

**AN ANALYSIS OF PERCEIVED BENEFITS OF STUDENTS'
MICROTEACHING TO THEIR TEACHING
PRACTICUM CLASS**

THESIS

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BANDA ACEH
2020 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirement for The
Bachelor Degree of Education in English Language Teaching

by:

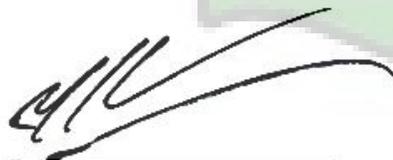
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in front of the board of the Examination for the working paper
And has been accepted in partial fulfillment of the requirements
For the Bachelor Degree of Education in English Language Teaching

On:

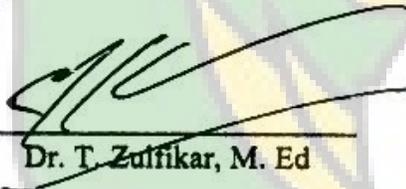
Wednesday, 15 January 2020
19 Jumadil Awal 1441 H

In Darussalam, Banda Aceh

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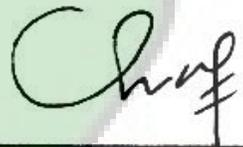

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**An Analysis of Perceived Benefits of Students' Microteaching to Their
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adalah benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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ACKNOWLEDGEMENT



First of all, praises to Allah SWT, the Almighty, the Most Gracious, the Most Merciful who always gives me blessing, health, strength, and knowledge to finish this thesis. Peace be upon to Prophet Muhammad saw, together with his family and companions who struggled to bring us the *ummah* from the darkness to the right path.

My deep appreciation and gratitude to my supervisors Dr. T. Zulfikar, M.Ed. and Nidawati, M.Ag for the enormous help, advise, encouragement, and feedback throughout the struggle of my thesis writing. Furthermore, I would like to thank to all English Language Education lecturers and staffs who have inspired me, guided and helped me during my study in this department.

This journey would be impossible without the support of my family. A special gratitude, I would like to address to my beloved father, Muhammad Jamin and my dearest mother, Mardhiah. My parents are indeed my forefront supporters who prayed, encouraged and motivated me a lot in writing thesis. My appreciation is also extended to my siblings, Dewi Agustina and Miftahul Khairi. May Allah grant my family jannah for their great kindness, patience, endless love and everlasting financial, moral, and emotional support.

Abundant thanks go to my academic friends especially to Nelly Wahyuni, Elvira Salma, Erita Amilia, Humaira, and UNIT 08 for all the precious time and all

memorable moments we have been through together in college. My special mentions are for my Man Model's best friends Ridha Maulia and Nurul Hikmah for always be there to encourage me. The special thanks also go to Selvi Nadilla and Riska Amelia who always be with me in my happy and sad times. Last but not least, I would also really thank for everyone who took part in my life journey that I cannot mention all of your names here. May Allah replace all your kindness that you gave to me with happiness and ease you in any problems you face in your life.

Finally, due to the shortcoming of this study, suggestions and comment are really meaningful in order to reduce its weakness and improve the quality of the writing. I hope this thesis will give valuable contribution for the readers.

Banda Aceh, December 18th 2019
The writer,

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ABSTRACT

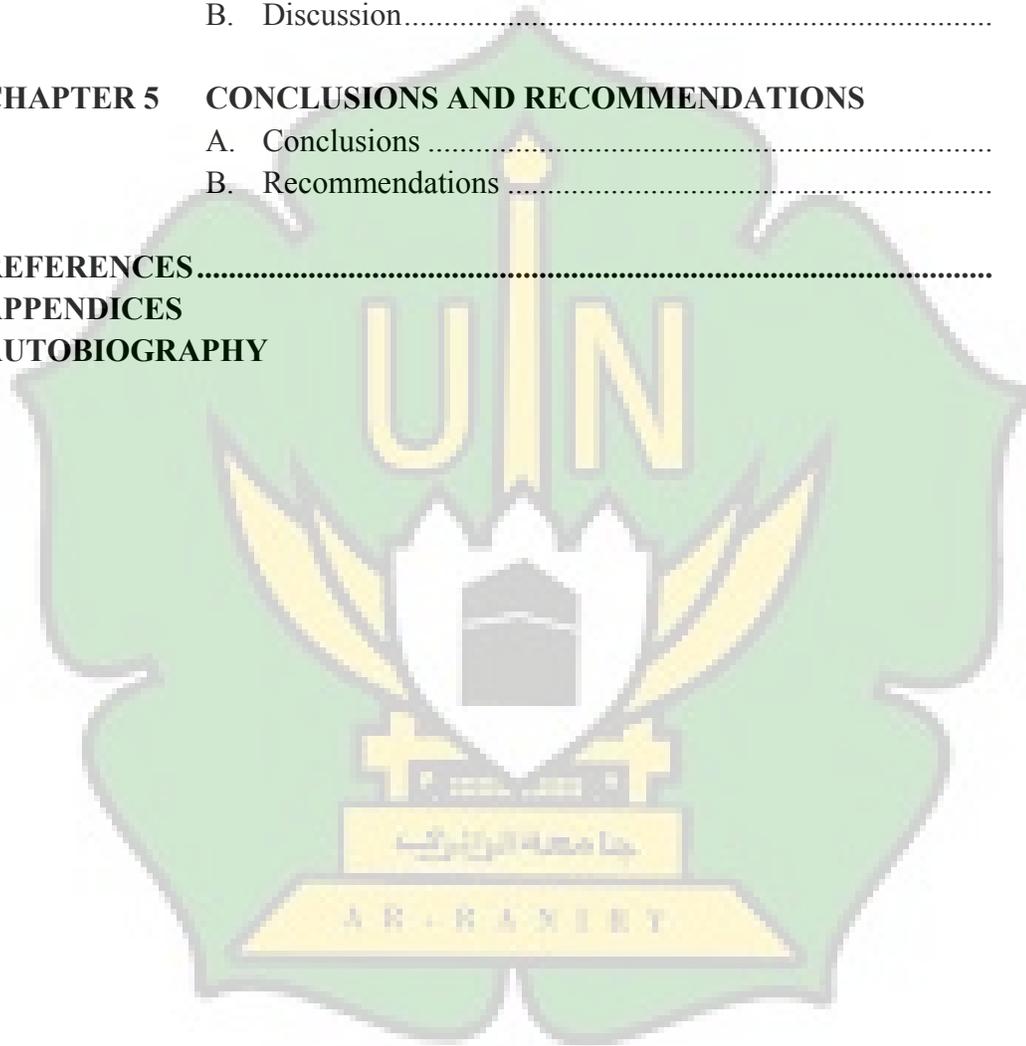
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Main Supervisor : Dr. T. Zulfikar, M.Ed
Co-Supervisor : Nidawati M.Ag
Keywords : Benefit, Micro-Teaching, Teaching practicum

The aims of this study are to investigate student-teachers perception on the benefits of micro-teaching to their teaching practicum class and identify the aspects of teaching practicum that have not been sufficiently covered in the micro-teaching. The data obtained from student-teachers are beneficial in informing teacher education program on how to equip them to become competent, professional, and qualified teachers as their profession in the future. The participants of this study were the last year students who are majoring in Department of English Language Education at State Islamic University of Ar-raniry Banda Aceh who had taken micro-teaching course and teaching practicum (PPL Program) which consisted of ten student-teachers. This qualitative research used semi-structured interview and reflective journal entries as instruments to collect the data from participants. The findings indicated that the micro-teaching was beneficial for them in developing their basic skills of teaching which consisted of boosting student-teachers' self-confidence, the evaluation given (feedback), enhancing student-teachers' communication skill, improving student-teachers' chalkboard skill, increasing student-teachers' questioning skill, and developing student-teachers' reinforcement skill. Furthermore, it was found that there were the aspects of teaching practicum that have not been sufficiently covered in the micro-teaching. They were classroom management skill, lesson plan skill, and time management skill.

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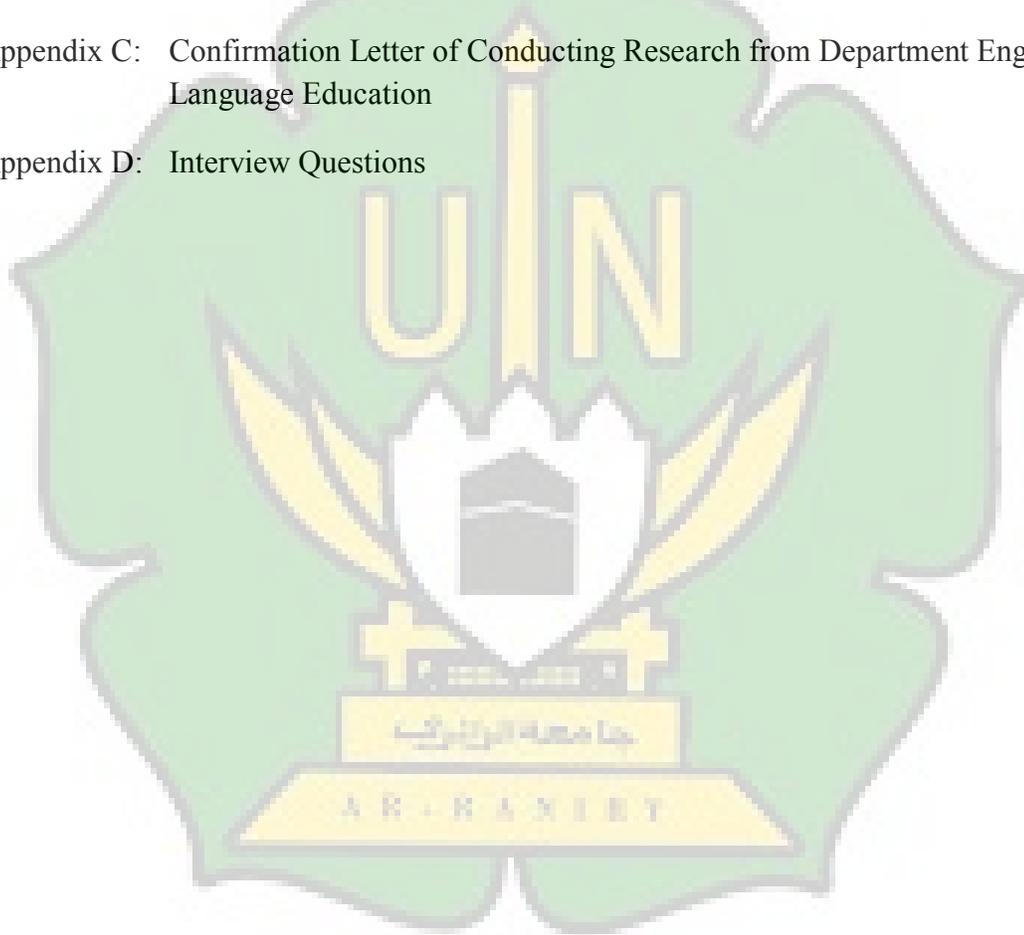
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CHAPTER I

INTRODUCTION

A. Background of the Study

The Faculty of Education and Teacher Training of Ar-Raniry State Islamic University has a role to produce teacher candidates. In addition, to obtain student-teachers who are professional and competent in teaching, the faculty of education has prepared programs to educate them, namely micro-teaching and teaching practicum (PPL). These programs are crucial because it will give tremendous opportunities for student-teachers to explore the ability to teach professionally and successfully.

