

CHAPTER I

INTRODUCTION

The researcher contains the research background, statement of problem, objective of the research, significance of the research, and operational definition in this chapter.

1.1 Background Of The Research

Microteaching is a widely used technique in teacher education programs to help student teachers develop their teaching skills and reflect on their teaching practice. Reflective practice through microteaching has been highlighted as an essential assessment task in teacher education (Sagban et al., 2021).

Reflection plays a critical role in microteaching. According to (Waterloo, n.d.), Reflection is a process of identifying, questioning, and assessing our deeply-held assumptions about our knowledge, the way we perceive events and issues, our beliefs, feelings, and actions. In microteaching, reflection is used to evaluate the effectiveness of the lesson plan and to identify areas for improvement. By reflecting on their teaching experience, microteachers can gain insight into their teaching style, identify areas where they need to improve, and develop strategies to enhance their teaching skills. Reflection is not a superficial process of introspection, but rather an evidence-based, integrative, analytical, capacity-building process that serves to generate, deepen, critique, and document learning. Therefore, reflection is an essential component of microteaching that helps teachers to continuously improve their teaching skills.

Despite the importance of reflection in microteaching students of EED still had difficulties for doing that, I knew it when practiced in microteaching class. Because of the reason, I'm curious of investigating research focusing on the content and the level of reflection in microteaching.

According to (Sparks-Langer et al., 1990, p.27) Framework for Reflective Thinking. Distinguishes among seven types of language and thinking. Level 1 is

the lowest, with no description provided. Level 2 involves a simple layperson's description. Level 3 Event labeled with appropriate terms, level 4 Explanation using only tradition or personal preference. Level 5 Explanation using pedagogical principles. Level 6 Explanation using context. Level 7 Expalanation with ethical or moral consideration. From this theory, only 2 levels were used in this research, namely levels 2 and 3 because student teachers only fulfill these 2 levels.

Research dealing with reflection on microteaching has been conducted by previous researchers. One of them was conducted by (Sagban et al., 2021) who tried to find out that employing the microteaching approach was more fruitful than utilizing regular tutoring, and that the experimental group's performance was noticeably better than the control group's. Furthermore, the individuals in the experimental group had positive opinions about microteaching as a training technique.

Meanwhile (Marlina et al., 2023), found out revealed the participants engaged in surface-level reflection at various points during their teaching performances. Regarding the research participants' perception of reflection, they consider it to be a beneficial exercise as it allows them to reflect on and analyze their practicum experiences.

This current study is different from those previous ones since it compares male and female student teacher reflection. Moreover, it also examines microteaching. Microteaching is very essential for student teachers to be good teachers.

1.2 Statements Of Problem

From the discussion of the background of the research regarding male and female EFL student teacher reflection in microteaching, the researcher found the following questions:

1. What is the content of reflection written by male and female EFL student teachers in microteaching of EED UMK?
2. What is the level of male and female EFL student-teachers' reflection in microteaching of EED UMK?

1.3 Objective Of The Research

From the researcher's questions, the objectives of the research are as follows:

1. To find out the content of reflection written by male and female EFL student teachers in microteaching of EED UMK.
2. To find out the level of male and female EFL student-teachers' reflection in microteaching of EED UMK.

1.4 Significance Of The Research

In this part, the researcher highlight the advantages of the study. Below are the benefits of this research for student teachers, researchers, and lecturers.

1. For student teacher

The results of this research can be used to help English education departments, especially at Muria Kudus University, to be ready to become good teachers. Furthermore, this approach seeks to reduce errors made during teaching practice in microteaching sessions.

2. For researchers

Researchers hope that this research can help future researchers. This research also allows other researchers to increase their knowledge about teaching practices in microteaching classrooms.

3. For lecturers

This research is useful for lecturers. This research analysis can be used as a reference for assessing student teachers who have carried out microteaching teaching practices.

1.5 Operational Definition

The researcher define a few terms based on the research title. These terms are:

1. Microteaching

Microteaching is a widely used technique in teacher education programs to help student teachers develop their teaching skills and reflect on their teaching practice. Reflective practice through microteaching has been highlighted as an essential assessment task in teacher education

2. Reflection

Reflection is the process of challenging and evaluating our assumptions about knowledge, interpretations, beliefs, feelings, and behaviors. It involves using course resources to analyze prejudices, align theories with reality, identify root causes, and identify important issues. Researchers will examine self and peer reflection microteaching, such as media, instructional skills, language skills, time management, materials, classroom management, teacher performance, students' response, and technical problems.

The goal is not emotional release or assignment, but to change our perspective on a matter, leading to a change in actions.

3. EFL student teacher

EFL student teacher is a student teach study in English it as a second or foreign language, such as English, by placing the language at the forefront of the curriculum.

In teaching, there are different thought patterns and interaction strategies between male and female EFL teachers. Female teachers are more interactive, supportive, and patient with their students, whereas male teachers may use a more competitive style and ask more picture questions. Additionally, research has investigated gender differences in classroom interactions and task preferences in EFL contexts.