

The Microteaching Course Benefits towards the Students of English Education Study Program in Teaching Practice

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Abstract

The aim of this study was to assess the advantages and responses experienced by students during their micro-teaching course, which serves as preparation for their teaching practice (PPL). The study employed a quantitative research method and was conducted within the English Education Program at Universitas Muslim Indonesia. The study's population consisted of eighth-semester students enrolled in the English Education Department, encompassing three classes. Data was collected using a Likert scale questionnaire, with a total of 60 students sampled from the entire population. Data collection was solely through the questionnaire. The results of the data analysis indicated that students held significantly positive perceptions regarding the benefits of micro-teaching courses, with 77% expressing very positive views. Additionally, students' responses to these courses were predominantly positive.

Keywords: *microteaching course, teaching practice*

Introduction

There are many factors that can affect educational results, and one of them is the teacher. According to Kane (2006), the teacher is essential as the main mediator of the teaching and learning process. Therefore, teachers must have the ability to create an effective learning environment. To become a teacher, one must know how to create lesson plans, prepare classes, and deliver material to students. All of these aspects can be studied in the Microteaching course.

Microteaching was pioneered at Stanford University in the United States around 1963. Microteaching is one of the efforts to improve the quality of teachers. Bell (2007) argues that microteaching provides students with valuable teaching practice and makes them aware of the benefits and connections between theory and practice. Most English education department programs widely use microteaching, and it is a proven method to achieve significant improvement in teaching practice. Effective student teaching should be a key quality of a teacher.

In addition, another effort to improve the competence of English education majors is to provide opportunities for them to engage in teaching practice. According to Marais and Meier (2004), teaching practice refers to the various experiences that English education department students have when they work in classrooms and schools. Furthermore, Mannathoko (2013)

states that teaching practice should be planned and prepared in such a way that it is fit for purpose. That is, PPL (teaching practice) makes students majoring in English education department prepare themselves to teach and apply the knowledge they have gained in microteaching courses to real classrooms through training and practical exercises from various activities of daily school life.

In this regard, the researcher explored previous studies that showed different results illustrating the perceived benefits of microteaching courses on teaching practice. First, Elias (2018) conducted a study on undergraduate diploma program students in the 2015–2016 academic year. The study discussed the contribution of microteaching courses to teacher attitudes based on the opinions of pre-service teachers participating in teaching practice programs. The results showed that microteaching courses provided an opportunity to evaluate pre-service teachers' strengths and weaknesses in teaching aspects. Similarly, Can (2019) conducted a study for students at Anadolu University, Faculty of Education, Department of Computer Education, and Education and Instructional Technology (CEIT). This research discusses the application of microteaching in teaching practice courses.

The results showed that after microteaching practice, the students majoring in English acquired several skills such as problem-solving, critical thinking, questioning, and reflective thinking. Furthermore, Sa'ad et al. (2015) explained the impact of microteaching on the teaching practice performance of undergraduate students of agricultural education at Azare College of Education. The results of the study found that microteaching is useful in improving teaching skills, classroom management, and the self-confidence of student teachers.

Based on the previous research, there is still a lack of research that investigates how students majoring in English feel about the benefits of microteaching courses, especially among students at Universitas Muslim Indonesia. Therefore, given this research gap, the researcher would like to focus on the benefits of microteaching and feedback that influence the teaching experience of the 2019 batch of students, especially in the English Education Department of Universitas Muslim Indonesia. The students in the English education department still have difficulties making lesson plans related to evaluation tools in microteaching classes. Another problem faced by students is that when they teach in front of the class, they cannot engage the class effectively; they only open the class by saying greetings and checking the attendance list, and they also explain the material. This makes them feel unconfident about entering the classroom because they have not mastered some basic teaching skills. In line with the above statement, Elias (2018) stated that microteaching provides an opportunity to evaluate students' weaknesses and strengths in the teaching process. It provides evidence of how well English language education students have achieved the skills, and teaching becomes an enjoyable experience that allows them to improve their self-knowledge (Prem & Anass, 2011). Therefore, it is important to investigate how students majoring in English education perceive the benefits and feedback from the microteaching course.

