

MICROTEACHING AND THE DEVELOPMENT OF ELT PRESERVICE TEACHERS'  
TEACHING SKILLS AT IAIN PONOROGO

THESIS



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## ABSTRACT

**Siskarina, Nindya.**2021. *Microteaching and the Development of ELT Preservice Teachers' Teaching Skills at IAIN Ponorogo*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

**Key Words:** *Microteaching, English Language Teaching, Teaching Skills.*

Teaching is not an easy task. Preservice teachers need to practice everyday in mastering teaching methods. In order to master teaching skills, microteaching can be a bridge for preservice teachers. Microteaching can be used as a tool to acknowledge classroom management, teaching method, classroom activities, etc. Thus, the researcher conducted microteaching and the development of ELT preservice teachers' teaching skills at IAIN Ponorogo.

The statement of the problems are: how is the implementation of microteaching class in IAIN Ponorogo? How are the impact of microteaching class and the development of English language teaching on the students teaching skills of preservice teachers at IAIN Ponorogo?

This research was qualitative research using purposive sampling. The criteria of the subject were: Students who have attended microteaching class, English department students. The data were collected by interview and questionnaire. The researcher investigated 7<sup>th</sup>-semester students of the English Department IAIN Ponorogo. The researcher presented the questionnaire to 98 students and interviewed 4 students. In this research the researcher used data analysis based on Myles and Huberman, they are: data reduction, data display and conclusion/verification.

The first result of the research showed that microteaching implemented by campus was similar but each class got a different lecturer so the method in the microteaching class was depending on the lecturer. In one encounter the students who practice microteaching were about 2-4 students and most of them had to give the lesson plan to the lecturer and be evaluated before teaching practice. The materials in the microteaching class were depending on the lecturer but everyone was given different topics. It took 20 until 30 in practicing their materials. The activities during microteaching were typical. There was an evaluation both from the lecturer and their classmates. The assessment in the microteaching class was about the suitability of materials, lesson plan, materials, video, and confidence. Most of them understood what teaching skills were. They found out microteaching in semesters 4 and 5. They knew how to make a proper lesson plan in semester 4. They did face difficulties in teaching but they can handle them. Most of them considered that the facilities in IAIN Ponorogo were not adequate. Microteaching is essential for the second internship preparation as well as helping them to be a good teacher. The second result of the research indicated the impact of microteaching is it helps them in knowing the basic teaching skills, understanding a fundamental in microteaching class, understanding how to be a good teacher, arranging a good lesson plan, variation in teaching, implementing ideas from other studies, determining the materials/lessons, implementing appropriated teaching technique, how to start and end the class, applying an interactive model of teaching technique, providing reinforcement, maximizing media and the tool, leading a discussion in the class, developing skill in asking questions, managing limited time, involving students in making a conclusion, building their confidence in teaching, developing their speaking ability, applying fun brainstorming, implementing appropriate gesture in teaching, knowing the errors in teaching, fixing up the errors in teaching, finding the weaknesses in teaching, optimizing in mastery teaching.

## TABLE OF CONTENTS

<b>COVER PAGE</b> .....	
<b>COVER TITLE</b> .....	
<b>APPROVAL SHEET</b> .....	i
<b>RATIFICATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>MOTTO</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF FIGURE</b> .....	x
<b>LIST OF APPENDICES</b> .....	xi
<b>CHAPTER I: INTRODUCTION</b>	1
A. Background of the study .....	1
B. Research focus .....	4
C. Research question .....	5
D. Research objectives .....	5
E. Significances of the study .....	5
F. Organization of the thesis .....	6
<b>CHAPTER II: PREVIOUS STUDY AND THEORITICAL BACKGROUND</b>	7
A. Previous Study.....	7
B. Theoretical Background.....	11
<b>CHAPTER III: RESEARCH METHODS</b>	22

A. Research Approach and Design.....	22
B. Researcher’s Role .....	22
C. Research Setting .....	22
D. Data and Data Source .....	23
E. Data Collection Technique .....	23
F. Data Analysis Technique .....	25
G. Checking Validity of Finding .....	27
H. Research Procedure .....	28
<b>CHAPTER IV: RESEARCH FINDING</b> .....	<b>25</b>
A. General Data .....	29
B. Specific Data .....	37
1. Implementation of Microteaching class .....	37
2. The Impact of Microteaching class and the Development of ELT to the students’ teaching skills .....	49
<b>CHAPTER V: DISCUSSION</b> .....	<b>58</b>
1. Implementation of Microteaching class .....	58
2. The Impact of Microteaching class and the Development of ELT to the students’ teaching skills .....	62
<b>CHAPTER VI: CLOSING</b> .....	<b>63</b>
A. Conclusion .....	69
B. Suggestion .....	71
<b>BIBLIOGRAPHY</b> .....	<b>67</b>
<b>APPENDICES</b> .....	
<b>CURRICULUM VITAE</b> .....	



# CHAPTER I

## INTRODUCTION

This chapter contains the background of the study, limitation of the problem, statement of the problem, the objectives of study, the significance of the study, and organization of thesis.

### A. Background of the study

A half-century ago, teaching English became a professional and academic field. Since the English department is becoming one of the most common majors, preservice teachers need prior teaching experience. Joyce and Weil states that it needs 30 hours of practice before a pre-service teacher can perform a new technique.<sup>1</sup> It means the students should have an experience in teaching or they may get difficulty performing a single teaching method.

There are numerous aspects to teaching a language. A teacher not only educates and monitors students' language abilities, such as reading, writing, listening, and speaking, but also assists, facilitates, and encourages students' passion, positive attitudes, and motivation for English. As a result, language teachers must educate students on how to improve both academic and personal skills. According to Aisyah, the challenges faced by Indonesian instructors include a lack of training, poor understanding of teaching methods, unfamiliarity with technology, a lack of professional development, insufficient facilities and resources, and a lack of time. On the other hand, students face various hurdles such as a lack of vocabulary knowledge, low concentration, lack of discipline, boredom, and speaking difficulties.<sup>2</sup>

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<sup>1</sup> Nida Mufidah, "The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin", (Dinamikallmu Vol 19, 2019), 98.

<sup>2</sup> Aisyah Mumamury Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia", (JOURNAL OF FOREIGN LANGUAGE TEACHING & LEARNING Vol.2 No. 2 July, 2017) 1.

Teaching is known as transferring knowledge to the learner. Rachel Koros states that Teaching is a process that enhances behavioural changes in learners and involves informing, persuading, illustrating, demonstrating, guiding and directing.<sup>3</sup> Therefore, teachers should have the knowledge of the subject and also communication skills. Brown states that good English teachers should have 4 skills. First technical knowledge, always deal with theoretical not in the nature. Second pedagogical skills, it is deal with strategy and learning style. Third interpersonal skills, deals in understanding others, what they feel, how to interacting with others. Fourth personal qualities, it is deal with teacher's personality.<sup>4</sup>

According to Robert, To be a competent language teacher, the pre-service teachers should have these six English teachers' knowledge. Content knowledge is the first; it ensures the mastery of the target language. The pre-service language teacher should have extraordinary ability in listening, reading, speaking, and writing. The second is pedagogic content knowledge that associates the teacher's ability to be aware of what to teach about the target language. After that, the general pedagogic knowledge relies on the teaching technique, which requires the pre-service teacher to know about classroom management, classroom activities, teaching methods, and so forth. A good comprehension of the syllabus, teaching materials, and assessment includes in the curricular knowledge. The fifth is contextual knowledge. This point highlights teachers' necessity to build a good social relation, or in other words, to acknowledge

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<sup>3</sup>Rachel Koross, "Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspectiv", (IRA-International Journal of Education & Multidisciplinary Studies vol 04), 290.

<sup>4</sup>Nontin, "Students' Perception of Good English Teachers' Characteristic: a case study at smk perintis 29 ungaran", (Tesis, Muhammadiyah university sukarta, 2016), 2.

their surrounding environment. The last is process knowledge; it refers to the teacher's understanding of her/his profession and how it should be developed over time.<sup>5</sup>

Training teacher to be skilled is important. According to Kavcar Teacher skills can be divided into two groups; personal and professional. Personal characteristics include interest in the profession and being a model person.<sup>6</sup> According to Damirel the most important factor that distinguishes professional skills from personal characteristics is that the professional skills can be taught. In general, professional skills include planning, identifying and using the right methods and techniques, effective communication, keeping the students' attention and being aware of their needs, class management, time management, grading and evaluation.<sup>7</sup>

To develop teaching skills preservice teacher need micro teaching. According to Remesh Microteaching is a technique where prospective teachers are trained in various teaching skills, such as identifying, analyzing, and isolating to practice and acquire them one by one. By listening, observing, and practicing, each skill is expected to be absorbed well.<sup>8</sup> According to Rachel Koros microteaching is a cycle that starts with planning and has various phases of acquiring skills. The teacher gets trained in teaching skills and components through lectures, discussion, illustration, and demonstration by experts.<sup>9</sup>

Microteaching in the English department differs from microteaching in other majors.

Different teaching strategies are needed for preservice teachers. Preservice English teachers

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<sup>5</sup> Nida Mufidah, "The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin", (Dinamika Ilmu Vol 19, 2019), 99.

<sup>6</sup> Selda Bakır, "The Effect of Microteaching On preserviceScience Teachers", (Journal of Baltic Science Education, Vol. 13), 789.

<sup>7</sup> *Ibid*, 789.

<sup>8</sup> Bede Blaise Chukwunyere Onwuagboke, "The Impact of Microteaching in Developing Teaching Skills among Pre-Service Teachers in Alvan Ikoku College of Education Owerri, Nigeria", (AN INTERNATIONAL MULTI-DISCIPLINARY JOURNAL, ETHIOPIA AFRREV VOL. 11 (2), SERIAL NO. 46), 238.

<sup>9</sup> Rachel Koross, "Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspectiv", (IRA-International Journal of Education & Multidisciplinary Studies vol 04), 290.



require special attention in speaking, writing, reading, listening, grammar, pronunciation, and other areas, which can be improved through classroom practice. Since the students are unfamiliar with the English language, preservice teachers must figure out how to keep the students' attention because they can easily become bored.

English department of IAIN Ponorogo in the sixth and seven semester the students will take real teaching program I and II. In the teaching practice program I the students will teach their classmates. The classroom is conditioned as it is a real classroom and it will be observed by a lecturer. Usually, the class divided in to two group. Every group will consist 10-15 students. The students asked to perform twice with various level of teaching for example Junior high school level and Senior high school level with various method. The lecture will give them 10-30 minutes to practice their lesson plan. The objective of teaching program I are give the students chance to practice their lesson plan and to give an experience being teacher in simulation class. In the teaching practice II, they will teach the real classroom in a school.

Considering the importance of microteaching practices, the purpose of the present research is to knows the impact of microteaching before and after microteaching practices.

## **B. Research Focus**

1. For this research, the focus is on how is the implementation of micro teaching class in IAIN Ponorogo.
2. How are the impact of microteaching class and the development of English language teaching on the students teaching skills of preservice teachers at IAIN Ponorogo?
3. The population of this research will be 7<sup>th</sup> Semester English Department at IAIN Ponorogo.

### **C. Research Question**

1. How is the implementation of micro teaching class in IAIN Ponorogo?
2. How are the impact of microteaching class and the development of English language teaching on the students teaching skills of preservice teachers at IAIN Ponorogo?

### **D. Research Objectives**

Corresponding to the formulation of the problem, the research objective is aimed to find out the implementation of micro teaching class of preservice teachers at IAIN Ponorogo and the impact of micro teaching class and the development of ELT to the students teaching skills of preservice teachers at IAIN Ponorogo.

### **E. Significances of the study**

The benefits of the research are:

1. Theoretical:

The research will give contribution for another researcher who are interested in microteaching. Like analysing the influence of microteaching in internship readiness.

2. Practical:

- a. Students:

The research result will be used by students to get experience and knowledge in microteaching. They will know their mistakes in teaching and know how to be a professional teacher.



b. Reader:

The result of this reserch can inform the reader about the impact of microteaching and the development of ELT preservice teachers' teaching skills.

## **F. Organization of the Thesis**

This research includes many parts that explain the reaserch planning. The organization pf thesis is formulated into:

**CHAPTER I : Introduction**

This chapter will introduce the whole of research content which involves : background of the study, research focus, statements of the problem, objective of the study and organization of the thesis.

**CHAPTER II : Previous Research Findings and theoretical background**

This chapter will discuss about previous research findings and theoretical background related to the research: definition of English language teaching, the aim of teaching, definition of microteaching, objectives of microteaching, stages of microteaching, advantage and disadvantage of microteaching, and definition of teaching skills,

**CHAPTER III : Research Methodology**

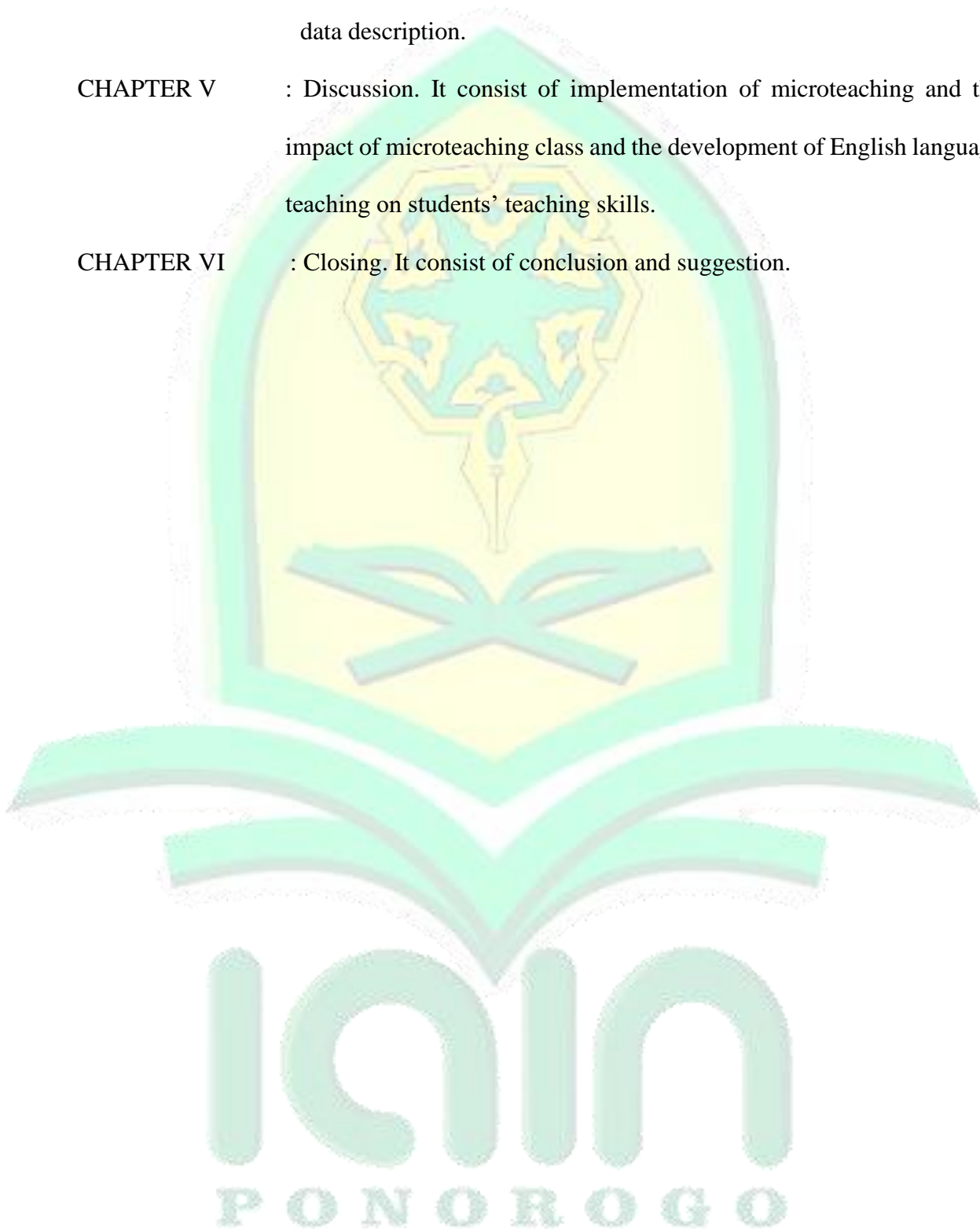
This chapter will explain about research design, researcher role, research location, data source, technique of data collection. Technique of data analysis, data credibility, and research procedure.

