaching and classroom management skills

All participants agreed that micro teaching helped them in their teaching practicum in terms of improving their teaching skills and managing the class well. As some of the opinions of the participants:

MS said:

With micro teaching, lecturers provide input and criticism related to teaching and managing the class. It really improved my skills. When my friend performs, I can assess which teaching techniques I can apply in my class.

The statement from MS is true, by doing this micro teaching gives us a lot of input from lecturers, friends and the surrounding environment.

In addition, IG also argued that:

Micro teaching classes are also taught and learn how to be a good teacher. And what must be prepared when before the teaching and learning process is carried out. And of course there is a simulation of being a teacher and student that occurs in micro teaching classes. The simulation aims so that students can or get an idea of how to manage the class.

This was also the case with NN:

NN said that I think micro teaching classes can improve teaching skills and manage classes for me especially, because with micro teaching classes we are taught not to be monotonous with several kinds of teaching styles and techniques in teaching.

AA also added that:

Micro teaching can improve skills and manage the class well because we have been trained before entering the real world to become a teacher, where PPL is an example in the real process of the initial stage in teaching directly to students.

ZR also said:

In terms of improving skills and managing the class well, this micro teaching should be done. Because in this class the lecturer repeatedly asks fellow students to teach and manage the class by taking turns every week to be teachers and students in front of the class.

Based on some of the statements above, it can be concluded that micro teaching can improve teaching skills and class management. In this category, students have been trained in advance on how to teach that is not monotonous with several kinds of teaching styles and techniques in teaching before entering the real world of teaching.

B. Discussion

After analyzing the data from the interviews, it is necessary to discuss it in this section. The purpose of this study is to find out students' perceptions of the benefits they get from the micro teaching program towards their teaching practice. In this study, there were 16 participants from the English Education Department of Ar-Raniry State Islamic University who had passed the micro teaching course

as their preparation program and applied the skills they gained in their teaching practicum.

The purpose of studying the benefits of the role of micro teaching on student teaching readiness is to provide teaching experience to participants before carrying out real teaching. By examining the role of micro teaching on student teaching readiness, the researcher can gain insight into how the role of micro teaching can help the researcher and the participants to develop their teaching skills and increase their effectiveness in the classroom.

The results of the interviews showed that the majority of the participants explained that micro teaching was one way that was needed in dealing with real teaching. This shows that the role is felt directly by the participants. In the knowledge aspect, namely increasing knowledge about teaching skills and providing space for self-evaluation. This also supports the findings of Indah Mayang Sari (2020) that micro teaching classes provide several benefits for candidates in developing their basic teaching skills which consist of increasing student-teacher confidence, giving evaluation (feedback), improving student-teacher communication skills, improving blackboard skills, improving student-teacher questioning skills, and developing student-teacher strengthening skills.

The first role is to increase knowledge about teaching skills. Where, micro teaching provides opportunities for prospective teachers to prepare and present lessons based on the basic skills that are selected and mastered. The more they

gain knowledge about what and how to implement micro teaching, the less they make mistakes in teaching.

The second role is to provide space for self-evaluation. Based on the interview data, it can be concluded that the micro teaching program has provided constructive feedback for student teacher candidates. Criticism from supervisors and self-assessment helps them to eliminate weak aspects in teaching and improve themselves better in developing teaching competence. This is very useful for students to improve their teaching skills and get new teaching ideas. Hence their shortcomings and needs to be improved. According to Chaundhary et al. (2015), micro teaching is a teacher training technique that provides opportunities for teachers to develop their teaching skills through independent practice and self-criticism.

The second aspect is the psychological aspect, namely increasing self-confidence and finding identity as a prospective teacher. The first role is to increase self-confidence. The results of the interviews show that not a few of the students who will carry out teaching in class really feel insecure or don't have the courage to face students or crowds. So, with the role of micro teaching, it can make them more confident and have courage in dealing with students. Because they have been trained before and know how to overcome fear or nervousness. So that their role can teach better. The results of this study are in line with the findings of Indah (2020) which states that micro-teaching helps participants to build their self-confidence. Micro-teaching provides opportunities for prospective teachers to prepare and present lessons based on the selected basic competencies.

