

**STUDENTS' PERCEPTION ON MICROTEACHING
AT THE ENGLISH EDUCATION DEPARTMENT OF
THE STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER**

THESIS



By:

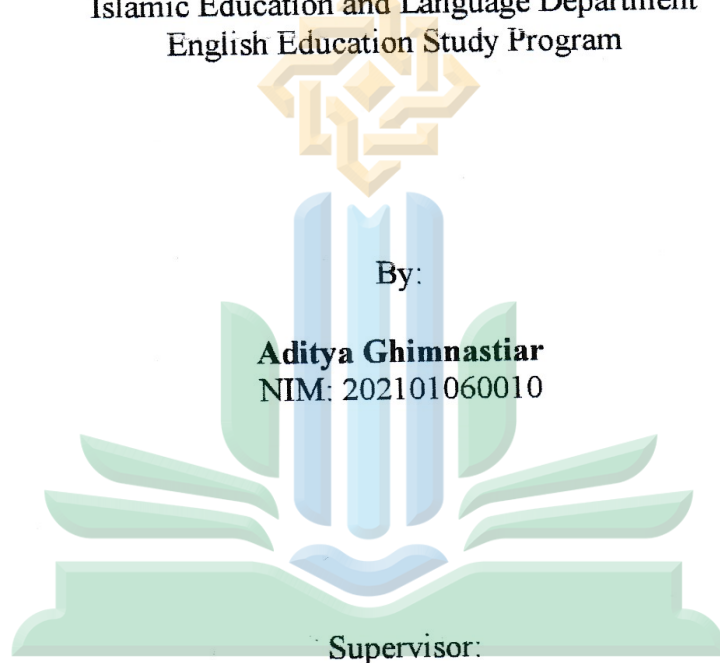
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JEMBER

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
DECEMBER 2024**

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THE STATE ISLAMIC UNIVERSITY OF
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THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfilment of the Requirement of Education Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program




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in fulfilments of the requirements for the Education Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
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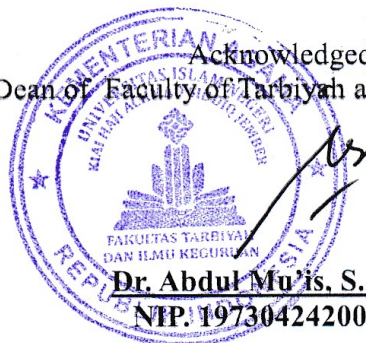


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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ
بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

" Read, 'O Prophet,' in the Name of your Lord Who created, created humans from a clinging clot. Read! And your Lord is the Most Generous, Who taught by the pen, taught humanity what they knew not."

(Q.S. Al-Alaq: 1-5)*



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* Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khas, *Noble Qur'an: The English Translation of the Meaning and Commentary*, (KSA King Komplex, 2007)

DEDICATION

With respect and pleasure, I dedicated this thesis for:

1. All praise to Allah SWT, the Most Gracious, who has granted me the strength and guidance to complete this research. Without Your help, none of this would have been possible. To You, I dedicate this work as a token of my deepest gratitude.
2. My beloved parents, thank you for your endless love, prayers, and sacrifices. Your unwavering support has been my strength through every challenge. This research is a small gift of gratitude for everything you have done.
3. My stepfather, thank you for your undying love, support, and sincerity. Your presence has been an inspiration and strength in my every step. This research is a manifestation of the spirit you instilled in me.



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In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
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3. Nuruddin, M.Pd.I, S.Pd.I, the head of Islamic and Language Education Department who had supported and facilitated me in every matters.
4. Dewi Nurul Qomariyah, S.S, M.Pd. The Chief of English Education Department of who approved the title of this thesis.
5. As'ari, M.Pd. My supervisor who has advised, guided, and supported me during the writing of this thesis.
6. All lecturers of English Education Department who has given the writer

precious knowledge and experience during the entire semesters of study.

7. All staffs of main library of State Islamic University of Kiai Haji Achmad Siddiq Jember who have given the writer help to find many references used in this undergraduate thesis.
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The author recognizes that there is still potential for improvement in the writing and language of this thesis. For this reason, the author is open to critiques and suggestions that could assist to make this thesis better yet. It is hoped that future researchers will find this thesis to be useful. May Allah SWT return the extraordinary kindness of those who have assisted me to accomplish my thesis.