CHAPTER IV : Findings

This chapter will discuss about general data description and specific data description.

CHAPTER V : Discussion. It consist of implementation of microteaching and the impact of microteaching class and the development of English language teaching on students' teaching skills.

CHAPTER VI : Closing. It consist of conclusion and suggestion.



## CHAPTER II

### PREVIOUS STUDY AND THEORITICAL BACKGROUND

This chapter contain previous study and theoretical background.

#### A. Previous Study

Research on microteaching to improve preservice teachers' teaching skill has been studied and conducted but it is still rare. Therefore in this study will discuss about the previous study from other journal.

First in journal by Rachel Koros the place of his research in Eldoret, Kenya. He is using interview and questionnaire to conduct the data. The statements of problems are: to find out the learners' perception, experiences and competencies on the whole process of micro teaching. The conclusion of Rachel Koros research are:

Microteaching is an efficient technique for acquiring effective skills. Microteaching experiences affect students teaching competencies. Pre-service teachers' microteaching experiences influence their training and they possess a positive attitude towards microteaching.<sup>10</sup>

The difference between Rachel Koros' study is in this research the researcher analysis the implementation of the microteaching class and the similarities with Rachel Koros' study

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<sup>10</sup> Rachel Koros, "Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspective", (IRA International Journal of Education and Multidisciplinary Studie, 2016).

is the researcher and Rachel Koros using interview, questionnaire and analysing the impact of microteaching class to the preservice teachers.

Second, In journal by Selda Bakir the place of his research in Turkey. He is using mixed method qualitative and quantitative design. The statement of the problems are: Does microteaching has a significant effect on the teaching skills of pre-service science teachers? Which teaching skills does microteaching affect? What are the views of pre-service science teachers about the positive effects that microteaching has on them? What are the views of pre-service science teachers about the negative effects that microteaching has on them?

The conclusion of Selda Bakir research are: Microteaching induces a significantly positive force on the pre-service teachers' expertise. In the spheres of time management and planning, effective communication, self-confidence, lesson introduction, classroom management, and concluding the lesson. Microteaching exercises had a positive effect on the teaching abilities of pre-service teachers. Limited time, a simulated setting, and the video documentation, which were aspects of the exercise, and exaggerated student behaviour, biased critiques, and negative reviews, which were aspects of the audience.<sup>11</sup>

The differences between Selda Bakir's research is in this research the researcher using qualitative method meanwhile Selda Bakir is using Mixed method and Selda Bakir also analysis the effect of microteaching class, teachers' skill, positive and negative impact of the preservice teachers.

Third, In journal by Tata Umar Sa'ad, his research take a place in Bauchi State Nigeria. In this research he is using ex post facto method. The statements of the problem is: what are

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<sup>11</sup> Selda Bakir, "The Effect of Microteaching On preservice Science Teachers" (Journal of Baltic Science Education, Vol. 13, 2014).



the benefits derived by undergraduate agricultural education students admitted in 2012/2013 academic session from microteaching that improved their teaching practice performance?

The conclusion of Tata Umar Sa'ad is: Microteaching has supported Azare, the undergraduate Agricultural education students in the College of Education, in advancing and properly manipulating teaching skills, improving self-esteem, reducing anxiety and fear, managing classroom situations, mastering proper determination of teaching goals and arrangement of lesson plans, developing in the ability to ask questions and speaking in front of groups as well as effective time management.<sup>12</sup>

The difference between Tata Umar Saad' study is the researcher analysis the impact of microteaching class meanwhile Tata Umar Saad analyzing the benefits of the microteaching class.

Fourth, In journal by Salwa Al Darwish, his research take a place in Kuwait. The research using qualitative study. The statements of the problems are: What pressures do students teachers go through when they practicing their microteaching course? What do students teachers learn from their observation of peers in their microteaching course? How does observation in microteaching course benefit students teachers?

The conclusion of Salwa Al Darwish research are: Enhanced the possibility to transfer innovation from the training session into classroom practice. Learning in comprehending new

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<sup>12</sup> Tata Umar Saad, "The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education Azare", (Journal of education and training studies vol. 4, 2016).



skills. Microteaching sessions motivate the students to be more inquisitive with their class behavior.<sup>13</sup>

The difference between Salwa Al Darwis' study is the researcher analysing the implementation of microteaching class and the impact of microteaching class meanwhile Salwa Al Darwis research is analysing the pressure in microteaching class, what preservice students learn in microteaching class and benefit in microteaching class for the students.

Fifth, in thesis by Pipit Dwi Saputro, his research take a place in Surakarta. In his thesis he is using qualitative method. The statements of the problems are: How are the implement of microteaching class to improve students' pedagogic competence? How is the role of the lecturers in improving students' pedagogic competences?

The conclusion of Pipit Dwi Saputro research are: Microteaching facilitates them in managing learning lessons. Microteaching facilitates them in understanding students' characters. Microteaching facilitates them in designing lesson plans. Microteaching facilitates them in optimizing technology use. Microteaching facilitates them in evaluating their weak points.

Microteaching lecturers act as educators in the microteaching implementation. Microteaching lecturers act as teachers in the microteaching implementation. Microteaching lectures act as directors in the microteaching implementation. Microteaching lecturers act as trainers in the microteaching implementation. Microteaching lecturers act as developers of the

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<sup>13</sup> Salwa Al Darwish, "Microteaching impact on Student Teacher's Performance: A Case Study from Kuwait", (Journal of education and training studies vol. 4, 2016).

microteaching program. Microteaching lecturers act as program managers. Microteaching lecturers act as professionals in the microteaching implementation.<sup>14</sup>

The difference between Pipit Dwi Saputro is the researcher analysing the implementation of microteaching meanwhile Pipit Dwi Saputro analysing the implement microteaching to improve students pedagogic competencies and the role of the lecturer in microteaching class to improve preservice students pedagogic competencies.

## **B. Theoretical Background**

In to related of the theories, the research will discuss about theory of variables. In this chapter will discuss about teaching, microteaching, objectives of microteaching, stages of microteaching, advantages of microteaching, definition of teaching skills.

### **1. Definition of English Language Teaching**

Teaching is transferring information or knowledge from the teacher, lecturer, instructor, or tutor to the student or learners. However, Fauziah states that teaching is not only transferring the information but also knowledge and skill using particular methods to master them.

While Hamalik asserts that teaching is organizing or managing the environment as well as possible so students can learn efficiently. He considers that teaching also intends to guide students' learning activities and building the environment to support the learning.<sup>15</sup> according to Brown teaching is guiding and facilitating the learner to learn.<sup>16</sup>As stated by Schlehty,

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<sup>14</sup> Pipit Dwi Saputro, "Pelaksanaan Microteaching dalam meningkatkan kompetensi pedagogic mahasiswa PGSD FKIP Univesitas Muhammadiyah Surakarta" (*Tesis*, IAIN Surakarta, 2015).

<sup>15</sup> Muhammad Wahyudi, "The Strategies of the Teacher Motivating Their Students in Learning English", (IAIN Surakarta, 2016).

<sup>16</sup> Bathel Ababio, "Nature of teaching: what teacher need to know and do", (university of cape coast Ghana, vol 1-3 013), 38.

teaching is an art in which the teachers must arrange a situation to improve learning and drive the students to concern about what being learned.<sup>17</sup> Melby argues that teaching is giving the learners opportunities to engage in the learning process.<sup>18</sup> Frimpong affirms that teaching is the process where the teachers transport their knowledge, skills, attitude, and values to the learners. Teaching is not merely transferring information to the learners but also consider how the learners execute it, taking feedback, receiving guidance, as well as how to engage with the learners.<sup>19</sup>

There have been several words for teaching English over the last five decades. Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English as Other Language (TESOL) are all terms for the same thing: teaching English.

In immigrant countries like the United States and Canada, where many immigrants' first language is not English, the term ESL (English as a Second Language) is widely used. Despite the fact that the learners' and their parents' native languages, as well as their first languages, are not English, they must learn English in order to immerse and integrate into immigrant communities.<sup>20</sup>

When linguists coin the term TESOL (English for Speakers of Other Languages), which is an abbreviation for teaching English to Students of Other Languages, they typically use it to highlight learning methodologies and teaching careers. Especially, we can examine how it is used by teacher-training institutions and instructor-education programs for English

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<sup>17</sup> *Ibid*, 38.

<sup>18</sup> *Ibid*, 38.

<sup>19</sup> *Ibid*, 38.

<sup>20</sup> Grace Hui and Paul Shih, *An Introduction to English Teaching: a Textbook for English Educators*, (Saarbuken Germany, 2010), 1-2.

teachers, as well as language-learning organizations for expanding circle learners. It does not argue that learners must study English as a Second Language after their mother tongues, but it can be used as an auxiliary tool for obtaining knowledge, traveling, and other non-official purposes rather than as an official or primary educational language.

TEFL (Teaching English as a Foreign Language) is similarly based on the purposes or studies of English by teachers and English learners who speak a different mother tongue. The precise meaning of TEFL is that it treats English as a medium for communication in the world of different countries, rather than as an official or primarily educational language. The term TEFL is most often used to emphasize English language learning in countries where English is not the primary language. On the other hand, English is freely used in their own countries for governmental administration, school education, communications at various events, and interaction in commercial institutions for conducting business and marketing activities.<sup>21</sup>

Based on the explanation above, it can be concluded that teaching is transferring knowledge to students in order to help students facing problem in the learning process or problem in daily lives and there is 3 term for teaching English TESL, TSOL, TEFL.

## **2. The Aim of Teaching**

According to Rivers, the aim of teaching is to:

1. Improve the student's intellectual abilities through the study of another language.
2. Broaden the student's personal culture through the study of great literature and philosophy, all of which include the acquisition of a new language.

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<sup>21</sup> *Ibid*, 1-2.



3. Improve the student's comprehension of how language works and make them more aware of how their own language works through the study of another language.
4. Teach students to read in a foreign language with comprehension so that they can keep up with modern writing, research, and knowledge.
5. Provide students the opportunity to express themselves in a different framework, linguistically, kinetically, and culturally
6. Help students gain a better understanding of people from other cultures by providing sympathetic insight into the lives and thoughts of people who speak the language they are studying.
7. Equip students with the skills necessary to communicate orally, and to some extent in writing, with speakers of other languages and citizens of other nationalities who have also studied this language in personal or professional circumstances.<sup>22</sup>

### 3. Definition of Microteaching

Microteaching is a concentrated, focused form of peer feedback and discussion that can enhance teaching strategies. Microteaching is a system of controlled practice that makes it possible to emphasize specific teaching behaviours and to practice teaching under controlled conditions. Proficiency in one skill has to be developed before progressing to other abilities.<sup>23</sup>

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<sup>22</sup> Wilga M. Rivers, *Teaching Foreign Language Skills: Second Edition*, (The University of Chicago, 1968), 8.

<sup>23</sup> Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal), 66.



Microteaching, according to Remesh, is a way of teaching teacher candidates how to teach by identifying, examining, and isolating the numerous abilities required in educating so that they can be practiced and acquired individually.<sup>24</sup>

Otsupius describes microteaching as a teacher training methodology for learning teaching abilities. It applies real-world teaching circumstances to improve skills and facilitates the acquisition of deeper knowledge about the art of teaching, with a substantial reduction in instructional complexities regarding the number of students in a class, the scope of content, and the timeframe.<sup>25</sup>

By so doing, learning of each skill is ensured as the student teacher is afforded a chance of listening, observing, and practicing. In IAIN Ponorogo, every English student in sixth semester will take microteaching class. They will teach their friends in front of the class. Microteaching class in IAIN Ponorogo give the students chances to learn teaching skills before they take real teaching program II.

#### **a. Objectives of microteaching**

The main objectives of microteaching are:

- 1) It allows trainee teachers to learn and assimilate innovative teaching skills under controlled circumstances
- 2) It allows trainee teachers to master numerous teaching skills
- 3) The trainee teachers gain confidence in teaching, comprehend the concept and principles underlying microteaching

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<sup>24</sup> Remesh, "The Impact of Microteaching in Developing Teaching Skills among Pre-Service Teachers in Alvan Ikoku College of Education Owerri, Nigeria", penyadur. Onwuagboke, Bede Blaise Chukwunyere (AN INTERNATIONAL MULTI-DISCIPLINARY JOURNAL, ETHIOPIA AFRREV VOL. 11 (2), SERIAL NO. 46), 238.

<sup>25</sup> *Ibid*, 238.

