

STUDENT PERCEPTION TOWARDS MICROTEACHING SUBJECT BY THE ENGLISH EDUCATION STUDY PROGRAM OF MAKASSAR MUHAMMADIYAH UNIVERSITY

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ABSTRACT

This research aimed to find out the students' perceptions towards microteaching subject at the English Education Study Program of Makassar Muhammadiyah University and to find out does the Microteaching subject support the English Education Study Program of Makassar Muhammadiyah University. The researcher used a descriptive method. The population was the seventh semester students from English Education Study Program of Makassar Muhammadiyah University of in the academic year of 2018/2019 which consists of 10 classes. Each of them consists about 35-38 students. Thus, the total numbers of participants are 380 students. It was used purposive sampling as the technique for selecting sample. The data were collected through questionnaire and interview. To collect the data, the study employed the questionnaire with 6 items given to 30 students and 4 items question through interview given to 10 students. As a result of study, it shown that most of the students are categorized as agree and strongly agree from each of statement. The grand mean, total average divided by number of statement is 3.54 and 88.75 % it means that students had a positive perception based on interval scale. In addition the students felt a positive experience after studying microteaching subject and it is support their teaching skills before doing teaching practice in school and minimizes the mistake when teaching practice in the future it will be successful.

Keyword: Perception, Microteaching, Descriptive Study.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap mata kuliah microteaching di Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar dan untuk mengetahui apakah mata kuliah Microteaching mendukung Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Peneliti menggunakan metode deskriptif. Populasi adalah mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar Tahun Pelajaran 2018/2019 yang terdiri dari 10 angkatan. Masing-masing terdiri dari sekitar 35-38 siswa. Dengan demikian, jumlah keseluruhan peserta adalah 380 siswa. Teknik pengambilan sampel yang digunakan adalah purposive sampling. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Untuk mengumpulkan data, penelitian ini menggunakan angket dengan 6 item yang diberikan kepada 30 siswa dan 4 item pertanyaan melalui wawancara yang diberikan

kepada 10 siswa. dari pernyataan. Rerata besar, rata-rata total dibagi jumlah pernyataan adalah 3,54 dan 88,75% artinya siswa memiliki persepsi positif berdasarkan skala interval. Selain itu siswa merasakan pengalaman positif setelah mempelajari mata pelajaran microteaching dan hal ini mendukung keterampilan mengajar mereka sebelum melakukan praktik mengajar di sekolah dan meminimalkan kesalahan saat praktik mengajar di masa depan akan berhasil.

Kata Kunci: Persepsi, Microteaching, Studi Deskriptif.

Introduction

To be a good teacher, a student needs to have many knowledge and skills to teach such as how to teach properly, make a lesson plan, preparation in the classroom and how to deliver a material to student. The way to reach it a student need to learn in Microteaching subject before doing a teaching practice. Microteaching subject is one of effective way to develop teaching skills and mistakes in teaching. Knight (as cited in Hasibuan et.al. 2010) argued that trough Microteaching students will be trained in some basic skills, which are: Skill in the opening and closing lessons, asking skills, delivering material, skills in using a variety of learning, giving feedback, managing class, discuss development and skills in using the media. According to Sudjoko (2001), Microteaching is chance to be a teacher in environmental class. Student will try to be a teacher from the preparation, learning process and evaluation. The goal of this chance is to prepare, develop and improve the quality of graduate student teachers who meet the standards of professional competence.

Based on the experience in microteaching subject. The researcher ever made a mistakes when doing teaching practice in Microteaching class. Such as felt a nervous when teaching practice, had a problem in teaching tools, and instructing a lesson plan.

Materials and Method

1. How are the students' perceptions towards microteaching subject by the English Education Study Program of Makassar Muhammadiyah University?
2. How does the microteaching subject support the English Education Study Program of Makassar Muhammadiyah University?

Review of Related Literature

Definition of Microteaching

According to Allen and Rayen(1969) : “Micro-teaching is to be found in five essential proposition, the first of which is that micro teaching is real teaching but the complexities of normal classroom teaching are lessened. That there is a focus on training for the accomplishment of specific tasks, that allowance is made for increased control of practice and that the control knowledge of results or feedback dimensions is greatly expanded.” Micro-teaching is a scaled down teaching encounter in class size and class time.