Jember, 29 December 2024



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Researcher
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ABSTRACT

Aditya Ghimnastiar, 2024: Students' Perception on Microteaching at The English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember

Keywords: *Microteaching, Student Perception, English Education Department.*

Microteaching is a name of a class in English Education Department at State Islamic University of Kiai Haji Achmad Siddiq Jember. Microteaching is teaching training method that involves small-scale simulations where prospective teachers or educators can practice their teaching skills before instructing in an actual classroom. This approach enables teachers to refine their teaching techniques through feedback from peers or teacher. Microteaching provides a stimulus for prospective teachers to support their teaching skills by conducting questions and answers, learning methods, managing the class, using effective learning media, and delivering material.

Microteaching allows the university students to focus on specific competencies such as classroom management, lesson plan, and effective communication before stepping into a real classroom setting. Microteaching inherently involves reflection, as students receive feedback, analyze their performance, and advance their teaching techniques. This research investigates students' perceptions of microteaching, specifically; in the side of the student perception in term of experience at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember?.

Following upon that, this research utilized qualitative approach particularly a descriptive qualitative as the research design. This research was conducted with 5 students of English Education Department in the 6th semester of the 2023/2024 academic year, who were selected by purposively. Besides, the data trustworthiness was clarified with source triangulation. The data collection methods that had been used was interview. Last, this research used data analysis technique from Miles, Huberman and Saldana theory, those were; data condensation, data display, and drawing and verifying conclusion.

The findings reveal five key aspects of students' perceptions of their microteaching experiences: (1) it builds self-confidence by providing practical teaching opportunities, (2) it enables students to overcome anxiety related to public speaking and teaching in front of peers, (3) it significantly supports the development of public speaking skills, (4) it fosters improvements in classroom management techniques, and (5) it encourages the creation of innovative learning media. These results highlight the integral role of microteaching in preparing students for real-world teaching scenarios, equipping them with essential skills for their professional careers. This study contributes to the understanding of microteaching as an effective pedagogical approach in teacher training programs and provides insights for educators and institutions to enhance microteaching practices for better student outcomes.

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CHAPTER I

INTRODUCTION

A. Research Context

Microteaching is a name of a class in English Education Department at State Islamic University of Kiai Haji Achmad Siddiq Jember. Microteaching is teaching training method that involves small-scale simulations where prospective teachers or educators can practice their teaching skills before instructing in an actual classroom. This approach enables teachers to refine their teaching techniques through feedback from peers or mentors.² A teacher must get training to become a successful teacher in order to develop the numerous knowledge and teaching abilities necessary. Teaching necessitates specialized knowledge and skills, necessitating specialized training before entering the profession.³ Furthermore, teachers are emphasized to play crucial roles in the planning and execution of the teaching and learning process.

According to Pullias, Young, and Weinstein, a teacher can play a variety of roles, including those of educator, mentor, adviser, and supervisor.⁴

A student must be able to teach effectively, create lesson plans, prepare for class, and present information to students in order to succeed as a teacher.

Before engaging in teaching practice, a student teacher must understand about the subject of microteaching. One efficient method for improving teaching

² Allen, D.W. and Eve, A.W. Microteaching' Theory into practice 7(5) P.185. (1968)

³ Kilic, A. Learner-Centered Microteaching in Teacher Education. International Journal of Instruction. (2010)

⁴ Daud, I. (2006). Peran guru dalam menanamkan konsep Sains sederhana pada anak TK Sipatana, (The role of the teacher in instilling a simple sentence Science concept in Elementary School Sipatana children) Gorontalo. Journal Education.

abilities and identifying faults in teaching is to microteach a topic. As per Islamic beliefs, in Surah Al-Alaq verses one to five which refer to the words of Allah which also say that the importance of knowledge and teaching it.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: " Recite in the name of your Lord who created. He created man from a clot. Recite, and your Lord is the Most Generous, who taught by the pen. He taught man what he did not know." This verse explains the creation of humans and the importance of science. Apart from that, Allah SWT also ordered all His people not to stop learning. Armed with knowledge, humans can prove the power and greatness of Allah SWT.⁵

Microteaching provides an opportunity for students to become teachers in a classroom environment. Students will go through the process of becoming a teacher starting from preparation, learning process, to evaluation. The purpose of this opportunity is to prepare, develop, and support the quality of faculty student teaching that meets professional competency standards..⁶

Through microteaching, students will receive training in a few fundamental abilities, including: skill in the opening and closing lessons, skill in the asking skills, skill in delivering material, skill in using a variety of learning, skill in giving feedback, skill in managing class, skill in discussing development, and skill in using the media.⁷ The researcher must complete microteaching subjects as a student in the English Department before beginning their

⁵ Retrived from <https://quran.com/al-alaq/1-5>

⁶ Sudjoko. Petunjuk Kegiatan Pembelajaran Mikro (Instructions for Micro Learning Activites). Journal – Fakultas Matematika dan IPA UNY. (2001).

