Classroom Application of Microteaching : An Analysis of Students' Perspectives

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Abstract

Microteaching is a functional occasion which is extremely advantageous for candidate teachers to have real condition of teaching. The candidate teachers get once in a lifetime opportunities to execute their involvement in teaching. The students' perfectives are vital for advancing candidate teacher projects' results. This research intended for exploring the students' perspectives of one hundred thirty students from the English Language Education Program of FKIP-UIR. A mix of quantitative and qualitative procedures utilized as a part of gathering data. Questionnaire and focus group discussion were utilized as the instruments for data gathering. The findings that the whole sample of students has expressed that they were having their own points of view towards Microteaching and their opinion during Microteaching sessions give an extension to improve their showing abilities for real teaching sessions. These experience microteaching was helpful for students to have real teaching activities during Microteaching class.

Keywords: *Microteaching, teaching competencies, Perspectives*

Penerapan Kelas *Microteaching*: Analisis Perspektif Mahasiswa

Abstrak

Microteaching adalah fungsinya sangat menguntungkan bagi calon guru untuk memiliki kondisi pengajaran yang sesungguhnya. Para calon guru mendapatkan kesempatan seumur hidup untuk melaksanakan keterlibatan mereka dalam mengajar. Penyempurnaan para siswa sangat penting untuk memajukan hasil proyek calon guru. Penelitian ini bertujuan untuk mengeksplorasi perspektif siswa dari seratus tiga puluh siswa Program Pendidikan Bahasa Inggris FKIP-UIR. Campuran prosedur kuantitatif dan kualitatif dimanfaatkan sebagai bagian pengumpulan data. Kuesioner dan diskusi kelompok terarah digunakan sebagai instrumen pengumpulan data. Temuan bahwa keseluruhan sampel siswa telah menyatakan bahwa mereka memiliki sudut pandang mereka sendiri terhadap Pendidikan Lapangan Kerja dan pendapat mereka selama sesi Pendidikan Lapangan Kerja memberikan perpanjangan untuk meningkatkan kemampuan mereka dalam menunjukkan sesi pengajaran yang sebenarnya. Pendidikan kerja lapangan ini bermanfaat bagi siswa untuk memiliki kegiatan mengajar yang sesungguhnya selama kelas Pendidikan Lapangan.

Kata Kunci: *Microteaching, kompetensi mengajar, Perspekti*

1. INTRODUCTION

Completion of microteaching subject is a prerequisite for students in education faculty before having Field Experience Program (PPL). Not only a prerequisite, but through this microteaching, students are ready to get real experience in the practice of teaching. The successful of microteaching will give a considerable measure benefits for students.

Microteaching is a beginning period in the foundation of preparing of essential basic training through teaching. Fundamentally, microteaching is a learning strategy in light of the performance of the system which is done by preparing parts of teaching (teaching skills) in the learning process with the goal that students are extremely ready to control every components or a few an incorporated component in a teaching circumstances or reduced seen from the part of learning components, teaching materials, and time allocation. Ash and Clayton (2004), Ryan (2013), and Rogers (2001) are eager proponents of teaching and assessing reflective learning on a whole-of-course approach.

Perspective of students is an important part because it is associated an assessment of the Microteaching subject. This evaluation is as a response of students' perspectives after attending Microteaching subject in implementing the competencies in teaching and learning process. Unit Field Experience Program (UPPL) FKIP-UIR (2016) Microteaching is generally aimed at preparing student teachers to face the job taught entirely in front of the class have the knowledge, skills, skills, and attitudes as teachers professional. Point of view of students is a critical part since it is related an appraisal of the Microteaching subject. This assessment is as a reaction of students' points of view in the wake of going to Microteaching subject in actualizing the abilities in educating and learning process. Unit Field Experience Program (UPPL) FKIP-UIR (2016) Microteaching is for the most part gone for planning students instructors to confront the activity educated totally before the class have the information, aptitudes, abilities, and states of mind as educators proficient.

Student success in running Field Experience Program (PPL) is influenced by many factors. These factors can be derived from self (internal) or from outside student self (external), for Field Experience Program (PPL) a blend of theoretical and practical abilities.

