

# **Students' Perspectives on Microteaching Impact on Their Performance In PLP II At The Sixth Semester Students of English Department of FKIP UKI Toraja**

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## **Abstract**

The objective of this research was to find out the students' perspectives on Microteaching impact on their performance in PLP II program at the sixth semester students of English Education Study Program. This research used qualitative method. The informant of this research were students of English Education Study Program who had followed microteaching and PLP II Program. The writer used snowball sampling technique and stopped at 21 students to interview as informants, because the data were already saturated. The data of this research was collected by interview. The writer used semi structure interview. The obtained data were analyzed in three major phase namely reduction, data display and conclusion. The result of this research, is microteaching helped the students used expressions to opening and closing class, helped the students to manage time in learning process, boost their self-confidence, improved teaching skill, and as media to received upbuilding suggestions to expand their ability in teaching process. and also, microteaching as a media to apply the teaching competence. Based on the result above, it can be concluded that microteaching helped the students of English Education Study Program of FKIP UKI Toraja, as mentioned above.

**Keywords:** Perspectives, Microteaching, Performance

## **Introduction**

Being a professional teachers is needed in this industry era 4.0. The challenges in this industry era 4.0 are getting bigger which makes teacher should not only an agent of knowledge-transfer, but also become an agent of problem-solving. Teachers are not only required to master teaching material, but also mastering another skills in terms of teaching profession.

In getting of professional competences, teachers candidate needs to be well prepared in the students of teacher training and education faculty. It is aim to develop and facilitate teachers candidates who will enroll teaching profession in the future through its vision and mission, educational purpose, and objectives of quality.

Many subjects taught in an institution, each of them has impacts based on their purposes. UKI Toraja itself, especially Teacher Training and Education Faculty, microteaching is a compulsory subject for students when they are at fifth semester. Microteaching has purposes for individual preparation before they go through real teaching program at school called PLP 2 (Pengenalan Lapangan Persekolahan 2).

Microteaching presented as a bridge for teacher to apply theories for practices about teaching and learning. Students of teacher training and education faculty (FKIP), especially English education study program have to follow this subject.

The writer himself has been this course, and provides a good impact for the writer. When the writer implements of the PLP II program, what is obtained in the microteaching class is not much different from the real teaching class. The differences found between microteaching and real teaching are differences in scale time, material content, syllabus, and differences in the atmosphere of classroom, which involves students. From the writer experiences, it can be said that microteaching is compatible within the micro class with what happens in realteaching. In same perception about microteaching with participants of PLP II states that microteaaching has a very important role for students before entering the PLP II program. The roles of microteaching is in terms of self confidence, mastery of class, and mastery of materials.

Microteaching is a teaching exercise with a small number of students. The existence of microteaching can train the readiness of teacher candidates in dealing with students and mastering the class. Some reseacher have researched about the impact of microteaching, based on Darwis & Sadeqi (2016:132) in their study concludes that, the impact of the microteaching course was positive for the individual teaching practice and helped the student teachers in how to approach the course practically and deliver the information through collaboration with peers. In Imaniah's study (2019:118), Microteaching as a Learning teaching, in her study concludes that, the most important quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching-learning goals. Both studies shows that Microteaching has main role to prepare students who want to be a good teacher in the future.

Thus, in order to be an effective educator, a teacher candidate, generally should master the classroom management as it is the most essential aspect of the teaching and learning process. However, teacher educators who prepare the teacher candidates should also display effective teaching and reflect on the sequence and consequence of their teaching, and to facilitate the assimilation between theory and practice through field teaching experiences (Amobi & Irwin, 2009:27).

Hence, in order to figure out whether or not the microteaching class prepared by the teacher educators helped the candidate of teachers' teaching experience. Based on writer's experience as English education students and explanation above, the writer has conducted a research entitled "Students' Perspective on Microteaching Impact on Their Performance in PLP II at the Sixth Semester Students of English Department of FKIP UKI Toraja.

### **Microteaching**

Wilson and l'Anson (2006), in Sen (2010:79), state that microteaching, as a type of teaching skill application is evolved through time and has become more applicable as technology has developed" while, Karckay & Sanli (2009: 844) state that, "microteaching

is a technique that can be used for various types of different professional development". Bush (1966) in Srivastava et al (2017:847) defined it a "a teacher-education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the results on video-tape".

Moreover, Anthonia (2014:185) in Aida & Antoni (2017:102), explained that micro teaching is an excellent way to build up skills and confidence, to experience a range of lecturing or tutoring styles and to learn and practice giving constructive feedback.