⁷ Hasibuan, J.J dan Moedjiono. *Proses Belajar Mengajar (Teaching Learning Process)*. Bandung: PT Remaja Rosdakarya. (2010).

teaching practicum. Furthermore, founded on expertise in microteaching areas. Based on preliminary observations, many students make mistakes during microteaching, such as having anxiety when rehearsing in front of an audience, having issues with instructional resources, creating lesson plans, and so on.

While microteaching is recognized as an effective method in improving teaching skills, classroom management ability, and self-confidence, there is limited research on how students perceive this practice, particularly from the perceptions of personality, experience, and expectations.⁸ Students come with different personality backgrounds, ranging from low self-confidence to fear of public speaking, which may affect how they deal with the challenges of microteaching. In addition, students' experiences during microteaching also vary greatly, depending on how they receive criticism, interact with peers, and respond to feedback from teachers.⁹ On the other hand, students' expectations of microteaching are often not in line with the reality they face during the learning process. Some students may expect that microteaching will only be a simple practice event, but in reality, they are faced with challenges that require them to adapt to various conditions, such as time management, mastery of material, and use of learning media. This mismatch between expectations and reality can affect their motivation to develop and learn better.

⁸ Oliver, R. L. (1980). *A Cognitive Model of the Antecedents and Consequences of Satisfaction Decisions*. *Journal of Marketing Research*, 17(4), 460-469.

⁹ Observation, Jember 15th of May 2024

However, there is limited research that delves into students' perceptions in term of experience on Microteaching, especially within the context of the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember. Therefore, this research aims to investigate students' perceptions of this microteaching or usually called microteaching course. By understanding students' perceptions, this research hopes to provide valuable insights into the effectiveness of Microteaching in preparing prospective teachers and its contribution to improving the quality of education in the future. Thus, the researcher conducts the research entitled “*Students’ Perception on Microteaching at the English Education Department of the State Islamic University of Kiai Haji Achmad Siddiq Jember*”.

B. Research Questions

How is the students' perception in terms of experience on microteaching at the English Education Department of the State Islamic University of Kiai Haji Achmad Siddiq Jember?

C. Research Objectives

To explore the students' perception in terms of experience on microteaching at the English Education Department of the State Islamic University of Kiai Haji Achmad Siddiq Jember.

D. Research Significances

The researcher expected that this research would offer multiple benefits for English teaching and learning process, particularly in microteaching. The

significance of the research was divided into two points: theoretical and practical significance, as follow:

1. Theoretical Significance

This research has important theoretical value by enriching the understanding of how microteaching influences students' confidence, teaching skills and readiness to face real classrooms. It contributes to pedagogical theory by highlighting the importance of microteaching in bridging theoretical knowledge and microteaching experience.

2. Practical Significance

a. Researchers

For the researcher, the results of this research will be useful, give an understanding for the researcher, and give information related to the student's perception on microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember.

b. Students

The results of this research might help the student prepare for the teaching profession by giving information to the English Education Department of the student's school, especially the English Education Department at the State Islamic University of Kiai Haji Achmad Siddiq Jember. Furthermore, to cut off several mistakes created when the students undergo the practice program for teaching. The findings

will support the advancement of the assessment of the subject's implementation effectiveness through microteaching.

c. Lecturers

The result of this research may help lecturers refine their methods of instruction and get insight into how students see the subjects during the microteaching subject. Thus, it can support a teacher in creating a lesson plan that will be effectively used for teaching.

E. Definition of Key Term

The comprehension of a key phrase from the research title is discussed in the definition that follows. Additionally, it seeks to avoid the following misunderstandings regarding the content interpretation of the researcher's implication:

1. Student's Perception

Student's perception refers to the subjective views, beliefs, and opinions held by students within the English Education research program at State Islamic University of Kiai Haji Achmad Siddiq Jember regarding their experiences, effectiveness, and impact of the Microteaching subject.