The second role is to find identity as a prospective teacher. Which means that prospective teachers will find it easier to find their identity after taking this micro teaching class. Because, in this micro teaching they must be able to dedicate themselves as prospective teachers. Many of the students, teaching before facing class is actually only limited to carrying out obligations or completing courses. Therefore, researchers carried out this micro teaching research to hope that prospective teachers would find it easier to find their identity as prospective teachers in facing real teaching.

The last aspect that was felt directly by the participants was the role of micro teaching in the skills aspect. The first is to provide initial experience in teaching and improve teaching skills and managing classes. The first role providing initial experience in teaching. The results of this study indicate that the participants are greatly helped by this micro teaching class. Where, they get initial experience in teaching preparation that they will face so they don't feel anxious and afraid to teach in class. In addition, micro teaching can also train mental readiness and increase their self-confidence. The results of this study are in line with the findings of Hafifah et al (2020) who found that the indicator of having experience in teaching was in the ready category with an average of 41. This means that the role of micro teaching has a positive effect in supporting prospective teacher teaching readiness.

The second role is to improve teaching skills and manage classes. Usually, students suddenly face many problems in class. So with the role of micro teaching, students can better manage the problems that exist in the class

and students are also expected to be able to improve their teaching skills even better. So as not to cause boredom of students in the learning process and can make the teaching and learning process conducive. The results of this study are related to the findings of Azizah (2019) who found that indicators of class management skills were in the very good category, for both women and men. Where, with an average male 4.17 and an average female 4.25. On the other hand, this finding is also in line with the findings of Hafifah et al (2020), where the results show that the indicators for teaching and managing classroom skills are in the high category with an average of 3.9. Which means that the role of micro teaching in the category of improving skills and managing has an important role for prospective teachers.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provide two parts, conclusion and recommendation. The conclusion presents the results of the research explained in the previous chapter. While in the second part, it provides some recommendations based on participants' opinions on the role they get in Micro Teaching. These recommendations are be useful for improving micro teaching programs in the future and also for further researchers who will research in the teaching context.

A. Conclusion

Based on the research findings and discussion in the previous chapter show that participants felt that micro teaching prepared them to improve their teaching quality. Micro Teaching provides them with teaching experience that is very valuable and can improve their teaching skills. It is beneficial for student-teacher in developing basic teaching skills related to providing increasing knowledge about micro teaching, evaluation (giving feedback), increasing courage or confidence, find their identity as prospective teachers, initial experience in teaching and improving teaching and classroom management skills. Therefore, this micro teaching program provides many benefits for participants in teaching preparation and skills and can reduce their mistakes in facing real teaching.

However, this study also identified some aspects of teaching practice which are least covered in micro teaching. These aspects are classroom

management, lesson plans and time management. Thus, the micro teaching program still has some shortcomings that need to be enhance in the future.

B. Suggestion

Based on the results described above, the researcher offers some suggestion for prospective teacher, English lecturer, English department and future reasearcher.

1. For Prospective Teacher

This research hopes can provide greater knowledge on prospective teacher students regarding the advantages of micro teaching programs. Micro teaching offers a good teacher training program to prepare and train student teachers become professional teachers in the future. Hence, they need to learn seriously during the micro-teaching course since it has an essential role in increasing the quality of prospective teachers in teaching competence.

2. For Lecturers of English Education Department

It is recommended for lecturers who teach in micro teaching classes to provide criticism and suggestions for students. The critique should be constructive and useful. The constructive feedback students receive after performing is essential to determine their strengths and weaknesses and to focus on areas where they need to improve. It greatly helps them in acquiring proficiency in various teaching skills, competencies and professional experience. As such, micro-

teaching lecturers are required to provide effective preparation, guidance, training and suggest appropriate teaching styles/methods to students.