Method

This research is a quantitative descriptive study, and the method employed is the survey method. According to Masri Sangarimbun (1989), the survey method involves the process of sampling from a population and using questionnaires as the primary data collection instrument. The population for this research consisted of 60 students from the 2019 batch of

the English Education Department at the Faculty of Universitas Muslim Indonesia. The survey method was chosen for this study as it allows for the collection of data from a large number of participants in a relatively short period of time. The use of questionnaires as the primary data collection instrument ensures standardized and consistent responses from the participants. The researcher applied purposive sampling, which, as described by Sugiyono (2011), is a technique for selecting data sources based on specific considerations. Purposive sampling was deemed appropriate for this study as it allowed the researcher to select participants who met certain criteria relevant to the research objectives. This method ensured that the data collected would be highly relevant and representative of the target population within the Faculty of Universitas Muslim Indonesia.

Results

This study presents the findings regarding the benefits and responses of students in the field of English education after participating in microteaching courses. Microteaching, a well-established pedagogical technique, plays a crucial role in the professional development of future educators. The research aimed to explore how students perceive the advantages of microteaching and how it influences their teaching practice. To gain insights into this, a comprehensive questionnaire-based survey was conducted among English education students at Universitas Muslim Indonesia in the 2019 academic batch. The study's objective was to investigate the extent to which microteaching contributes to their teaching proficiency and their overall experience with this instructional approach.

Table 1. Benefits of Microteaching Course on Teaching Practice

No.	SA	Agree	Neutral	Disagree	SDA	Total
1	27 45%	23 38%	7 12%	2 3%	1 2%	60 100%
2	33 55%	17 28%	6 10%	1 2%	3 5%	60 100%
3	11 18%	18 30%	19 32%	9 15%	3 5%	60 100%
4	30 50%	17 28%	11 18%	1 2%	1 2%	60 100%
5	14 23%	17 28%	21 35%	6 10%	2 3%	60 100%
6	34 57%	15 25%	9 15%	1 2%	1 2%	60 100%
7	19 32%	16 27%	13 22%	11 18%	1 2%	60 100%
8	43 72%	10 17%	6 10%	1 2%	0 0%	60 100%
9	28 47%	23 38%	6 10%	0 0%	3 5%	60 100%
10	45 77%	8 13%	2 3%	3 5%	1 2%	60 100%
11	30 50%	20 33%	8 13%	1 2%	1 2%	60 100%
12	36 60%	16 27%	5 8%	1 2%	2 3%	60 100%
13	24 40%	26 43%	6 10%	2 3%	2 3%	60 100%
14	23 38%	27 45%	4 7%	4 7%	2 3%	60 100%
15	15 25%	25 42%	12 20%	7 12%	1 2%	60 100%
16	24 40%	31 52%	3 5%	0 0%	2 3%	60 100%
17	29 48%	21 35%	8 13%	1 2%	1 2%	60 100%
18	43 72%	12 20%	3 5%	2 3%	0 0%	60 100%
19	25 42%	27 45%	4 7%	3 5%	1 2%	60 100%
20	12 20%	24 40%	18 30%	6 10%	0 0%	60 100%
21	10 17%	23 38%	8 13%	15 25%	4 7%	60 100%
22	33 55%	19 32%	3 5%	4 7%	1 2%	60 100%

Table 1 outlines the benefits of microteaching courses on students' teaching practice. The data indicates that a substantial proportion of students found microteaching to be highly beneficial. Specifically, 77% of the respondents reported positive outcomes from their participation in microteaching courses. These positive effects extend to both microteaching itself and their subsequent teaching practice (PPL). The table provides a detailed breakdown of students' responses, highlighting their agreement, neutrality, and disagreement with various aspects of microteaching's impact.