Ajiyele (2013) microteaching afforded them the opportunity to apply in practice the pedagogical theories learnt in the class. Microteaching gave them the opportunity to plan lessons and try different teaching skills they were exposed to in their study. The student teachers learnt how to appreciate other peoples' views and opinions.

Microteaching is a technique in teacher education which provides a transition from theory to real teaching situations (Çelik, 2001)In microteaching, pre-service teachers find opportunities to develop skills to prepare lesson plans, choose teaching goals, take students' attention, speak in front of group, ask questions, managing time effectively, and assessment techniques (Kılıç, 2010).

From those definition it can be concluded that microteaching is a subject for students to prepare their teaching skills such as made a lesson plan, how to manage the time, selecting learning objectives, giving direction to the students, organize the time and in microteaching class students gave a chance to practice their teaching skill.

The Cycle of Microteaching

The cycle of Microteaching begin with planning. The student will choose the topic that will be teach later and make a lesson plan. After that Student teacher will make a micro class and will be teaching for 5-10 minutes in front of 3-4 group, sometimes a supervisor or friend will be a student and also help to prepare session before teaching. Then the students requested to perform their teaching skills and the evaluation by their friends and the supervisor will be record perform by the students. After teaching session at the end of 5-10 minutes student will be given a feedback about the mistakes or missing while teaching, student teacher can playback the video record while teaching session. Feedback will assist the student to increase their teaching skills. The last student requested to fix it and think about the comment and advice before then practicing to teach it.

Definition of Perception

In psychology, philosophy and the cognitive sciences, perception is the process of attaining understanding of sensory information. In biology, perception is understood as “the mental interpretation of physical sensations produced by stimuli from the outside world”. Here ‘mental interpretation’ has been interpreted as a process of constructing an internal model of the environment. Through the theory by businessdictionary.com cites of (shodhganga.inflibnet.ac.in, 2009: 1), definition of perception is the “Process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information perception is ‘the reality’ and guides human behavior in general”.

According to Robbins (2003) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sensory information. Perception is defined variously by different scholars as Chee (2002) has stated that the reception of stimuli that can be influenced by an individual’s mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual’s attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.

According to Leavit (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

From that definition it can be concluded that perception is the way to obtain a comprehension of sensory information, begin from eyes, ear, tongue or skin, thus, a process occurs in brain and finally the perception are made.

Method

This research was used a descriptive method where the researcher tries to find the Students' Perception towards Microteaching subject and does the microteaching subject support the English education study program of Makassar Muhammadiyah University.

Analysis data

1. Population

The population of this research was the seventh semester from English Education Study Program of Makassar Muhammadiyah University in the academic year 2018/2019 which consists of 10 classes. Each of them consists about 35-38. Thus, the total number of participants are 380 students.

2. Sample

The sample of this research used a purposive sampling. Based on the criterion of purposive sampling the researcher decided number of sampling of this research was focus to take one class as sample of questionnaire then its consists of 30 students and in interviewed the researcher take 10 students.

Result and Discussion

From the questionnaire the researcher gave 6 statements to 30 students in English Education Study Program of Makassar Muhammadiyah University to find out the students' perceptions towards microteaching subject by the English Education Study program of Makassar Muhammadiyah University.

Table 1 Students' Perceptions towards Microteaching subject

No	Indicator	Score	Percentage
1.	To develop awareness teaching competence and actual teachings that will need later.	3.76	94.17
2.	To give valuable opportunity to apply for the teaching skills.	3.76	94.17

3.	To help discover teaching strength and weakness.	3. 56	89. 17
4.	To help learn organize time and manage the class.	3. 26	81. 67
5.	To propose the chance instruct a lesson, helps to predict classroom problem and improve lesson planning.	3. 26	82. 5
6.	To give opportunities to reflect performance in teaching skills by video recording in Microteaching class.	3. 63	90. 83
Mean		3. 54	88. 75

From Table 4.1 above it indicates, the first indicators got score 3. 76 and 94. 12 % and it concluded that most of the students strongly agree with the statement, the second indicator got 3. 76 and 94. 12 % it concluded that most of the students also strongly agree with the second statement, the third indicator got 3. 56 score and 89. 17 % it can be concluded that most of students strongly agree and agree with the third statement.

