CHAPTER III

METHOD OF THE RESEARCH

A. **Design of the Research**

The researcher used qualitative research to investigate student teacher's perceptions of microteaching during the sixth semester of the English Education Study Program at Universitas Muria Kudus.

B. **Data and Data Source**

The data of this study are perceptions towards microteaching. The data source is students who passed microteaching. The number of students is 33 student teacher's taking into account the grades obtained by student teacher's with at least AB majoring in English Education Department at Universitas Muria Kudus in the academic year 2022/2023.

C. **Data Collection**

The researcher gathered information through two types of interpretations:

a. Questionnaire

The researcher questionnaire has been adopted from Emawati (2020). The researcher chooses to adopt Emawati (2020) because have similarities to this research. The simplest way to describe the ideas is to provide members with possible responses to each statement. Alternative questionnaire responses include Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

There are two steps taken:

1. The researcher explained to the students the questionnaire and how to complete it using an online system.

2. The questionnaire was distributed to the participants via an online system.

b. Interview

The semi-structural interview method was used in this study, which requires the interviewer to follow the question guidelines but allows for explanations and elaboration in answering questions. This may include an interview in some cases. An in-depth interview is so named because it is greater adaptability than a framework interview. Structural interviewing, on the other hand, entails far more than that. Interviews were used by researchers to gather detailed information about student teacher's perceptions; the researcher asked 7 students who represented the perceptions of all research samples.

There are three steps taken:

1. The researcher informed to the students the purpose of the interview.

2. The researcher conducted online interviews with the students.

3. The researcher used phone recording to record the students' responses.

D. **Data Analysis**

The questionnaire was evaluated using Sugiyono's (2008) Likert scale, with the following assessments: SD (Strongly Disagree), SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), SD (Strongly Disagree).

The researcher choose 33 students, and the results are as follows:

1. The Likert Scale and Scoring (Sugiyono, 2003;135)

No	Statements	SD	D	U	A	SA

Table 3.1. Likert Scale

2. After administering the completed questionnaire, the researcher counted the total answers for each answer category that existed in each aspect.

3. The total score is entered into the Likert scale.
   The figure of rating scale

0	5	10	15	20	25
	SD	D	UD	A	SD
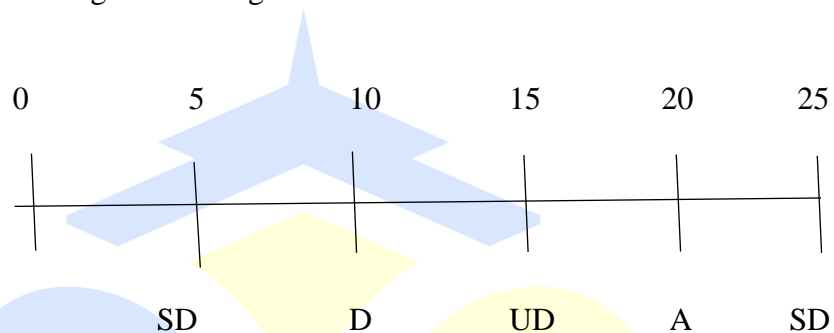
4. The data obtained from the questionnaire is then analyzed using a percentage.

$$P = F/N \times 100\%$$

Where:

P= Percentage

F= The Frequency of Items

N= Total Respondent

100% = Fixed Number

(Sugiyono, 2012;95)

5. The researcher described each statement on the data.

To evaluate the interview data from 7 students, the researcher used the following methods:

1. Transcribing

Transcription is the process of converting material from a recording to a sentence. As a result, the researcher reviewed to the interview findings and notes on what the students say.

2. Classifying

   The interview data was collected correctly. When the data is collected, the researcher divides it into two categories: required data and non-required data.

3. Interpreting

   Provide meaning or explain and to interpret the hidden meaning of the respondent's answer. Interpretting answers is beneficial so that readers will more easily understand the language used.

