

STUDENTS' PERCEPTION TOWARD MICROTEACHING SUBJECT IN SUPPORTING THE STUDENTS TEACHING SKILL

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ABSTRACT

The researcher used a descriptive method. The population was the sixth semester students from English Education of Muhammadiyah University of Makassar in the academic year of 2018/2019 which consist of 368 students. Each of item consist about 35-38 students. Thus, the total numbers of participants are 50 students. It was used truly random sampling as the technique for selecting sample. The data was collected through questionnaire. To collect the data, the study employed the questionner with 12 items. As a result of study, it shown that most of the students are categorized as agree. The grand mean, total average divided by number of statement is 3.25 it means that the students' perception toward the microteaching subject in supporting the students' teaching skill was positive perception and categorized agree based on the interval scale.

Keywords: Perception, Microteaching, Teaching Skill

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap mata pelajaran microteaching dalam mendukung keterampilan mengajar siswa. Peneliti menggunakan metode deskriptif. Populasinya adalah siswa semester enam dari Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar pada tahun akademik 2018/2019 yang terdiri dari 368 siswa. Setiap item terdiri sekitar 35-38 siswa. Dengan demikian, jumlah total peserta adalah 50 siswa. Penelitian ini menggunakan truly random sampling sebagai teknik untuk memilih sampel. Data dikumpulkan melalui kuesioner. Untuk mengumpulkan data, penelitian ini menggunakan kuesioner dengan 12 item. Sebagai hasil penelitian, itu menunjukkan bahwa sebagian besar siswa dikategorikan setuju. Besar rata-rata, total rata-rata dibagi dengan jumlah pernyataan adalah 3,25 itu berarti bahwa persepsi siswa terhadap mata pelajaran microteaching dalam mendukung keterampilan mengajar siswa adalah persepsi positif dan dikategorikan setuju berdasarkan skala interval.

Kata kunci: Persepsi, Microteaching, Keterampilan Mengajar

Introduction

There were some supported components that can lead to successful education. There are teachers, students, curriculum, facilities and infrastructure. One of the components is teacher. Pullias, Young, and Weinstein (as cited in Daud, 2006) argued that a teacher have some roles, there are as a teacher, as an educator, as adviser and supervisor, and also as a student model. Teacher's responsibilities are not only come and teach the students, but also educate, supervise, facilitate, and become a good model for their student. Furthermore it is explained by Syaodih (as cited in Mudri, 2010) that teacher has important roles in planning and implementing of teaching and learning process.

The good quality in teaching is needed in order to get a good quality of students at the end of the teaching process. To achieve good quality in teaching, a prospective teacher needs to have special knowledge and competencies to complete their work in teaching. Before starting their profession, they must be taught with special training. There are many ways that can be done to create professional teacher for instance Practicum, Microteaching, and Teaching Practice program. In this research the researcher will focus on microteaching as a new subject in Makassar Muhammadiyah University.

According to Sudjoko (2001), Microteaching is chance to be a teacher in environmental class. Student teacher 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. 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.

To make good quality teacher candidates, one way is to take microteaching class. Microteaching is an opportunity to become a teacher in an environmental class.

Microteaching is the imitation of the real class, it helps the teacher candidates simulate teaching learning activities like in a real class. The students will try to be a teacher from preparation, learning process, and evaluation. The purpose of this opportunity is to prepare, develop, and improve the quality of postgraduate teachers who meet professional competency standards.

The purpose of the present research is to find out the students perception toward the microteaching subject in supporting the students' teaching skill. Students' perceptions need to know on the basis that students are objects of the learning process. Formulates the research questions as follow: How is the students' perception toward the microteaching subject in supporting the students teaching skill at the Sixth Semester Students of English Department in Muhammadiyah University of Makassar

Materials and Methods

Definition of Teaching Skill

A professional teacher should have teaching skills and responsibility to transfer the knowledge, develop the knowledge itself, and develop the technology. It relates to the act of Undang-Undang Republik Indonesia number 14 year 2005 Chapter IV Verse 10 on teacher and lecturer, a professional teacher should have basic competences as requirements to be a teacher.

Teaching skill is required to the teacher in order to be able to teach students appropriately. Wragg (2005) sees teaching skills as strategies that teacher's use which facilitate pupils' learning.

Based on some explanation above the researcher conclude that the skill should be capable of being repeated. It means that teaching skill is not a skill that is used for one time but it is used repeatedly. Studies of teaching skills have typically focused on how such skills are developed and displayed by beginning teachers and how student teachers differ from experienced teachers.

Kinds of Teaching Skill

There are some kinds of teaching skill according to British Council (2011).

