

## CHAPTER II. THEORETICAL REVIEW

### 2.1 Microteaching

Brown (1984) asserts that learning to teach is a very complex activity as the student teacher has a twofold intention, i.e., that her/his students learn while she/he learns to teach. This learning to teach for student teachers is usually called teaching practicum

Teaching practicum can be differentiated based on the number of students taught involved and the place of the teaching (Brown, 1984). The first type of teaching practicum is what the so-called microteaching, that is teaching the small group of the student teacher's peers or K-12 students in the student teacher's classroom. Meanwhile, the second type is known as school experience or internship program in which the student teacher teaches real students (K-12 students) in their schools.

Microteaching is firstly developed by Dwight W. Allen and his colleagues at Stanford University as a teacher training technique. The basic principle of microteaching is reducing the length of lesson and the number of students. It should be differentiated from mini teaching which refers to a short lesson as a precursor to a bigger topic.

In microteaching, the lesson is reduced shorter than the average time of a lesson. If the average length of a lesson is 100 minutes, microteaching takes only around 30 minutes. In term of the number of students, a common lesson usually has around 30-40 students, but microteaching has only 10-15 students. If the students come from the peer of the student teacher themselves, it is then called peer microteaching.

Seidman (1968) sees microteaching as a scaled-down version of real world. This is in line with Love (in Rokhayani et al., 2017) who notes that in microteaching, student teachers take on a role in a school setting. It is also viewed as simulated encounter designed and teaching laboratory (Ghafoor et al., 2012). Meanwhile, Ghanaguru et al. (2013) claim microteaching as "a pre-induction, booster or reinforcement involving hands-on and minds-on experiences".

Mergler and Tangen (2010) assert that microteaching is an activity where preservice teachers can engage in vicarious and mastery learning experiences since it comprises of planning a lesson and delivering it to their peers in class. As Ferryal in Febriana and Faridi (2016) states that the ability of a competent teacher includes organizing and teaching with interesting and

good methods. In other words, student teachers must implement the appropriate teaching techniques and methods (Chotimah and Rukmini, 2017; Fitriainingsih and Udin, 2017; Rosita and Faridi, 2017). Thus, microteaching, according to Saban and Coklar (2013), “can provide the possibility of forming a trial situation for teaching activities” and improve preservice teachers’ view on teaching.

## **2.2 The EFL Student Teachers at English Education Department of Universitas Muria Kudus (EED UMK)**

The EFL student teachers at the EED UMK take the programs that provide them with theoretical as well as practical courses. The theoretical courses given in the forms of content knowledge and pedagogical knowledge are usually taken in the second year of their study. Meanwhile, the practical courses are taken in the sixth and seventh semesters.

Those practical courses include teaching practicum in microteaching course and teaching internship program. This series of teaching practice courses provides the link between the theories they have taken before and the practice. In microteaching course, the EFL student teachers learn to teach in front of their peers and real students. In the next semester (the seventh semester), the EFL student teachers enroll in teaching internship program, that is, they practise teaching in real context of schools.