The researcher compiled a summary of the questionnaire and interview results in order to learn about student teachers perceptions of the English microteaching practice.
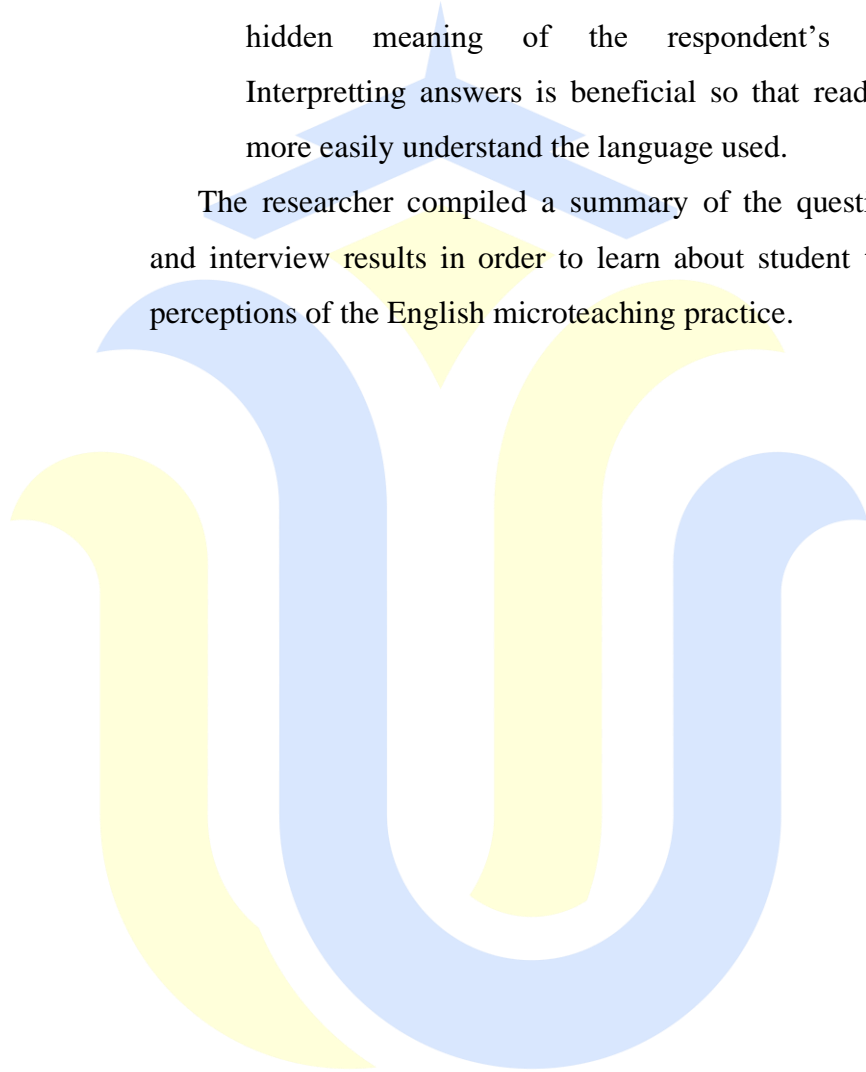
CHAPTER IV

FINDING OF THE RESEARCH

In this chapter, the researcher presents the result of the data analysis, which is based on the problem description from Chapter One. This study focuses on questionnaire results and student interviews. The aim of this study is to discover how student teacher's at Universitas Muria Kudus education department feel about microteaching.

A. Perception Based on the Questionnaire

The result of the questionnaire are qualitative because the researcher can draw conclusions that the responses from students assisted researcher in completing problem formulation, specifically about student teachers' perceptions of microteaching courses for sixth-semester English language education students at Universitas Muria Kudus.