It encompasses how students interpret and evaluate their engagement with Microteaching in shaping their understanding of effective teaching practices.

2. Microteaching Subject

Microteaching subject pertains to a specific course or module within the English Education research program at State Islamic University of Kiai

Haji Achmad Siddiq Jember that focuses on simulating and practicing teaching skills in a controlled and smaller-scale classroom setting. It includes various components such as lesson planning, teaching delivery, and feedback reception, aiming to help pedagogical competencies.

F. Systematic of Discussion

A systematic exposition outlines the progression of thesis discussion from the introductory chapter through to the concluding chapter. Rather than a mere table of contents, this approach involves a descriptive narrative format. The systematic discussion is structured around several elements:

Chapter I introduced the thesis, encompassing the research context, focus, objectives, significance, key term definitions, and systematic discourse.

Chapter II delved into a review of relevant literature, encompassing prior research and the theoretical framework.

Chapter III outline the current research methodology, covering the research approach, design, location, subjects, data collection techniques, data analysis, data trustworthiness, and research procedures.

Chapter IV explored the elucidation of the research object, along with data presentation and discussion.

Chapter V provided the conclusion and suggestion of research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Currently, the researcher elucidated past research findings which were pertinent to the present research, aiming to establish the specific scope of distinctiveness and research perception. The following are some previous studies on students' perceptions of the microteaching subject:

1. Musyawirah Salman, Ratna Dewi, Amar Ma'ruf in 2022 entitled "Students' Perception Toward Microteaching Subject in Supporting the Students Teaching Skill".¹⁰ Students held a positive perception of the microteaching subject as supportive of their teaching skills. This was confirmed by a grand mean of 3.25, categorizing their perception as "agree" on the interval scale. Research findings revealed that students value microteaching highly and possess a favorable attitude toward their microteaching sessions. They agreed that microteaching effectively prepares them for teaching practice, especially in enhancing their abilities in classroom management and lesson plan development.
2. Awalia Rhaodatul Mutmainnah, Muhammad Basri Dalle, Eka Prabawati Rum in 2019 entitled "Student Perception On Microteaching Subject by The English Education Research Program of Makassar Muhammadiyah

¹⁰ Salman, M., Ratna Dewi, & Amar Ma'ruf. Students' Perception Toward Microteaching Subject in Supporting the Students Teaching Skill. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 9(1), 27–35. (2022).

University”.¹¹ According to the researcher's interviews, students showed a favorable perception of the microteaching subject because it enhanced their teaching abilities, particularly in developing and organizing lesson plans, engaging in peer teaching, and receiving feedback from lecturers. Having undergone microteaching, students reported a positive learning experience that bolstered their teaching skills prior to actual classroom practice, thereby reducing errors during teaching sessions. Therefore, the microteaching subject played a crucial role in students' development.

3. Zilpa Saraswati in 2019 entitled “Student Teachers’ Perceptions Toward Microteaching Program as A Preparation of Teaching Practicum”.¹² The research indicated that the microteaching program significantly contributed to the teaching practicum by enhancing lesson planning, self-confidence, communication skills, and time management. However, it also highlighted the need for further instruction in classroom management skills to support the teaching performance of student teachers during the practicum.
4. Leni Apriani, Mimi Yulianti, Al Arismon in 2022 entitled “Students’ Perceptions About the Effectiveness of Micro Teaching Courses On the Educational Competence of KPLP Students”.¹³ Students in the KPLP

¹¹ Awalia Rhaodatul Mutmainnah, Muhammad Basri Dalle, & Eka Prabawati Rum. Student Perception On Microteaching Subject by The English Education Study Program of Makassar Muhammadiyah University. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 6(1), 50–58. (2019). Retrieved from <https://jurnal.fkip.unismuh.ac.id/index.php/jkip/article/view/299>

¹² Zilpa Saraswati “Student Teachers’ Perceptions Toward Microteaching Program as A Preparation of Teaching Practicum” *Program Studi Pendidikan Bahasa Inggris FBS-UKSW*. (2019).

¹³ Leni Apriani, Mimi Yulianti, Al Arismon “Students' Perceptions About the Effectiveness of Micro Teaching Courses On the Educational Competence of KPLP Students” *_Halaman*

perceived course activities to be adequate, as indicated by their average questionnaire score of 64.10%, falling within the 60% to 74% range considered sufficient. Similarly, their perception of pedagogical competence in the KLP was also rated as adequate, with an average score of 69.88% in the questionnaire, similarly falling within the 60% to 74% range.

