

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% student 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. Explanation 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, questioning 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 learning according to the time allotted with the total 9 student teachers or 18% state strongly 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 study 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 research 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 state 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 student 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

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 percentage 88%, Skill to Create a Variation in Teaching with an average percentage 79%, Reinforcement Skills with an average percentage 93%, Questioning Skills with an average 93%, Classroom Management Skills with an average percentage 80%, Small Group and Individual Teaching Ability with an average percentage 75%, and Skill to Guide Small Group Discussions with an average percentage 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.