Before taking teaching practicum (PPL), student-teachers have to take a course which concern in teaching, namely micro-teaching. Micro-teaching is a course to develop student-teachers' basic skills in teaching such as the way how they start teaching class, steps in learning activities until the end of the teaching-learning process. To achieve these aims, student-teachers should be given the opportunity to practice their teaching skills with proper guidance that will contribute to their self-development (Ozbal, 2019). It can help student-teachers to train them in improving their skill of teaching theoretically and practically. In micro-teaching class, they will do a simulation as a real teacher and implement the theories that they have learned into real teaching situations.

In addition, micro-teaching provides more conducive classes where student-teachers can prepare themselves to reduce anxiety when they face real classes with various backgrounds of students. More importantly, after demonstrating the teaching - learning process student-teacher will receive constructive feedback from their classmates and lecturer on their performance. Student-teachers believed that the micro-teaching program gave valuable opportunities to evaluate their strengths and weaknesses in teaching (Saban & Ahmet, 2013). Therefore, micro-teaching is a crucial subject for student-teachers to train and prepare them on how to teach well in the future.

Moreover, micro-teaching gives a great opportunity to master teaching strategies. Student-teachers know how to attract students' attention and able to convey the material to be more interesting. As a result, students can comprehend the material easier so that the goals of all learning processes in education can be achieved. According to Rahayuningsih (2016), the development of teaching materials creatively and appropriately based on learners' needs is crucial in order to get the success of learning activities in the classroom. Also, by learning to teach, the student-teachers are expected to teach well during teaching practicum (PPL) in any school.

After taking a micro-teaching course, student-teachers have to take a teaching practicum (PPL) course in the next semester of their study. Teaching practicum (PPL) is a program designed for students to allow them applies various knowledge, attitude,

and skills in the learning. Tuli and File (2009) argued that teacher education program must objective to develop and shape the knowledges, skills, and attributes of student-teachers to prepare them to teach effectively in the schools atmosphere. The aim of teaching practicum (PPL) is to train student-teacher to have actual experience about the learning process which can lead them to develop themselves as professional educators who have attitude, knowledge, and skills needed in their profession as teachers before they become a real professional teachers. Hoping that they become qualified teachers based on the demands related to their profession. As stated by Shah and Masrur (2011) the quality of education is directly related to the quality of their teachers. Therefore, to get the success of teaching practicum (PPL), student-teachers have to through theoretical and practical preparations so that they do not feel stiff in front of students because they have already carried out learning exercises before entering the field (school).

However, the situation between the micro-teaching class and teaching practicum is different. In teaching practicum, every student-teacher will be placed in a real school context. It means that they have to deal with different abilities and characters of students in real classroom situations. On the other hand, student-teachers not only know about teaching strategies in the classroom but also competent to create learning device especially lesson plan, annual program, semester program, syllabus, etc. Based on my experience as a student-teacher who had done teaching practicum, I still found some problems during teaching practicum even though student-teachers have been trained to be a professional teacher in the micro-teaching

program. Other student-teachers might also experience similar things. This statement was supported based on my interview with several student-teachers who stated that they found many different situations when they conducted teaching practicum (PPL) at real school based on what they have got in micro-teaching. Çelik (2008, as cited in Arslan & Ilin, 2018) argued that the aspects lead to stress during teaching practicum should be identified and important prevention should be taken to minimize some problems.

Additionally, I found some previous studies related to this research. The first previous study is, Bulut (2016) studied the effect of micro-teaching applications practiced by the preservice teachers in the scope of first Turkish reading and writing lesson on their verbal communication skills. The objective of this research was to find out the preservice teachers' view in relation to the effect of the micro-teaching application on their verbal communication skills. The result revealed that micro-teaching applications made a significant contribution to develop verbal communication skills such as stress, intonation, and diction.

Moreover, another research was conducted by Ardiansyah (2018) who investigated the correlation between micro-teaching scores and the ability of teaching practice. The method of the research was quantitative. The finding of the study showed that there was no significant correlation between micro-teaching scores and the ability of teaching practice during preservice teaching

Even though many studies have been carried out on the effect of micro-teaching on their teaching ability, none has researched an analysis of perceived benefits of students' micro-teaching to their teaching practicum class at the English Department in Islamic State University of Ar-Raniry. Therefore, this research intends to fill in the gap by exploring the student-teachers' perception on the benefits of micro-teaching class to their teaching practicum as adequate preparation for the real teaching task and the least aspects of teaching practicum that have not been sufficiently covered in the micro-teaching.

B. Research Questions

Based on the purpose and title determined for this study, there are two research questions that become guidance in the process of conducting research as follows:

1. How do student-teachers perceive micro-teaching class? Do they see that the class is adequate preparation for teaching practicum?
2. What are the aspects of teaching practicum that have not been sufficiently covered in the micro-teaching?

C. The Aims of the Study

The aims of this study are:

1. To investigate student-teachers' perception about micro-teaching class toward teaching practicum.
2. To identify the aspects of teaching practicum that have not been sufficiently covered in the micro-teaching.

D. Significance of the Study

Based on the problem statements, this research is expected to give some benefits as follows:

This research is expected to enrich the theory and reference with a similar problem which is relevant to this research and to enrich the finding of the previous research related to micro-teaching. This study is expected to overcome student-teachers constraints during teaching practicum in the actual classroom context. Therefore, student-teachers are expected to develop the art of teaching creatively in the micro-teaching course before they will practice teaching at schools.

In addition, this research has significance to be the reflection for the faculty of English Education Department of State Islamic University of Ar-Raniry to improve the important role of the micro-teaching program in training and preparing student-teachers in teaching effectively and creatively that can enhance the ability of student-teachers' teaching competence before they will practice teaching in the real field. More importantly, all the problems faced by student-teachers during teaching practicum can notice for the best solutions and beneficial to improve the quality of the micro-teaching program in the future.

E. Terminology

1. Micro-teaching

Micro-teaching is a learning model for training student-teachers on how to teach well before they will practice teaching in real classes. In the micro-teaching program, they will be trained the basic skills in teaching so that the process of teaching and learning activities can run effectively. Therefore, the micro-teaching program is important to prepare them on how to be a professional teacher. According to Musa (2014), “Micro-teaching is a teaching method which is especially used in the pre-service training of teachers and it aims to train prospective teachers by making systematic trials in terms of their teaching behaviors”.

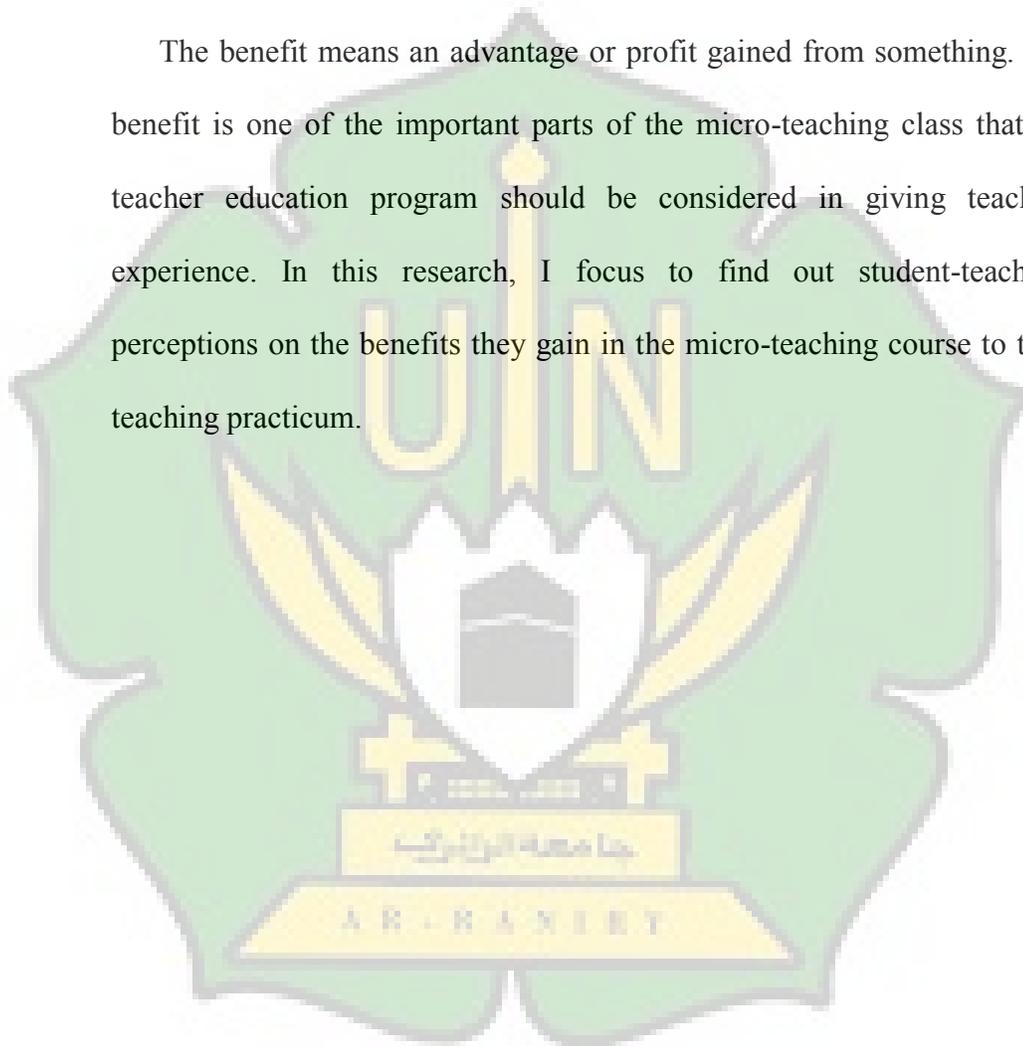
2. Teaching practicum/ PPL(Praktik Pengalaman Lapangan)

Teaching practicum or in Bahasa Indonesia known as PPL (Praktik Pengalaman Lapangan) is a program in teacher education that student-teachers have to complete to give them actual experience in teaching at school as their profession to be a real teacher in the future. Darling-Hammond (2006, as cited in Sulistiyo, Mukminin, Abdurrahman, & Haryanto, 2017) stated that the teaching practicum is one of the required subjects that student-teachers must complete in order to have adequate opportunities to practice what they have learned during their course work in real school classrooms. Latifah (2014) defined the teaching practicum

program is an activity which aims to prepare pre-service teachers through an actual classroom teaching practice at schools.

3. Benefit

The benefit means an advantage or profit gained from something. The benefit is one of the important parts of the micro-teaching class that the teacher education program should be considered in giving teaching experience. In this research, I focus to find out student-teachers' perceptions on the benefits they gain in the micro-teaching course to their teaching practicum.