Students accomplishment in running Field Experience Program (PPL) is impacted by numerous components. These variables can be gotten from self (interior) or from outside students self (outer), for Field Experience Program (PPL) a mix of hypothetical and handy capacities.

Microteaching is a classroom application which one of the teachers' education technique in evaluating the students' competency combine with training and diagnostic tool in teachers' intern program at FKIP UIR especially in English study program. The technique allows candidate teachers define teaching skills and performance. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty

training techniques.

Microteaching is a classroom application which one of the educators' instruction method in assessing the students' competency consolidate with preparing and demonstrative apparatus in instructors' assistant program at FKIP UIR particularly in English investigation program. The procedure permits competitor instructors characterize showing abilities and execution. The academic aptitude for educating can be obtained just through more organized and less expensive personnel preparing strategies.

The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching.

The specialty of instructing does not just include a straightforward exchange of learning from one to other. Rather, it is an unpredictable procedure that encourages and impacts the way toward learning. Nature of an educator is evaluated on how much the students comprehend from his/her instructing.

The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Moreover, many efforts and trainings have been done to undertake of Microteaching framework, there were some lacks and needs to improve the quality of English study program students at FKIP UIR to implement this subject in the classroom.

The classrooms can't be

utilized as a learning stage for procuring essential instructing abilities. Additionally, numerous endeavors and trainings have been done to embrace of Microteaching structure, there were a few needs and needs to enhance the nature of English investigation program students at FKIP UIR to actualize this subject in the classroom.

The other needs of the outcomes of education in FKIP UIR is to satisfy the employment needs of employers (in this case users in various school) and graduates. Graduates seek to obtain lucrative employment opportunities and employers pursue suitable new recruits from the pool of graduates to fill job offerings. Community colleges foster the employment opportunities of their students by integrating theoretical and practical training.

Alternate needs of the results of instruction in FKIP UIR is to fulfill the work needs of managers (for this situation clients in different school) and graduates. Graduates try to get lucrative business openings and managers seek after appropriate newcomers from the pool of graduates to fill work offerings. Junior colleges encourage the work chances of their students by incorporating hypothetical and down to earth preparing.

The practical training component involves collaborating with employers to provide work experience for students. The work experience program aims at providing hands-on training in technical skills and helps students integrate other

personal and professional skills relevant for employment. Even with the work experience component, the training opportunities provided by the community college prove inadequate for some employers.

The handy preparing part includes teaming up with businesses to give work involvement to students. The work encounter program goes for giving hands-on preparing in specialized aptitudes and enables students to coordinate other individual and expert abilities applicable for business. Indeed, even with the work encounter part, the preparation openings gave by the junior college demonstrate lacking for a few managers.

Further evidence of these conclusive statements is discussed in the rationale and the literature review. The community college of interest to the project study needs to be deliberate about the training and assessment of students' development of Microteaching. The aim of this research is to emphasize the analysis of students' perspectives in applying Micro Teaching subject in the Classroom. Additional proof of these definitive proclamations is examined in the method of reasoning and the writing survey. The junior college important to the undertaking study should be ponder about the preparation and appraisal of students' advancement of Microteaching. The point of this exploration is to accentuate the investigation of students' viewpoints in applying Micro Teaching subject in the Classroom.

A systematic literature search of research articles and reviews was undertaken from various educational databases. From the reference lists of published articles, books available were also reviewed. Specifically, this study aimed to answer the following questions: a) What are the constraints faced by students in Microteaching class? b) What are the students' perspectives about classroom application of Microteaching in preparing Teaching Experience Program (PPL) at English Study Program FKIP UIR?

A precise writing inquiry of research articles and audits was embraced from different instructive databases. From the reference arrangements of distributed articles, books accessible were likewise inspected. In particular, this examination planned to answer the accompanying inquiries: a) What are the imperatives looked by students in Microteaching class? b) What are the students' points of view about classroom utilization of Microteaching in planning Teaching Experience Program (PPL) at English Study Program FKIP UIR?.

2. METHOD

The participant was the subject of where the information obtained. The participant of the research was all English study program students at semester 6 FKIP UIR who were taking Microteaching subject at the year 2016/2017. Then, the sample was only 32 students by using random sampling technique.

Instrument
1. Interview

Interview was a dialogue which conducted by the researcher to obtain information from the

informant.

