

**LEARNING EXPERIENCE IN MICROTEACHING CLASS OF 6th
SEMESTER STUDENTS' AT DEPARTMENT OF ENGLISH EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**



**Arranged as one of the conditions for completing the Strata I Study Program at Department
of English Language Education, Faculty of Teacher Training and Education**

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**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
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APPROVAL

**Learning Experience In Microteaching Class of 6th Semester Students' at
Department of English Education Universitas Muhammadiyah Surakarta**

PUBLICATION ARTICLE

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LEARNING EXPERIENCE IN MICROTEACHING CLASS OF 6th SEMESTER
STUDENTS' AT DEPARTMENT OF ENGLISH EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA

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I testify that there is no plagiarism in this publication article. There is no literary work previously written or published by another researcher, besides those which are indicated in quotation and references.

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengalaman belajar yang dirasakan siswa semester 6 dalam kelas microteaching. Penelitian ini berfokus pada pendapat siswa semester 6 mengenai pengalaman mereka dalam mata kuliah microteaching. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dengan menggunakan wawancara dimana data dalam bentuk transkrip wawancara. Sumber data adalah informan, yaitu siswa semester 6 yang bergabung dalam kelas microteaching di UMS. Dalam menganalisis data, tiga langkah dilibatkan, yaitu: data reduksi, data deskripsi, dan juga kesimpulan dan verifikasi. Hasil menunjukkan persepsi siswa mengenai microteaching yang dikategorikan dalam tiga persepsi: microteaching memberi siswa pengalaman praktik mengajar yang nyata, microteaching meningkatkan kreatifitas siswa dalam mendesain materi dan media untuk mengajar, dan juga microteaching membantu siswa untuk mengajar secara layak dengan memahami kompetensi guru.

Kata kunci: Microteaching, pengalaman belajar siswa

Abstract

This study aims to describe the learning experience perceived by the 6th semester students in microteaching class. This study focuses on the 6th semester students' perception about their experience in microteaching subject. This study uses descriptive qualitative method. The data are collected by using interview in which the data are in the form of interview transcripts. The data source is human informants who are the 6th semester students who join microteaching class in UMS. In analyzing the data, three steps are involved, namely: data reduction, data description, and also conclusion and verification. The result shows the students' perception about microteaching which is categorized into three perceptions: microteaching gives the students real teaching practice experience, microteaching improves the students' creativity in designing materials and media for teaching, and also microteaching helps the students to teach appropriately by understanding the teacher competence.

Key words: Microteaching, students' learning experience

1. INTRODUCTION

Department of English education is one of departments in Universitas Muhammadiyah Surakarta, in which the quality of education is the priority. Department of English education has run a program namely: microteaching. From this program, the researcher tries to investigate the students' learning experience in microteaching class.

Microteaching provides the students an opportunity to experience teaching in a real situation in classroom, where misbehaving students and technical errors are very common. However, microteaching is valuable for the students to get new experience to explore and improve their teaching practices. Microteaching experiences may not be as effective without

offering prospective student opportunities to reflect on their performance in teaching. (Amobi & Irwan, 2009).

Based on the regulation of faculty of teacher training and education in Universitas Muhammadiyah Surakarta, microteaching is one of the subjects which must be taken by the 6th semester students. This subject allows students to be a real teacher and leads the process of teaching learning in classroom. It consists of 20 students, in which the teaching time is around 10-15 minutes. This subject prioritizes certain teaching skills, namely: speaking, writing, pronunciation, material development, designing media, and also classroom management. Those skills are improved through two-three practices in class.

The purpose of microteaching is to develop skills and competencies in teaching as Benton and Kupper (2001) state in their research that the main objective of this program is to provide students with opportunity to explore the field of teaching, gain knowledge and skills which will increase the effectiveness as future education. For this reason, microteaching can be a valuable tool in preparing the students to be a teacher.

Students' perception about microteaching is important to discuss since it can be a material to evaluate the subject itself. It also can view what the students have received during the semester in microteaching class. The importance of students' perception about microteaching has led the researcher to conduct a research entitled "*Learning Experience in Microteaching Class of 6th Semester Students at Department of English Education Universitas Muhammadiyah Surakarta*". This study aims at describing the students' experience in microteaching class in department of English education Universitas Muhammadiyah Surakarta. The position of this study is parallel with the ones belong to Ogeyik (2009), Ismail (2011). The difference can be seen from the subject of study, the objective, and also the technique of collecting data.