4) Also, the student can analyze the complex process of teaching into essential microteaching skills and comprehend the procedure <sup>26</sup>

### b. Stages of microteaching

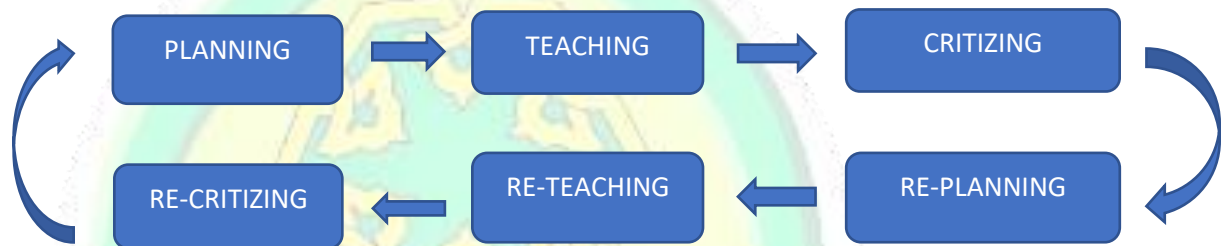


Figure 2.1 Koros, 2016 hal. 262

Celik argues that, in the planning process, pre-service teachers are expected to prepare the work outline, pedagogical material, and the lesson plan before teaching, including psychological readiness. The pre-service teachers then perform micro-lessons to real students (a micro class) that are designed and arranged by them. Also, these presentations are recorded by a video camera or portable receivers. The video recording will then be watched by pre-service teachers after the teaching session. In the critique stage, pre-service teachers' micro-lessons are reviewed, discussed, analyzed, and evaluated.<sup>27</sup>

<sup>26</sup> Ibid, 66.

<sup>27</sup> Rachel Koross, "Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspectiv", (IRA-International Journal of Education & Multidisciplinary Studies vol 04), 292.

### c. advantage of microteaching

A microteaching session tends to be more convenient than actual classroom situations because it eliminates pressure from lecture duration, the scope and content of the material conveyed, and the need for negligence or hostility. The presence of proficient supervisors who assist and guide the session in the proper direction is another benefit of microteaching

- 1) It helps to refine, grind and master particular teaching skills
- 2) It employs actual teaching situation for advancing teaching skills
- 3) It helps to accomplish specific teaching competencies
- 4) It is more practical in understanding and modifying teacher behaviors necessary in the classroom
- 5) It boosts the self-esteem of trainee teacher
- 6) It is the medium of continuous training applicable at all stages, not only for teachers at the beginning of their profession but also for more senior educators
- 7) It facilitates the projection of instructional skills model
- 8) It provides proficient supervision and a constructive feedback
- 9) It offers repeated practice without adverse consequences to the trainee teacher or students
- 10) It diminishes the teaching process complexity as it is a scaled-down teaching
- 11) It delivers more profound knowledge regarding the art of teaching
- 12) It caters to the personal distinctiveness of prospective teachers in their training
- 13) Shorter duration of teaching, a smaller number of students
- 14) Content is split into smaller units
- 15) There are chances to re-planning, re-teaching, and re-evaluation

16) It puts the teacher under the microscope where all the shortcomings are examined

17) The problem of discipline can also be managed<sup>28</sup>

#### **d. Disadvantage of microteaching**

The implementation of microlearning thus far has a number of flaws, including:

- 1) the involvement of peers as students will be perceived as "theatrical," resulting in an unfair learning environment;
- 2) repeated exercises with the same students and resources can lead to saturation
- 3) it is considered not in line with the reality at school if school teachers are not involved and
- 4) provision that was only done once it was believed the material was still lacking.

These flaws necessitate major remedies to bring the quality of microlearning closer to reality in schools, allowing future teacher students to gain more teaching experience.<sup>29</sup>

#### **4. Definition of Teaching Skills**

A teaching skill is defined as a set of teacher behaviors which are especially effective in bringing about desired changes in pupils. The capacity to deliver the teaching materials to the students is referred to as teaching skills.<sup>30</sup> Teaching skills, according to Wragg, are the most common way for particular skills to be fostered and showcased.<sup>31</sup> There are various skills

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<sup>28</sup> Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal), 70.

<sup>29</sup> Moerdiyanto, "artikel jurnal mikro teaching" (Universitas Negeri Yogyakarta).

<sup>30</sup> Nyoman Sugihartini, et. al., "Improving Teaching Ability with Eight Teaching Skills", (Atlantis Press, 2019) 306.

<sup>31</sup> Wragg, *Essential Teaching skills*, penyadur. Chris Kyriacou (Nelson Thornes Ltd, 2007), 2.



that can be usefully developed among student teachers. Based on Reddy there is core for teaching skills:

a. Lesson Planning

Planning a lesson with straightforward goals and logical order. The content should be brief, appropriate, relevant, and should be completed at the specified time.

b. Introduction skill (Set induction)

The process of gaining a student's attention at the start of a class by developing rapport with them, promoting their attention, introducing them to important material, and connecting their prior knowledge with the subject.

c. Presentation and explanation skills

Teacher enthusiasm, description, narration, providing relevant illustrations and examples, expected repetition, and promoting group discussion when possible. To improve students' comprehension, the trainee teacher should be able to correctly illustrate the concept using clear, appropriate, and interesting examples

d. Stimulus variation skill

A good teacher must be able to secure and maintain the student's attention. The components of skills are:

- 1) Gestures (Hand, Facial, Body)
- 2) Change in the speech pattern
- 3) Voice variation and modulation (Pitch, Volume, Speed)
- 4) Change in the interaction pattern

- 5) Focusing
- 6) Pausing movement

e. Proper use of audio-visual aids

This ability necessitates greater knowledge of audiovisual aids and other devices. This skill requires neatness, readability, sufficient spacing, distinct size, proper spacing between words and lines, and the use of appropriate words or phrases.

f. Blackboard writing skills.

The following are the elements that make up the skills to write on a blackboard:

- 1) Readability (easy to read)
- 2) Size and alignment (in a straight line)
- 3) Emphasizing key points
- 4) Space utilization
- 5) Blackboard overview
- 6) Accuracy
- 7) Position of the teacher
- 8) Contact with the students

g. Reinforcement

Recognizing a student's challenges, listening to them, and encouraging participation and response. This skill's main component will be the use of positive verbal and nonverbal cues.

h. Probing questioning skill

Probing questions allow students to think critically about different aspects of an issue, allowing them to gain a thorough understanding of the topic. Allowing and encouraging fellow trainee teachers to ask structured questions and clarify doubts is critical. This ability necessitates redirection, refocusing, and increasing critical awareness.

- i. Nonverbal cues (body language)
- j. Classroom management

This ability entails giving clear orders, restricting inappropriate behavior, and addressing students by name.

- k. Closure skill

A method of bringing out the importance of what has been learned, its relation to previous learning, and its contribution to future learning at the end of a teaching session. The teacher's questions and comments represent a consolidation of the main points discussed during the lesson and the students' ability to adapt what they learned in the lesson to new circumstances.<sup>32</sup>

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<sup>32</sup> Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal), 67-68.

## CHAPTER III

### REASERCH METHODS

This chapter contain research approach and design, researcher role, research setting, data source, data collection technique, data analysis technique and checking validity of finding.

#### A. Research Approach and Design

This research will apply a descriptive qualitative approach. The design of this research is qualitative research. Qualitative research is concerned in qualitative phenomenon relating to or involving quality or kind.<sup>33</sup> Mackey and Gass explain in brief definition that qualitative research can be taken to refer to research that is based on descriptive data that does not make (reguler) use of statistical procedures.

#### B. Researcher's Role

Researcher will give them questionnaire related to the impact of microteaching class after giving them questionnaire the researcher will interview the respondent related to the process of microteaching class.

#### C. Research Setting

The research take place at English Education Department IAIN Ponorogo using purposive sampling. Purposive sampling is sample that is selected based on characteristic of

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<sup>33</sup> C.R , Kothari, *Research Methodology: Methods and Teachiques* (Second Revised Edition) (New Delhi: New Age International Publishers, 2004), 3.



population. Characteristic in this research is students who have attended microteaching class, and English department students.

#### **D. Data and Data Source**

There is two type of data source. First is primer and the second is seconder. Source of data primer is preservice teacher at seventh semester IAIN Ponorogo. The objects of this research were 98 preservice teachers, while source of data seconder is questionnaire and interview.

#### **E. Data Collection Technique**

##### **1. Interview**

Interview is gathering data with verbal communication between researcher and subject. According to Nick Fox, there in three type of interview, first is structured or standardized interview semi structured interview and unstructured or in-depth interview. Structured or standardized interview is interviewer ask participants set of question. The interviewer cannot change the question and no freedom of addition or deletion of question. Second, semi structure interview is the same as structured interview but using open ended question. If the subject cannot answer the question the interviewer can give the prompt to the interviewee to consider question further. Third, unstructured interview, in this interview has little structure. The interviewer approaches the interviewee with the aim of discussing a limited number of topic and frames successive question according to previous interviewee's previous question. Although only one or two question but in great detailed.<sup>34</sup> In this research, the researcher focusses on the semi structured interview during the implementation of microteaching class.

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<sup>34</sup> Nick Fox, "Using Interviews in a Reaserch Project", 2.

## 2. Questionnaire

A questionnaire is a written instrument used to obtain information from study subjects. Developing a questionnaire is the last step in designing a study after all variables of interest have been identified. By first identifying the information that is needed to answer the study objectives, questions will be limited to those needed to obtain the required information.<sup>35</sup>

Questionnaire content design falls into two main categories: closed- and open-ended questions. Closed-ended questions specify the set of responses as well as their format. Closed-ended questions include multiple choice, dichotomous (only two choices, usually yes/no), or a scale (questions where the choices are ranked). Closed-ended questions maximize the ease of coding responses and improve respondent cooperation. However, it is important for multiple choice questions to include a variety of options in order to cover the full range of possible alternatives. Closed-ended questions can pose a challenge since respondents sometimes check an alternative simply because it occupies a certain position on the list; this is called order bias. To minimize the occurrence of order bias, questionnaires can include multiple versions of the same question, which changes the order of the alternatives. Open-ended questions allow respondents the freedom to answer in their own words. These questions help identify underlying motivations and aid in the interpretation of closed-ended questions. Open-ended questions are also well suited to an online environment, where respondents can reply in the comfort of their own homes.<sup>36</sup> In this research the researcher will collect the data using questionnaire with close ended questionnaire.

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<sup>35</sup> “Questionnaire design”, (Foodborne Disease Outbreaks. Guidelines for Investigation and Control), 107.

<sup>36</sup> Jared Heyman, “Questionnaire Design: An Expert Approach”, (Infosurv), 6.

### 3. Documentation

During the process of investigation, the researcher collecting qualitative documents. According to John Creswell documents divided in to two, first is public documents (e.g., official reports, newspapers, minutes of meeting) and second is private documents (e.g., personal journals and diaries, letters, e-mail).<sup>37</sup>

In this research, the researcher will get private documentation such as personal journal and lesson plan and public documents such as historical of IAIN Ponorogo, vision mission, geographical location, and organization structure.

### F. Data Analysis Technique

The data analysis is gathered when the researcher interviews the study subject. This can be obtained through an interview or by handing the informants a questionnaire. Data analysis can be completed and developed while the researcher collects the data from the research object.

The researcher used Myles and Huberman's data analysis methods in this study, which included data reduction, data display, and conclusion or verification.<sup>38</sup>

#### 1. Data reduction

Data reduction is the initial stage in data analysis. Summarizing, selecting, focusing, abstracting, and converting data from field notes or transcribing is known as data reduction.<sup>39</sup> First, the researcher conducted interviews and collected data

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<sup>37</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 181.

<sup>38</sup> Mathew B. Miles and A. Michel Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994), 10.

<sup>39</sup> *Ibid* 10.

on the implementation of microteaching. The data that was irrelevant to the microteaching implementation were then eliminated. Second, the researcher handed preservice teachers a questionnaire about the effects of microteaching and the advancement of English language teaching on students' ability to teach. The data from the questionnaire was then calculated. Following that, the researcher presented the data in a descriptive format after collecting and reducing it.

## 2. Data Display

Data display is an orderly, compressed collection of data that allows for a conclusion drawing, and conclusion.<sup>40</sup> The process of reducing the data and displaying the data was based on the research question: 1. How is the implementation of micro teaching class in IAIN Ponorogo? 2. How are the impact of microteaching class and the development of English language teaching on the students teaching skills of preservice teachers at IAIN Ponorogo. The procedures were carried out by representing data that had been concluded. After displaying the data, the next step was conclusion or verification.

## 3. Conclusion/verification.

Conclusion or verification is the third stage. As the analyst progresses, the conclusion is also verified. After making a provisional conclusion, the conclusion is drawn. The conclusion, on the other hand, is continuously examined and validated by the accuracy to achieve the ideal implementation of the microteaching class as well as the impact of microteaching class and the development of English language teaching on students' teaching skills.

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<sup>40</sup> Mathew B. Miles and A. Michel Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994), 10.



## G. Checking Validity Of Findings

Validity is concerned with whether or not your study demonstrates or measures what you said you were going to measure or demonstrate.<sup>41</sup> Wahyuni remarked on Kvale's focus on validity as a process of checking, questioning, and theorizing, rather than as a technique for establishing rule-based correspondence between the researcher's findings and the real world.<sup>42</sup> According to the research data, the researcher employs the triangulation method to verify the data's validity. The concept behind triangulation, according to Wahyuni, is that the more agreement between different data sources on a given topic, the more accurate the data interpretation. Triangulation is a method of enhancing the validity and reliability of a study or a finding's evaluation.<sup>43</sup> Source triangulation, investigator triangulation, location triangulation of rival clarification, peer debriefing, negative case analysis, number checking, and even prolonged engagement are all examples of triangulation used to maintain validity, according to Denzi and Lincoln.<sup>44</sup>

The researcher in this study uses source triangulation to ensure the research's finding. Source triangulation entails collecting data from multiple sources in order to minimize and consider any differences or biases that people in various roles may have.<sup>45</sup> To perform triangulation in testing data validity, the researcher involves several sources, including the researcher's interview, student questionnaire results and documentation to reinforce the data validity. During research in IAIN Ponorogo, the researcher verifies the data validity by comparing interview results, documentation and collects information by conducting a questionnaire with seventh-semester students.

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<sup>41</sup> Wahyuni, "Qualitative Research Method: Theory and Practice", 36.

<sup>42</sup> *Ibid*, 41

<sup>43</sup> *Ibid*, 40

<sup>44</sup> *Ibid*, 41-42

<sup>45</sup> *Ibid*, 41

## H. Research Procedure

In this research, the researcher has three procedure of research which must be done. There are planning, application, and reporting.