The findings regarding student teacher's perceptions of microteaching as a subject taught in English education are discussed in this section. The researcher used questionnaire and inteview to respond to problem formulation. The researcher presents the results of the questionnaire in the form of a table as follows:

Table 4.1 Student Teacher's Perception

No	Aspect	Statement	SA	A	U	D	SD
1.	Skills in Opening and Closing Lesson	I am able to make students focus before learning begins	12 (36%)	19 (58%)	-	-	2 (6%)

		I always make a summary at the end of learning	16 (49%)	11 (33%)	2 (6%)	3 (9%)	1 (3%)
2.	Explanation Skills	I always arrange the material systematically before starting to explain the material.	13 (39%)	16 (49%)	1 (3%)	-	3 (9%)
3.	Skills to Create a Variation in Teaching	I always use different variations in each learning process.	7 (21%)	17 (52%)	7 (21%)	1 (3%)	1 (3%)
		I always give quizzes or games so students don't get bored.	16 (49%)	12 (37%)	4 (12%)	-	1 (3%)
4.	Reinforcement Skills	I always give appreciation to students who have succeeded in learning	23 (70%)	7 (21%)	2 (6%)	-	1 (3%)
		I always give	23	8	1	-	1

		applause and thumbs up to students who do positive activities.	(70%)	(24%)	(3%)		(3%)
5.	Questioning Skills	I asked students before and after learning.	16 (49%)	14 (42%)	2 (6%)	1 (3%)	-
		I give students the opportunity to ask the teacher or other students.	21 (64%)	10 (30%)	-	1 (3%)	1 (3%)
6.	Classroom Management Skills	I walk to all corners of the class to make sure students hear and understand the material.	17 (52%)	9 (27%)	5 (15%)	1 (3%)	1 (3%)
		If there are students who make trouble, I always try to calm them down.	12 (36%)	17 (52%)	2 (6%)	1 (3%)	1 (3%)
		I am always	9	18	5	1	-

		on time to start and finish learning according to the time allotted.	(18%)	(55%)	(15%)	(3%)	
7.	Small Group and Individual Teaching Ability	I always form study groups in every lesson.	2 (6%)	9 (27%)	16 (49%)	3 (9%)	3 (9%)
		I give individual assignments at the end of the lesson.	5 (15%)	14 (43%)	10 (30%)	4 (12%)	-
8.	Skills to Guide Small Group Discussions	In forming study groups, I make sure that each member of the group has their own task.	5 (15%)	18 (55%)	8 (24%)	-	2 (6%)
		After the discussion is over, I give students the opportunity to jointly assess	12 (36%)	16 (49%)	3 (9%)	2 (6%)	-

		the process and results of the discussion.					

The summary of the questionnaire results states that the first aspect shows a good perception because in statement 1 as many as 19 student teachers or 58% stated Agree and statement 2 as many as 16 student teachers or 49% stated Strongly Agree. The second aspect shows a good perception because in statement 1 as many as 16 student teachers or 49% chose Agree. The third aspect shows a good perception because in statement 1 as many as 17 student teachers or 52% stated Agree and statement 2 as many as 16 student teachers or 49% stated Strongly Agree. The fourth aspect shows a very good perception because in statement 1 as many as 23 student teachers or 70% stated Strongly Agree and statement 2 as many as 23 student teachers or 70% also stated Strongly Agree. The fifth aspect shows a very good perception because in statement 1 as many as 16 student teachers or 49% stated Strongly Agree and statement 2 as many as 21 student teachers or 64% stated Strongly Agree. The sixth aspect shows a good perception because in statement 1 as many as 12 student teachers or 36% stated Strongly Agree and as many as 18 student teachers or 55% stated Agree. The seventh aspect shows a fairly good perception because in statement 1 as many as 16 student teachers or 49% stated Undecided and in statement 2 as many as 14 student teachers or 43% stated Agree. The eighth aspect shows a good perception because in statement 1 as many as 18 student teachers or 55% stated Agree and statement 2 as many as 16 student teachers or 49% stated Agree. The most dominant average percentage results were obtained from the fourth aspect, namely Reinforcement Skills and the fifth aspect, namely Questioning Skills, with an average percentage of 93%.
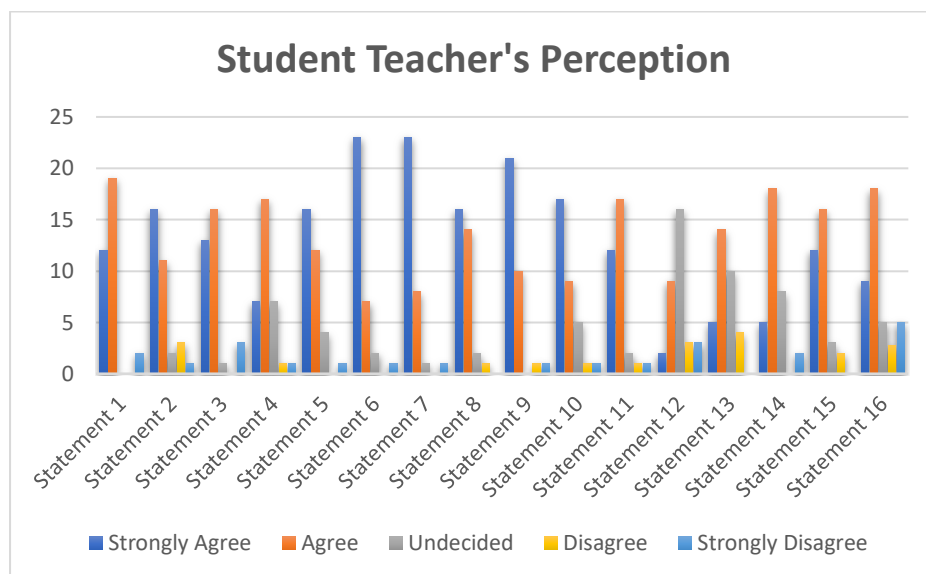
Figure 4.1 Chart of Student Teacher's Perception