Microteaching emerges for the purpose of preparing students teacher to be teachers. Since joining microteaching is believed as an experience to be learnt during the students' teaching period. According to Ghafoor et al (2012) claim that, the purpose of microteaching is to provide students teacher with the opportunity of practicing teaching skills. They also stated that microteaching helps student teachers to improve and develop some methods and skills in teaching such as introducing and closing the lesson effectively, and using teaching aids to make engaging teaching and learning process.

According to Kuran (2009) explained that Microteaching is especially important in the application of theory to practice. According to Abbasi (2009) explained that, microteaching help develops confidence also provides guidance, and support to the student teacher. Students

have prepared the lesson planning well for that day and expected for a good teaching performance.

2. METHOD

In this study, the writer uses descriptive qualitative method. It is used because this study tries to describe the students' experience in microteaching class at department of English education Universitas Muhammadiyah Surakarta. The subjects of this study are five English students who are joining microteaching class. They are 6th semester students. The object is the students' perception in joining microteaching class. In collecting the data, the writer uses interview. The data are in the form of interview transcripts between the writer and the five students. In analyzing the data, three steps are involved, namely: 1) data reduction, 2) data description, and 3) conclusion and verification.

3. FINDING AND DISCUSSION

The finding describes the students perception about their learning experience in microteaching class. Those perceptions are categorized into three descriptions as follows:

3.1 Microteaching Gives the Students Real Teaching Practice Experience

By joining microteaching class, the students do not only learn by sitting and hearing what the lecturer says, but it includes practicing through the process of real teaching performance. The students acts as if they are a real teacher facing a real situation, such as misbehaving children, unpredictable questions, technical errors, and designing media. This is proved by the statement below:

Appendix I, Ia.b: "Nah gini nih, kalo di microteaching kan kita mengajar temen sendiri langsung berinteraksi sebagai murid dan guru. Kalo di kelas selain microteaching kan kita ngbrolya biasa aja. (well, this is it, in microteaching, we teach our friends to interact directly as students and teachers. In the other class, we just normally interact as friend and friend.)"

The students also act like a teacher who opens and close the class. It means that students are demanded to provide the material first, then preparing the material, designing the theme to make the children enjoy the class and also understand the material well. All these processes push the students to learn, practice and prepare their performance. It is proved by the statement below:

Appendix I, Ia.b: *“Terus dari microteaching aku mulai bisa mengaplikasikan praktik mengajarku di dunia nyata, misal aku sekarang ngelesin jadi aku tahu gimana menyampaikan pelajaran kesiswaku sekarang (Then from microteaching I began to be able to apply the teaching practice as in the real world, for example, I am now teaching a course students, so I know how to deliver the lessons to my students)”*

3.2 Microteaching Improves the Students’ Creativity in Designing Materials and Media

By joining microteaching, the students are demanded to develop the materials and design such interesting media that attract the children to learn. This trains the students creativity since they do many ways to make suitable media for children. This experience is proved by the statement:

Appendix 4, Ia.a: *“Dengan adanya media kita bisa membuat PPT untuk di tampilkan dan di sajikan kesiwa secara mudah dan creative, dan ini sangat membantu kita dalam praktek mengajar di kelas microteaching khususnya di UMS. (With media, we can make it easy to display and present (the material) to students easily and creatively, and this really helps us in the teaching practice in microteaching class especially in the UMS)”*

Appendix 4, 2.b: *“Dari proses mengajar kita bisa menggunakan beberapa cara untuk menarik siswa agar mudah memahami materi misalnya menggunakan PPT.(From the teaching process we can use several ways to attract students to easily understand material such as using a PPT.)”*

3.3 Microteaching Helps the Students to Teach Appropriately through Teacher Competence

Microteaching provides the students a practical experience on teaching by understanding the term ‘teacher competence’. It consists of pedagogical competence, personal competence, social competence, and professional competence. By joining microteaching, the students realize that there are standards (competences) to be fulfilled by a teacher. These standards are only taught when the students join microteaching. The students also compare their knowledge about teacher competence before and after joining microteaching class. It is proved by the statement below:

Appendix 3, 1.a: *“Selebihnya kurang paham karena belum mencari langsung tentang teachers’ competence. (For the rest, I don’t understand it because I haven’t searched directly about teachers’ competence)”*

Appendix 3, 2.b: *“Ini adalah konsep terstruktur yang harus di miliki guru agar pengajarannya di sampaikan secara baik dan diterima secara paham oleh siswa.(this)”*

is a structured concept that the teachers must have, so that their teachings are well conveyed and understood comprehensively by students)”

4. CONCLUSION

From the findings, it can be concluded that microteaching has given the 6th semester students certain great experiences which cannot be found in the other subjects taught in Universitas Muhammadiyah Surakarta. It is also proved to be effectively preparing the students to be a professional teacher through those experiences.

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