CHAPTER II

LITERATURE REVIEW

This chapter discussed the literature related to this research. It provided a theoretical background on the benefits of micro-teaching towards teaching practicum. Thus, the chapter contained the following headings: definitions of micro-teaching, the aims of micro-teaching, the benefits of micro-teaching, phases of micro-teaching, characteristics of micro-teaching, definitions of teaching practicum, aims and functions of teaching practicum, and the problems student-teachers face during teaching practicum.

A. Micro-Teaching

1. Definitions of Micro-Teaching

One of the most important methods used to prepare student-teachers for the teaching profession is micro-teaching. Micro-teaching is a teacher training technique which facilitates the student-teacher to practice and master the skill of teaching. According to Remesh (2013), micro-teaching provides an actual teaching situation for developing skills and assists to gain deeper knowledge regarding the art of teaching. For these reasons, it was considered as one of the crucial elements in the teacher education program. The teacher training program will not be successful without involving student-teachers to demonstrate skills into action. By demonstrating teaching in micro-teaching session they are expected to comprehend and acquire the pedagogical skill for

their profession. It aims to shape the behaviors of teacher under training based on the specified objective.

The history of micro-teaching was started in the early 1960s at the Stanford Teacher Education Program at Stanford University, California, United State of America. It was first developed by Dwight W. Allen and his colleague at Stanford University in 1963 (Ping, 2013). After the introduction, some teacher education institutions started to use it and considered it as an effective training tool in teachers' preparation programs. Kilic (2010) claimed that micro-teaching has been used not only in teacher education programs but also in other teaching-learning situation, such as in anthropology, medicine, and many other classes.

There are some definitions of micro-teaching explained by the experts. Uzun (2012) defined it as a method basically used in the teacher education program to train student-teacher regularly by allowing them to practice teaching activities as a real teacher in the classroom. Micro-teaching is a teacher training technique which provides teachers a chance to develop their skills of teaching by self-practice and self-criticism (Chaudhary, Mahato, Chaudary, & Bhatia, 2015). According to the other experts, micro-teaching can be defined as a simulation which is designed systematically for the teacher candidates in exploring pedagogical experiences, reducing their fault in teaching before they start their teaching practices in real classes, mainly

implement the knowledge about teaching that they have learned into action (Bulut, 2016).

In short, micro-teaching is a technique that gives student-teachers a valuable opportunity to test their pedagogical skills, gain new ideas in teaching techniques and strategies, adopt new teaching and learning strategies and be able to evaluate strengths and weaknesses in teaching.

2. Aims of Micro-Teaching

There are several aims of micro-teaching in the teacher education program. In general, micro-teaching is an innovation in teacher education programs which aims to develop the basic teaching competencies. The teachers should obtain personal, professional, pedagogical and socially competent. Razali and Zulfikar (2018) argued that having acquired these competencies, teachers are trusted to have been well-trained to involve in effective teaching. Therefore, student-teachers can improve these competencies in their micro-teaching class.

In addition, Kusumawati (2015) divides the aims of micro-teaching into: (1) to understand the basics of micro-teaching; (2) to train student-teachers in designing lesson plan; (3) to establish and improve basic teaching-based competencies; (4) to establish and improve basic and integrated teaching based competencies; (5) to establish personality competence; and (6) to establish social competence.

In conclusion, the main objectives of micro-teaching are to train student-teachers to have adequate pedagogical knowledge and enable them to acquire a number of teaching skills. Gurbuz (2015) explained that micro-teaching helps student-teachers to evaluate their teaching through constructive comments and to get more experience before starting the teaching profession.

3. The benefits of Micro-Teaching

Micro-teaching has a lot of advantages for student-teachers in the teacher education program. Reddy (2017) asserted that micro-teaching is a program for student-teachers to develop their teaching competences. He mentions several benefits of micro-teaching course. First, it supports student-teachers to practice. Micro-teaching assists them in developing and increasing various skills in training. Furthermore, it gives more knowledge about some techniques of teaching. Second, it boosts the confidence of student-teachers. It effectively increases the confidence level of the student-teachers due to several activities and practices in micro-teaching. Third, it promotes systematic lesson planning. Lesson planning is one of the most important skills that must be had by a teacher. Therefore, the micro-teaching program helps the student-teachers to prepare a systematic lesson plan within a given content. Fourth, it gains instant feedback. Micro-teaching enables the student-teachers to obtain instant feedbacks from the supervisors. Feedback gives more potential for reducing mistakes. Fifth, it provides student-teachers

master a number of skills. This program helps in mastering teaching strategies and skills like lecturing, questioning, probing, and initiating discussion.

In addition, the benefits of micro-teaching as stated by Ajileye (2013) and Göçer (2016) that it affords student-teachers to become competent in designing effective teaching aids, writing lesson plans, stating lesson objectives and delivering their lessons as well as to overcome mannerism, stress, nervousness and other semantic barriers which hinder performance in front of the audience and supervisors. Furthermore, Ismail (2011) stated that a micro-teaching program provides student-teachers with a simulated environment to implement the theories that they have obtained into practice and to increase confidence and teaching skills when doing a brief lesson to their classmates who act as students.

Moreover, according to Subramaniam (2006, as cited in Peker, 2009), the micro-teaching program provides student-teachers with some benefits. They are: 1) it exposes student-teachers to the reality of teaching, 2) it introduces student-teachers to their roles as a teacher, 3) it helps them to see the importance of planning, making decision, and implementing instruction, 4) it enables them to develop and improve teaching skills, 5) it assists them boost their confidence in teaching.

To conclude, micro-teaching is really useful for student-teachers to coach them before taking teaching practicum. It gives many benefits for them to improve their teaching skills. Therefore, through micro-teaching, it can help them to get more knowledge and develop their ability in teaching as a teacher to teach effectively.

4. Phases of Micro-teaching

Otsupius (2014) summarized the micro-teaching process in three phases they are:

a. Pre-Active Phase (Knowledge Acquisition Phase): It involves the activities such as the teacher trainee

- being provided with knowledge about teaching skills
- being able to observe the demonstration of teaching skill and
- being able to analyze and discuss the demonstration of the teaching skill.

The main objective of this phase, the teacher trainee learns about the skill and its mechanisms through illustration, discussion, and demonstration of the skill given by the expert. He/she will get a deeper knowledge about the skill which is useful in the teaching-learning process. He/she evaluates the skills about teachers' behavior which are needed to be practiced. The teacher trainee has the opportunity to gain information on the basic skill of teaching from the demonstration. He/she discusses and clarifies each aspect of teaching skill.

b. Inter-Active Phase (Skill Acquisition Phase): This phase emphasis the teacher trainee to practice the teaching skill

- Planning and preparing of micro lesson for a skill.
- Practicing the skill.
- Evaluation of the practiced skill (feedback).
- Re-plan, Re-teach and Re-feedback till the desired level of skill is reached.

The purpose of this phase is to enable the teacher trainees to practice a micro-lesson in front of their colleagues who act as a student. They practice the teaching skill that was planned and prepared by them. After the teaching session, they will get feedback from the lecturer and their colleagues. According to the given suggestions, the teacher trainees prepared the lesson plan again and re-teach micro- lessons to their colleagues. They may change their methods and strategies. After practicing the second micro-lessons, the lecturer and peers give their critiques which are about the worst or better sides between first and second performance. Feedback is given to teacher trainees to evaluate their strengths, weaknesses to improve the weak side. So, it can change the behavior of the teacher trainee and master the skill of teaching.

c. Post-Active Phase (Transfer Phase) includes:

- Giving an opportunity to use the skills in normal classroom teaching
- Integrate the dissimilar skill practiced

The purpose of this phase is to enable the teacher trainee to integrate all the teaching skills and implement to real classroom situation after obtaining and mastering each skill.

5. Characteristics of Micro-teaching

Micro-teaching is a method to provide experience to the student-teachers in practice-based teaching environments. Mahmud and Rawshon (2013) stated that micro-teaching is an instrument for teacher training and it offers the student-teachers a chance to practice teaching activities under controlled and simulate circumstances. In the micro-teaching, there are some things that should be recognized by student-teachers before teaching simulation in the class. They must know the method to be used because they have a short time to achieve learning objectives in the micro-teaching class. Yasemin (2016) argued that micro-teaching could be defined as the implementation of the knowledge and skills related to teaching in a controlled class and limited time. Student-teachers select a topic and prepare a lesson between 5 to 10 minutes, in which 10 to 15 students are involved (Onwuagboke, Osuala, & Nzeako, 2017). Therefore, student-teachers

should choose a suitable method with the materials to be taught so that the available time can be utilized properly.

In addition, the student-teachers also receive feedbacks from the instructor and their own friends in the micro-teaching class. Utami, Mashuri, and Nafi'ah (2016) explained that micro-teaching provides student-teachers with a practice set of instruction in which the normal complexities of the classroom are reduced and in which they receive a great deal of feedback in his/her performance. As a result, by knowing the feedback in the learning process, student-teachers can correct the mistakes and prepare for better performance in the next teaching simulation. Besides, they will also know the extent of their teaching ability.

B. Teaching Practicum

1. Definitions of Teaching Practicum

Teaching practicum is one of the most important parts of teacher training and must be undertaken by all student-teachers. It will give an opportunity for them to practice and develop their skills of teaching in a real school context. As stated by Zeichner (2010) the teaching practicum is one of the most crucial components of teacher education that affects the quality of teachers. This implies that without teaching practicum, student-teachers cannot be trained professionally or certified. This is because of their competence cannot be guaranteed. Therefore, teaching practicum is a compulsory course because student-teachers need to be equipped

with adequate experience working in a school before they graduate from the teacher education program.

In addition, during teaching practicum, the student-teachers are placed in schools to practice the theories and their teaching skills acquired at the institute. They will face teaching practicum or teach in the actual classroom. The student-teachers undergoing the teaching practicum experience are supposed to reach some goals like to prepare lesson plan before teaching and to demonstrate their teaching based on their lesson plan. They will be evaluated by both their university supervisor and cooperating teachers at the end of the practicum duty. Ekşi & Yakışık (2016) explained that in teaching practicum, student-teachers prepare school administrations to teach several aspects, topics or skills, and supervisors from the faculty will assess them. It can assist them to attain experience and learn about the world of educators in general. Therefore, every student-teacher must conduct an internship before they enter into the field of the teaching profession.

There are some definitions of teaching practicum explained by experts. Sathappan and Sathappan (2018) defined teaching practicum is a major designed especially for the preparation of future teachers that involves the supervisor of university and experienced educators. This session provides a meaningful field experience as part of a teacher preparation program. They can evaluate and reflect the progress of their skills in teaching from time to time to be a competent and qualified teacher. Another expert Çelik (2008) pointed out that teaching practicum

is a main component of the professional education and the development of student-teachers before they go on to the real teaching profession. They try to learn and improve their skills in teaching. Rembe, Shumba, and Mavuso (2016) argued that teaching practicum or school experience is a crucial part of teacher training and should be given adequate space in terms of time, financial resources, human capacity, material resources, and other resources. The teaching practicum is often considered as a mandatory activity for enculturating new members into the teacher community by giving chances to practice teaching in a real situation (Elkadri & Roth, 2015).