### 1. Planning

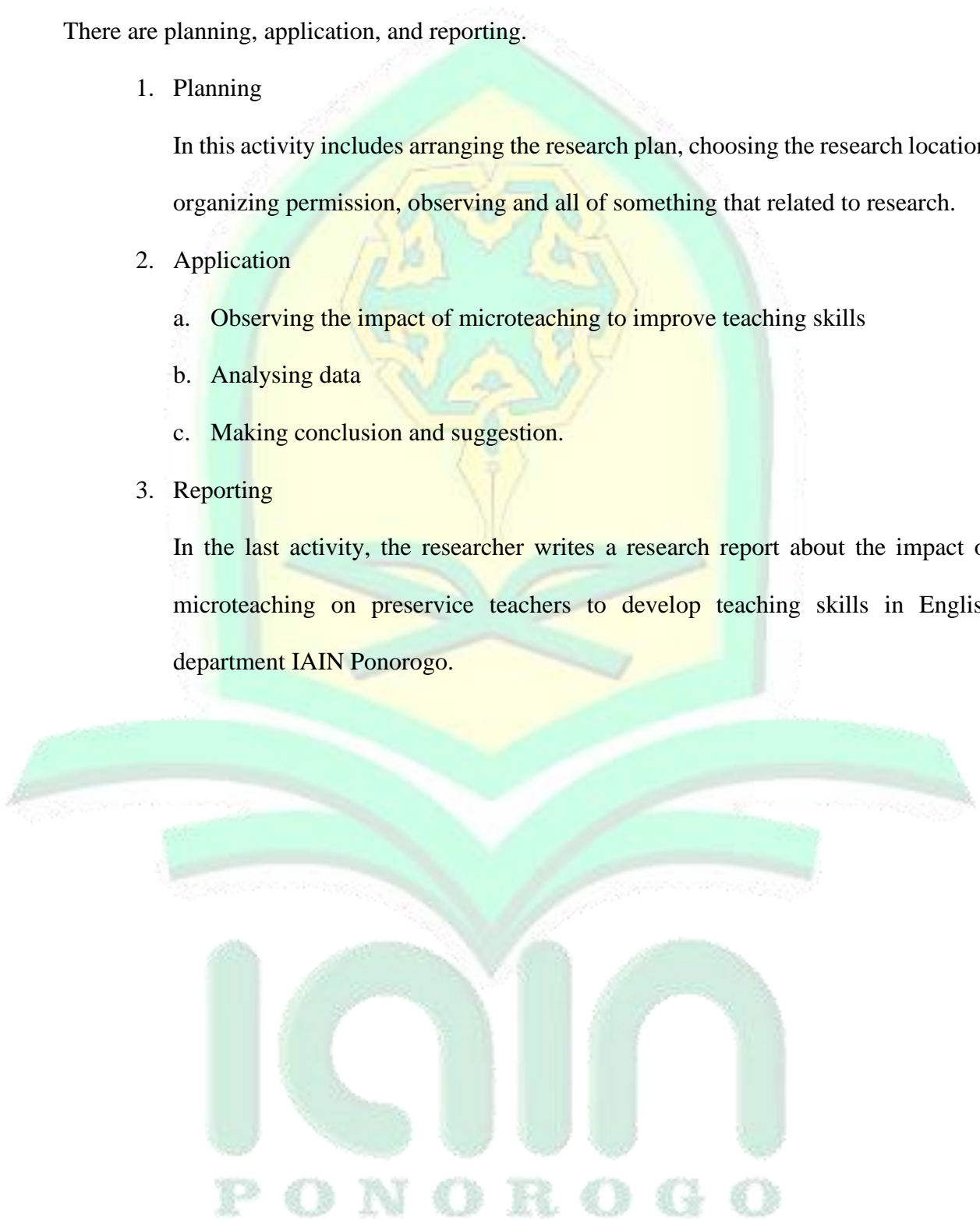
In this activity includes arranging the research plan, choosing the research location, organizing permission, observing and all of something that related to research.

### 2. Application

- a. Observing the impact of microteaching to improve teaching skills
- b. Analysing data
- c. Making conclusion and suggestion.

### 3. Reporting

In the last activity, the researcher writes a research report about the impact of microteaching on preservice teachers to develop teaching skills in English department IAIN Ponorogo.



## CHAPTER IV

### RESEARCH FINDING

This chapter contain general data and specific data.

#### A. General Data

##### 1. History of IAIN Ponorogo

The existence of IAIN Ponorogo cannot be separated from the Syari'ah Abdul Wahhab Academy (ASA) as its embryo, which was founded on February 1, 1968 from the idea of KH. Syamsuddin and KH. Chozin Dawoedy. The academy was the switched from private to state on May 12, 1970 and become the Syari'ah Faculty of IAIN Sunan Ampel Ponorogo. the following is a list of the leaders of the Syari'ah Faculty of IAIN Sunan Ampel Ponorogo:

- a. M.H. Aboe Amar Sjamsoeddin, Dean of the Syari'ah Faculty, 1970-1975.
- b. H.A. Herry Aman Zainuri, Dean of the Syari'ah Faculty, 1975-1983.
- c. H. Sjamsul Arifin AR, Dean of the Syari'ah Faculty, 1983-1988.
- d. H. Zein Soeparto, Dean of the Syari'ah Faculty, 1988-1991.
- e. Mohammad Sofwan, Dean of the Syari'ah Faculty, 1991-1994.
- f. H. Nardoyo, Dean of the Syari'ah Faculty, 1994-1998.

Based on the demands and development of higher education organization, the republic of Indonesia Presidential Decree Number 11 of 1997 concerning the established of State Islamic Religious University was issued since then all the IAIN faculties located outside the main area have change to become the State College of Islamic Religion (STAIN) and were no longer part of IAIN SunanAmpel Surabaya with this status change, STAIN Ponorogo was able to open three departments, namely Syari'ah Department, TarbiyahDepartment, and

Ushuluddin Department. The following is a list of the chairmen of TAIN Ponorogo from 1997 to 2016:

- a. H. Anshor, M.Ag., 1998-2002.
- b. H. Sugihanto, M.Ag., 2002-2006.
- c. H. A. RodliMakmun, M.Ag., 2006-2010.
- d. Hj. Siti Maryam Yusuf, M.Ag., 2010-2016.

In 2016, based on presidential Decree 75 of 2016, STAIN Ponorogo officially became IAIN Ponorogo.

## **2. Geographical location of IAIN Ponorogo.**

IAIN ponorogo campus 1 located in Jl. Pramuka no 156 Po Box 116 Ponorogo 63471 and IAIN Ponorogo campus 2 located in Jl. Niken Gandini, Pintu village JenanganPonorogo and telephone number is (0352) 481277.

## **3. History of the Faculty of Tarbiyah and Teacher Training.**

Tarbiyah Department is one of the three departments owned by STAIN Ponorogo. as an institution under STAIN Ponorogo, Tarbiyah department has concentrated on producing professional Islamic educatrs with high integrity and intact personalities. At the beginning of its establishment, the Tarbiyah Department only had one study program namely the Islamic Education Study Program (PAI). IN 2002, Arabic Language Education (PBA) study program was opened and it was followed by Madrasah Ibtidaiyah Teacher Education (PGMI) Diploma 2 In 2003. English Language Education (TBI) and Madrasah Ibtidaiyah Teacher Education (PGMI) S1 in 2006. In 2015, it added two new study programs: Early Childhood Islamic Education (PIAUD) and Islamic Education Management (MPI).



In 2016, based on Presidential Regulation No. 75 in 2016, STAIN Ponorogo officially changed its status to IAIN Ponorogo. The Tarbiyah Department has also changed its status to the Faculty of Tarbiyah and Teacher Training. This same year also opened two new departments, namely Tadris IPA and Tadris IPS. So until now, in the Faculty of Tarbiyah and Teacher Training, there are eight departments or study programs. Leaders of the Faculty of Tarbiyah and Teacher Training from time to time:

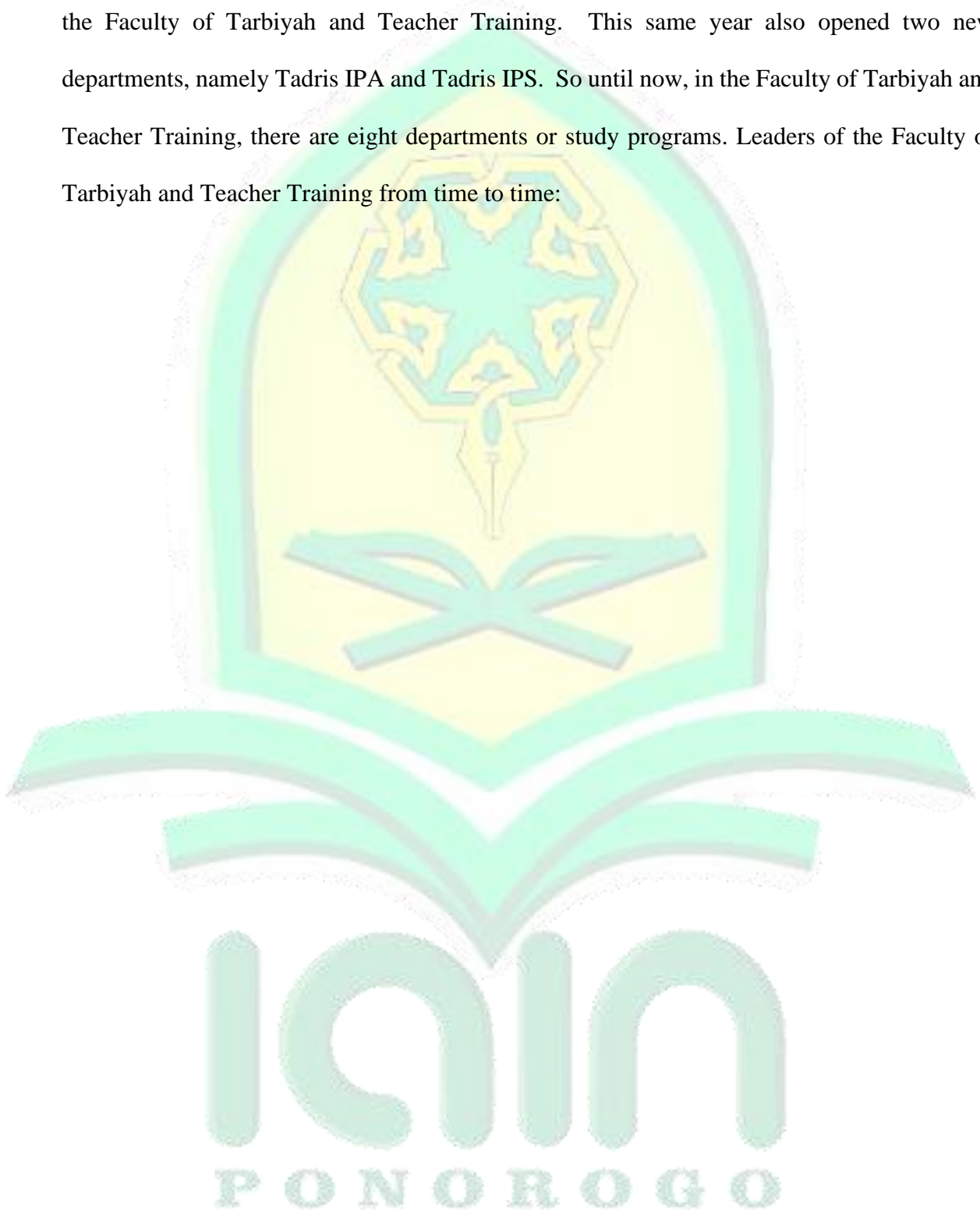


Table 4.1

## Leadership Personal Data Faculty of Tarbiyah

IAIN Ponorogo

2016 – 2020 PERIOD

Dean of the Faculty of Tarbiyah and Teacher Training: Dr. AHMADI, M.Ag

Vice Dean I: Dr. M. MIFTAHUL ULUM, M.Ag

Vice Dean II: Drs. H. KASNUN, MA

Vice Dean III: Dr. HARJALI, M.Pd

Head of PAI Department: KHARISUL WATHONI, M.Pd.I

Head of PBA Department: M. NASRULLAH, MA

Head of PGMI Department: ALI BA'UL CHUSNA, MSI

Head of TBI Department: PRYLA ROCHMAHWATI, M.Pd

Head of PIAUD Department: Dr. UMI ROHMAH, M.Pd.I

Head of MPI Department: Dr. MUHAMMAD THOYIB, M.Pd

Head of Science Tadris Department: IZZA ALIYATUL MUNA, M.Sc

Head of Social Science Tadris Department: M. WIDDA DJUHAN, M.Si

Head of AUAK Section: ZUHDY TAFQIHAN, M.Pd

2014 – 2016 PERIOD

Head of Tarbiyah Department: H. MUKHLISON EFFENDI, M.Ag

Secretary of the Department: RETNO WIDYANINGRUM, M.Pd

Head of PAI Study Program: Dr. M. MIFTAHUL ULUM, M.Ag

Head of PBA Study Program: M. NASRULLAH, MA

Head of PGMI Study Program: Dr. MOH. MUKHLAS, M.Pd

Head of TBI Study Program: Dr. HARJALI, M.Pd

Head of PIAUD Study Program: Dr. Hj. EVI MUAFAIAH, M.Ag

Head of MPI Study Program: KHARISUL WATHONI, M.Pd.I

2010 – 2014 PERIOD

Head of Tarbiyah Department: H. MUKHLISON EFFENDI, M.Ag

Secretary: Dr. BASUKI, M.Ag

Head of PAI Study Program: Dr. M. MIFTAHUL ULUM, M.Ag

Head of PBA Study Program: H. MOH. MUNIR, Lc, M.Ag

Head of PGMI Study Program: RETNO WIDYANINGRUM, M.Pd

Head of TBI Study Program: Drs. HARJALI, M.Pd

2006 – 2010 PERIOD

Head of Department: Drs. H. KASNUN, MA

Secretary of the Department: MUKHLISON EFFENDI, M.Ag

Head of PAI Study Program: Dr. BASUKI, M.Ag

Head of PBA Study Program: H. MOH. MUNIR, Lc, M.Ag

Head of PGMI Study Program (D2): MOH. MIFTACHUL CHOIRI, MA

Head of PGMI Study Program (S1): RETNO WIDYANINGRUM, M.Pd

Head of TBI Study Program: Drs.HARJALI, M.Pd

2002 – 2006 PERIOD

Head of Department: Drs. H. EDHY MAHFUDH, MM

Secretary of the Department: Drs. H. KASNUN, MA

Head of PAI Study Program: Drs. JU'SUBAIDI, M.Ag



Head of PBA Study Program: H. AGUS TRICAHYO, MA

2001 – 2002 PERIOD

Head of Tarbiyah Department: Dr. H. M. SUYUDI, M.Ag

Secretary of the Department: Drs. H. KASNUN, MA

Head of PAI Study Program: Dra. St. RODLIYAH, M.Pd

1997-2001 PERIOD

Head of Tarbiyah Department: Dra. Hj. S. MARYAM YUSUF, M.Ag

Secretary of the Department: Drs. H. KASNUN, MA



IAI  
PONOROGO

#### **4. Vision and Mission Faculty of Tarbiyah.**

##### **a. Vision of Faculty Tarbiyah**

Center for Education and Development for Educative Personnel That is Professional, Competitive, Have Moral and Spiritual Integrity and an Intact Personality in 2021.