Close ended questions were given to both lecturer and students; a) What are the expected performance you will get during and after Microteaching class applied? b) What benefits do you get during Microteaching class applied? c) Could you please mention some problems occurred during Microteaching class? In collecting the data by using interview, the researcher chose randomly for the sample, they were from 6A to 6F class in Microteaching subject. The activity in interview process, the researcher was helped by co researcher in doing the interview.

Each of students had 10 minutes to answer the questions which were arisen by the researcher, while co researcher recorded the process of interview.

2. Questionnaire

The questionnaire contained 20 questions which had been answered by students that contained the students' perspectives in Microteaching class. It was based on the adoption of EPOSTL which was a means of fostering professional growth was a document by which educational knowledge and skills for teaching languages were assessed, monitored, recorded and reflected. In these processes, feedback was provided for students' performances.

Since EPOSTL is a means of promoting professional growth through reflection and dialogue, it enhances autonomous learning. The purpose of the questionnaire was to investigate the perspective of student towards Microteaching applications. Data was generated via a Likert-type

scale. 20 items with 5 options strongly agree, agree, undecided, disagree, strongly disagree were included into the scale.

Following the reliability analysis, 2 items were excluded from the scale and 20 items evaluated in the scale. Some items used in the scale worded in a positive manner and some items reversed in meaning from the overall direction of the positive ones. The individual responses in positive items were assigned numbers 5-1 from strongly agree through strongly disagree.

The reversal ones were assigned numbers 1-5 from strongly agree through strongly disagree. The results of the scale were presented in three sections in the study. The sample was assigned to answer the questionnaire during break time. All sample got the same time in completing the answers for about 30 minutes. Co researcher distributed the questionnaire and collected all the answer sheets while the researcher explained the detailed steps in answering the questionnaire.

The blue print of the questionnaire was displayed in the following table:

Table 1
The Blueprint in the Questionnaire

	Description	Items
A	Background of the Respondent	1-6
B	Opinion about Microteaching	7-10
C	Factors affecting Microteaching and Perspective towards Microteaching	11-15
D	Application of skills learnt in	16-20

Classroom Application of Microteaching : An Analysis of Students' Perspectives

	Microteaching class	

Data Analysis

SPSS statistic version 24 was used in this research, alpha cronbach and data factors were used to find out the validity and reliability coefficient of the Likert-type scale of the items in the questionnaire. The researcher calculated the items into the program then analyzed the items based on the optional chosen by students.

3. FINDINGS AND DISCUSSION

3.1. The Constraints Faced by Students in Microteaching Class

The constraints faced by Microteaching students to carry out teaching experience program were obtained by conducting interview during research. The findings were taken from the respondents from the students who were taking Microteaching class. The data was collected by the researcher from students in her Microteaching class by conducting interview to the students.

a. *What are the expected performance you will get during and after Microteaching class applied?*

The process of interviewing students was held in the classroom by choosing random students. The result of interview:
"I expect Microteaching experience help me to learn some methods and strategies when I do my performance in the classroom. I

practice to apply the strategies and methods to make activities vary and avoid monotonous cycles. I am happy to get new experience before I have my teaching practice (PPL) next semester". (Student E).

"I expect Microteaching knowledge enable me to take in a few techniques and systems when I to do my execution in the classroom. I practice to apply the methodologies and strategies to influence exercises to change and evade tedious cycles. I am glad to get new involvement before I have my showing practice (PPL) next semester". (Student E).

"Microteaching helps me a lot in motivating myself use English as communicating language. I become confident and flexible use English in front of the classroom. Actually, it is hard but I will show my best performance". (Student T).

"Microteaching encourages me a great deal in inspiring myself utilize English as communication tool. I end up plainly sure and adaptable utilize English in the classroom. All things considered, it is hard yet I will demonstrate my best execution". (Student T).

The interview result above in lined with Benton-Kupper (2001) research finding that they already viewed Microteaching as an effective learning tool that enabled them to discover and develop their language ability, moreover, Ogeyik (2009) also found that the importance of Microteaching practices in developing students to use English actively. At last, the students were

trained not only their teaching skill but also their usage of English skills. In addition, the research finding proposed by (Fernandez and Robinson, 2007; Benton-Kupper, 2001) that positive view of students towards the benefits of Microteaching. The studies concluded that incorporating Microteaching into students' training programs is highly appreciated. Students hand-on experience opportunities enabled them to develop self-reflective skills, gain knowledge and promote effective teaching strategies.