2. Aims and Functions of Teaching Practicum

There are some purposes of teaching practicum in the teacher education program. The major aim of teaching practicum is to provide student-teachers an opportunity to apply what they have learned at the university into a school environment. They are given a chance to try the art of teaching before actually getting into the real world of the teaching profession. Ngidi and Sibaya (2003) stated that teaching practicum grants student-teachers experience in the actual teaching and learning situation. The student-teachers are helped to deal with important professional challenges during teaching practicum.

Some experts have described the aims of teaching practicum. Koros (2016) argued that teaching practicum helps students-teachers to comprehend the real

world of teaching and let them know about the problems and difficulties of teaching that they may face in the future. Another expert, Kiggundu (2007) explained that one of the purposes of teaching practicum is to provide opportunities for student-teachers to integrate theory and practice.

Moreover, according to Akbar (2002, as cited in Gujjar, Naoreen, Saifi, & Bajwa, 2010, P.340) mentioned that there are several aims of teaching practicum. Those several objectives are: 1) to provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship, 2) to provide a chance for evaluating the student potential as a teacher and suitability for the teaching profession, 3) to develop personal relationship with others: administrators, teachers, parents and students, 4) to provide the future teacher with practical experience in school to overcome the problems of discipline and enable him or her to develop method of control, 5) to give a chance to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning, 6) to enable the student-teachers effectively to plan and prepare lessons, 7) to develop skill in the use of fundamental procedures, techniques and methods of teaching, 8) to develop desirable professional interests, attitudes and ideas relative to teaching profession, 9) to enable student-teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behavior, 10) to provide student-teachers with an opportunity to have teaching evaluated and to gain some benefits of constructive criticism, 11) to provide an

opportunity for self-evaluation and to discover own strengths and weaknesses, 12) to develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material, 13) to provide an opportunity to liaison with school environment, its functioning and with community and its resources, 14) to provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students, perceiving new ideas material and equipment in use in practicing schools and introducing new ideas, material and equipment into the school. Therefore, it is clear the aim of teaching practicum to equip future teachers with the crucial experiences which can lead to the development of their professional competencies.

Meanwhile, teaching practicum has a function to make student-teachers become aware of the realistic nature of the teaching profession. As a central and most important component of teacher education, a lot of time and attention needs to be spent and given to ensure that student-teachers undergoing the course are well prepared physically and mentally. This is because the experience obtained from the field is very crucial and valuable in the learning process and developing an understanding regarding the profession. Riesky (2013) argued that teaching practicum gives an experience in which student-teachers involve together with them cognitive, physical, and emotional capabilities into the real teaching at school

in order to adjust and shape them according to the needs of teaching and learning process in the classroom.

Moreover, teaching practicum enables the student-teachers transit from the role of students to the role of beginning teachers. Thus, teaching practicum has the function to ensure student-teachers will be able to understand and familiar with the school environment and its academic and social atmosphere. It also allows them to understand and implement teaching skills into practice, and attain useful and meaningful experience in relation to their teaching practicum. As Bahadur (2015) explained that teaching practicum is a phase of professional development in which schools' environment has a big influence on the lives, thoughts, and attitude of student-teachers.

3. The problems Student-teachers Face During Teaching Practicum

The important issue from teaching practicum is the challenge faced by student-teachers. Many of them face a challenge in dealing with a variety of situations; it is not only related to students but also related to the socio-cultural contexts in school where they undergo their practicum. If the challenges are not taken care of, they could increase more serious problems to the already complicated teaching activity. Quick and Sieborger (2005) argued that if this situation is not resolved, it may impact the students-teachers' performance during teaching practicum and affect their perception of the teaching profession in the

long run. In other words, although teaching practicum was considered as a place for student - teachers to practice the art of teaching in a real school context, teaching practicum should be used to measure the success of micro-teaching in preparing and giving teaching experience before going to the real teaching.

Several studies have been conducted on student-teachers' experiences and anxieties during teaching practice. Barahmeh (2016) studied EFL student-teachers' anxiety during their teaching practicum experience. Data were collected through student-teacher's daily diaries and through the discussion between the student-teachers and their university supervisor during the weekly meetings. The results showed that EFL student-teachers reflected various sources of anxiety are classroom management, time management, lesson planning, being observed, and fluency in the language.

Another study exploring the concerns and experiences of Malaysian student-teachers during their practicum was carried out by Goh and Matthew (2011). The 14 student-teachers who volunteered were asked to write a reflective journal during their practicum as a document. Based on their reflective journal writing, the result revealed that there are four types of concerns which include classroom management and student discipline, institutional and personal adjustment, classroom teaching and student learning. Therefore, student-teachers perceived that the teaching practicum is the most challenge part of the teacher education program although the practicum is considered to be the most valuable component.

CHAPTER III

RESEARCH METHODOLOGY

This chapter comprised some aspects of methodology including research design, method of data collection and method of data analysis used in this study to investigate the student-teachers' perception on the benefits of students' micro-teaching to their teaching practicum class at the Department of English Language Education of the Islamic State University of Ar-Raniry.

A. Research Design

This study was designed by using qualitative research. The focus of this study was to explore the student-teachers' perception towards the contribution of micro-teaching program in facilitating teaching experiences as a preparation of teaching practicum. According to Mohajan (2018), qualitative research is a method of social action that emphasizes the way people interpret, and understand their experiences to recognize the social reality of individuals. I chose qualitative as a research method because I considered the research problem which needed to acquire deeply information from participants about student-teachers' perception on the benefits of students' micro-teaching to their teaching practicum based on what they felt and experienced during teaching practicum. In addition, semi-structured interview and document analysis were used in this study in the process of collecting the data.

B. Research Sites and Participants

The participants of this study were ten students of the last year semester who are majoring in English Language Education at UIN Ar-Raniry Banda Aceh who had just finished their teaching practicum in Aceh Timur. In this research, I selected the sample by using purposive sampling. As explained by Creswell (2003, p. 185), “purposive refers to the selection of participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge”. Therefore, I chose ten participants who had just taken teaching practicum (PPL) because I intended to explore the student-teachers’ perception based on their experiences. The participants were chosen based on some considerations; they were taken as participants with the following criteria:

1. The student-teachers who were willing to be informants.
2. The student-teachers who had passed the micro-teaching course as their preparation program.
3. The student-teachers who had completed their teaching practicum and applied skills they got from micro-teaching into teaching practicum (PPL).

For these reasons, it was considered that the participants had already had the basic knowledge and experience of teaching in micro-teaching to their teaching practicum (PPL) at school.

C. Methods of Data Collection

1. Interview

In collecting the data, the interview was used as the data collection method. In this research, the interview was needed to obtain the data more deeply about the student-teachers' perception on the benefits of micro-teaching to their teaching practicum. I used semi-structured interview. In this study, I felt easier to find out the information because I could give follow up question based on the participants' responses. Also, an unexpected answer might appear in this semi-structured interview. Before starting the interview, firstly I made the type of questions in the form of open-ended because I wanted to explore what the participants thought and felt based on their experiences. Secondly, I made an appointment based on the schedule and place agreed between me and participant.

In addition, to gain the accurate data, the interview was recorded. As stated by Mulyana (2006, p.185) "the advantages for the research in using tape recorder are the researcher can be concentrated toward the information given by the participant and the data which the researcher got will be complete, so that it will be easier for me to analyze the data later on". The participants were asked two main points, first about the student-teachers' perception about micro-teaching class towards teaching practicum as adequate preparation for the real teaching task, and the second is the aspects of teaching practicum that have not been sufficiently covered in the micro-teaching. Additionally, the participants in this research were interviewed by using English language.

2. Document Analysis

Document analysis is the way of collecting data to support data of the interview. These documents were utilized to see whether the participants' responses in the interview similar with the documents that had been written by interviewees. In addition, documentation is a method to find data about things/variable such as notes, transcripts, books, newspapers, magazines, inscriptions, meetings, agendas, and so forth (Evaluation Brief, 2009).

In this research, I collected reflective journals as document because it used to find what their thoughts, feelings and experiences related to their teaching as a teacher. It was useful to identify what aspects of their success and failure in teaching during teaching practicum. Whether the micro-teaching program gave enough preparation in order to help them succeed in teaching practicum and what aspects of teaching practicum that have not been sufficiently covered in the micro-teaching which lead them failed were some of the questions this study investigate to answer. Zulfikar and Mujiburrahman (2017) reported that reflective journals assist teachers to reflect on their teaching and evaluate what is good and bad from experience in teaching for improvement their performance in the classroom. Therefore, it is the best method for teachers to assess their own teaching-learning process.

The participants were asked to write a reflective journal during their teaching practicum as a document. Journal writing is aimed in assisting them to

reflect their own teaching at school. Moreover, they were also given samples of reflection to familiarize with the format and gave them a general idea on how to write their reflections. Some guiding questions to help the participants in the reflection process included:

1. What happened?
2. What was I thinking? (feel and think of my teaching)
3. What was good and bad about the experience?
4. How did that happened?
5. Why did it happen that way?
6. Could it be different? Zalipour (2015, as cited in Kim, 2018)

D. Methods of Data Analysis

1. Interview

I used Miles and Huberman's (1994) models as the way to analyze the data in this research. They explained that there are three main steps in analyzing the data in qualitative research. Those steps are data reduction, data display, conclusion, and verification.

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In this step, I chose data that related to research focus only and unimportant data were removed while analyzing the data.

2. Data Display

Data display means the process to make the data simpler. The data could be displayed in several ways for instance in the sentence, narrative, table, graph, diagram, chart, etc. I developed a structured description of the information to draw conclusions, and take action.

3. Conclusion and Verification.

The last step of analyzing the data from the interview in this research is drawing and/or verifying conclusions. In this step, I drew a conclusion from all the data that has been analyzed and obtained.

Therefore, I used three steps to analyze the data from the participants. First of all the data was analyzed by using coding. I used thematic analysis to analyze the data. In addition, the result was displayed in the form of sentences by creating a theme for each research findings. Lastly, I provided conclusion from all the data obtained from the participants.

2. Document Analysis

The analysis of the student-teachers' reflective journal comprised of steps following:

- a. Step 1: The reflective journals were read and coded to find common themes that emerged which related to answer my research question.
- b. Step 2: I analyzed each journal carefully and compared each journal to find the similarities and differences in document that they had written. In addition,

I highlighted the themes which were similar or different with pens of different colors

- c. Steps 3: I highlighted several themes that appear based on the result of analysis and divided into different derived issues. Specific comments used to provide quotations that represented each derived issue which this research sought to answer.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the results of data interview analysis and the reflective journal analysis. The purpose of this study to investigate the student-teachers' perception on the benefits they gained in micro-teaching to their teaching practicum as adequate preparation for the real teaching task and to identify the least aspects of teaching practicum that have not been sufficiently covered in the micro-teaching.

A. Research Findings

The research took place at state Islamic University of Ar-Raniry (UIN Ar-Raniry). The interview involved ten participants of the last year semester who are majoring in English Language Education. They had just completed their micro-teaching course and teaching practicum in Aceh Timur. The participants in this research were interviewed by using English language. In addition, to support the data of interview, the participants were asked to write reflective journal and submitted it at the end of their teaching practicum. The reflective journal was useful to identify what aspects their success and failure in teaching during their teaching practicum.