5. Yuri Lolita, Sumarningsih, Henny Dwi Iswati, Nur Fauzia in 2022 entitled “Students’ Perception of Rpp Design and Use of Learning Media Through the Micro-Teaching Practice”. According to the researcher's findings, most students held favorable views regarding microteaching as a valuable component of the teaching and learning process. They commonly reported gaining extensive knowledge, particularly in effective and proper teaching methods, and noted that microteaching contributed to increase self-assurance and enthusiasm.

Table 2.1
Similarities and Differences between the Previous Research and Current Research

No	Research Title	Similarities	Differences
1.	Musyawirah Salman, Ratna Dewi, Amar Ma’ruf in 2022 entitled “Students’ Perception Toward Microteaching Subject in Supporting the Students Teaching Skill”.	Both researches had the same topic was about students’ perception toward microteaching subject.	a) Previous study employed quantitative descriptive methods, whereas the current research utilized qualitative research techniques. b) In prior research, the goal was to gauge students' perception toward the Microteaching subject as it was related to improve their teaching abilities, whereas the current research

			explored how students at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember perceived Microteaching.
2.	Awalia Rhaodatul Mutmainnah, Muhammad Basri Dalle, Eka Prabawati Rum in 2019 entitled "Student Perception On Microteaching Subject by The English Education Research Program of Makassar Muhammadiyah University".	Both researches had the same topic was about students' perception toward microteaching subject.	a) The previous research involved seventh-semester students from the English Education program at Makassar Muhammadiyah University in the 2018/2019 academic year, encompassed 5 classes. In contrast, the current research examined 6 th -semester students from the English Education program at State Islamic University of Kiai Haji Achmad Siddiq Jember during the 2022/2023 academic year.
3.	Zilpa Saraswati in 2013 entitled "Student Teachers' Perceptions Toward Microteaching Program as A Preparation of Teaching Practicum".	Both researches had the same topic that was about students' perception toward microteaching subject.	a) Previous research utilized a combination of quantitative and qualitative approaches, whereas the current research relied solely on qualitative research.
4.	Leni Apriani, Mimi Yulianti, Al Arismon in 2022 entitled "Students' Perceptions About the Effectiveness of Micro Teaching Courses On the Educational Competence of KPLP Students".	Both researches had the same topic was about students' perception about the microteaching.	a) The previous research employed a descriptive quantitative approach, whereas the current research employed qualitative methods. b) Previous research aimed to investigate how KPLP students perceive the effectiveness of micro teaching courses on their educational competence, whereas the current research focused on how students at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember perceive microteaching.
5.	Yuri Lolita, Sumarningsih, Henny Dwi Iswati,	Both researches had the same topic was about	a) The previous research focused on understanding students' perceptions of Lesson Plan

	Nur Fauzia in 2022 entitled "Students' Perception of Rpp Design and Use of Learning Media Through the Micro-Teaching Practice".	students' perception toward microteaching subject.	design in microteaching, whereas the current research investigated how students perceive Microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember.
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The research gap in this research was the previous research did not explore the microteaching in detail at State Islamic University of Kiai Haji Achmad Siddiq Jember. Besides, this research only focused on student perceptions of microteaching in detail. By comparing the similarities and differences between the previous and this research, it can be seen that the uniqueness of this research was focusing on the Students' Perception in term of Experience on Microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember.

B. Theoretical Framework

1. The Concept of Perception

a. Definition of Perception

Perception is the process of gaining an understanding of sensory data in the fields of cognitive sciences, philosophy, and psychology. Perception in biology is defined as "the mental interpretation of physical sensations generated by external stimuli." In this case, "mental interpretation" has been understood to mean creating an internal picture of the outside world. The process by which humans convert sensory experiences into a coherent and cohesive perception of their surroundings is known as perception, Perception serves as "the

reality" and "the guide for human behavior in general," despite the fact that it is inevitably dependent on partial, unconfirmed, or untrustworthy information.

The process of perception involves individuals interpreting sensory data to understand their environment better.¹⁴ The way stimuli are perceived can be altered by a person's consciousness, previous encounters, learning, drive, and interactions with others.¹⁵ The way a person perceives things shapes their attitudes over time. Perception involves interpreting natural signals or converting them into deliberate symbols.¹⁶

Perception involves how individuals react to information. It can be viewed as a process in which sensory input is received from the environment and utilized to engage with it. Through perception, individuals assimilate sensory data and transform it into meaningful insights.