The interview result above is fixed with Benton-Kupper (2001) finding that they as of now saw Microteaching as a powerful learning device that empowered them to find and build up their language capacity, additionally, Ogeyik (2009) likewise found that the significance of Microteaching rehearses in creating students to utilize English effectively. Finally, the students were prepared their showing expertise as well as their utilization of English aptitudes. Furthermore, the examination finding proposed by (Fernandez and Robinson, 2007; Benton-Kupper, 2001) that positive perspective of students towards the advantages of Microteaching. The investigations inferred that joining Microteaching into students' preparation programs is exceptionally valued. Students hand-on encounter openings empowered them to create self-intelligent aptitudes, pick up learning and advance compelling instructing methodologies.

b. *What benefits do you get during Microteaching class applied?*

The question above had been answered by students during Microteaching class. Some students had given their opinion regarding the benefit of Microteaching for their preparation to have practice teaching (PPL). The transcript of the interview as follow:

"Microteaching helps me to know my strengths and weaknesses. My friends and lecturers' comment and feedback at the end of my presentation have shown me my positive point and bad point about my skill in teaching and English usage. Frankly speaking, I feel shy and shame when they criticize in front of others, but I am happy to know it to recover my negative point". (Student N).

"Microteaching encourages me to know my qualities and shortcomings. My companions and instructors' remark and input toward the finish of my introduction have demonstrated to me my positive point and terrible point about my aptitude in educating and English use. To be perfectly honest speaking, I feel modest and disgrace when they censure before others, yet I am cheerful to know it to recoup my negative point". (Student N).

"I get benefit in Microteaching subject, first, I can practice my skill in teaching, second, it is very useful for my career because I got some news from my senior that some schools will choose us to be candidate teacher by having recommending letter from school. I learn a lot in Microteaching subject and enjoy having this class. I practice a lot in my rent house together with my

friends. Insyaallah I will get excellent score and I am ready to have practice teaching next semester. Amin".(Student A).

"I get advantage in Microteaching subject, to start with, I can practice my expertise in instructing, second, it is exceptionally helpful for my vocation since I got some news from my senior that a few schools will pick us to be applicant educator by having recommendation letter from school. I take in a considerable measure in Microteaching subject and appreciate having this class. I practice hardly in my leasing house together with my friends. Insyaallah I will get excellent score and I am prepared to have practice teaching next semester. Amin". (Student A).

These interview results were supported by Benton-Kupper (2001) about students' positive perceptions towards Microteaching experiences. Students indicated that Microteaching experience was an enjoyable experience as it offered them opportunities to increase self-confidence in discovering and enhancing their teaching skills and language ability, furthermore, Butler (2001) also shown that Microteaching as a highly beneficial activity, preparing them to practice in class as real situation of teaching and learning process. Then, another research finding was supported by Karckay and Sanli (2009) that the effect of Microteaching application on Microteaching class to improve students' teaching skill.

c. Could you please mention some problems occurred during Microteaching class?

The answer of the question above had been discussed by students and lecturer during interviewing process. The data of interview result shown below:

"I started Microteaching class by having some real observation in elementary school, junior high school, senior high school, and vocational high school. These four level schools had given me the problems in teaching. Allocating time among other subjects during Microteaching class really spend much time. The observation sheet which I have to prepare do not support the condition ...I mean the facilities provided in some schools are rare. The school staffs ...sometimes...do not support me and my friends in doing observation in some school. Some teachers also do not show good cooperation with us. I and my friends should prepare permit letter from faculty before conducting observation in these schools". (Student F)

"I add more information...my time mostly spent to arrange the students' noisy and sometimes the students walked here and there. It seems that I have spent much time to deal with the students' business". (Student Z).

These interviews were in line with the research done by Fernandez"s (2010) study that indicated that student teachers were able to identify general teaching patterns and classroom management issues during the Microteaching class

though they were teaching their colleagues and were acting in a "fake" situation.