As has been described in the previous chapter, the technique of data collection used was the semi-structured interview. There were several main questions and

several follow-up questions. Based on the results of the interview and reflective journal analysis, I presented the research findings which are divided into several points as follows:

1. The Benefits of micro-teaching for their teaching practicum

All participants in this research perceived that most of the student-teachers gained several benefits in micro-teaching class towards their teaching practicum. It divided into six categories; those were the benefits in boosting student-teachers' self-confidence, the evaluation given (feedback), enhancing student-teachers' communication skill, improving student-teachers' chalkboard skill, increasing student-teachers' questioning skill, and developing student-teachers' reinforcement skill.

a. Boosting student-teachers' self-confidence

All of the student-teachers on this research agreed that micro-teaching helped them in increasing their confidence. During micro-teaching, the participants had prepared to face their own anxiety in their teaching practicum. Some practices of teaching they were experienced in micro-teaching helped them to reduce nervously.

As Raisa said:

I became more confident when I taught in teaching practicum because I have been prepared and did some practices on how to teach well in front of my friend who acted to be a student in the micro-teaching class. So it could reduce my nervousness.

The journals also indicated that the micro-teaching program helped Raisa in reducing her anxiety in teaching practicum. This evidence from the following excerpt taken from what she had written:

Micro-teaching helped me in boosting my confidence. I did some practice on how to teach well in front of my peers during the micro-teaching class. So, it could reduce my nervous in teaching practicum. Before I did some practice I was not confident to teach in front of people. (Raisa's Reflective Journal)

Similarly, Farah believed that her self-confidence grew up because the micro-teaching program allowed student-teachers to be accustomed to speak in front of many people. As she mentioned:

We knew that in our micro-teaching class we needed to teach and spoke in front of our friends. We required to speak, learned the materials and taught how to stand up in front of the class. It taught us to be more confident. So in teaching practicum, we already knew how to stand up and speak in front of the students. Therefore, it really helped me to boost my confidence.

Farah also wrote in her reflective journal that she learned many things in micro-teaching class including how to enhance confidence. The journal showed that the lecturer who taught in the micro-teaching class gave her the opportunity to teach in the lecturer's class. So, it made her accustomed to face the real students.

My micro-teaching course lecturer supported me to have more capabilities in teaching by allowing me to teach in his running courses at the college. It really influenced my confidence in teaching because I already had some teaching experience in micro-teaching. So, the experiences that I gained to teach in real class could increase my confidence in teaching. (Farah's Reflective Journal)

The result showed that micro-teaching helped the participants to build their confidence. Micro-teaching gave an opportunity for student-teachers to prepare and present a lesson based on a chosen basic competency. The more student-teachers did practice, the more they could eliminate their error in teaching. Also, they became more familiar with the class situations. As a result, it would boost their self-confidence because they had spent time to teach in front of the class.

b. The Evaluation Given (Feedback)

All of the participants agreed that micro-teaching assisted them in their teaching practicum in terms of feedback. Feedback given in micro-teaching, it really helped them in improving their performance and teaching skills. As Rafiqah said:

In micro-teaching class, I got some feedbacks that were really useful when I did teaching practicum. Especially for chalkboard skills, it sounded like a really simple thing but it gave a big impact for me since it's a fact that how we managed our way of writing on the whiteboard was a crucial thing for students' understanding.

The statements of Rafiqah in interview were similar with her reflective journal as she had written the following:

The feedback that I got in micro-teaching was beneficial toward my teaching practicum. I did practice several times of teaching in micro-teaching class the first one was like pre-practice, the second one was like the mid-practice and the last one was the final. In micro-teaching class, I taught my friends but I could imagine how the real classrooms look like. In addition, I got several feedbacks like when I spoke in front of the class I should volume up my voice. So, in teaching practicum, it was really useful to adjust my voice based on the condition in the classroom. The way how to communicate with my students also the important one I got. (Rafiqah's Reflective Journal)

Similarly, Farah claimed that micro-teaching assisted her to identify about her strengths and weaknesses in teaching. Micro-teaching provided some feedbacks given by the lecturer and peers. So, it helped her to evaluate and develop teaching skills to be better in the next performance. As she explained:

It really helped the evaluation part of micro-teaching, the feedback given by the lecturer and peers could develop my teaching skills. I obtained a better understanding related to my positive and negative sides in teaching from our lecturer and friend perspectives. So, I could know my mistake in the first presentation teaching and I would not do the same mistake again in the second presentation.

Farah also wrote in her reflective journal that micro-teaching was useful to detect the mistakes in her teaching. The criticisms made by the lecturer and colleagues were constructive to reflect on her experience in teaching. So, she could decrease their error in the learning process.

The criticisms gave by the lecturer were valuable for my development and it was important to identify my weaknesses in teaching. I also noted some suggestions that my friends made for me. I should do this and avoid some negative aspects in the learning process. For instance, in managed group I always focused on a number of groups but it should not do like that I must care for all of them. (Farah's Reflective Journal)

Furthermore, Alex also believed that micro-teaching gave benefit to get new ideas in teaching by observing his peer performance. Moreover, he said that micro-teaching assisted him a lot to teach more effectively. It allowed him to increase the ability of teaching in a better way. As he mentioned:

Micro-teaching also provided a chance to watch my peers' performance and compare them with mine. So, I learned new teaching styles and got some of their creative activities while observing my friends who did a presentation.

It benefited the performance in the micro-teaching class. It made the student-teachers could learn new things in different ways by observing their peers' teaching.

Therefore, the statement of Alex parallel based on what he highlighted the following:

Micro-teaching gave me the opportunity to get new teaching strategies by watching the performance of my peers. It was useful to observe others and learned something in their teaching. It also gave the information for me what should and not I do in teaching when lectures gave critics and suggestions to the other performances. I got the new way how to manage good activities to make students active and enthusiast. So, I found the creative way of transferring knowledge to students in my teaching practicum. (Alex's Reflective Journal)

Based on the data above, it could be concluded that the micro-teaching program gave constructive feedback for student-teachers. The criticisms from peer, supervisor and self-assessment helped the student-teacher to eliminate the weak aspects of teaching and to increase themselves better in developing teaching competence. It was really beneficial for the student-teachers to enhance teaching skills and to get new teaching ideas. Therefore, it could become self-reflection to recognize their strengths and weakness that needed to be improved.

c. Enhancing student-teachers' Communication Skill

The participants mentioned that they became better at using the appropriate word in delivering the materials for students in the classroom. In micro-teaching, they have done teaching several times and those experiences were used to improve their communication skills. As Iqbal told:

Micro-teaching was beneficial in preparing me on how to communicate properly. It made me more aware of the word that we used in the classroom. I did not notice that I used the word “nah” and “eee” quite a lot during my micro-teaching class. My lecturer said that I should not do it; it would make our students distrust and think we did not understand the materials that we taught for them. It was really useful for me to avoid these words in my teaching practicum.

Iqbal also wrote in his reflective journal that the micro-teaching assisted him on how to use the words in teaching correctly.

In micro-teaching class, I learned how to communicate and use the word properly in learning. I always used the words “eee” and “uh uh” too often in teaching. My lecturer said that I must avoid it. The students would perceive that we did not understand the materials that we convey for students. Therefore, it really made me more careful in using those words during teaching practicum. (Iqbal's Reflective Journal)

In addition, student-teachers in this research stated that the experience they got from micro-teaching helped them in adjusting language or communication way based on the level of students. It gave them the knowledge how they should interact and build a good interaction with the students in different levels of grade. The teacher could build enjoyable communication with students by adding some humor and other fun things. As Syarifah stated:

In communication with the students, the teachers should not be awkward. We should add some humor to attract their attention to engage them in my teaching. Also when there were some of my students that did not care from my teaching I could call their name to answer the question related to the materials in order to make them pay attention.

Furthermore, Syarifah mentioned that as a teacher she could create good relationships with students in the classroom. It was useful using a joke to encourage them to pay attention. As a result, it gave positive reactions from students to study more enjoyable. As she wrote in her reflection below:

Avoid communicating too tactless with the students helped me at school where I did an internship. I created the atmosphere in the learning process more cheerful by adding some humor to attract students' attention to involve in my teaching. So, the students could be laughed and entertained. It also made them did not stress with the lesson that I taught at that time. (Syarifah's Reflective Journal)

In addition, it was important to build a good interaction with the students to create a comfortable learning atmosphere which helped them to understand in a better way. It was necessary to understand the young soul. Therefore, it was needed to adjust the language based on the students' grade. As Salsabila said:

It also provided me the best way how to communicate with different levels of my students. So just like we knew, we have different gap ages between the teacher and also the students. When we taught the students who were still junior high schools, we should make the atmosphere in the classroom more cheerful by making fun things. So the micro-teaching class provided me the way how to communicate effectively with our students.

The statements of Salsabila in interview were similar based on what she had written in her reflective journal below:

I got the experience how to create an enjoyable situation in micro-teaching class. When I did teaching practicum in junior high school I tried to apply it. I avoided using formal communication when I taught them. It helped me to attract students' attention because they are still young children. Of course, they need a pleasant situation. As a result, it worked in my class. (Salsabila's Reflective Journal)

Moreover, Soraya also noted that she also learned how to use voice appropriately in front of the class. Micro-teaching gave a chance to arrange the voice when she conveyed the materials during the teaching-learning process. So, it made the student could hear the voice in explaining the lesson clearly. As she stated:

I should control the volume and intonation of my voice not too loud or small. So that all of the students able to hear and understand my explanation easily. Moreover, I should explain the material to the students clearly and straightforward so the students would not be confused with the explanation.

On the contrary, I found the result of the interview was different from Soraya's reflective journal. When I analyzed her reflection, she wrote that it was difficult to adjust communication with the students during teaching practicum. This evidence from the following excerpt taken from what she had written:

The communication skill which I got from micro-teaching seemed useless in my teaching practicum. The real students were noisier than my colleagues who acted as students in micro-teaching class. Therefore, it made me confused how to deal with them in my teaching practicum. (Soraya's Reflective Journal)

As the above explanation, it could be concluded that some student-teachers were better at adjusting their communication skills with students. It helped them to be more notice and understood how to use the appropriate word and avoid the word that could make students think they were not good at teaching. Also, how to build a good communication based on the grade of students to make the class more comfortable.

d. Improving Student-Teachers' Chalkboard Skill

Chalkboard skill is very important in the teaching and learning process. By using the chalkboard, the teacher could make learning in the classroom more meaningful and appealing to students. Some participants mentioned that they gained benefits in terms of chalkboard skills. The chalkboard skill that they learned in micro-teaching really helped them to their teaching practicum. Soraya clarified that the position of the teacher should stand sideways while writing. So, it did not obstruct students' view of what she had written. It would make students could follow and pay attention on learning process. As she stated:

In the micro-teaching class I got some ways how to write on board that was really useful when I did teaching practicum. Just like how to write on the board in a proper way, for example I had to practice writing on the whiteboard without blocking my students. So, at the same time, I could control the students when I write on the board.