3. For the Department of English Education

The results of this study can be taken into action for the improvement of micro teaching programs in the future. The duration of micro-teaching can be set longer because it is very useful to develop the teaching skills of student-teachers. Furthermore, the English department staff should choose qualified lecturers in the field of teaching, especially those who master pedagogics to teach micro-teaching classes and understand the latest issues in education. This way, student teachers will not be surprised by the various situations in the actual school context.

4. For Future Researchers

This study limits students of the English Education Department. Other researchers are expected to examine the same issue throughout FKIP UIN Ar-Raniry. Moreover, this study implemented interviews to get their perceptions of the role of micro-teaching in their teaching readiness. Due to this study's imperfections, I hope other researchers will dig deeper into this theme as a whole. Hopefully, future researchers will find more roles perceived by students or prospective teachers from micro-teaching programs on their teaching readiness.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-11799/UN.08/FTK/KP.07.6/09/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022

MEMUTUSKAN

Menetapkan :
 PERTAMA : Menunjuk Saudara
 1. Syarifah Dahliana, Ph.D.
 2. Siti khasinah, S.Ag., Mpd
 Untuk membimbing Skripsi :
 Nama : Adriyati
 NIM : 180203015
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The role of micro teaching course on teaching readiness
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua

KEDUA : Pembinaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 06 September 2022


 Dekan

Lampiran
 1. Rektor UIN Ar-Raniry (sebagai laporan)
 2. Ketua Prodi FBTk, Tarbiyah dan Keguruan
 3. Pembimbing yang bersangkutan untuk dimukahi dan dilaksanakan
 4. Mahasiswa yang bersangkutan
 5. Jnsj



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Nomor : B-5249/Un.08/FTK.1/TL.00/04/2023
Lamp :-
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Ka. Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa Aktif Prodi Pendidikan Bahasa Inggris Tahun Ajaran 2021/2022

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ADRIYATI / 180203015**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Rukoh, Ir. Ayah Bunda Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Role of Micro Teaching Course on Teaching Readiness*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 April 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Mei 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

1. Do you like teaching? Why?
2. So far, do you think you have good English teaching skills?
3. What preparations did you make before teaching the class?
4. Regarding micro teaching, what do you think about micro teaching classes?
5. Is the micro teaching class effective in helping you prepare for the PPL class?
6. Is the micro teaching class can improve your teaching skills and manage class? Why?
7. Can micro teaching help you to find your identity as a prospective teacher?
8. After micro teaching, can you find out your strengths and weaknesses in teaching?
9. Is micro teaching effective in helping to train your ability to use good and correct language so that it is easy for others to understand?
10. After participating in micro teaching, have you had the courage to teach in front of the class?
11. What basic skills do you often use when practicing teaching in micro teaching?
12. After attending the micro teaching class, how prepared are you to teach when you are in the PPL class?
13. What motivates you to participate in PPL activities?
14. One of the indicators used in mental readiness is the ability to adapt. Have you applied the ability to adapt to school at this time?
15. Do you have the will and ability to work together at school?
16. What are the difficulties you face in carrying out all the teaching skills processes?
17. After completing the microcourse, what preparedness did you get and then you applied it to the PPL class?
18. How do you control your emotions when the class conditions are not conducive?
19. How do you try to create an active classroom atmosphere?
20. In general, do you think micro teaching course really help to develop your english teaching skills? How?
21. Do you have any suggestions related to micro teaching course?

AUTOBIOGRAPHY

1. Name : Adriyati
2. Place/ Date of Birth : Krueng Kluet, January 21th 2001
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 - c. Name of Mother : Salwati
 - d. Mother's Occupation : Housewife
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 - b. Junior High School : Dayah Perbatasan Minhajussalam Subulussalam Utara
 - c. Senior High School : SMAN 1 Subulussalam Utara
 - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, September, 23th 2023

The writer,

Adriyati