From the definition above, the writer concludes that in simple terms, microteaching can be interpreted as a way of self-training for students who teacher's candidate to prepare themselves as a teacher, more over microteaching as media used to evaluating by teacher's candidate to improving their teaching skill.

#### Basic Teaching Skills

Microteaching is a training vehicle to master teaching skills or improve teaching skills. teaching skills are abilities that are the most specific instructional behaviors. These skills can answer the main questions about how to teach. There are several skills in teaching, including opening and closing skill in teaching. Basically the skills of opening and closing a lesson are skills related to the activities or efforts undertaken by a teacher in starting and ending a lesson. Soli, Ambimanyu (2008) briefly stated that opening a lesson is an activity carried out by the teacher to create an atmosphere ready mentally and cause students to focus on the things to be learned. Closing the lesson is an activity the teacher undertakes to end the core activity of the lesson. A similar sentiment was also conveyed by Wardani and Julaeha (2007) that the activity of opening a lesson is an activity preparing students to enter the core of an activity (core activity) while closing a lesson is an activity to stabilize or follow up on the topic to be discussed.

According by Suwarna (2006: 67), in Barnawi & M. Arifin (2015: 129), the purposes of the opening skill are:

1. *Membantu siswa mempersiapkan diri agar sejak semula sudah dapat membayangkan pelajaran yang akan dipelajarinya;*
2. *menimbulkan minat dan perhatian siswa pada yang akan di pelajari.*
3. *Membantu siswa untuk mengetahui batas-batas tugas yang akan di kerjakan.*
4. *Membantu siswa untuk mengetahui hubungan antara pengalaman-pengalaman yang telah dikuasainya dan hal-hal baru yang akan dipelajari atau yang belum dikenalnya.*

In addition according by Suwarna (2006: 67), in Barnawi & M. Arifin (2015: 131), the purposes of the closing skill in teaching, are: giving a feedback, giving evaluation to students, and giving follow-up.

By explanation above, the writer may concluding in short term that, the skills of opening and closing lesson in teaching are important things, hence is necessary a teacher mastering them, how to greet, how to make class are interactive, and also a

teacher should be understand how to closing class in a situation which confort and interesting.

#### Objectives of Microteaching

According to Reddy (2019: 66), the main objectives of microteaching are:

- 1) It enables trainee teachers to learn and assimilate new teaching skills under controlled conditions
- 2) It enables trainee teachers to master a number of teaching skills
- 3) The trainee teachers gains confidence in teaching, understand the concept and principles underlying microteaching.
- 4) Also the student can analyze the complex process of teaching into essential microteaching skills and comprehend the procedure of microteaching for developing teaching skills.

#### Benefits of Microteaching

A microteaching session is much more comfortable than real class room situations, because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or hostile. Another benefits of microteaching is that it provides skilled supervisors who can give support, lead the session in a proper direction.

There are some point of the benefits of microteaching according to Reddy (2019:70) as follows:

- 1) It helps to develop, sharpen and master specific teaching skills
- 2) It employs real teaching situation for developing teaching skills
- 3) It helps to accomplish specific teaching competencies
- 4) It is more effective in understanding and modifying teacher behaviors important in class room teaching
- 5) It increases the confidence of trainee teacher
- 6) It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers.
- 7) It enables projection of model instructional skills
- 8) It provides expert supervision and a constructive feedback
- 9) It provides for repeated practice without adverse consequences to the trainee teacher or his/her students
- 10) It reduces the complexity of teaching process as it is a scaled down teaching
- 11) It helps to get deeper knowledge regarding the art of teaching
- 12) It caters for individual differences of prospective teachers in their training
- 13) Duration of teaching as well as number of students are less
- 14) Content is divided into smaller units
- 15) There is facility of re-planning, re-teaching and re-evaluation
- 16) It puts the teacher under the microscope, and all the faults of the teacher are observed

17) The problem of discipline can also be controlled

### **Perspective**

The word of perspective closed meaning with perception. According to Sarwono in Zulhernanda, Gurning, & Murni (2018:561) perceptions is someone's ability to organize some observation, the ability such as ability to distinguish, group and focus something that found. Perception refers to constructing and understanding of the social world from the data we get through our sense (Michener, Delamater and Myers in Tandiarara (2015:13). It is relevant with Geenberg and Baron in Oktavianty (2018:29) define perceptive as the process through which we select, organize and interpret information gathered by our sense in order to understand to world around us. It means that perception is something that we get by our sense. The writer concluded that, perspective or perception is the way thinking of someone face something that object appear and by the object someone can giving an opinion.