3.2. Students' Perspective

In order to find out about the students' perspectives on the Microteaching subject, the researcher conducted a questionnaire distribution. By obtaining the data from questionnaires, the researcher collected the data from the result of students' opinion and idea about their perspective idea in Microteaching. SPSS statistics 24 version was used to analyze the data

There were four sections in the questionnaire with the detailed data namely; background of the respondent there were five items, the

students' opinion about Microteaching consisted five items to be chosen, the factors and perspectives of students towards Microteaching, and the last was the students' application in applying their skill about Microteaching.

The questionnaire was distributed to six semester students at English study program, the total questionnaire was 32 and all returned to the researcher. The students were asked to choose five optional answers in the questionnaire. The questionnaire used a five-point Likert scale extending from five (strongly agree) to one (strongly disagree). The result of the mean score of Part B (Opinion about Microteaching) section was displayed below:

No	Items	Strongly Agree	%	Agree	%	Undecide	%	Disagree	%	Strongly Disagree	%
	Table 2 PART B. Opinion about Microteaching										
1	Microteaching made me feel embarrased when I was teaching in front of my colleagues.	1	3,13	7	21,88	2	6,25	19	59,38	3	9,38
2	Microteaching forced me to do difficult task.	0	0	7	21,88	4	12,5	16	50,00	5	15,63
3	Microteaching was carried in tensed situation which made me confused.	0	0	8	25	3	9,375	19	59,38	2	6,25
4	I found it hard to speak in front of the class.	0	0	8	25	4	12,5	18	56,25	2	6,25
5	I focused about the result of my teaching performance rather than my content of teaching.	2	6,25	8	25	6	18,75	15	46,88	1	3,13
	TOTAL	3	1,88	38	23,75	19	11,875	87	54,38	13	8,13

Classroom Application of Microteaching : An Analysis of Students' Perspectives

Item 1, "Microteaching made me feel embarrassed when I was teaching in front of my colleagues" shows that the students disagreed with this option, they felt confidence and less embarrassed. This finding showed that students do not always feel embarrace when they are teaching, then it shows that the students enjoyed teaching in front of others. This finding is line with Beattie (2007) finding that through the Microteaching sessions, the student teachers engaged in dialogues with their peers as well as their lecturer, and found a way to create new scripts for their work. Besides, 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.

Item 2, "Microteaching forced me to do difficult task", the result shows that the students disagreed as amount as 50% students chose this option. Analysis to the answers of item 2 showed that student teachers held positive about the effect of Microteaching practices on their language and on their increasing enthusiasm towards handling difficult task. This result showed that Microteaching experience helped them improve their awareness of completing the assigned job. The result is supported by Guneyli & Aslan (2009) stated that prospective teachers posited to be happy to teach even under difficult conditions.

Analysis of item 3, "Microteaching was carried in tensed situation which made me confused", showed that the students were relaxed

during Microteaching class. The mean score of 59.38% showed that they were enjoying the activities. Positive point that the students were shown by optional chosen in disagree result. The result is line with Sadiq (2011) and Otsupius (2014) research finding that the students had a positive attitude towards micro teaching and indicated that they enjoyed the whole process and they appreciated teaching as a career.

The data of item 4 which shown the mean score as amount as 56.25% was displayed as disagree option chosen by students. It means that the students did not get any difficulty when they were having performance in front of the class. The findings agreed with the findings of Ogeyik (2009) and Sadiq (2011) who established that micro teaching has an impact on students' teaching competencies.

The analyzing data of item 5, "I focused about the result of my teaching performance rather than my content of teaching", showed that the students did not really care about their score achievement. They did not agree with the statement of focusing the score, they cared about their professional skill. This finding supported by Yeany (1978), Arends (2000), Demirel (2004) that Microteaching is an effective means of improving student teachers' teaching skills and as a tool of continuous training applicable at all stages of the teaching profession.