##### **b. Mission of Faculty Tarbiyah**

- 1) Carrying out professional Islamic education and learning in 2021
- 2) Carrying out professional development in the field of Islamic religious education in 2021
- 3) Developing sensitivity and concern for the growth and development of the world of Islamic education, both locally and globally, in 2021
- 4) Carrying out excellent cooperation with related institutions in the field of Tarbiyah and Teacher Training (FATIK) at the national and international levels in 2021.

#### **5. History of English Language Study Program.**

The English Language Study Program was established in 2007 based on the Decree of the Director-General of Islamic Education No. DJ.I/178/2007. Following PMA 38 of 2017, graduates of the English Language Study Program get an academic degree with a Bachelor of Education (S.Pd.). BAN-PT has accredited the English Education Study Program with a B grade rating based on Decree Number: 18/SK/ BAN-PT/Ak-PNB/S/I/2018, which is valid 2018 to September 19, 2020.

Graduates of the Tadris English Study Program are projected to become English teachers in junior and senior high schools, who have good personalities, are creative, innovative, and are responsible for their knowledge. Apart from that, they can also become

translators who can apply the basic principles of translation theories that can be accounted for.

## **6. Vision and mission of English Language Study Program.**

### **a. Vision of English Language Study Program**

As a center for education and teaching prospective English teachers who are competitive and have Islamic personalities in 2021.

### **b. Mission of English Language Study Program**

- 1) Organizing education and teaching to produce professional educators and education in the field of English language education that is competitive and responsible;
- 2) Carrying out education and teaching that balances the dimensions of knowledge, skills, and personality based on Islamic values;
- 3) Carrying out research and community service in the field of English education and teaching that can be utilized by stakeholders based on high dedication and commitment in the dissemination and implementation of English education;
- 4) Establishing cooperation on a national, regional, and international scale in the development of English education and teaching.



## B. Specific Data

The researcher did research about implementation and the impact of microteaching to improve teaching skills. The research run well and all of the participant is enthusiastic.

### 1. Implementation of microteaching

The first data were collected by interview to know the implementation of microteaching in IAIN Ponorogo.

#### a. Interview

The researcher gains the data from interviewing participants toward the implementation of a microteaching class. The first question is, what do you know about microteaching? These are the participants' opinion about the microteaching class: according to informant 1, class A “Microteaching is like the practice of teaching in a small version.”<sup>46</sup> “Microteaching is training before we practice in Magang 2.” Said informant 2, class B.<sup>47</sup> “For me, microteaching is education methods to improve teaching skills.” Said informant 3, class C.<sup>48</sup> and informant 4 class D said “Microteaching is an experiment in teaching so we can teach students properly when we graduate”.<sup>49</sup>

From those answers, the researcher can interpret that microteaching help them in gain the experiment in teaching and improve their teaching skills, Selda Bakir states

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<sup>46</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>47</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>48</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>49</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.



that microteaching helps the students to gain professional experience before employment and implementing theoretical lesson in to practical.<sup>50</sup>

The second question is, how are the methods applied in microteaching class?

These are the participants' answer:

According to informant 1, class A “In A class, the class was divided into two groups. First is A class and the second is B class. A class, the first meeting included instructions to divide the task and each student got a different task. And the second meeting, everything must be ready starting from the lesson plan, materials, the worksheet, and then gave them to lecturer to be evaluated. In the next meeting, we have to start practicing.”<sup>51</sup> “In B class, the microteaching practice was located in the laboratory. For the materials, there are 4 skills in English: writing, reading, listening, and speaking. And then the class was divided into four groups; each group got different skill.” Said informant 2, class B<sup>52</sup> “In C class, the class was not divided into two groups and the schedule was arranged by the lecturer.” Said informant 3, class C<sup>53</sup> and informant 4, class D said “Since we got the same lecturer in the first meeting, the class was divided into two groups. Before we practice microteaching, the students who practice next week gave provision about the method, materials, etc.”<sup>54</sup>

From their statements, the researcher can interpret that since they got different lecturers, the method in the microteaching class is depending on the lecturer, but most

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<sup>50</sup> Selda Bakır, “The Effect of Microteaching On preserviceScience Teachers” (Journal of Baltic Science Education, Vol. 13),

<sup>51</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>52</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>53</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>54</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

of them the students divided in to two groups. According to Reddy the concept of microteaching is the preservice students engaged in scaled down teaching situation it means class size, scope of the content and time are all reduced.<sup>55</sup>

The third question is, how to schedule a microteaching class? These are students' answer: according to informant 1, class A "About the schedule in A class, the students who practice in one meeting is about 3-4 students"<sup>56</sup> "It's about 2 students in one meeting." Said informant 2, class B<sup>57</sup> "It depends on the time,3 students if we have much time left and 2 students if we have not." Said informant 3, class C<sup>58</sup> and informant 4, class D said "In D class, the students who practice microteaching in one encounter were about 2 students"<sup>59</sup>

From that, the researcher can take that in one encounter the students who practice microteaching are about 2-4 students.

The fourth question is, what do you know about teaching skills? These are students' answer: according to informant 1, class A "Teaching skill is something that preservice students and educators must have"<sup>60</sup> "Teaching skill is a basic skill that educators must have" said informant 2, class B<sup>61</sup> "Teaching skills is teaching ability about how to make students interested in our class" said informant 3, class C<sup>62</sup> and

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<sup>55</sup> Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal).

<sup>56</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>57</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>58</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>59</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>60</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>61</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>62</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

informant 4, class D said “Teaching skills is a method about how to make learning process easily transferred to the students”<sup>63</sup>

From their statements, the researcher can take that most of them know what teaching skill is, for the participants teaching skills is basic skills that an educator must have and how to make students interested and make the students easily masters to lesson. According to Peter Westwood teaching is present information to learners in a form so they can easily understand.<sup>64</sup>

And then the fifth question is, when did you find out about teaching skills? According to informant 1, class A “In 4th semesters”<sup>65</sup> “in 4 semesters” said informant 2, class B<sup>66</sup> “In 5 semesters” said informant 3, class C<sup>67</sup> and informant 4, class D said “it’s about in 5 semesters”<sup>68</sup>

From the answer, the researcher can interpret that they find out microteaching in semesters 4-5.

The sixth question is, how do you know the steps in creating a lesson plan? According to informant 1, class A “In semester 4 in English curriculum class”<sup>69</sup> “in semesters 4 in English curriculum class” said informant 2 class B<sup>70</sup> “in semester 4” said

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<sup>63</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>64</sup> Peter Westwood, *What Teacher Need to Know About*, (Acer Press:Australia, 2008).

<sup>65</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>66</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>67</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>68</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>69</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>70</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.



informant 3, class C<sup>71</sup> and informant 4, class D said “in semesters 4 in English curriculum class”<sup>72</sup>

From the statement, the researcher can interpret that they know how to make a proper lesson plan in the English curriculum class in semester 4.

The seventh question is, do you know the components of a lesson plan? According to informant 1, class A “yes”<sup>73</sup> “of course” said informant 2, class B<sup>74</sup> “yes” said informant 3, class C<sup>75</sup> and informant 4, class D said “definitely”<sup>76</sup>

From their answers, the researcher can interpret that most of them know the components of a lesson plan.

The eighth question is, how are the stages of making a lesson plan? Does the lecturer provide instruction during the process? According to informant 1, class A “In the second meeting, everything must be ready from the lesson plan, materials, to ppt, and then gave them to lecturer to be evaluated, revised, and practiced.”<sup>77</sup> “After we got the materials, we are looking for references on Google and then modify our lesson plan that lecturer has given advise” said informant 2, class B<sup>78</sup> “Before we practice, the lesson plan must be given to the lecturer and then being evaluated” said informant 3,

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<sup>71</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>72</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>73</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>74</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>75</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>76</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>77</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>78</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.



class C<sup>79</sup> and informant 4, class D said “Before we practice, the lesson plan must be given to the lecturer and the revised lesson plan is given after we practice the materials”<sup>80</sup>

From their statements, the researcher can interpret that most of them must give the lesson plan to the lecturer and be evaluated before teaching practice.

The ninth question is, how to determine the material in the microteaching class? These are the participants’ answer: according to informant 1, class A “In A class, the materials were determined by the lecturer”<sup>81</sup> “For the materials, there are 4 skills in English: writing, reading, listening, and speaking. And then the class was divided into four groups; each group got different skill” said informant 2, class B<sup>82</sup> “The materials were determined by the lecturer but the students made a list so one student and another got different materials” said informant 3, class C<sup>83</sup> and informant 4, class D said “The materials for the lesson plan depend on ourself but one another must have different materials”<sup>84</sup>

From their statements, the researcher can interpret that the materials in microteaching class is depending on the lecturer but they must have different materials for one and other students.

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<sup>79</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>80</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>81</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>82</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>83</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>84</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

The tenth question is, are there any difficulties you have when practicing microteaching? How do you handle it? These are the participants' opinion about their difficulties in teaching: according to informant 1, class A "Yes, since the students keep playing in asking questions, I must answer those questions"<sup>85</sup> "Yes, the sound is really low so I have to repeat the audio 2-3 times" said informant 2, class B<sup>86</sup> "Yes, we have to make our teaching more interesting so the students focus on our lesson" said informant 3, class C<sup>87</sup> and informant 4, class D said "Yes, I have so much time left so I made interesting games"<sup>88</sup>

From their answers, the researcher can interpret that they do have difficulties in teaching but they can handle it.

The eleventh question is, how long does it take for one microteaching practice? These are the participants' answer: according to informant 1, class A "In A class, one student got 20-30 minutes in teaching"<sup>89</sup> "it's about 30 minutes in B class" said informant 2, class B<sup>90</sup> "it's about 20 minutes in C class" said informant 3, class C<sup>91</sup> and informant 4, class D said "in D class its bout 30 minutes in practicing"<sup>92</sup>

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<sup>85</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>86</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>87</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>88</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>89</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>90</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>91</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>92</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

From their answer, the researcher can interpret that it takes 20 until 30 minutes for one student in practicing their materials, according to Reddy microteaching concept is scaled down the class, time and scope of the content.<sup>93</sup>

The twelfth question is, how is the microteaching model implemented by the campus? These are the participants' answer: according to informant 1, class A "In KRS, the class was divided into two and the students must choose A class or B class"<sup>94</sup> "In KRS, the class was divided into two and the students must choose A class or B class" said informant 2, class B<sup>95</sup> "In C class, the model of the microteaching class is conventional" said informant 3, class C<sup>96</sup> and informant 4, class D said "Since D class got the same lecture in KRS, in the first meeting, the class was divided into two groups"<sup>97</sup>

From their answers, the researcher can interpret that microteaching implemented by campus is the same but each class got a different lecturer.

The thirteenth question is, what are the activities during microteaching? According to informant 1, class A "In A class, when it's time to practice, then we only practice. If it is not our time to practice then we become the students"<sup>98</sup> "In B class, when it is time to practice, then we only practice. If it's not our time to practice, then we become the students" said informant 2, class B<sup>99</sup> "In C class, when it is time to

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<sup>93</sup>Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal), 70.

<sup>94</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>95</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>96</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>97</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>98</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>99</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.



practice, then we only practice. If it's not our time to practice, then we become the students" said informant 3, class C<sup>100</sup> and informant 4, class D said "In D class, when it's time to practice then we only practice. If it's not our time to practice then we become the students. But if the next meeting is our time to practice then we have to give comments about students who practice today"<sup>101</sup>

From their answers, the researcher can interpret that the activities during microteaching are almost the same but there is one class where the students who practice the next meeting must give comments.

The fourteenth question is, are the facilities for ongoing microteaching adequate? According to informant 1, class A "For me, the facilities in IAIN Ponorogo for microteaching are adequate"<sup>102</sup> "In my opinion, the facilities in IAIN Ponorogo for the microteaching class are not adequate" said informant 2, class B<sup>103</sup> "For me, the facilities are not adequate" said informant 3, class C<sup>104</sup> and informant 4, class D said "The facilities are not adequate for microteaching class"<sup>105</sup>

From their answers, the researcher can interpret that most of them think that the facilities in IAIN Ponorogo are not adequate and some of them think that the facilities in IAIN Ponorogo are adequate.

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<sup>100</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>101</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>102</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>103</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>104</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>105</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.



The fifteenth question is, is there any evaluation in the microteaching class? According to informant 1, class A “There is an evaluation from classmates and the lecturer but if she felt something is missing then we have to repeat it”<sup>106</sup> “There is an evaluation from my classmates and the lecturer” said informant 2, class B<sup>107</sup> “There is an evaluation from classmates and the lecturer but my classmates don’t dare to give an evaluation” said informant 3, class C<sup>108</sup> and informant 4, class D said “Yes, there is an evaluation. The evaluation is from the classmates and the lecturer”<sup>109</sup>

From that answers, the researcher can interpret that there is an evaluation both from the lecturer and their classmates, according to Reddy the feedback must based on observation and it can be evaluated by students, peers and the lecturer.<sup>110</sup>

The sixteenth question is, what kind of assessment is being done? What do you think about each assessment? These are their answers about the assessment in microteaching class: according to informant 1, class A “In microteaching class, there is an assessment from the lesson plan, ppt, the suitability of materials, etc. I think it’s good because from that assessment we know where something is wrong or missing”<sup>111</sup> “The assessment from the suitability of materials, classroom management, lesson plan, ppt. I think the assessment is very useful for the future” said informant 2, class B<sup>112</sup> “There is an assessment from the lesson plan, ppt, materials, and video. The lecturer

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<sup>106</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>107</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>108</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>109</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>110</sup> Reddy KR, “Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills”, (Journal of Gandaki Medical College-Nepal).