The result of Soraya's interview was similar with the reflective journal. Soraya mentioned that she knew how to write on the board properly while presenting the materials in front of the class. As she wrote:

Micro-teaching taught me how to use the board appropriately. It really contributed to my teaching practicum. For instance, in micro-teaching I always taught giving my back to my students. When I did my internship I tried to avoid it. I stood beside of the board but I could watch and observe my students at that time. This way, made me did not block students' view of what I have written. (Soraya's Reflective Journal)

Similarly, Raisa also believed that micro-teaching could be so helpful for her how to divide the board when she taught in teaching practicum. As she mentioned:

We could divide our board into three spaces. We could use the first space for the main content of the lesson, the middle space for the material we teach and the third space to write new vocabulary that students did not know the meaning. So we could explain it clearly. It also allowed the student to take note of new vocabulary to remember it.

As taken from Raisa's reflective journal that she could write interestingly and creatively to capture students' attention in learning activities by using colored ink. It was found that the result of interview was parallel with the reflective journal which highlighted that micro-teaching gave benefit for her in chalkboard skill.

I used colored ink to highlight some important points related to the materials. Sometimes I underlined the words and sentences with different colors to give emphasis that I thought necessary to take a note in my teaching. Such as I used the blue color to underline any kind to be of the present tense (am, is, are) and the red color for past tense (was, were). (Raisa's Reflective Journal)

In addition, Iqbal mentioned that the experience he gained in micro-teaching assisted him must write well organized. As he said:

We had to make sure that we did not write too much on the board because a cluttered chalkboard may confuse our students. Also, I had to make sure the

size of my handwriting could be seen clearly by students. As we know that the students in the back rows may have trouble reading small words.

The statements of Iqbal in interviewed were parallel with his reflection. He mentioned that he was able to write properly in front of the class. He noted:

In the beginning of the lesson, firstly I wrote the date and the title on the board. I started at the top and moved down in writing. I avoided writing the bottom side of the board because it was difficult for my students to see the materials. Also, I used the appropriate size in writing the lesson. It made my students in the back row could see what I have written clearly. (Iqbal's Reflective Journal)

Furthermore, Alex also explained that he obtained benefit from micro-teaching in terms of chalkboard skill to his teaching practicum, as he stated:

Micro-teaching class also assisted me to allow students to had sufficient time to copy what I have written before I erased it. Also, the most important thing was the micro-teaching class taught me to erase all my words on the whiteboard after finishing my teaching.

This was proved from the following excerpt taken from Alex's reflection. Writing on the board was an important skill in teaching. It also became one of the teaching aids to transfer knowledge for students by writing some points on the board. Also, it allowed students to give ideas and made them engage in the classroom. As he wrote bellow:

When I made some points, I did not talk to the chalkboards. I had to stop writing and giving students a chance to think and discuss it. After that, I summarized and wrote it without losing their attention. Also, I provided the opportunity for students to write it on the board. If only I explained and wrote it, it made my students be bored and sleepy on the back. It was a good thing that assisted my teaching at school. (Alex's Reflective Journal)

From the data above, it could be inferred that micro-teaching gave enough preparation on student-teacher chalkboard skills. The majority of them believed that it really helped them in teaching practicum. They knew and understood more about how to write on whiteboard effectively. So, the student could see, concentrate and comprehend the materials. Also, the notes that the teacher wrote on the chalkboard are essential for students to understand the lesson. The teacher could illustrate the important point of the lesson.

e. Increasing Student-Teachers' Questioning Skill

Student-teachers in this research stated that the experience they obtained in micro-teaching benefited them in terms of questioning skills. It prepared them the way how to ask and answer the questions of learning. Salsabila mentioned that micro-teaching taught her how to answer the question from the students more effective. As she said:

I learned how to ask and answer the question from our students. For example in micro-teaching, my habit was I always answer the question from the students directly without allowing them the opportunity to find the answer it first. So, I had to give the chance for my students to try to think first before I gave them a further explanation.

The statement of Salsabila in interview was equal with her reflection. She wrote that it was necessary to give time for students to answer any questions during the learning process. It could develop their critical thinking. As Salsabila noted:

In my teaching practicum, I always gave a chance for students to think and find the answer first before I gave a further explanation and corrected the answer. As we knew, education forced us more learner-centered than teacher-centered recently. (Salsabila's Reflective Journal)

The use right question it would help student-teachers to engage their students to participate in the classroom. It allowed the students to share their ideas about some topics related to the lesson. Besides, the students should not answer simultaneously because the teacher would not know who answered right and wrong. So, the teacher could assess accurately whether the students understand materials or not. As Sarah stated:

Determined students who must answer before asking questions it would cause students who were not appointed to answer, did not think the answer. The question should be addressed first to all students and the teacher appointed three or four of them to answer it. It also helped me to prevent the class from not be noisy and I could hear the answer of students clearly and evaluate them correctly.

Sarah's reflective journal also mentioned that she had a way how to deal with silent students to participate and gave a response in the classroom activities. Therefore, the result interview of Sarah was same based on what she had noted in her reflective journal below:

In my class, there were students who did not give a response to anything that we discussed. In order to get the silent students to be active in the class, I asked them some questions to arouse interest in learning. (Sarah's Reflective Journal)

As the above explanation, it could be concluded that some participants assumed that micro-teaching was beneficial to facilitate them in questioning skills. They attained skill on how to use the appropriate question during the teaching and learning process.

f. Developing Student-Teachers' Reinforcement Skill

Teacher provide reinforcement that could be in the form of praise or reward to students had many goals including to increase student's attention towards the subject being taught, develop the confidence of students to learn and do assignments was given by the teacher. So, the students' motivation to participate in the learning process could increase because they felt to be cared for and valued by the teacher in the process of learning. Some participants stated that they became more aware of how to use praise words to their students in the teaching and learning process. As Rafiqah mentioned:

Micro-teaching helped me to know how to use praise words in the classroom. We could use words such as "good", "excellent", "smart", "nice answer" and "genius" for the student who answered the questions from the teacher. It also made them be confident and brave. I should smile to students so that students did not feel the burden during the learning activities.

In the Rafiqah's reflective journal mentioned that reinforcement skill like praise words could provide the students with pleasant feelings. So, it increased their participation to give some ideas in classroom discussion. This result was similar with what she had stated in interview session.

I appreciated my students' response in the learning process by giving exclamation such as "nice answer", "very good", "fantastic" and "excellent". When they answered still wrong I used the word "almost correct", "think again". I did it to encourage them to participate in the classroom and made them be brave to answer each question. (Rafiqah's Reflective Journal)

Moreover, Sarah stated that she got more knowledge which could add rewards for the learners. So, students felt their behavior appreciated by the teacher with what students did. As she stated:

It helped me to get some ideas to give rewards for the student who could answer my questions and finish their tasks quickly. I gave a reward like pens, candies, books. So, in teaching practicum, my students were more enthusiasts during the learning process.

The result of interview was supported by Sarah's reflective journal. She showed appreciation for the good things that the students had done by giving some rewards. It was beneficial to attract their attention and made them more excited in learning. As Sarah highlighted the following:

I provided some rewards for my students who could answer my questions. There were some of my students could conclude the materials on that day. So, I gave pens and pencils. Sometimes I prepared some candies, cookies like "beng-beng" and "good time". Consequently, all of my students are more enthusiasts in learning activities. Even they said that they will learn more diligent next week. (Sarah's Reflective Journal)

From the data above, it could be concluded that micro-teaching gave a significant contribution to develop reinforcement skill of student-teachers. They could learn that reinforcement skill was important. It made their students would be more excited during the learning activities.

2. Teaching Skills left unreviewed

Based on the data obtained from what student-teachers said there were some aspects of micro-teaching that they found less useful during teaching practicum. They faced some obstacles to handle them in real teaching situations. The majority of student-teachers assumed that because of lack of training and less experience they got during micro-teaching in preparing them before teaching practicum. It consisted of classroom management, lesson plan, and time management.

a. Classroom Management skill

Classroom management skill was one of the biggest issues while student-teachers taught during teaching practicum. They have to manage the class effectively to maintain an environment that supports learning. Based on the result of the interview, almost of student-teachers said that micro-teaching did not give adequate preparation in giving experience on how to manage the class. Sarah said that the numbers of students in real teaching situations also a big problem in her teaching practicum. This condition caused the unconducive teaching-learning process. As she said:

I had problems in classroom management because I have forty students with different personalities and knowledge. It's hard when I taught them the materials. The overload student, it made the classroom was noisy. When I asked them to be quiet sometimes it was only just for five minutes maybe they were silent and then going on again.

Based on the data above, it was found in her reflective journal dealing with overload students in the class made her could not handle it. It made the uncondusive atmosphere in the classroom for effective teaching and learning. As Sarah noted:

I had many students in my class. There were forty students in my classroom. It made the class was so noisy. I had to deal with the students that are too many different characteristics. It really challenged me to be more patient. On the other hand, I felt failed because I could not make them involved in my lessons. I felt like, I was alone in the classroom. (Sarah's Reflective Journal)

In addition, Iqbal mentioned that it was difficult to handle various students' characters in the classroom.

Classroom management skill that I learned during my micro-teaching class also become less useful when it comes to teaching practicum because it was so difficult for me to handle the class with the various characteristic of students. I have to deal with many indiscipline students in the class and most of the students are less motivated to learn especially English subject. So, I thought the solution for that problem has not been taught yet in micro-teaching.

The explanation of Iqbal above was similar with his reflective journal. This is evidence from the quote he wrote that classroom management was the biggest challenge in teaching practicum. He faced the difficulties in managing the class during classroom activities.

The worst was in controlling my class. I felt unable to handle the various characters of students. Some of them talked aloud with their friends in the classroom even though I had yelled asking them to be silent. Sometimes I gave up with their behavior. (Iqbal's Reflective Journal)

In similar way, Syarifah mentioned that it was arduous for her to deal with the attitudes of the students. As she mentioned: From the classroom management, the students were naughty, noisy, and lazy to learn and also many of them were often sleepy in the class.

Based on the explanation of Syarifah above was equal with what she had written in her reflective journal. Dealing with some students and classroom situations were difficult part. She wrote:

It was difficult for me to teach the students with a lack of motivation in learning English and the bad behavior of them. I could not control the class during the learning process. They always tried to test my patience and made me get angry. It really made me frustrated during the teaching practicum. (Syarifah's Reflective Journal)

Furthermore, some participants explained that peers' attitude was more mature than the real students when their practice in micro-teaching class. Consequently, it did not assist them in predicting the classroom situation in teaching practicum. As Rafiqah highlighted:

In micro-teaching, we were teaching in front of our friends. They would not speak as much as the real students did. So, I felt like it was easy to handle the students, to give instructions, to divide them into the groups but it didn't work that way when I did my teaching practicum. The students spoke aloud, they keep talking to their friends, and they didn't want to hear my explanation. So, we did not know how the real class happened.