Based on the figure 4.1, the majority of student teachers at Universitas Muria Kudus majoring in English Education chose the option of strongly agree and agree regarding aspects of microteaching.

B. Perceptions Based on the Interview

The researcher asked seven Universitas Muria Kudus English Language Education Study Program student teachers six questions to learn about their perspectives on microteaching practice.

According to the data interviews, student teachers have various responses to views about microteaching classes, such as student teachers viewing microteaching as a mandatory and important subject to take in the education department, nervous feelings when they first carry out microteaching, ways to get students focused on learning, various variations of learning that are frequently used, difficulties in class management, and skills acquired after joining the microteaching program.

1. What do you know about microteaching?

A total of 7 student teachers stated that microteaching as a learning process in a limited scope that is important to be pursued in the sixth-semester of Teacher Training and Education Faculty. Microteaching is aimed at training students'

teaching abilities which will be useful when they are already in real schools.

2. What do you feel when doing microteaching?

    Based on the answers of 7 student teachers, this response shows that when doing microteaching student teachers feel nervous, this is natural because it is the first experience in teaching and witnessed by the lecturer as a reviewer. Besides that, when teaching students the teacher has a great responsibility to convey the material well. However, once student teachers get used to it, they will enjoy the learning process.

3. What do you do to keep students focused during learning?

    From the interview with 7 student teacher, it can be seen that student teachers often use games like Simmon Says, Change Chair, Word Charades, videos and discussions to keep students focused during learning.

4. What learning variations do you often used so that students don't get bored?

    Based on the answers from student teachers, it can be seen that variations in learning that are often used by student teachers so that students do not get bored are by giving game-based assignments, quizzes that relate to the material being taught, using applications or the web, presenting material in the form of animated videos, and create discussion groups.

5. What obstacles or difficulties have you experienced when doing microteaching?

    Based on the answers of student teachers, almost all teacher students feel difficulties and obstacles to time management, many things outside of planning and preparation occur during the lesson. Apart from that, presenting interesting learning for students also finds it difficult for student teachers.

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6. What do you get after joining microteaching class?

From the answers of student teachers, almost student teachers have benefitied from joining microteaching. Microteaching can makes their teaching abilities increase and they have the skills and experience that will be useful when they go to real school.