<sup>111</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>112</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

also gives scores from the video. I think it's comparable with what I did” said informant 3, class C<sup>113</sup> and informant 4, class D said “The assessment from how to teach students, confidence, mastery in materials, lesson plan, ppt. I think the assessment is very useful”<sup>114</sup>

From their answers, the researcher can interpret that the assessment in microteaching class is almost the same. It's about the suitability of materials, lesson plan, materials, video, and confidence. Their opinion about each assessment is almost the same: it is useful for the future.

The seventeenth question is, what do you get during the evaluation process? These are their answers about what they get during microteaching: according to informant 1, class A “It's like for more self-improvement and knows the lack in teaching”<sup>115</sup> “Knowing my flaws like the way I'm teaching is too fast, talk too much in the Indonesian language, etc.” said informant 2, class B<sup>116</sup> “For myself is for self-improvement and the lack in teaching like nervous, confidence, etc” said informant 3, class C<sup>117</sup> and informant 4, class D said “Help me to improve myself”<sup>118</sup>

From their opinions, the researcher can interpret that in the microteaching class they get self-improvement, confidence in teaching, knowing their flaws, and improve

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<sup>113</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>114</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>115</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>116</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>117</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>118</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

themselves, according to Selda Bakir microteaching helps the students in improving their teaching skills and overcome their issues like nervousness, anxiety, fear and etc.<sup>119</sup>

The last question is, do you think microteaching is important? Why? These are the participants' opinion: according to informant 1, class A "Microteaching class is very important because later when we in Magang 2 we won't be nervous"<sup>120</sup> "Microteaching is very important for a preparation in Magang2" said informant 2, class B<sup>121</sup> "Microteaching is very important because when we become a teacher we won't be surprised" said informant 3, class C<sup>122</sup> and informant 4, class D said "Microteaching is really important because from microteaching we learn how to teach students properly so in the future we won't make the same mistake"<sup>123</sup>

From their opinion the researcher can interpret that microteaching is really important from them it can be for preparation in magang 2 or microteaching help them how to be a good teachers, according to Teuku et al., microteaching is beneficial for preservice teachers' during teaching internship.<sup>124</sup>

From the interviewed above the researcher conclude that microteaching implemented by campus is the same but each class got a different lecturer, since they got different lecturers, the method in the microteaching class is depending on the lecturer, but most of them the students divided in to two groups. In one encounter the

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<sup>119</sup>Selda Bakir, "The Effect of Microteaching On preserviceScience Teachers", (Journal of Baltic Science Education, Vol. 13), 789.

<sup>120</sup> Informant 1, The result of Interview with English students IAIN Ponorogo, accessed on Friday, December 25<sup>th</sup> 2020.

<sup>121</sup> Informant 2, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>122</sup> Informant 3, The result of Interview with English students IAIN Ponorogo, accessed on Wednesday, December 30<sup>th</sup> 2020.

<sup>123</sup> Informant 4, The result of Interview with English students IAIN Ponorogo, accessed on Tuesday, January 11<sup>th</sup> 2021.

<sup>124</sup> Teuku Zulfikar et al., "Indonesian Students' Perceived Benefits of the Microteaching Course to Their Teaching Internship", (Indonesian Journal Vol. 10 No. 1, 2020).



students who practice microteaching are about 2-4 students and most of them must give the lesson plan to the lecturer and be evaluated before teaching practice. The materials in microteaching class is depending on the lecturer but they must have different materials for one and other students. It takes 20 until 30 minutes for one student in practicing their materials. The activities during microteaching are almost the same but there is one class where the students who practice the next meeting must give comments. There is an evaluation both from the lecturer and their classmates. The assessment in microteaching class is almost the same, It's about the suitability of materials, lesson plan, materials, video, and confidence. Most of them know what teaching skill is. They find out microteaching in semesters 4-5. They know how to make a proper lesson plan in the English curriculum class in semester 4. Most of them know the components of a lesson plan. They do have difficulties in teaching but they can handle it. Most of them think that the facilities in IAIN Ponorogo are not adequate and some of them think that the facilities in IAIN Ponorogo are adequate. In the microteaching class they get self-improvement, confidence in teaching, knowing their flaws, and improve themselves. Microteaching is really important from them it can be for preparation in magang 2 or microteaching help them how to be a good teachers.

## **2. The impact of microteaching class and the development of ELT to the students teaching skills of preservice teachers at IAIN Ponorogo.**

The second data were collected by using questionnaire to know the impact of microteaching class to the students teaching skills of preservice teachers at IAIN Ponorogo.



**a. Questionnaire**

The second data were collected by using questionnaire. By giving a questionnaire it can be known the impact of microteaching class to the students teaching skills of preservice teachers at IAIN Ponorogo. this is their response towards the impact of microteaching class to the students teaching skills of preservice teachers at IAIN Ponorogo.

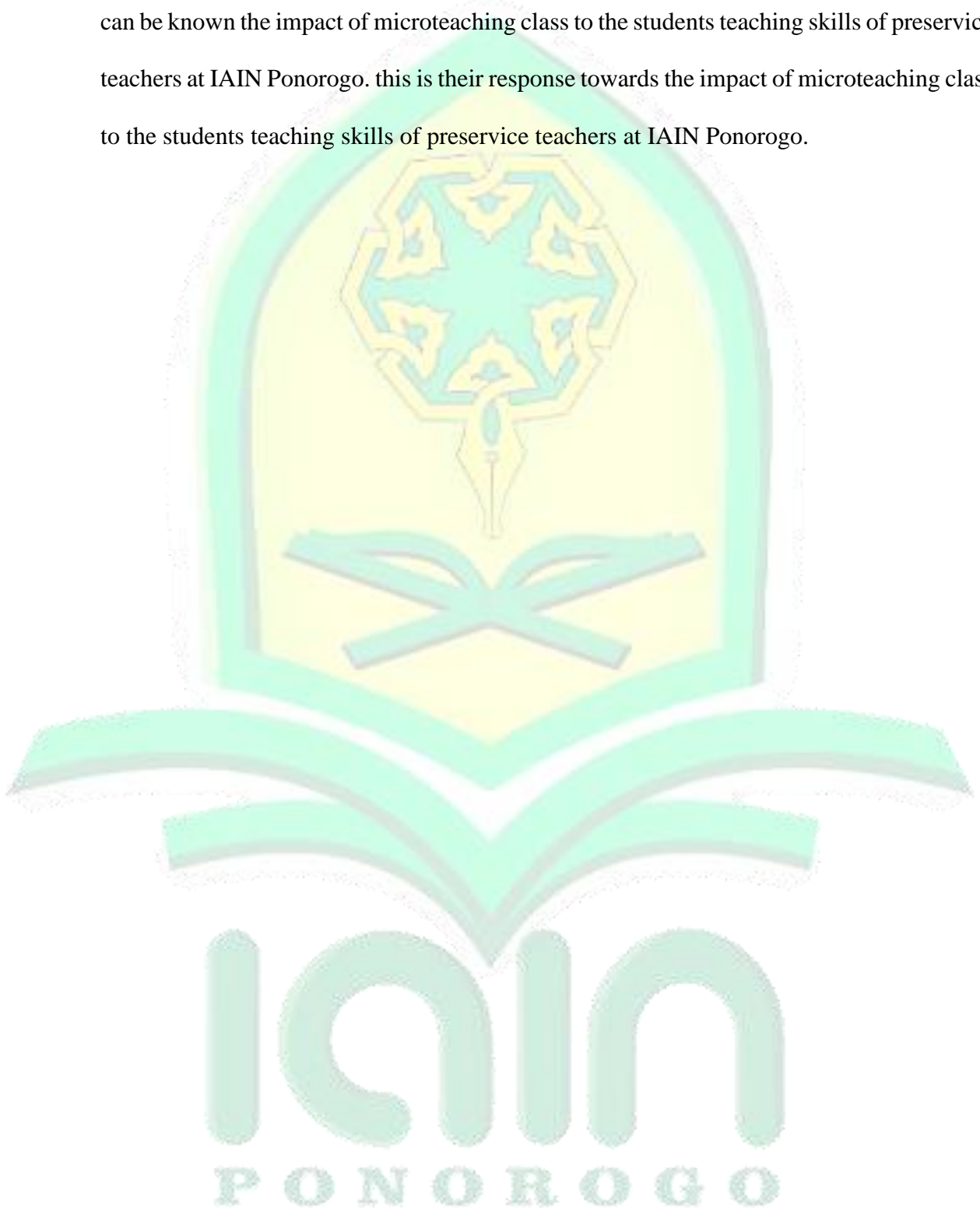


Table 4.2.  
The data Questionnaire of preservice teachers

No	Statement	Total				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Microteaching: help me in knowing the basic teaching skills	40	56	2	0	0
2.	Microteaching: help me in understanding a fundamental in microteaching class	21	60	17	0	0
3.	Microteaching: help me in understanding how to be a good teacher	54	39	5	0	0
4.	Microteaching: help me to arrange a good lesson plan	41	40	16	0	1
5.	Microteaching: give me a more variation in teaching	25	58	14	1	0
6.	Microteaching: help me in implementing ideas from other studies	18	64	15	0	1
7.	Microteaching: help me in determining the materials/lessons	15	64	17	2	0
8.	Microteaching: help me in implementing appropriated teaching technique	23	64	10	1	0
9.	Microteaching: help me how to start and end the	41	52	5	0	0

	class in microteaching					
10.	Microteaching: taught us to apply a interactive model of teaching technique	20	63	15	0	0
11.	Microteaching: help me in providing reinforcement	18	63	17	0	0
12.	Microteaching: help me in using a media and the tool in microteaching class	30	57	10	1	0
13.	Microteaching: help me in leading a discussion in the class	17	65	16	0	0
14.	Microteaching: help me in developing skill in asking question	18	63	16	0	1
15.	Microteaching: taught me how to manage my time in a short time	35	53	9	0	1
16.	Microteaching: help me how to involve students to make a conclusion	19	67	12	0	0
17.	Microteaching: help me in building my confidence in teaching	28	55	14	1	0
18.	Microteaching help me in developing my speaking ability	23	58	17	0	0
19.	Microteaching: help me in applying fun brainstorming	15	67	16	0	0
20.	Microteaching: help me in	17	62	18	1	0

	implementing appropriate gesture in teaching					
21.	Microteaching: help me to know the errors in teaching	21	64	13	0	0
22.	Microteaching: help me in fixing up the errors in teaching	25	62	10	1	0
23.	Microteaching: help me out in finding the weaknesses in teaching	32	52	12	2	0
24.	Microteaching: help me in optimizing in mastery teaching	29	57	12	0	0

The result of questionnaire by preservice teachers at English department IAIN Ponorogo:

From the result questionnaire number 1 it showed that 40,8% or 40 students has choose strongly agree, 57,1% or 56 students has choose agree and in addition 2% students or 2 students has choose neutral. From that it is show that microteaching help them in knowing basic teaching skills.

From the result questionnaire number 2 it showed that 21,4% or 21 students has choose strongly agree, 61,2% or 60 students has choose agree and in addition 17,3% students or 17 students has choose neutral. From that it is show that microteaching help them in understanding a fundamental of microteaching.



From the result questionnaire number 3 the researcher it showed that 55,1% or 54 students has choose strongly agree, 39,8% or 39 students has choose agree and in addition 5,1% students or 5 students has choose neutral. From that it is show that microteaching help them in understanding how to be a good teacher.

From the result questionnaire number 4 it showed that 41,8% or 41 students has choose strongly agree, 40,8% or 40 students has choose agree, 16,3% students or 16 students has choose neutral and in addition 1% or 1 students has choose strongly disagree. From that it is show that microteaching help them to arrange a good lesson plan.

From the result questionnaire number 5 it showed that 25,5% or 25 students has choose strongly agree, 59,2% or 58 students has choose agree, 14,3% students or 14 students has choose neutral and in addition 1% or 1 students has choose disagree. From that it is show that microteaching help them to give a more variation in teaching.

From the result questionnaire number 6 it showed that 18,4% or 18 students has choose strongly agree, 65,3% or 64 students has choose agree, 15,3% students or 15 students has choose neutral and in addition 1% or 1 students has choose strongly disagree. From that it is show that microteaching help them in implementing ideas from other studies.

From the result questionnaire number 7 it showed that 15,3% or 15 students has choose strongly agree, 65,3% or 64 students has choose agree, 17,3% students or 17 students has choose neutral and in addition 2% or 2 students has choose disagree. From that it is show that microteaching help them in determining materials/lessons.

From the result questionnaire number 8 it showed that 23,5% or 23 students has choose strongly agree, 65,3% or 64 students has choose agree, 10,2% students or 10 students has choose neutral and in addition 1% or 1 students has choose disagree. From that it is show that microteaching help them in implementing appropriated teaching technique.

From the result questionnaire number 9 it showed that 41,8% or 41 students has choose strongly agree, 53,1% or 52 students has choose agree and in addition 5% students or 5 students has choose neutral. From that it is show that microteaching help them to how to start and end the class.

From the result questionnaire number 10 it showed that 20,4% or 20 students has choose strongly agree, 64,3% or 63 students has choose agree and in addition 15,3% students or 15 students has choose neutral. From that it is show that microteaching taught them to apply an interactive model teaching technique.

From the result questionnaire number 11 it showed that 18,4% or 18 students has choose strongly agree, 64,3% or 63 students has choose agree and in addition 17,3% students or 17 students has choose neutral. From that it is show that microteaching help them in providing reinforcement.

From the result questionnaire number 12 it showed that 30,6% or 30 students has choose strongly agree, 58,2% or 57 students has choose agree, 10,2% students or 10 students has choose neutral and in addition 1% or 1 students has choose disagree. From that it is show that microteaching help them in using media and the tool.

From the result questionnaire number 13 it showed that 17,3% or 17 students has choose strongly agree, 66,3% or 65 students has choose agree and in addition 16,3% students or 16 students has choose neutral. From that it is show that microteaching help them in leading a discussion in the class.

From the result questionnaire number 14 it showed that 18,4% or 18 students has choose strongly agree, 64,3% or 63 students has choose agree, 16,3% students or 16 students has choose neutral and in addition 1% or 1 students has choose strongly disagree. From that it is show that microteaching help them in developing skill in asking question.

From the result questionnaire number 15 it showed that 35,7% or 35 students has choose strongly agree, 54,1% or 53 students has choose agree, 9,2% students or 9 students has choose neutral and in addition 1% or 1 students has choose strongly disagree. From that it is show that microteaching taught them how to manage their time in a short time.