1. classroom management. According to Scrivener (as cited by Rahman, 2011) classroom management is defined as a method and strategies that is used to manage the teaching learning process so that the teaching learning process will be conducive.
2. lesson planning. Lesson planing is an ability to prepare the material and what method that will be used in teaching learning process. Lesson planning is very needed by the teacher and also the student. For the teacher, lesson planning is needed to anticipate the problem that may be happened in teaching learning process (Council, 2011).

Based on some definition of teaching skills proposed, this study will focus on two kind of teaching skills which student teachers must have for the future.

1. The skill in classroom management, which includes the skill in opening the class, delivering the material, using method and media, evaluating students until end the teaching.
2. The skill in making lesson plan, it is the way the teacher prepare the lesson plan before started the teaching process.

Definition of Microteaching

Allen & Eve (2000) define microteaching as “A system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions”. Microteaching method offers new and different opportunities to pre-service teachers about the planning and implementation of new teaching strategies. Microteaching has an important place in preparation for the teaching profession because of its potential to emphasize the relationship between theory and practice (Ajayi-Dopemuet,al, 2001).

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).

In summary, microteaching is an instrument for teacher training. It offers the student the opportunity to practice teaching activities under controlled and simulate circumstances such that the complexity of the real teaching situation is simplified in terms of the number of students, the amount of teaching time and the amount of teaching activities to which particular attention can be given.

Definition of Perception

According to Robbin in Thahir (2018) 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 also includes how people respond to the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with environment. Perception allows people to take the sensory information and make it into something meaningful.

Leavit (2002) found that definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something. Barry (1998:48) states that perception is the set of processes by which recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

From the definitions above, the writer can conclude perception is the process when people express their sense and experience or when people organize their interpretation to produce a meaningful experience.

1. Indicators of Perception

According to Robbins (2003) there are two indicators of perception:

1) Acceptance/Reabsorption

The process of acceptance or reabsorption is indicator of perception in phyology stage, it is about the function of the five sense in grasping external stimulus.

2) Understanding/Evaluation

The external stimulus that have been grasped evaluate. It is a subjective evaluation. It be different perception of each person in environment.

2. The Types of Perception

Zanden in Udrus (2015) devides perceptioon in three types as follows :

1) Person Perception

Person perception refers two those process by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of those others in ways that serve to satbilize, make predictable, and render our manageable view of the social world extend to which we attribute stable straits and enduring disposition to the other poeple.

2) Social Perception

Social perception means that trying to understand poeple whether they were professional athletes, political, leaders, criminal defendants, entertainer, or loved one closer to home is not easy task.

3) Perception of Situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time, and given a place. It is an interaction of time and space within which we act in specific ways.

Method

This research used quantitative descriptive method. The population of this research was the sixth semester students of English Educational department of Makassar Muhammadiyah University academic year 2018-2019 which consist of 10 classes. The researcher take 5 students of each class based on the order of absence. So, the number of sampling of this research were 50 students.

Result and Discussion

As has been presented on findings, results in questionnaire show that students had positive perception towards the microteaching subject in supporting the students' teaching skill in teaching practice program. It can be seen from the mean score of the data. This research question is meant to collect the students' perception toward their microteaching class. In the questionnaire that had been distributed, the respondents were asked to respond to 12 items related to interest towards microteaching and the effectiveness of microteaching to support their teaching skill in teaching practice program. The grand mean, total average divided by number of statements is 3.25, it means that students' have positive perception toward microteaching subject. The researcher assumed that these students regarded microteaching as important. It is along with what Ismail (2007) revealed that general students have a positive attitude towards microteaching. The findings showed that most of the students agreed that their teaching skill changed after taking microteaching subject. The students agreed that after taking microteaching subject, their teaching skill especially classroom management and lesson plan preparation were developed. The findings clearly indicated that microteaching prepared the students for their teaching practice program especially in managing the class and preparing the lesson plan. All these are important parts of microteaching which enable the students to improve their teaching skills.

Conclusion

Based on the findings and discussion, it can be concluded that the students' perception toward microteaching subject in supporting the students' teaching skill was positive perception. It was proved by the grand mean was 3,25 and that was categorized agree based on the interval scale. The findings of the research showed that the students perceived microteaching as important and they possessed positive perception towards their microteaching class. The students agreed that microteaching is an effective subject in preparing them for teaching practice program, microteaching support their teaching skill especially classroom management and lesson plan preparation. Therefore, microteaching can be considered as an important subject to

prepare these students for their teaching practice. By going through a certain period of microteaching session, students will be able to learn how to plan a lesson properly and able to manage the class.

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