Based on the results of the interview, it can be explained that 7 student teachers as interview respondents had good perception towards microteaching. Most student teachers have mastered and applied aspects of microteaching. Most of the student teachers have given good perceptions by stating that they strongly agree and agree with each statement regarding each aspect. However, there is one aspect that is not mastered by student teachers in microteaching, namely aspect number seven, Small Group and Individual Teaching Ability. Most student teachers do not apply this aspect so much that they state Undecided in every statement. They do not often form groups in each lesson. They also don't give individual assignments at the end of the lesson often enough. This needs to be improved again so that student teachers better master all aspects of microteaching which will support the level of success in learning. They consider microteaching as an important subject to hone their teaching skills which will be useful when in real school. They know enough about aspects of microteaching, they feel the difficulties in microteaching but they are still able to overcome these obstacles. Based on the statement above, it can be concluded that the results of the interview are able to support the results of the questionnaire data.

CHAPTER V

DISCUSSION OF THE RESEARCH

This section discusses the research results. The researcher explains the results of student teachers' perception of microteaching at the English Education Department of Universitas Muria Kudus.

A. **Skills in Opening and Closing Lessons**

Skill in Opening and Closing Lessons is a teaching ability that must first be known and applied in learning. Opening in teaching is important to make students ready to receive learning material. The abilities that must be mastered by student teachers in opening and closing learning are such as arousing and focusing students' attention, reviewing previous material, generating learning motivation for students being taught, providing references to students, making connections between learning materials, re-ensuring students' mastery of the material, learning by summarizing learning results, conducting evaluations and providing psychological encouragement to students. These things are important to do in teaching because they can influence the success of the learning process.

Based on the questionnaire, most student teachers agree with this aspect with an average 88%, which stated in that they always try to make students focus during learning with 36% student teachers chose Strongly Agree and 58% student teachers chose Agree. At the end of the lesson the student teachers makes conclusions with 49% Student Teacher chose Strongly Agree and 33% stduent teachers chose Agree. The results of this study were in line with the research conducted by Khakim et al. (2016).

This is also supported by the results of the interview which states that "to keep students focused during learning, students teachers intersperse learning with games and ice breaking" Games are often used by student teachers in the teaching and learning process to restore students' focus. Students must focus on learning so that the teaching and learning process produces good results. The results of this interview are supported

by the theory from Sari Ulfi (2021) concluding that ice-breaking can improve students' focus on learning.

B. Explanation Skills

The second aspect is Explanation Skills. In general, Explanation Skills can be said to be the core that determines the success or failure of learning. Explation Skills is an effort to present information or material directly that has been arranged systematically with the aim of showing the relationship between one material topic and another material topic. As prospective professional teachers, student teachers must be skilled in explaining subject matter in order to guide students in understanding lessons and train students to think critically.

Based on the questionnaire, most of the students agree with this aspect with an average 88% that the ability to explain is important in successful learning. Student teachers prepare the material as best as possible before learning begins. The student teachers who said they Strongly Agree were 13 student teachers or 39%. While there were 16 or 49% student teachers who agree. The results of this study were in line with the research conducted by Metha (2015).

C. Skills to Create a Variation in Learning

The third aspect is Skills to Create a Variation in Teaching. The skill of providing variety in learning is important for student teachers to maintain a learning atmosphere that attracts students' attention so that students are able to show an enthusiastic attitude and are serious, full of enthusiasm, and actively participate during learning. There are three components in the skill of carrying out learning variations, namely, variations in the teacher's teaching style, learning media and tools, as well as variations in the form of student teacher interaction patterns with their students.

The results of questionnaire showed that almost of the student teachers with an average 79% stated that they agreed to apply this third aspect. Student teachers often use different teaching variations with a total

of 7 student teachers or 21% who said Strongly Agree and 17 student teachers or 52% who said agreed. Student teachers also give quizzes or games so students don't get bored with a total of 16 student teacher or 49% said Strongly Agree, and 12 student teachers or 37% said agree. The results of this research are supported by Rafi'i, Sata, Erna (2020).

