# CHAPTER 1

# INTRODUCTION

The research backdrop, research statement, research objective, research objective statement, importance of the research, scope of the study, and operational definition are all presented in this chapter.

## A. Background of the Research

Microteaching is one of the courses that must be taken by students who are majoring in education. According to Isnaini (2021), Microteaching is a method for improving prospective teachers' teaching skills and developing teacher experience, particularly teaching skills by simplifying or reducing learning aspects such as the number of students, time, use of teaching materials, and limitations in the application of certain teaching skills, so that teachers can accurately know the teacher's strengths and weaknesses. Microteaching is a course that studies and practices teaching processes that prioritize pedagogic abilities, and manage classes, and learning media. Microteaching can train skills in teaching where it is really needed before students go directly to a real school.

Yusuf (2006) has explained the significance of teacher education based on theory and practice. Microteaching provides curriculum-based teaching experiences that prepare students and teachers to enter real-world schools to complete their teaching practicum. According to Allen (1968), The goal of microteaching is to give student-teachers the opportunity to practice their skills with a small group of students before attempting to teach a larger group. It concentrates on honing and developing specific teaching abilities., as well as eliminating mistakes. This gives them confidence and prepares them for a variety of classroom scenarios. Aspiring teachers can get instant feedback from the micro-teaching cycle, which they can use in their next round of teaching. This aids in the development of not only their skills but also their teaching methods, as

well as the modification and improvement of their classroom behavior in the desired direction. It boosts their self-esteem and allows them to evaluate themselves. This includes teachers' evaluations of their teaching strengths and weaknesses, problems encountered during teaching practice, areas where they could improve if they taught again, and instructor comments. Prospective teachers may encounter difficulties during the teacher preparation process, which is understandable. Student instructors' teaching evaluations enable them to identify problems that arise during teaching practice.

English Education Department of Universitas Muria Kudus requires sixth-semester students to take microteaching as one of their required courses. This topic gives students the opportunity to act as real instructors and direct the classroom instruction process. It has about 20 students and a teaching time of about 10-20 minutes. This course emphasizes specific teaching skills such as speaking, writing, pronunciation, material creation, media design, and classroom management. These skills are honed over the course of two to three class sessions.

Based on previous research, Amalia (2021) the topic is students' perception about microteaching. The result shows that the microteaching class at Muhammaddiyah University of Makassar is beneficial to sixth-semester English language education students. The second previous research Setyorini (2021) the topic is students' perception of microteaching. The result shows that microteaching was effective in developing the teacher's identity and gaining benefits such as lesson planning ability, self-confidence, class management, and so on.

The difference between the previous research above with this study is Amalia (2021) and Setyorini (2021) focused on research to find out how effective microteaching practices are for training students' teaching abilities. While this research focused more on students' teachers perceptions about microteaching practices that can be obtained at

Universitas Muria Kudus. Not only that, this study uses questionnaires and interviews to collect data and is not present in the form of positive or negative responses but includes all student teacher's perceptions about microteaching. The objective of this research is to document student teacher's experiences in microteaching classes at English Education Department Universitas Muria Kudus.

## B. Statement of the Problem

Based on the background of the research above, the researcher determines the statement of the problem as follow:

How is the student teacher's perception towards microteaching aspects?

## C. Objective of the Research

Based on the statement of the problem above, the researcher determines the objective of the research as follow:

To find out how the student teacher's perception towards microteaching aspects.

## D. Significance of Research

The researcher discuss the benefits of this research in this section. The following are the benefits of classifying the researcher, student, lecturer, and institution:

1. Students

The findings of this study may be useful in preparing students to become instructors and professional teachers. Additionally, to reduce errors made while studying a teaching practice program. The findings will be useful in developing future evaluations of the efficacy of microteaching implementation.

2. Lecturers

The findings of this study will be useful for lecturers to find out how students respond and perceive the practice of microteaching. So,

the lecturers may be able to design an effective classroom activity that aids in the teaching and learning process.

**E. Scope of the Research**

This research focused on student teacher's perception of the microteaching aspects of English Language Education students at Universitas Muria Kudus. The skills are completed in the sixth semester of microteaching.

**F. Operational Definition**

Based on the title of the research, two terms can be defined in the operational definitions as follows:

1. Student Teacher is a college university or graduate student teaching under the supervision of a teacher certified to qualify for a degree in education.

2. Perceptions are interpretations, judgments, or opinions about an object that occurs around them. In this case, students' teacher perceptions of microteaching practices are needed to find out students' opinions and interpretations of microteaching practices carried out at the English Language Education Department, Universitas Muria Kudus.

3. Microteaching is a course that studies and practices teaching processes that prioritize pedagogical abilities, and manage classes, as well as learning media. Microteaching can train skills in teaching before students go directly to the actual school.