From the result questionnaire number 16 it showed that 19,4% or 19 students has choose strongly agree, 68,4% or 67 students has choose agree and in addition 13,2% students or 12 students has choose neutral. From that it is show that microteaching help them to how involve students to make a conclusion.

From the result questionnaire number 17 it showed that 28,6% or 28 students has choose strongly agree, 56,1% or 55 students has choose agree, 14,3% students or 14 students has choose neutral and in addition 1% or 1 students has choose disagree. From that it is show that microteaching help them in building their confidence in teaching.

From the result questionnaire number 18 it showed that 23,5% or 23 students has choose strongly agree, 59,2% or 58 students has choose agree and in addition 17,3% students or 17 students has choose neutral. From that it is show that microteaching help them in developing their speaking ability.

From the result questionnaire number 19 it showed that 15,3% or 15 students has choose strongly agree, 68,4% or 67 students has choose agree and in addition 16,3% students or 16 students has choose neutral. From that it is show that microteaching help them in applying fun brainstorming.

From the result questionnaire number 20 it showed that 17,3% or 17 students has choose strongly agree, 63,3% or 62 students has choose agree, 18,4% students or 18 students has choose neutral and in addition 1% or 1 students has choose disagree. From that it is show that microteaching help them in implementing appropriated gesture.



From the result questionnaire number 21 it showed that 21,4% or 21 students has choose strongly agree, 65,3% or 64 students has choose agree and in addition 13,3% students or 13 students has choose neutral. From that it is show that microteaching help them to know the errors in teaching.

From the question number 22 the researcher can conclude that 25,5% or 25 students has choose strongly agree, 63,3% or 62 students has choose agree, 10,2% students or 10 students has choose neutral and in addition 1% or 1 students has choose disagree. From that it is show that microteaching help them in fixing up the errors in teaching.

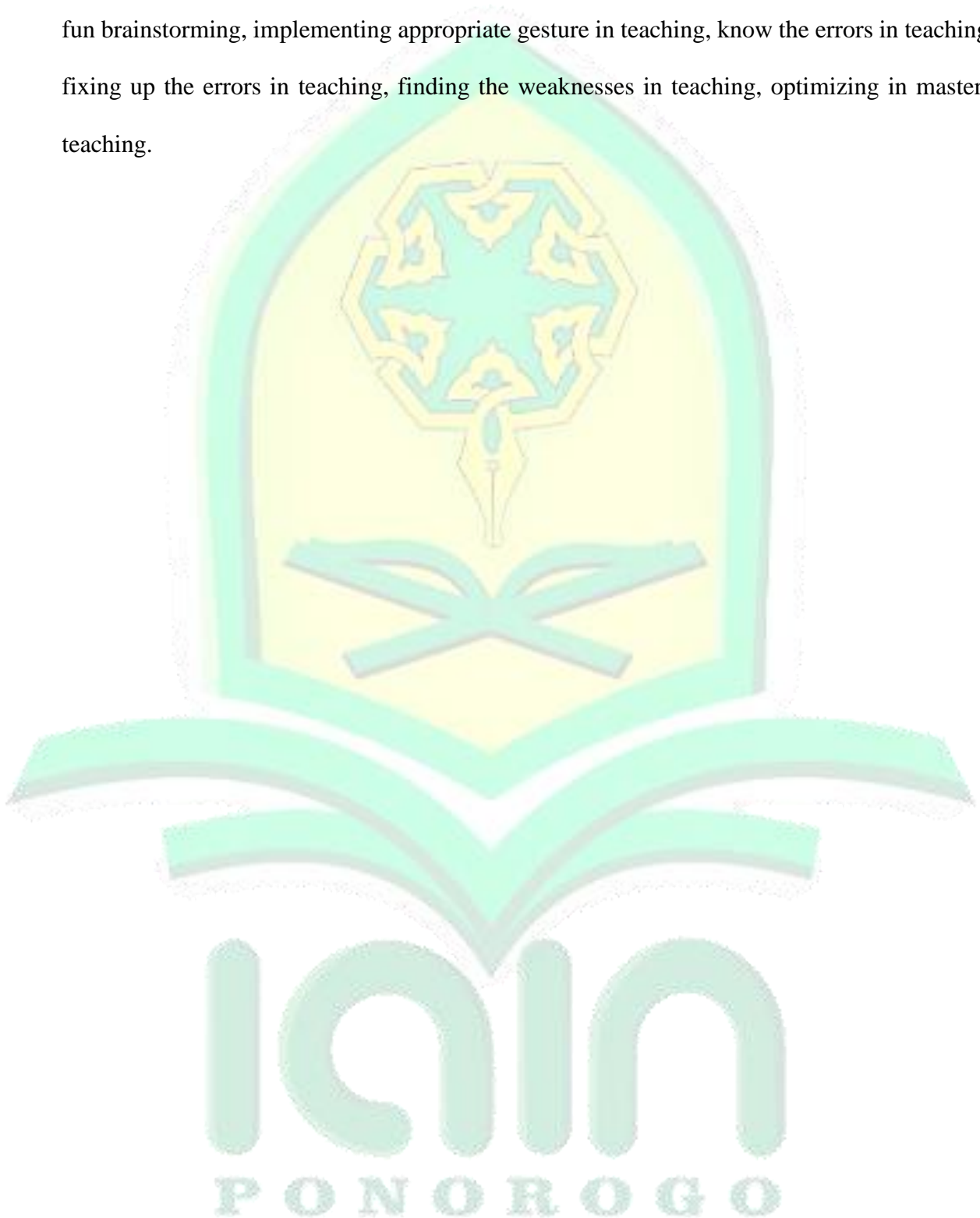
From the result questionnaire number 23 it showed that 32,7% or 32 students has choose strongly agree, 53,1% or 52 students has choose agree, 12,2% students or 12 students has choose neutral and in addition 2% or 2 students has choose disagree. From that it is show that microteaching help them in finding the weaknesses in teaching.

From the result questionnaire number 24 it showed that 29,6% or 29 students has choose strongly agree, 58,2% or 57 students has choose agree and in addition 12,2% students or 12 students has choose neutral. From that it is show that microteaching help them in optimizing in mastery teaching.

Based on the result of the questionnaire the researcher conclude that each students got different impact in microteaching class, but most of them think that microteaching helps them in knowing the basic teaching skills, understanding a fundamental in microteaching class, understanding how to be a good teacher, arrange a good lesson plan, give a more variation in teaching, implementing ideas from other studies, determining the materials/lessons, implementing appropriated teaching technique, how to start and end the class in microteaching, apply a interactive model of teaching technique, providing reinforcement, maximize in using a media and the tool in microteaching class, leading a discussion in the class, developing skill



in asking question, how to manage their time in a short time, involve students to make a conclusion, building their confidence in teaching, developing their speaking ability, applying fun brainstorming, implementing appropriate gesture in teaching, know the errors in teaching, fixing up the errors in teaching, finding the weaknesses in teaching, optimizing in mastery teaching.



## CHAPTER V

### DISCUSSION

This chapter contains discussion on the implementation of microteaching in the English department and the impact of microteaching classes on the teaching skills of preservice teachers at IAIN Ponorogo.

#### **1. The implementation of microteaching in English department IAIN Ponorogo**

Teaching is not as easy as it seems. Therefore, preservice teachers need training to develop teaching skills. So, in this research, the researcher used an interview to know the implementation of microteaching at the English department IAIN Ponorogo. The interview result showed that, first, the participants knew what is microteaching.

Second, the method applied in microteaching was different in each class. In A class, the class was divided into two groups: A class and B class. In A class, in the first meeting, she gave them instructions to divide the task and each student got a different task. In the second meeting, everything must be ready starting from the lesson plan, materials, to worksheet, and then gave them to the lecturer to be evaluated. At the next meeting, the practice has to start. Meanwhile, in B class, the microteaching practice was located in the laboratory. For the materials, there were 4 skills in English, namely writing, reading, listening, and speaking. The class was divided into four groups and each group got different skills. In C class, the class was not divided into two groups and the schedule was arranged by the lecturer. In the D class, in the first meeting, the class was divided into two even though they got the same lecturer. And for the students who practice microteaching the next week, they got provision about the method, materials, technique, etc. The concept of microteaching, According to Reddy, is

preservice students participating in a scaled-down teaching setting, which means class size, material scope, and time are all reduced.<sup>125</sup>

Third, the schedule in the microteaching class in one encounter was different for each class. In the A class, the students who practiced in one encounter were about 3-4 students while in B class it was about 2 students in one meeting. In C class, in one meeting, the students who practiced teaching were about 2 students. But if they got more time left, then 3 students practiced. The last, in D class, in one meeting students who practiced teaching were about 2 students.

Fourth, based on the interview with the participants, the researcher can conclude that most of them know what is teaching skills.

Fifth, the researcher found out that most of them knew teaching skills in the 4th until 5th semesters.

Sixth, they knew the steps in creating a lesson plan in the 4th semester in English curriculum class.

Seventh, from the interview with the participants, all of them knew the components of a lesson plan.

Eighth, the stages in making a lesson plan were almost the same yet different. In A class, everything must be done in the second meeting, starting from the lesson plan, materials, ppt, and then gave them to her to be evaluated. In B class, after they got into groups then they were looking for the lesson plan on Google and then modified their lesson plan and gave it to the lecturer to be evaluated. In C class, before they practicing their lesson plan, they must give the lesson plan to the lecturer to be evaluated. In D class, before practicing, the lesson plan

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<sup>125</sup> Reddy KR, "Teaching How to Teach: Microteaching A Way to Build up Teaching Skills", (Journal of Gandaki Medical College-Nepal), 66.

must be given to the lecturer, and the revised lesson plan was given after practicing the materials.

Ninth, how to determine the materials. In A class, the materials were determined by the lecturer. In B class, for the materials, there were 4 skills in English, namely writing, reading, listening, and speaking. Then the class was divided into four groups in which each group got different skills. In C class, the materials were determined by the lecturer but the students made a list so one and other students got different materials. In D class, the materials in the lesson plan depended on the students but one and other students must get different materials.

Tenth, they face the difficulty in teaching from their friends that being mischievous, how to make the lesson interesting for students, the audio for listening, and much time left but they can handle the difficulty by giving more attention when their students being mischievous, making the class interesting, repeating the audio for listening until 3-4 times, and playing fun games if they have much time left. According to Rachel Koros microteaching can help the students to overcome the difficulties in teaching.<sup>126</sup>

Eleventh, for one microteaching practice, each student got 20 until 30 minutes. The concept of microteaching, according to Reddy, is preservice students participating in a scaled-down teaching setting, which means class size, material scope, and time are all reduced.<sup>127</sup>

Twelfth, the microteaching model implemented by campus was different in each class. In A class, in KRS time, the class was divided into two so they had to choose A class or B class. In C class, they didn't have to choose the lecturer because they got the same lecturer. In

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<sup>126</sup> Rachel Koross, "Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspectiv", (IRA-International Journal of Education & Multidisciplinary Studies vol 04), 290.

<sup>127</sup> Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal), 66.



D class, they also didn't have to choose the lecturer but in the first meeting, the class was divided into two.

Thirteenth, for the activities in microteaching class, most of the respondents said that if they did not practice teaching, they became students but in D class they did not only become students. Instead, if the next meeting they are going to practice teaching, then they must give comments to the students who practice teaching that day.

Fourteenth, in their opinion, some thought that the facilities for the microteaching class were adequate and most of them said that the facilities for microteaching were not adequate. According to Hamzah, Muhammad and Ahmad facilities have a significant influence on the teaching process.<sup>128</sup>

Fifteenth, for the evaluation section, there was an evaluation in the microteaching class. In A class, the evaluation came from their classmates and the lecturer, and if the lecturer felt something wrong or something missing the lecturer asked the students to practice again. In B class, the evaluation also came from the lecturer and their classmates. In C class, the evaluation came from their classmates and their lecturer but their classmates didn't dare to give an evaluation to the person that practice teaching that day. Lastly, in D class, the evaluation also came from their lecturer and their classmates. Reddy believes that feedback should be based on observation and that it should be able to be reviewed by students, peers, and the lecturer.<sup>129</sup>

Sixteenth, the assessment in the microteaching class was almost the same. It was about the suitability of materials, lesson plan, materials, video, and confidence. Also, their opinion about each assessment was almost the same: it is useful for the future.

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<sup>128</sup> Hamzah Pagarra, Muhammad Irfan, Ahmad Syawaluddin, "Effectiveness Of Micro Teaching Learning On Teaching Basic Skills: Do The Facilities Matter?", (INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH VOLUME 9, ISSUE 03 MARCH, 2020), 4718.

<sup>129</sup> Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)", (Journal of Gandaki Medical College-Nepal), 68.

Seventeenth, what they got during microteaching class was self-improvement, confidence in teaching, knowing their flaws, and improve themselves. Microteaching, according to Selda Bakir, aids students in strengthening their teaching skills and overcoming obstacles such as uneasiness, worry, and fear.<sup>130</sup>

Eighteenth, from their opinion, it can be concluded that microteaching is truly important for them because it can be useful for preparation in Magang 2 or microteaching helps them to be a good teacher. according to Teuku et al., microteaching is advantageous for preservice teachers during their teaching internship.<sup>131</sup>

## **2. The impact of microteaching class to the students teaching skills of preservice teachers at IAIN Ponorogo.**

To know the impact of microteaching class and the development of ELT to the students teaching skills of preservice teachers at IAIN Ponorogo the researcher gives the participants questionnaire.

Microteaching: help me in knowing the basic teaching skills. From the results in questionnaire number 1, it is shown that microteaching helps them knowing basic teaching skills. These 40,8% or 40 participants have chosen strongly agree, 57,1% or 56 participants have chosen agree and in addition 2% students or 2 participants have chosen neutral.

Microteaching: help me in understanding a fundamental in microteaching class. From the results in questionnaire number 2, it is shown that microteaching helps them understanding a fundamental in microteaching class. These 21,4% or 21 participants have chosen strongly

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<sup>130</sup> Selda Bakır, “The Effect of Microteaching On preservice Science Teachers”, (Journal of Baltic Science Education, Vol. 13), 798.

<sup>131</sup> Teuku Zulfikar et al., “Indonesian Students’ Perceived Benefits of the Microteaching Course to Their Teaching Internship”, (Indonesian Journal Vol. 10 No. 1, 2020).

agree, 61,2% or 60 participants have chosen agree and in addition 17,3% participants or 17 participants have chosen neutral.