Based on the results of interviews, the majority of student teachers stated that "learning variations they often used were using icebreaking, game, quizzes, and presenting material in video or web form". There are various types of icebreakers that are often used, such as Simmon Says, focused clapping, interesting songs, throwing paper, etc. This can be a variation in learning so that students don't get bored easily when learning and it is not monotonous. The results of this interview are supported by the theory of Johan and Hanum (2021) who stated that Variations in teaching are variations in learning whose aim is not monotonous so that students don't get bored when learning.

D. Reinforcement Skills

The fourth aspect of this research is Reinforcement Skills. In general, reinforcement skills are the teacher's ability to respond to student behavior or actions during teaching and learning activities so that students are motivated to increase positive behavior in learning. Examples of forms of reinforcement are giving appreciation to students in the form of gifts, smiling at students, clapping hands, giving thumbs up, giving good grades, giving positive words such as good job, excellent, awesome etc.

Most of the student teachers stated that they strongly agree with an average 93%. Student teachers give appreciation to students who have succeeded in learning with a total 23 student teachers or 70% said Strongly Agree and 7 student teachers or 21% said Agree. Student teachers often use games, and quizzes, give appreciation to students, give applause, and give thumbs up to students who have succeeded in doing something positive with a total 23 student teacher or 70% said stongly agree and 8

student teachers or 24% said Agree. The results of this study were in line with the research conducted by Nurlaili (2018).

E. **Questioning Skills**

The fifth aspect is Questioning Skills. Questioning skills are used to elicit responses or feedback from others. The goal of questioning skills is to motivate students to engage in learning interactions, express their opinions, and improve students' abilities and mindsets.

According to the result of questionnaire, qustioning skills has an average result is 93%. In the first statement, student teachers said strongly agree with a total 16 student teachers or 49% and 14 student teachers or 42% said agree to asked students before and after learning. The second statement, 21 student teacher or 64% said storngly agree, and 10 student teachers or 30% state agree to giving students the opportunity to ask questions before and after learning, either by asking friends or the student's teacher. Student teachers are excellent at implementing indicators of questioning skills. The findings of this study agree with those of Nawar and Jumani (2017).

F. **Classroom Management Skills**

The sixth aspect is Classroom Management Skills. Classroom management in general is a skill that student teachers must have to create and maintain optimal learning conditions or atmosphere and repeat them if disruptions or problems occur in the learning process. Examples of classroom management activities include arranging the study room, ensuring that the teacher's voice is heard by all students, calming students if there is noise in the classroom, and keeping the class conducive.

Based on the result of questionnaire, most of the sample of student teachers said strongly agree with a total 17 student teachers or 52% and 9 student teachers or 27% said agree on the first statement, namely student teachers walk to all corners of the class to make sure students hear and understand the material. In the second statement, student teachers state strongly agree with a total 12 student teachers or 36% and 17 student

teachers or 52% state agree to always try to calm students if there are students who make trouble. The third statement is student teachers always on time to start and finish learing according to the time allotted with the total 9 student teachers or 18% state storngly agree, and 18 student teachers or 55% state agree. The average of this aspect is 80%. They always make sure all students understand and hear the instructions. If there are students who make noise, the teacher can calm them down again. The results of this study were in line with the research conducted by Nova (2015).

G. Small Group and Individual Teaching Ability

The seventh aspect is Small Group and Individual Teaching Ability. A teacher's ability to teach small groups refers to his or her ability to teach groups of three to eight students. While teaching skills or individual is the teacher's ability to determine teaching time, materials, and purposes used in teaching, as well as paying attention to the differences of each student. The role of teachers or student teachers in teaching small groups and individuals is as a motivator, facilitator, learning organizer, multi-method and media, learning interaction patterns, and identifying learning difficulties.

Based on the questionnaire, student teachers state strongly agree with a total 9 student teachers or 27% and 16 student teachers or 49% state undecided to the first statement namely students teachers always form studey groups in every lessons. In the second statement, students teacher state agree with a total 14 student teachers or 43% and 10 student teacher or 30% state Undecided. This aspect has an average 75%. The result of this study were in line with the reseach conducted by Laoli (2020) who stated that learning by using the assignment method can increase students' learning outcomes.