### **Component of perspective**

According to Alan Saks and Gary Johns in Dewi (2015:12) there are three components of perspective.

- a) The perceiver, the person who becomes aware about something and comes to a final understanding. There three factors that can influence his or her perceptions, such as experience, motivational state, and emotional state.
- b) The target. This includes the object of perception. It is something or someone who is being perceived. The amount of information gathered by the sensory organs of the perceiver affects the interpretation and understanding about the target.
- c) The situation can influence the perceptions because difference situations may call for additional information about the target.

Based on the components of perspective above, the writer concludes that the perceiver is person who becomes aware about something and comes to a final understanding, the target is object of perception or perspective, and the situation can influence perception.

### **Process of perspective**

According to Witting and Gurney in Endang (2015:10) state that the process of perspectives are:

- a) Object causes, and stimulus affects the receptor organs (physical process).
- b) Process in the brain where individual becomes conscious what she or he receives with the receptor as an effect of stimulus received (physiological process).

Based on the explanation above, the writer concludes that someone gets a perception by passing two steps namely physical and physiological process. The first, an object gives stimulus which received by receptor organs and it will be processed in brain to make someone conscious.

### **Kinds of perspective**

According to Irwanto in Endang (2015:9) there two kinds of perspective :

- a) Positive perspective is perception that describes knowledge and respond object that perceived positively (suitable with the object of perspective).
- b) Negative perspective that describes knowledge and respons object that perceived negatively (not suitable with the object of perspective).

Based on the explanation above, the writer concludes that there are two kinds of perception namely positive and negative perspective. In positive perspective, the perceiver gives positive perspective of object perception or the perceiver agrees with the object of perception. In negative perspective is the perceiver give negative perception of object perception or the perceiver does not agree with the object of perspective.

### **Performance**

Lebas (1995) in Ghalem et al (2016:4), defines performance is about deploying and managing well the components of the causal model that leads to the timely attainment of stated objectives within constraints specific to the firm and to the situation. While Oxford dictionary (2008:326), defines as an entertain ann audience by playing music, acting in a play, etc. From the explanation above, writer concudes that performance is an acting, presenting, singing or otherwise showing a craft to a group of people even in teaching.

### **Perfomance Apraisal**

According to Denisi & Pritchard (2006), in Dijk & Schod (2015:716) the term performance appraisal (or performance evaluation) refers to the methods and processes used by organizations to assess the level of performance of their employees. While, (Aguinis, 2009). Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organisation's strategic goals. Both of explanion above, writer defines as a process usually includes measuring employees' performance and providing them with feedback regarding the level and quality of their performance. Moreover, the main goal of the performance apraisal in organizations is to improve employee performance. In addition, the aim of performance could be achieved through three possible mechanisms as follow:

- 1) The information provided by the perfomance apraisal can be used for administrative decisions linking the evaluated performance to organizational rewards or punishments such as a pay raise, promotion, or discharge (Cleveland et al., 1989; Landy and Farr, 1980; Raynes, Gerhart, & Parks, 2005);
- 2) The perfomance apraisal process involves providing performance feedback (i.e., information regarding the level of performance) to the employees who were evaluated, allowing them to adjust their performance strategies to match the desired performance.

- 3) The performance appraisal is a process that raises employee awareness to the fact that they are being measured. As has been shown since the Hawthorne studies (Roethlisberger and Dickson, 1939) and is expressed in the aphorism "what gets measured gets done," the mere fact of knowing that one is being observed or measured increases performance and fosters cooperative behavior (Bateson et al., 2006;). While the first and second mechanisms of performance appraisal have been widely explored, the third has received little attention in the performance appraisal literature.

Based on explanation above, the writer concluded, performance assesment provides some benefits on the assessment process objective, measurable, and comprehensive on the ability of the end student learning. Regarding the implementation of performance assessment/apraisal, obtained the conclusion that the development of performance assessment improve students interest in practical activities, motivate students in learning and effectively help teachers measure skills and attitude students.

## **PLP II (Pengenalan Lapangan Persekolahan II)**

### **Legal Basis**

Based on the enactmen of Law No. 20/2003 on the National Education System and Law No. 14/2005, the new Government of Indonesia (GOI) in the reform era has set the legal foundation system for the management of national education system. The two laws underscore the crucial roles of teachers to improve education quality and ensure success of the reform of the education system. By 2015, all teachers will hold at least a four years Bachelor's degree, which means that approximately 1.7 million teachers will require additional training in order to be qualified. Thus, the art of teaching does not merely involve a simple transfer of knowledge from one to other. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. From the enactmen government above, PLP II presented for teachers canditate to through real teaching in shool based on their major.