Microteaching: help me in understanding how to be a good teacher. From the results in questionnaire number 3, it is shown that microteaching helps them understanding how to be a good teacher. These 55,1% or 54 participants have chosen strongly agree, 39,8% or 39 participants have chosen agree and in addition 5,1% participants or 5 participants have chosen neutral.

Microteaching: help me to arrange a good lesson plan. From the results in questionnaire number 4, it is shown that microteaching helps them arrange a good lesson plan. These 41,8% or 41 participants have chosen strongly agree, 40,8% or 40 participants have chosen agree, 16,3% participants or 16 participants have chosen neutral and in addition 1% or 1 participants have chosen strongly disagree.

Microteaching: give me a more variation in teaching. From the results in questionnaire number 5, it is show that microteaching helps them give a more variation in teaching. These 25,5% or 25 participants have chosen strongly agree, 59,2% or 58 participants have chosen agree, 14,3% participants or 14 participants have chosen neutral and in addition 1% or 1 participants have chosen disagree.

Microteaching: help me in implementing ideas from other studies. From the results in questionnaire number 6, it is shown that microteaching helps them implementing ideas from other studies. These 18,4% or 18 participants have chosen strongly agree, 65,3% or 64 participants have chosen agree, 15,3% participants or 15 participants have chosen neutral and in addition 1% or 1 participants have chosen strongly disagree.

Microteaching: help me in determining the materials/lessons. From the results in questionnaire number 7, it is shown that microteaching helps them determining



materials/lessons. These 15,3% or 15 participants have chosen strongly agree, 65,3% or 64 participants have chosen agree, 17,3% participants or 17 participants have chosen neutral and in addition 2% or 2 participants have chosen disagree.

Microteaching: help me in implementing appropriated teaching technique. From the results in questionnaire number 8, that it is shown microteaching helps them implementing appropriated teaching technique. These 23,5% or 23 participants have chosen strongly agree, 65,3% or 64 participants have chosen agree, 10,2% participants or 10 participants have chosen neutral and in addition 1% or 1 participants have chosen disagree.

Microteaching: help me how to start and end the class in microteaching. From the results in questionnaire number 9, it is shown that microteaching helps them how to start and end the class. These 41,8% or 41 participants have chosen strongly agree, 53,1% or 52 participants have chosen agree and in addition 5% or 5 participants have chosen neutral.

Microteaching: taught us to apply a interactive model of teaching technique. From the results in questionnaire number 10, it is shown that microteaching taught them apply an interactive model teaching technique. These 20,4% or 20 participants have chosen strongly agree, 64,3% or 63 participants have chosen agree and in addition 15,3% participants or 15 participants have chosen neutral.

Microteaching: help me in providing reinforcement. From the results in questionnaire number 11, it is shown that microteaching helps them providing reinforcement. These 18,4% or 18 participants have chosen strongly agree, 64,3% or 63 participants have chosen agree and in addition 17,3% participants or 17 participants have chosen neutral.

Microteaching: help me in using a media and the tool in microteaching class. From the result in questionnaire number 12, it is shown that microteaching helps them using media and the tool. These 30,6% or 30 participants have chosen strongly agree, 58,2% or 57 participants



have chosen agree, 10,2% participants or 10 participants have chosen neutral and in addition 1% or 1 participants have chosen disagree.

Microteaching: help me in leading a discussion in the class. From the result in questionnaire number 13, it is shown that microteaching helps them leading a discussion in the class. These 17,3% or 17 participants have chosen strongly agree, 66,3% or 65 participants have chosen agree and in addition 16,3% participants or 16 participants have chosen neutral.

Microteaching: help me in developing skill in asking question. From the result in questionnaire number 15, it is shown that microteaching helps them developing skill in asking question. These 18,4% or 18 participants have chosen strongly agree, 64,3% or 63 participants have chosen agree, 16,3% participants or 16 participants have chosen neutral and in addition 1% or 1 participant has choose strongly disagree.

Microteaching: taught me how to manage my time in a short time. From the result in questionnaire number 15, it is shown that microteaching taught them how to manage their time in a short time. These 35,7% or 35 participants have chosen strongly agree, 54,1% or 53 participants have chosen agree, 9,2% participants or 9 participants have chosen neutral and in addition 1% or 1 participant have chosen strongly disagree.

Microteaching: help me how to involve students to make a conclusion. From the result in questionnaire number 16, it is shown that microteaching helps them how to involve students to make a conclusion. These 19,4% or 19 participants have chosen strongly agree, 68,4% or 67 participants have chosen agree and in addition 13,2% students or 12 participants have chosen neutral.

Microteaching: help me in building my confidence in teaching. From the result in questionnaire number 17, it is shown that microteaching helps them building their confidence in teaching. These 28,6% or 28 participants have chosen strongly agree, 56,1% or 55

participants have chosen agree, 14,3% participants or 14 participants have chosen neutral and in addition 1% or 1 participant have chosen disagree.

Microteaching help me in developing my speaking ability. From the result in questionnaire number 18, it is shown that microteaching helps them developing their speaking ability. These 23,5% or 23 participants have chosen strongly agree, 59,2% or 58 participants have chosen agree and in addition 17,3% participants or 17 participants have chosen neutral.

Microteaching: help me in applying fun brainstorming. From the result in questionnaire number 19, it is shown that microteaching helps them applying fun brainstorming. These 15,3% or 15 participants have chosen strongly agree, 68,4% or 67 participants have chosen agree and in addition 16,3% participants or 16 participants have chosen neutral.

Microteaching: help me in implementing appropriate gesture in teaching. From the result in questionnaire number 20, it is shown that microteaching helps them implementing appropriated gesture. These 17,3% or 17 participants have chosen strongly agree, 63,3% or 62 participants have chosen agree, 18,4% participants or 18 participants have chosen neutral and in addition 1% or 1 participant have chosen disagree.

Microteaching: help me to know the errors in teaching. From the result in questionnaire number 21, it is shown that microteaching helps them to know the errors in teaching. These 21,4% or 21 participants have chosen strongly agree, 65,3% or 64 participants have chosen agree and in addition 13,3% participants or 13 participants have chosen neutral.

Microteaching: help me in fixing up the errors in teaching. From the result in questionnaire number 22, it is shown that microteaching helps them fixing up the errors in teaching. These 25,5% or 25 participants have chosen strongly agree, 63,3% or 62 participants have chosen agree, 10,2% participants or 10 participants have chosen neutral and in addition 1% or 1 participant have chosen disagree.

Microteaching: help me out in finding the weaknesses in teaching. From the result in questionnaire number 23, it is shown that microteaching helps them finding the weaknesses in teaching. These 32,7% or 32 participants have chosen strongly agree, 53,1% or 52 participants have chosen agree, 12,2% participants or 12 participants have chosen neutral and in addition 2% or 2 participants have chosen disagree.

Microteaching: help me in optimizing in mastery teaching. From the result in questionnaire number 24, it is shown that microteaching helps them optimizing in mastery teaching. These 29,6% or 29 participants have chosen strongly agree, 58,2% or 57 participants have chosen agree and in addition 12,2% participants or 12 participants have chosen neutral.

According to Rachel Koros microteaching helps the students in improving their teaching skills such a teaching competency, planning for instruction, strength and weaknesses, organize and manage time, class management, speaking skills, lesson planning, teaching activities and material, and closure in teaching.<sup>132</sup>

Based on the result of the questionnaire the researcher conclude that each students got different impact in microteaching class, but most of them think that microteaching helps them in knowing the basic teaching skills, understanding a fundamental in microteaching class, understanding how to be a good teacher, arrange a good lesson plan, give a more variation in teaching, implementing ideas from other studies, determining the materials/lessons, implementing appropriated teaching technique, how to start and end the class in microteaching, apply a interactive model of teaching technique, providing reinforcement, maximize in using a media and the tool in microteaching class, leading a discussion in the class, developing skill in asking question, how to manage their time in a short time, involve

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<sup>132</sup> Rachel Koross, "Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspectiv", (IRA-International Journal of Education & Multidisciplinary Studies vol 04), 290.

students to make a conclusion, building their confidence in teaching, developing their speaking ability, applying fun brainstorming, implementing appropriate gesture in teaching, know the errors in teaching, fixing up the errors in teaching, finding the weaknesses in teaching, optimizing in mastery teaching.





## CHAPTER VI

### CLOSING

In this chapter the researcher gives conclusion and suggestion. The conclusion and suggestion are :

#### A. Conclusion

Based on the statement of the problem and data analysis the researcher conclude that:

#### **The implementation of microteaching class in English department IAIN Ponorogo.**

The researcher conclude that microteaching implemented by campus is the same but each class got a different lecturer, the method in the microteaching class is depending on the lecturer, but most of them the students divided in to two groups. In one encounter the students who practice microteaching are about 2-4 students and most of them must give the lesson plan to the lecturer and be evaluated before teaching practice. The materials in microteaching class is depending on the lecturer but they must have different materials for one and other students. It takes 20 until 30 minutes for one student in practicing their materials. The activities during microteaching are the same being students. There is an evaluation both from the lecturer and their classmates. The assessment in microteaching class is almost the same, It's about the suitability of materials, lesson plan, materials, video, and confidence.

Most of them know what teaching skill is. They find out microteaching in semesters 4-5. They know how to make a proper lesson plan in the English curriculum class in semester 4. Most of them know the components of a lesson plan. They do have

difficulties in teaching but they can handle it. Most of them think that the facilities in IAIN Ponorogo are not adequate and some of them think that the facilities in IAIN Ponorogo are adequate. In the microteaching class they get self-improvement, confidence in teaching, knowing their flaws, and improve themselves. Microteaching is important from them it can be for preparation in magang 2 or microteaching help them how to be a good teacher.

**The impact of microteaching class and the development of ELT to the preservice teachers' teaching skills.**

There are found the impact in microteaching class, microteaching helps them in knowing the basic teaching skills, understanding a fundamental in microteaching class, understanding how to be a good teacher, arrange a good lesson plan, give a more variation in teaching, implementing ideas from other studies, determining the materials/lessons, implementing appropriated teaching technique, how to start and end the class in microteaching, apply an interactive model of teaching technique, providing reinforcement, maximize in using a media and the tool in microteaching class, leading a discussion in the class, developing skill in asking question, how to manage their time in a short time, involve students to make a conclusion, building their confidence in teaching, developing their speaking ability, applying fun brainstorming, implementing appropriate gesture in teaching, know the errors in teaching, fixing up the errors in teaching, finding the weaknesses in teaching, and optimizing in mastery teaching.

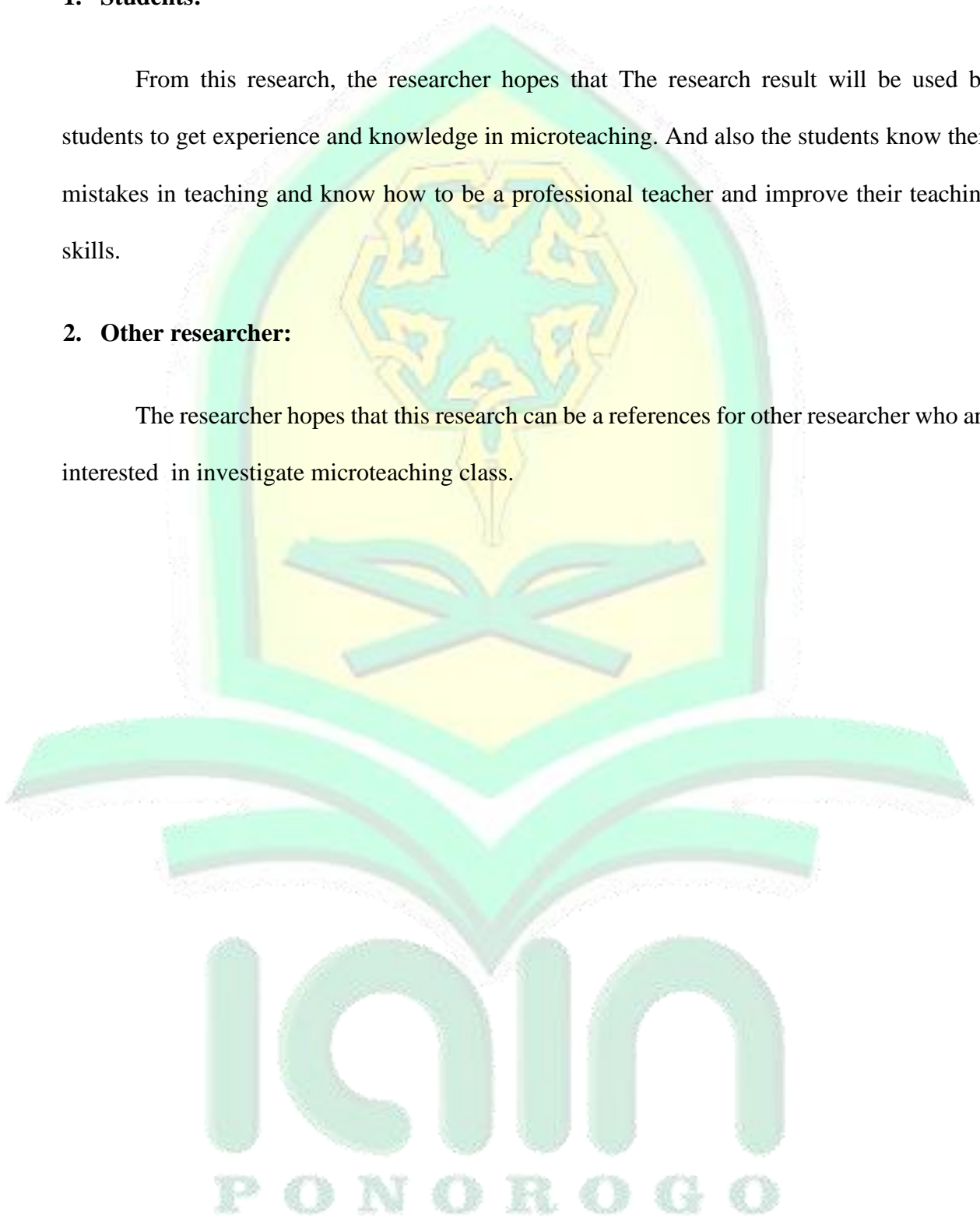
## **B. Suggestion**

### **1. Students:**

From this research, the researcher hopes that The research result will be used by students to get experience and knowledge in microteaching. And also the students know their mistakes in teaching and know how to be a professional teacher and improve their teaching skills.

### **2. Other researcher:**

The researcher hopes that this research can be a references for other researcher who are interested in investigate microteaching class.



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