H. Skills to Guide Small Group Discussions

There are several things that student teachers must pay attention to when guiding small group discussions, such as clarifying problems in

learning materials, focusing students' attention, making students participate actively, giving students opportunities to participate, and closing discussion activities well.

There are times when the teacher creates a group work activity during a teaching activity. However, during the discussions, students frequently discuss topics that are not related to the material. To ensure effective ongoing discussion, the teacher's skills in guiding small group discussions are required

The eighth aspect Skill to Guide Small Group Discussions with the average result of 82%. In the first statement namely student teachers make sure that each member of the group has their own task. The total answer is 18 student teacher or 55% state agree and 8 student teachers or 24% student teachers tate undecided. The second statement is after the discussion is over, student teachers give students the opportunity to jointly assess the process and results of the discussion. There are 12 stduent teachers or 36% state Strongly Agree, and 16 student teachers or 49% state agree. The results of this study were in line with the research conducted by Zulfanindar et al. (2015).

Not only eight aspects, the researcher also stated students' perceptions of microteaching, their feelings when doing microteaching, obstacles, and difficulties when doing microteaching, and what students teachers get after joining microteaching.

Based on the results of interviews, the majority of students consider microteaching to be a course that must be taken by students from teacher training and education faculties related to basic teaching skills on a small scale or scope. Students from teacher training and education faculties must receive instruction through microteaching courses which will be useful when students are directly involved in real schools. These results are supported by the theory from Apling, Haryani, and Elianawati (2019) which states that Microteaching is a teaching practice method that helps student teachers master basic teaching skills.

For the feeling when doing microteaching, based on the results of interviews, the majority of student teachers expressed feelings of nervousness and nervousness when doing microteaching. However, student teachers can still control their nervousness so that it doesn't take long for student teachers to be able to enjoy the teaching and learning process. In general, feeling nervous or nervous is normal for student teachers who will appear in front of trick students and lecturers as reviewers. The results of this interview are supported by the theory from Prayogo (2022) which states that Anxiety is one of the most common problems encountered when micro-teaching a student teacher. Personality, language skills, teaching ability, evaluation, and other factors are all important.

For obstacles and difficulties when doing microteaching, based on the results of interviews, the majority of student teachers stated that they experienced difficulty managing time in microteaching. Apart from that, student teachers also experience difficulties in preparing for microteaching, such as choosing material, and students who are less cooperative. The results of this interview are supported by the theory of Meigawati (2016) which states that the difficulties or obstacles in carrying out microteaching are nervousness and time management. Other issues are discussed briefly, such as technical issues, management, and class preparation.

After joining microteaching, the majority of student teachers felt satisfied after joining microteaching. They gain knowledge in teaching, and experience that is very useful when student teachers are directly involved in real schools. They come to know what good teaching looks like, what teaching is effective for students, and how to make students focus and succeed in learning. The results of this interview are supported by the theory from Lestari (2019) which states that microteaching gives students real practical teaching experience, microteaching increases students' creativity in designing materials and media for teaching, and

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microteaching helps students to teach appropriately by understanding teacher competence.

Based on the results of questionnaires and interviews obtained by the researcher, it can be concluded that student teachers have a good perception of aspects of microteaching. The majority of student teachers apply eight aspects of microteaching, among which are Skill in Opening and Closing Lessons with an average percentage of 88%, Explanation Skills with an average persentage 88%, Skill to Create a Variation in Teaching with an average persentage 79%, Reinforcement Skills with an average persentage 93%, Questioning Skills with an average 93%, Classroom Management Skills with an average persentage 80%, Small Group and Individual Teaching Ability with an average persentage 75%, and Skill to Guide Small Group Discussions with an average persentage 82%. The interview results also support the questionnaire results which state that students have good perceptions about microteaching. This research is in line with research from Amalia Nur (2021) which states that students give positive perceptions of microteaching subjects in English language education.