## **Description of the PLP II Program (Pengenalan Lapangan Persekolahan II)**

There are some phases of implementation PLP II program, partisipant must following there are:

1. The requirements for the implementation of PLP 2 program, requirements are students still active of FKIP, UKI Toraja specifically in English education study program, have through 90 credits course, have to follow PLP 1 program at fourth semester, and have to follow Microteaching subject as benchmarks to follow PLP II program. Moreover, requirements this program is fulfilled an administrative payments, lastly the all participants must attending in supply lecturing before they are going to implementing the PLP 2 program which conducted by committee of PLP 2 program of FKIP UKI Toraja academic year 2019/2020. Addition, PLP II program

itself has 4 credit course, and implementing for 2 months at school whom collaborate with institution of UKI Toraja.

2. After whole requirements of PLP II program are qualified, the next agenda is all of participants of PLP II goes to school based on their location has chosen by committee of PLP II program of UKI Toraja. The implementation of PLP II program in academic year 2019/2020 implemented in Tana Toraja regency and Toraja Utara regency. Moreover, the implementation of this program especially English education study program are taught in senior high school and junior high school. The last phases, all of participant of PLP II program should make report as responsibility face on their activity for 2 month at school.

## Research Methodology

The writer adopted the data analysis technique proposed by Miles and Huberman (1992: 20) in Rijali (2018:83) which divided into four steps :

1. Data collection

At the first step, the writer collected data as much as possible through interview.

2. Data Reduction

At the second step, the data reduction of this research was summarized, chosen the subject matters, focused to the important things, then look for themes pattern.

3. Data Display

At the third step, the data is presented in qualitative research. Presentation of the data is in the table.

4. Conclusion Drawing

The last one step of this research is conclusion. Conclusion is an activity of formulating research result that answer the focus of research based on data analysis result. The first conclusion can be changed if there is no any supporting evidence found to support the next collecting data.

## Result

The data was collected from the students of English Education Study Program of FKIP UKI Toraja who are still active in that university. There were 21 students who had been interviewed and they had followed PLP 2 program. The interview was held in Tana Toraja, on Wednesday 1<sup>st</sup> July 2020 until on Monday 13<sup>th</sup> July 2020.

### Extract 1: Expression to start the class

Based on interviewed by the writer with the informant. Some of them said that microteaching helped them in using expression how to open the class in PLP II. It is showed by the answer below:

Student 1 (interviewed on 1<sup>st</sup> July 2020 at 02.22 p.m ): *..Good morning?, asked the condition of students, before start the class. I told them the material, what I will teach.*

Regarding the reduction basic teaching skills, in expressions to start the classroom, some of them, helped by microteaching to followed PLP II in how to giving greetings to the students, how to call the students, and also how to create an atmosphere ready mentally to faced on students through learning process.

An analysis has been conducted in order to answer the research question in chapter I of this thesis. The discussion was accepted mainly related between the result of the data analysis and descriptive of this research.

Expressions to start and closing the class.

From the interview conducted by the writer, in terms to find out their perspective on microteaching impact faced on PLP II program, in terms of the basics of teaching skills, it was found that some of them thought that microteaching provided many benefits. Microteaching's benefit, one of them, that they can to starting and closing the class as well. In the opening and closing the class in teaching process, they obtained some expressions. In expression to start the class found such as; greeting the students, ensuring the students' readiness before teaching process, made review in the previous lesson before going to next lesson, opening prayer, and the last conducted absenteeism. This finding, it can be seen in item one of this research instrument. Meanwhile regarding the basic of teaching skills in the closing the class found such as; giving feedback to students, closing prayer, giving motivation at the end of meeting. This finding, it can be seen in item two of this research instrument. From the theory of basics teaching skills that was stated by Suwarna (2006: 67), in Barnawi & M. Arifin (2015: 129), there are four purposes of opening skills, one of them, can helping students prepare themselves from the beginning to be able to imagine the lessons to be learned. From this theory showed that the purposes of basic teaching skills are relevant. So, from the basics of teaching, the writers found the similarities between the results of the research and their theory.

## **Conclusion**

By referring to the finding and discussion in the previous chapter, the writer concludes that; Microteaching helped the students used expressions to opening and closing class, helped the students to manage time in learning process, as a good media for teachers' candidate who had PLP II program, to boost their self-confidence, improved teaching skill, and as media to received upbuilding suggestions to expand their ability in teaching process, and also are not only supplied teching skill, teaching competence but the important one is attitude to learn and ethics of dress inteaching process.

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