The result interview of Rafiqah above also supported with her reflective journal. As taken from Rafiqah's reflective journal that she felt unable to control some of the students in the classroom with a lack of discipline and respect. She noted:

Some of my students get out of the classroom while the bell rang and left their tasks. It made me really stressed with the behavior of them. I felt failed to reach the goal of learning. (Rafiqah's Reflective Journal)

The result showed that micro-teaching did not provide sufficient preparation for their teaching practicum in terms of classroom management. It could be concluded that the majority of student-teachers had a lack of experience in managing class. It happened because of the differences condition between micro-teaching and teaching practicum, for instance, the number of students, the different characters, and the attitudes of students. Also, their fellow did not act as the actual students. Therefore, they faced serious problems in managing class during teaching practicum.

b. Lesson Plan Skill

Almost of participants said that they faced obstacles during their teaching practicum in terms of the lesson plan. Some of them mentioned that they did not have enough preparation on how to create lesson plans properly. They need more training in designing good lesson plans based on the rules of the government. They had to use the different curriculum in teaching practicum with what they have learned in micro-teaching was a big problem. As stated by Salsabila:

In micro-teaching I learned how to teach by using curriculum 13, but in teaching practicum, I must teach by using KTSP. It was difficult for me to

implement KTSP to students because I didn't get enough knowledge on how to create the content of KTSP. In micro-teaching, we just focused on how to design curriculum 13. On the other hand, the department provided the socialization how to design lesson plan by using any curriculum only a short time before going to the real school.

The reflective journal of Salsabila also showed that she has problems how to design the lesson plan appropriately. The curriculum changed was one of the factors that she found was difficult to develop lesson plan. As she wrote the following:

It was difficult to create a lesson plan with different curriculum. In micro-teaching class, I forced to create curriculum 2013 but in teaching practicum, I must design KTSP. I did not have enough knowledge about the content in KTSP. When I have mastered the curriculum 2013 but in the field, the school asked me to use KTSP. (Salsabila's Reflective Journal)

Moreover, Soraya stated that it was really confused for her how to choose a material that was suitable for the students' level. She felt that micro-teaching did not provide experience in adjusting the appropriate activities for certain levels of students. As she mentioned:

The curriculum 13 that I have designed was not suitable to the level of the students because the school that I did teaching practicum was located in the rural area.

The data of interview was similar based on what Soraya has noted in her reflection. She faced obstacles to select an operational verb based on the level of students at school she did teaching practicum. As Soraya noted:

It was difficult to choose operational verb for indicator because it must be suitable for the ability of students in my school. So, it made me confused and frustrated to choose the good one. (Soraya's Reflective Journal)

Furthermore, the facilities could affect the lesson plan that the participants had prepared. When they tried to convey materials efficiently but the electricity did not available. As Putri mentioned:

Sometimes because of the facilities for example, we want to use it for that day, we prepared for using the in-focus or watching the video but the electricity didn't support at that time. So we had to change to plan B or to plan C.

The result of interview was similar based on the reflective journal that Putri had written. The media that she had set in lesson plan was different when she implemented in the classroom. She faced difficulties in selecting the appropriate media. As she wrote in her reflection:

I have prepared a good media in my lesson plan in order to convey the materials creatively and could attract the attention of my students. Such as let them watching the video that related to the lesson. In fact, when I entered the classroom, it did not have electricity. In addition, there were no projector and loudspeaker. Sometimes, it made me really confused to choose the effective media for students in the rural area. (Putri's Reflective Journal)

Based on the student-teachers' explanation above, it could be concluded that they faced some obstacles in designing and implementing the lesson plan during teaching practicum. They needed more training in creating a lesson plan based on the curriculum used in some schools. They felt complicated to choose the material which was a match for the level of students. Therefore, they could not achieve the goal of

learning because their lesson plan was higher than students' understanding. In addition, they lack of experience to anticipate unpredictable things that happened in the classroom when the equipment did not support it.

c. Time Management Skill

Some participants shared their opinions regarding the experience they attained in micro-teaching to their teaching practicum. The majority of participants assumed that micro-teaching did not help them in managing time during their teaching practicum. They clarified that it happened because of some unpredictable things that happened in school that affected their poor time management. As stated by Syarifah:

In the time management was the difficult one during my teaching practicum. The students were always coming late even though they lived in the hostel, so the time that I had set for the materials was not achieved. As a result, I didn't have enough time to teach all the materials.

The explanation of Syarifah in interviewed above was similar with her reflective journal. This was evidence from the quote she mentioned that the lesson could not be conducted because some students did not enter the classroom although they knew it was time to learn.

When I entered the classroom, sometimes there were many students who were still at the canteen of school and played volleyball. Therefore, this made me unable to start teaching. (Syarifah's Reflective Journal)

In similar way, Raisa said:

It took consuming time because they always had some reasons when I asked them to write or speak in English during the teaching and learning process. Of course, this situation influenced my time management that I have planned before.

The reflective journal also showed that Raisa had a problem in managing time effectively. She mentioned that sometimes the students disobedient and did not care when she asked to do a task in classroom activities.

I have managed an appropriate time in the lesson plan but it did not work yet in the classroom. When I gave the task, they never finished it based on the time that I have said before. They did not want to do it and made some reasons. So, it affected my time management. (Raisa's Reflective Journal)

Moreover, some participants explained that some of their students could not get the material well. As a consequence, they had to explain it more until their students really understand. When this problem happened at the school they taught, it was difficult to continue to another topic. So, they had to adjust the condition by destructing the allocation time that they had prepared in the lesson plan. As Soraya stated:

The time that I have set in my lesson plan never applied as I expected before because the ability of the students was still low while the curriculum expected and forced to achieve a high standard of teaching-learning goals. Sometimes we missed several parts because we had to convince that our students really understand. So we could not continue to other parts at a day just our students didn't understand it. I thought was not sequence the implementation of K13 with the level of the students. As a result, it took consuming time to achieve the indicator in learning.

The journal also indicated that Soraya faced obstacles in managing time. She must repeat the explanation more until the students comprehend the lessons. This was proved from the following excerpt taken from what she had written:

Sometimes I have set time for some activities but it did not work. Some theories were difficult for my students. They were confused and did not understand the lesson. It took more time to explain it clearly and made them understood. So, I could not continue to another topic just to make sure that they got it. (Soraya's Reflective Journal)

Based on the result of the interview and reflective journal, it could be concluded that the participants had a lack of experience in managing time. There were several reasons why they faced difficulties in managing time; those are unpredictable situations that happened in school that affected their poor time management and the ability of students in understanding the materials.

B. Discussion

After analyzing the data from interview and reflective journal, it was necessary to discuss the result on this discussion part. The purposes of this study are to find out student-teachers' perceptions on the benefits that they obtained of micro-teaching program to their teaching practicum and to identify the least aspects of teaching practicum that have not been sufficiently covered in micro-teaching. In this research, there were 10 participants of the English Department at the State Islamic University of Ar-Raniry who had passed the micro-teaching course as their preparation program and applied the skills they got into teaching practicum.

Moreover, I elaborated the findings from the interview and reflective journal based on each research question of this study.

For the first research question “how do student-teachers perceive micro-teaching class? Do they see that the class is adequate preparation for teaching practicum? The result of the interview and reflective journal showed that most of the participants perceived micro-teaching gave sufficient preparation for their teaching practicum. I found out there are six benefits that they attained from micro-teaching into their teaching practicum, namely boosting student-teachers’ self-confidence; the evaluation given (feedback), enhancing student-teachers’ communication skill, improving student-teachers’ chalkboard skill, increasing student-teachers’ questioning skill and developing student-teachers’ reinforcement skill. It also supports the findings of Subramaniam (2006, as cited in Peker, 2009) that micro-teaching program provides student-teacher with some benefits: it exposes student-teachers to the reality of teaching, introduces student-teachers to their roles a teacher, it helps them to see the importance of planning, making decision, and implementing instruction, it enables them to develop and improve teaching skills, and it assists them boost their confidence in teaching.

The first benefit was boosting student-teachers’ self-confidence. It was shown from several practice teachings that the students-teachers did during the micro-teaching class. It happened because the situation demanded them to demonstrate the way how to teach and convey the materials in a better way for students in front of the

class. Also, they became familiar with the class situation. Therefore, it boosted their self-confidence and reduced their own anxiety in teaching practicum.

The second benefit was the evaluation given (feedback). Based on the data from interviews and reflective journals, it could be concluded that the micro-teaching program had given constructive feedback for student-teachers. The criticisms from peer, supervisor, and self-assessment helped them to eliminate the weak aspects of teaching and to increase themselves better in developing teaching competence. It was really beneficial for the student-teachers to enhance teaching skills and to get new teaching ideas. Therefore, it could be self-reflection to know what are their strengths and weakness that needed to be improved. According to Chaudhary et al. (2015) micro-teaching is a teacher training technique that provided teachers a chance to develop their skills of teaching by self-practice and self-criticism.

The third benefit was enhancing student-teachers' communication skill. Based on the data analysis, it could be concluded that some student-teachers were better in adjusting their communication skill with students. It helped them to be more notice and understand how to use the appropriate word and avoided the word that could lead students to think that they were not good at teaching. Moreover, it assisted them on how to build a good communication based on the grade of students to make the class more comfortable.

On the contrary, I found the result of the interview was different from the reflective journal. Soraya stated that micro-teaching really benefited for her in

enhancing communication skill but her reflective journal showed that she was difficult to build a good communication. When I interviewed her, she said that she should pay attention on her voice and built a good interaction among students. So, it was helpful for her in teaching practicum. On the other hand, I analyzed her reflective journal; she wrote that it was complicated to adjust communication with the students during teaching practicum.

The fourth benefit was improving student-teachers' chalkboard skill. The data revealed that micro-teaching gave enough preparation for student-teachers' chalkboard skills. The majority of them believed that it really helped them in teaching practicum. They knew and understood more about how to write on whiteboard effectively. So, the student could see, concentrate and comprehend the materials. Also, the notes that the teachers wrote on the chalkboard were essential for students to understand the lesson. The teacher could illustrate the important points of the lesson.

The fifth benefit was increasing student-teachers' questioning skill. The data analysis indicated that some participants assumed that micro-teaching was beneficial to facilitate them in questioning skill. They attained skill on how to ask and answer the question effectively in classroom interaction. Micro-teaching provided experience on how to encourage and challenge the student to think the answer first before giving further explanation. It was useful to develop their critical thinking. Moreover, how to deal with a passive class where students were unresponsive and avoid interaction with

them in classroom discussion. It gave them more knowledge on how to motivate the student to participate and give a response. As a result, they could get the answer of students and evaluate them. The result shows the same idea with Reddy (2017) who mentioned that helping student-teachers in mastering questioning skill is one of the benefits of the micro-teaching program.

The sixth benefit was developing student-teachers' reinforcement skill. It could be concluded that micro-teaching gave a significant contribution to develop reinforcement skill of student-teachers. Students' behavior could be reinforced by using praise words or rewards. It made their learners would be more enthusiasts during the learning activities, developed the confidence of students to learn, and did assignment given by the teacher. So that students' motivation to participate in the learning activities could increase. It was caused by the good things they had done or the correct responses that student had given was appreciated by a teacher. Therefore, reinforcement skill not only provided the students pleasant feelings but also made the learning process attractive and lively.

For the second research question is "what are the aspects of teaching practicum that have not been sufficiently covered in the micro-teaching?" the data revealed that the majority of the participants mentioned there were some aspects of micro-teaching that did not give enough preparation for their teaching practicum. I highlighted there are three aspects, specifically classroom management skill, lesson plan skill, and time management skill. These issues were similar to Barahmeh (2016)

who found out that classroom management, time management, and lesson plan sources of anxiety in teaching practicum.