The fourth indicator got score 3. 26 and 81. 67 % it concluded that a few students are strongly agree and agree, also some students disagree with the statements, the fifth indicator got 3. 26 and 82. 5 % it concluded that a few students strongly agree most of the students are agree with the statement, the last indicator got 3. 63 score and 90. 83 % it can be concluded that most of the students are strongly agree with the statement.

And the grand mean of students' perception is total average by number of statements from the data, it showed that the mean score of each statement were categorized as agree and strongly agree. The grand mean, total average divided by number of statement is 3. 54 and 88. 75 % it means that Student Perception toward Microteaching Subject by The English Education Study Program of Makassar Muhammadiyah University was categorized strongly agree based on the interval scale and had a positive perception also showed that the students have interest towards microteaching subject and improve their teaching skills.

The Interval Scale

1,00-1,74	Strongly Disagree
1,75-2,50	Disagree
2,51-3,25	Agree
3,26-4.00	Strongly Agree

From the interviewed the researcher gave an interviewed to 10 students in English Education Study Program of Makassar Muhammadiyah University also to find out how does the microteaching subject support their teaching skills based on fourth question.

From the first question it indicates that microteaching subject is an important subject because the students learn about teaching practice and how to be a good teacher. Students also gave many things from microteaching class such as made a lesson plan, how to manage the classroom later, how to face a student's before doing teaching practice in school. So microteaching subject are really useful for students and also one effective way to improve their teaching skills.

From the second question it indicates that students get knowledge such as a very useful material, especially how to manage the class, time, recognize a syllabus, arrange a lesson plan, how to make interested learning methods for students, so the students don't feel bored while studying and discipline in teaching or educating the students. The students also get a chance to practice teaching before teaching in school. After teaching practice the students get an experience such as felt more confidence and get feedback from lecturer to know their strength and weakness while teaching.

From the third question, after receiving microteaching subject it indicates the students felt glad, because they get an experience, knowledge about teaching practice that they will need later and to apply it, and affecting their quality in teaching process. The students felt microteaching subject is fun because the lesson aren't make them bored, the lesson also more practical so it makes them easy to understand. The students also felt excited get the opportunity being a teacher before doing real teaching practice in school.

From the last question, how does microteaching subject support students teaching skills, it indicates that after receiving a knowledge related teaching practice such as how to manage

the class, time, students, begin a class and close the class, how to deliver material, how to face a student, recognize a syllabus, made a lesson plan, tried teaching practice, get a feedback from the lecturer, and get an the chance being teacher before the real teaching practice. And through the step by step it support students teaching skills because they already have an experience so they will learn their mistakes, and what they will needed in the next to be a good teacher also avoid mistakes that might occur while teaching later. So microteaching subject have a big role to support students teaching skills.

Based on the result of data interview the researcher can conclude that the students had positive perception towards microteaching subject because through microteaching it can improve their skills especially the way to create and arrange a true lesson plan, the way to manage the class, time, students, doing peer teaching and given feedback by the lecturer. In addition the students felt a positive experience after studying microteaching subject and it is support their teaching skills before doing teaching practice in school and minimizes the mistakes when teaching practice so in the future it will be successful.

Conclusion

- 1.** Students Perception in English Education Study Program of Makassar Muhammadiyah University towards Microteaching subject based on the sixth statement of questionnaire categorized agree and strongly agree it could be seen from the grand mean, total average divided by number of statements is 3. 54 through interval scale and 88. 75 %. These surveys are proved that the students are interested and strongly agree with microteaching subject to improve their teaching skills.
- 2.** Students Perception in English Education Study Program of Makassar Muhammadiyah University towards Microteaching subject based on the result of the interviewed the researcher could conclude that the students have positive perception towards microteaching subject because through microteaching it could improve their teaching skills especially how to made and arranged a lesson plan, did peer teaching and gave a feedback by the lecturer. After studying microteaching subject the students felt a positive experience and it is support their teaching skills before doing teaching practice in school and minimizes the mistakes when teaching practice. So the role of microteaching subjects it most important for the students.

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