Table 2. Students' responses after microteaching course

No.	SA	Agree	Neutral	Disagree	SDA	Total
1	23 38%	26 43%	7 12%	4 7%	0 0%	60 100%
2	18 30%	18 30%	17 28%	6 10%	1 2%	60 100%
3	17 28%	24 40%	15 25%	4 7%	0 0%	60 100%
4	21 35%	27 45%	8 13%	4 7%	0 0%	60 100%
5	19 32%	20 33%	15 25%	6 10%	0 0%	60 100%
6	32 53%	22 37%	2 3%	3 5%	1 2%	60 100%
7	14 23%	28 47%	12 20%	5 8%	1 2%	60 100%
8	16 27%	27 45%	11 18%	5 8%	1 2%	60 100%
9	13 22%	29 48%	12 20%	5 8%	1 2%	60 100%

Table 2 focuses on students' responses following their participation in microteaching courses. It presents their perceptions of the feedback received after completing these courses. The data reveals that the majority of English education students view this feedback positively, considering it advantageous for their teaching practice. The table presents a comprehensive summary of students' responses, categorizing them into strongly agree, agree, neutral, disagree, and strongly disagree categories. These findings collectively shed light on the significance of microteaching in enhancing students' teaching abilities and their overall educational experience.

Discussion

According to Koross (2016), in his research titled "Micro Teaching: An Efficient Technique for Learning Effective Teaching Skills: Pre-service Teachers' Perspective" conducted at the University of Eldoret, School of Education, Kenya in 2016, the study aimed to investigate the experiences, competencies, and perceptions of 100 pre-service teacher trainees enrolled in the Kiswahili Language Education program at the School of Education, University of Eldoret, Kenya. The research revealed that students acquire valuable skills and experiences through microteaching and hold a positive view of microteaching as an effective teaching training program. Furthermore, the research found that 65% of participants strongly agreed that microteaching helped them increase their awareness of teaching competence and enhance their instructional planning skills. Overall, the research supports the notion that microteaching is a valuable tool in the Kiswahili Language Education program, providing students with the necessary skills and confidence to become successful teachers in the future.

Similarly, based on the findings of this study, it can be determined that microteaching significantly influences the readiness of English Education students at Universitas Muslim Indonesia, batch 2019, to engage in teaching practice (PPL). Specifically, 77% of students reported that microteaching positively impacted their preparedness for field experience

practices in teaching. Additionally, the responses of students after completing microteaching courses indicated a positive development in performing various teaching skills. These results underscore the importance of microteaching as a pivotal component affecting students' teaching practice (PPL). Therefore, it is recommended that students intending to undertake teaching practice (PPL) should first complete a microteaching course. By participating in microteaching courses, students are able to gain valuable hands-on experience in a controlled and supportive environment. This allows them to practice and refine their teaching techniques before entering the classroom setting, ultimately enhancing their overall preparedness for field experience practices in teaching. Furthermore, the positive feedback received from students who have completed microteaching courses highlights the effectiveness of this approach in developing their teaching skills and further emphasizes the importance of incorporating it into teacher training programs.

Conclusion

Based on the results of data analysis and findings, it can be concluded that students in the field of English education hold a highly positive perception regarding the benefits of microteaching courses on their teaching practice. Out of the total 60 students surveyed, a significant majority, comprising 77%, reported a very positive perception. Moreover, student responses to the impact of microteaching courses were overwhelmingly categorized as positive. These findings underscore the valuable contribution of microteaching courses to students in the English education field. The students expressed that participating in microteaching courses enhanced their confidence in delivering lessons and improved their overall teaching skills. They also appreciated the opportunity to receive constructive feedback from their peers and instructors, which allowed them to identify areas of improvement and refine their teaching techniques. The positive perception and impact of microteaching courses highlight their importance in preparing future English educators with the necessary skills and knowledge to excel in their profession.

In essence, microteaching courses exert a profoundly positive influence on students pursuing English education. It is evident that completing a microteaching course equips students with a wide range of beneficial skills and competencies for their teaching practice (PPL). These skills encompass the ability to develop comprehensive lesson plans, adeptly execute lesson openings and closures, effectively convey subject matter, pose pertinent questions, utilize educational media, select appropriate teaching strategies, conduct assessments, and maintain classroom discipline. Furthermore, the microteaching course also helps students enhance their communication and presentation skills, as they are required to deliver lessons in front of their peers and receive feedback. Additionally, students learn how to adapt their teaching methods to cater to different learning styles and abilities, ensuring that all students can fully engage in the learning process. Overall, completing a microteaching course prepares students for the challenges they may face in their future teaching careers and empowers them to become effective and successful educators.

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