The first was classroom management skill. The result showed that micro-teaching did not provide sufficient preparation for their teaching practicum in terms of classroom management. It could be concluded that the majority of student-teachers had a lack of experience in managing class. It happened because of the differences condition between micro-teaching and teaching practicum, for instance the number of students, the different characters, and the attitudes of students. Moreover, their fellow did not act as the actual students. Therefore, they faced serious problems in managing class during teaching practicum. The result was similar to Goh and Matthew (2017) who studied the concerns and experiences of Malaysian student-teachers during their practicum and highlighted classroom management as one of the challenge aspects of teaching practicum.

The second was the lesson plan skill. Based on the result of the interview and reflective journals, it could be concluded that the majority of student-teachers faced some obstacles in designing and implementing the lesson plan during teaching practicum. They needed more training in creating a lesson plan based on the curriculum used in some schools. They felt complicated to choose the operational verb in indicator which was a match for the level of students. Consequently, they could not achieve the goal of learning because their lesson plan was higher than students' understanding. In addition, they were lack of experience to anticipate

unpredictable things that happened in the classroom when the equipment did not support the lesson.

In contrast, According to Ajileye (2013), one of benefits from micro-teaching class that it affords student-teachers to become competent in designing lesson plan. The theory was different based on what I obtained in my research. I found in my research that lesson plan skill was the difficult one for student-teachers. Micro-teaching did not give enough preparation how to design lesson plan appropriately based on the rules of government. In addition, they did not receive enough feedback about their lesson plan. As a result, it was a serious problem for student-teachers during teaching practicum at school.

The third was time management skill. Based on the result of data analysis, it could be concluded that the participants had a lack of experience in managing time. There were several reasons why they faced difficulties in managing time; those were unpredictable things that happened in school that affected their poor time management. For instance when they entered the classroom but the students did not come to the class on time and some students did not care and respond to what they asked. In addition, sometimes there were materials quite difficult for the students' ability in understanding it. Therefore, these conditions encouraged them to elongate the time that they had set in the lesson plan.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts namely conclusions and recommendations. The first part will explain the results of the study which are discussed in the previous chapter. The second part would present some recommendations related to student-teachers' perception on the benefit they gained in micro-teaching to their teaching practicum class. The recommendations will be beneficial for the improvement of micro-teaching program in the future and also for future researchers who will conduct the research in teaching field.

A. Conclusions

Based on the results of the research and discussion in the previous chapter, it showed that the student-teachers perceived that micro-teaching was capable to prepare them in improving their teaching competences. It provided a valuable teaching experience and enhanced student-teachers' teaching skills. It was beneficial for them in developing their basic skills of teaching which are related to increasing their self-confidence, the evaluation given (feedback), communication skill, chalkboard skill, questioning skill, and reinforcement skill. Therefore, the micro-teaching program gave many benefits for student-teachers in giving adequate knowledge of pedagogical skills, mastering a number of teaching skills and reducing

their fault in teaching before they embark into the real classroom situation in teaching practicum

However, the research also indicated that there were the least aspects of teaching practicum that have not been sufficiently covered in the micro-teaching. They were classroom management, lesson plan and time management. Therefore, micro-teaching program still have some lacks which should be improved in the future.

B. Recommendations

Dealing with limitation some aspects of micro-teaching program which did not give adequate preparation toward teaching practicum; I would recommend several suggestions for student-teacher, lecturer, and the department of English Language Education, instructional development center (IDC) and further researcher, as follows:

1. For student-teachers

This research is expected to give more insight to student-teachers about the benefits that could be gained through micro-teaching program. Micro-teaching is the best teacher training program in preparing and training them to become a professional teacher in the future. Therefore, they must study seriously during micro-teaching course because it has important role in improving the quality of teacher candidate in teaching competencies.

2. For the lecturer of Department of English Language Education

It is expected that the lecturers who teach micro-teaching class should provide the good quality of criticisms and suggestions for student-teachers. Their criticism should be constructive and useful. The constructive feedback which student-teachers receive after performing is really crucial to identify their strengths and weaknesses and to reflect on the areas they need to improve. It really assists them in gaining expertise in various teaching skills, competencies and professional experiences. Therefore, the lecturers in micro-teaching class should prepare, guide, coach, and suggest relevant teaching styles/methods to them effectively.

3. Instructional Development Center (IDC)

It is suggested that IDC should provide some workshops or trainings in order to train and prepare student-teachers before entering the actual of classroom experience at school and to develop their professionalism. So, it could coach student-teachers to be qualified and competent in teaching profession.

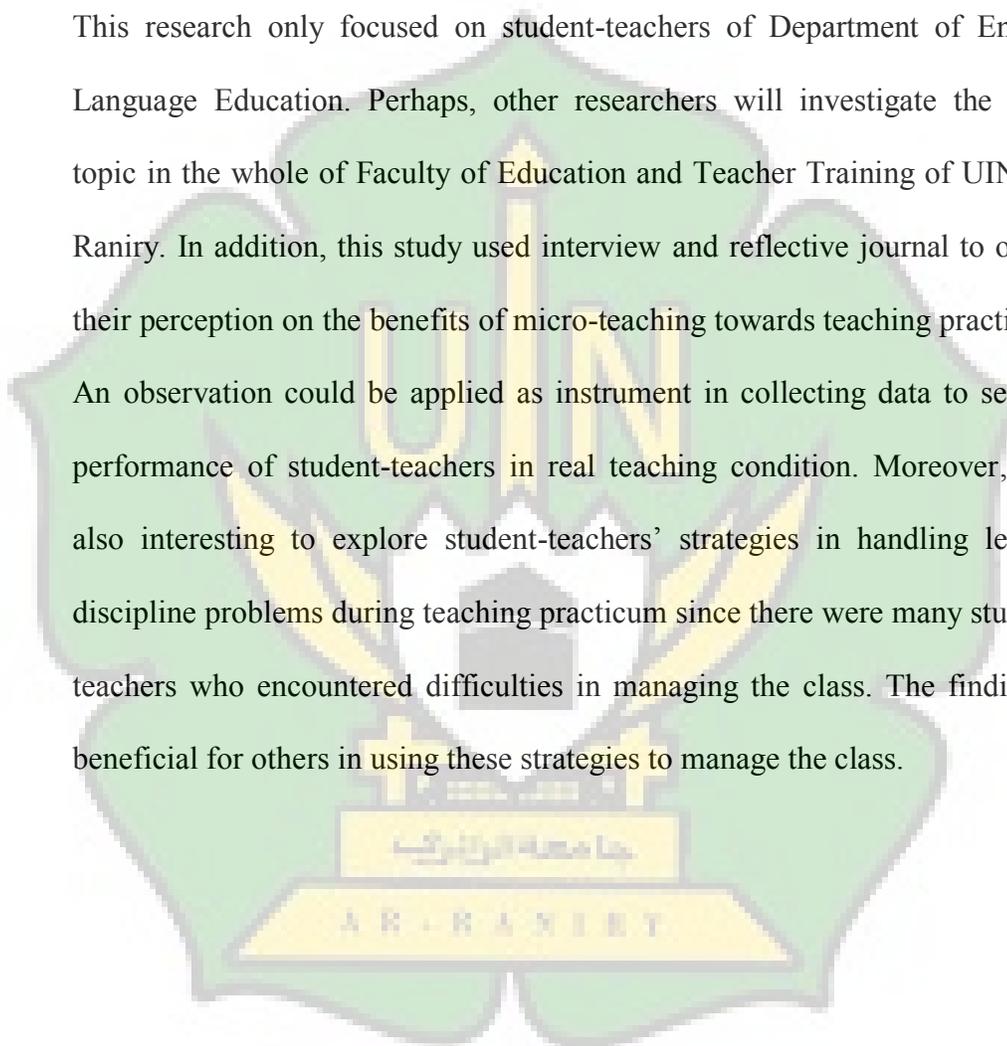
4. For The Department of English Language Education

An action can be taken for the betterment of micro-teaching program in the future. The duration of micro-teaching can be set longer because it is very beneficial to improve student-teachers' teaching skill. In addition, the department of English language staff should choose qualified lecturers in teaching area, especially those who mastered in pedagogic to teach micro-teaching class and know the current issues in the world of education. So, it

does not make student-teachers shock with the various situation in real school context.

5. For the further researcher

This research only focused on student-teachers of Department of English Language Education. Perhaps, other researchers will investigate the same topic in the whole of Faculty of Education and Teacher Training of UIN Ar-Raniry. In addition, this study used interview and reflective journal to obtain their perception on the benefits of micro-teaching towards teaching practicum. An observation could be applied as instrument in collecting data to see the performance of student-teachers in real teaching condition. Moreover, it is also interesting to explore student-teachers' strategies in handling learner discipline problems during teaching practicum since there were many student-teachers who encountered difficulties in managing the class. The finding is beneficial for others in using these strategies to manage the class.



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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-452/UN.08/FTK/KP.07.6/1/2019
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 31 Desember 2018

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Dr. T. Zulfikar, M. Ed

Sebagai Pembimbing Pertama

2. Nidawati, M.Ag

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Indah Mayang Sari

NIM : 140203263

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of Perceived Benefits of Students' Microteaching to their Teaching Practicum Class

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- 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: 14 Januari 2019

An. Rektor
Dekan,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : ftk.uin.ar-raniry.ac.id

Nomor : B-16432/Un.08/FTK.1/TL.00/12/2019

09 Desember 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Indah Mayang Sari
N I M : 140 203 263
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Rukun Damai II Gp. Pineung B.Aceh

Untuk mengumpulkan data pada:

Mahasiswa PBI Leting 2015 Yang Sudah Mengambil Mata Kuliah Micro-Teaching Dan Program PPL.

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Perceived Benefits of Students' Microteaching to Their Teaching Practicum Class.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-598/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16432/Un.08/FTK.I/TL.00/12/2019 tertanggal 09 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Indah Mayang Sari
NIM : 140 203 263
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

An Analysis of Perceived Benefits of Students' Microteaching to Their Teaching Practicum Class.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Interview Questions:

1. What did you feel before you did your teaching practicum?
2. What skills did you learn from microteaching?
3. In what aspects did microteaching contribute to your teaching practicum?
4. What skills have you learned from microteaching and which of them did have less significant impact on your teaching practicum?
5. Related to number 4, why did some skills in microteaching do not have significant impact on your teaching practicum?
6. Overall, do you think microteaching is effective to help you in facing your teaching practicum?
7. What are your suggestions for the improvement of microteaching program at English Department?

Thank You

AUTOBIOGRAPHY

1. Name : Indah Mayang Sari
2. Place/ Date of Birth : Aceh Besar / 20th March 1995
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesian/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Rukun Damai II, Gp. Pineung, Banda Aceh
9. Contact person : 082213188787 / indahms03@gmail.com
10. The Parent
 - a. Name of Father : Muhammad Jamin
 - b. Father's Occupation : Entrepreneur
 - c. Name of Mother : Mardhiah
 - d. Mother's Occupation : Housewife
11. Education Background
 - a. Elementary School : SDN 24 Banda Aceh
 - b. Junior High School : MTsN Model Banda Aceh
 - c. Senior High School : MAN Model Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, December 18th 2019
The writer,

Indah Mayang Sari