The questionnaire of the mean score of Part C (Factors Affecting Microteaching) section was displayed below:

Table 3 Part C. Factors Affecting Microteaching

No	Items	Strongly Agree	%	Agree	%	Undecide	%	Disagree	%	Strongly Disagree	%
1	Microteching is time consuming process.	2	6.25	17	53.13	4	12.5	7	21.88	2	6.25
2	Micro-teaching class is interesting and knowledgeable.	13	40.63	17	53.13	1	3.13	0	0	1	3.3
3	Feedback improves the behaviour of my performance.	16	50	15	46.88	1	3.13	0	0	0	0
4	Use of multimedia during micro teaching is helpful in understanding.	22	68.75	9	28.13	1	3.13	0	0	0	0
5	Video recording is a useful technique for feedback.	12	37.5	18	56.25	1	3.13	1	3.13	0	0
	TOTAL	65	40.63	76	47.5	8	5	8	5	3	1.88

Part C in the questionnaire was factors affecting Microteaching consisted of five items which were chosen by the student. Each items divided into five options to be ticked from strongly agree to strongly disagree. Item 1," Microteaching is time consuming process", showed that 53.13% students agreed that they got more time consuming in preparing Microteaching. They had difficult process in finishing their time to accomplish their Microteaching. Student F in his interview stated that "*Allocating time among other subjects during Microteaching class really spend much time*". The item no.1 supported by the researcher's research finding and in lined with Sevim (2013) and Cakir (2000) research that the students have to spend more time and effort to apply Microteaching method.

Item 2,"Micro-teaching class is interesting and knowledgeable",

students chose agree as amount as 53.13% that Microteaching gave them an enjoyable situation and gave them knowledge, while item 3, "Feedback improves the behaviour of my performance", chosen as amount as 50% by students showed that they strongly agreed feedback was valuable to give good impact to them. Feedback played an important role to them to reevaluate their achievement in performing their skill in teaching. This research was supported by Britton and Anderson (2010) showed that peer coaching practice was well-liked by students who altered their pedagogical practices as a result of being involved with other trainees in a cooperative teaching activity.

Another study by Amobi and Irwin (2009) also provided evidence that students in teacher training programs have some kind of knowledge about the art of teaching gained by different means,

Classroom Application of Microteaching : An Analysis of Students' Perspectives

Observing teachers teaching them for many years allowed them to develop some conceptions about the art of teaching. Additionally, these experiences might help them start developing their identity as both students and teachers.

Item 4, "Use of multimedia during micro teaching is helpful in understanding", showed the amount as 68.75% strongly agree was the option chosen by the students, it means that multimedia was as a tool helped students more enjoy and gave them more benefit in implementing Microteaching in the classroom and item 5, "Video recording is a useful technique for feedback" showed that the amount as 56.25% agree was chosen by students. Video recording as a feedback, they reviewed their performance by viewing each video as feedback to be remarked and reevaluated for better result. This finding was supported by studies in the literature (Erdem et al., 2012; Cotrell & Doty, 1971; Kuran, 2009; Cakır, 2010; Peker, 2009; Şahinkayası, 2009) also support these findings. Another research finding was Erdem et al. (2012) reported that with regard to the video recording,

critiques and the artificial environment of the Microteaching exercise, most of the pre-service teachers said that the video recording and critiques were beneficial, while others said that the video recording and critiques caused them to become nervous and that the Microteaching exercise would be more beneficial if it were conducted at the schools where they did their internships. Another research support the researcher's finding was Tidwell (2013) viewed Microteaching as a session of practice teaching that is videotaped for the teacher to watch. Microteaching is suitable for potential, new and existing teachers to review their teaching techniques and receive feedback from fellow teachers and administrators. The feedback received is used for making corrections to their teaching style accordingly. As every human activity or behavior is geared towards achieving a purpose so also, Microteaching has aim, goals and objectives.

Table 4 Part D. Application of Skills Learnt in Microteaching Class

No	Items	Strongly Agree	%	Agree	%	Undecide	%	Disagree	%	Strongly Disagree	%
1	Microteaching mentally prepares the students for real teaching.	14	43.75	16	50	2	6.25	0	0	0	0
2	Micro-teaching class is	14	43.75	18	56.25	0	0	0	0	0	0

No	Statement										
	interesting and knowledge able.										
3	Feedback improves the behaviour of my performance.	16	50	15	46.88	1	3.125	0	0	0	0
4	Use of multimedia during micro teaching is helpful in understanding.	17	53.13	14	43.75	1	3.125	0	0	0	0
5	Video recording is a useful technique for feedback.	16	50	11	34.38	5	15.63	0	0	0	0
TOTAL		77	48.13	74	46.25	9	5.625	0	0	0	0

The last part of the component was application of skills learnt in Microteaching class which consisted on five items together with five optional alternative answers to be chosen. From item 1 to item 5, positively showed that five optional answers were in range of positive effect. Strongly agree optional answer was in the items no 3, item no 4, and item no 5 with the amount as 50%, 53.14%, and 50% for each item no 3 to item no 5. The statements of using feedback, multimedia, and video had given the students positive point of result that they strongly agree with the options, therefore they got impressed about the usage of media in teaching was really helpful and made them enjoy in teaching.

The last two statements were item no 1 and item no 2 showed that the optional alternative answers were in good range. Students felt Microteaching gave them a lot of chance to practice like in real situation, thus the finding showed that they got opportunity to do teaching in the classroom with real object of people. Another statement in item no 2 displayed that the student obtained positive knowledge in practice teaching. The finding above was lined with Can (2009), the more effective the Microteaching the better the opportunities for student teachers to develop their teaching skills at their schools of practice. This is because Microteaching serves as training ground for teaching practice. Microteaching serves as a meeting point between the theory and the

practice for pre-service training of teachers.

The other support was Ike (2003) believed that Microteaching was developed as an answer to the question of how best can teachers be prepared for the teaching profession. It is when student teachers acquire the necessary teaching skills through Microteaching that they are posted to the field for teaching practice. Microteaching which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of pre-service teachers.

The above research finding was also supported by Afolabi (2010) and Ajibade (2009) noted that Microteaching greatly expands the normal knowledge of results of feedback dimension in teaching and it gives room for immediate feedback. The student teacher is given the opportunity of self- analysis of his own behavior while teaching. Microteaching minimizes delay in feedback.

The statistical program SPSS 24 was used for analysis of the data in supporting the students' perspective in quantitative design. Investigation of the reliability and validity of the scale was purposed and the Crobach's Alpha reliability coefficient of the Likert-type scale was calculated as 0.69 (see table 5). The relations among the factors were analysed via factor analysis. The internal consistency of the total scale was found out to be between 0.43 and 0.83. Furthermore, the percentile values of the responses given to the items in the scale were calculated.

Table 5. Score Recapitulation of Alpha and Factor

No	Items	Cronbach's Alpha	Factor
1	Microteaching made me feel embarrased when I was teaching in front of my colleagues.	0.856	0.709
2	Microteaching forced me to do difficult task.	0.712	0.740
3	Microteaching was carried in tensed situation which made me confused.	0.724	0.741
4	I found it hard to speak in front of the class.	0.667	0.707
5	I focused about the result of my teaching performance rather than my content of teaching.	0.682	0.747
6	Microteaching is time consuming process.	0.676	0.436
7	Micro-teaching class is interesting and knowledgeable.	0.657	0.647
8	Feedback improves the behaviour of my performance.	0.667	0.774
9	Use of multimedia during micro teaching is helpful in understanding.	0.665	0.690
10	Video recording is a useful technique for feedback.	0.684	0.623

11	Microteaching mentally prepares the students for real teaching.	0.680	0.838
12	Microteaching helps how to write and conduct a good lesson plan.	0.678	0.616
13	Microteaching gave me a valuable opportunity to apply my teaching skills.	0.672	0.783
14	Microteaching helped me to discover my teaching strengths and weaknesses.	0.662	0.787
15	Microteaching made me aware how to be a good teacher.	0.675	0.577

4. CONCLUSION

The findings of the research related to the the constraints faced by students in Microteaching class and the students' perspectives about classroom application of Microteaching in preparing Teaching Experience Program (PPL) at English Study Program FKIP UIR were gained by questionnaires and focus group discussion shown that there were some contraints in facing Microteaching class namely facilities providing, time consuming, and difficult preparation to be done before teaching.

The students' perspectives about classroom application of Microteaching shown the result of research findings that the students were positively agree that Microteaching gave them chances and real experience in teaching and provided them with more knowledge addition in case of the preparation of teaching by using many media and multimedia. The used of video recording was really helpful for them due to its feedback. The feedback gave them reevaluation and reexamined the performance and the feedback also shown their weaknesses and positive point of their skill. It is when student teachers acquire the necessary teaching skills through Microteaching that they are posted to the field for teaching practice. Microteaching which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of being future teachers.

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