There are several factors that affect the perception that is:¹⁷

1. Attention refers to the focus and concerted effort of all individuals directed on the teacher.
2. The purpose of a set is to inspire someone to generate hope.

¹⁴ Robbins, P. Stephen. (2003) *Perilaku Organisas (Organizational Behavior)*. Jakarta, PT. Indeks.

¹⁵ Chee MW, Hon NH, Caplan D, Lee HL, Goh J. *Frequency of Concrete Words Modulates Prefrontal Activation During Semantic Judgments*. Neuroimage. (2002).

¹⁶ Millikan. R. G. *Varieties of Meaning*. MIT Press. (2004).

¹⁷ Slameto. *Belajar dan Faktor-Faktor yang mempengaruhinya (Learning and The Factors Influence It)*. Jakarta: Rineka Cipta. (2003).

3. The concept of needs suggests that, whether in a moment or when internally settled, individuals alter their perception of it.
4. Value system, the perception of things is intricately tied to the prevailing value system that exists within society.
5. Personality traits in people include ignorance, arrogance, and sensitivity to their surroundings and objects, influencing how they perceive things differently.

In any case, perception leads to how someone interprets and feels about their surroundings, influenced by both internal factors like emotions and external factors such as the social environment. Essentially, perception is intricately linked to a person's personality, attention, values, and aspirations, all of which contribute to shaping how they perceive things.

1) Principles of Perception

Perceptual categories are fundamental for comprehending where things come from and why they exist: they represent effective but not perfect solutions to challenges like finding food, reproducing, and avoiding predators encountered by all living beings in every environment.¹⁸ Generally, they represent only peaks in local fitness. The fitness function is influenced by multiple factors, such as the costs associated with classification errors, the time and energy needed to categorize, and the specific characteristics of predators,

¹⁸ Retrieved from (<http://www.cogsci.uci.edu>)

prey, and potential mates in a particular environment. Additionally, the solutions are heavily influenced by the adaptive structures already possessed by the organism; repurposing an existing structure for a new function might be less costly than evolving a completely new structure that could potentially offer a better solution to the problem.

b. Types of Perception

Based on the type, perception is divided into three types as follows:¹⁹

1) Person Perception

Person perception is how we understand and think about others, considering their traits, qualities, and inner states. We create an image of people to make our view of the social world stable, predictable, and manageable. It involves attributing consistent traits and lasting dispositions to others. We feel that we are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them.

2) Social Perception

Understanding people, whether they are professional athletes, political leaders, criminals, defendants, entertainers, or loved ones close to us, is not an easy task. Social perception doesn't just happen; instead, we bring prior knowledge that we've

¹⁹ Robbins, P. Stephen. *Perilaku Organisasi (Organizational Behavior)*. Jakarta, PT. Indeks. (2003)

structured and stored in our minds to process new information about individuals. Social life requires us to do more than just act as creatures of the moment. Sustained patterns of interaction or social relationships demand that we retain information as the situation requires. Without memory, we would react to every event as if it were unique, and if we didn't remember the facts, we would be incapable of thinking or reasoning.

3) Perception of Situation

Social psycholinguistics sees a situation as everything in our surroundings that affects how a person feels or acts at a certain moment and in a specific location. It involves the combination of time and space in which we engage in particular behaviors. The context of a situation influences how we understand and react to stimuli. Different words may come to mind depending on which stimuli we notice, the connections we form among them, and how we interpret the stimuli.

c. The Aspect of Student' Perception

The perception of students regarding their teachers involves how they view the teacher's experiences.²⁰

1) Experience

Experience represents the mastery or knowledge gained through involvement in or exposure to an event or subject.

²⁰ McCroskey, James C., and Richmond, Virginia P. *Communication Apprehension and Avoidance*. Boston: Pearson, 1987..

Becoming an expert in a particular field often results from accumulated experiences. Perception of Experiences is the way we understand the experiences we have, through emotional interpretation, personal judgment, and reflection on learning.

a) Emotional Interpretation

Emotional interpretation refers to the way we interpret our experiences through the filter of our emotions. Emotions play an important role in the process of our experience and interpretation of situations.²¹ Emotions can influence how we view an event, with positive emotions tending to make us see the event positively, while negative emotions tend to make us see the event negatively. For example, someone who feels nervous or anxious during a microteaching presentation might tend to interpret the experience negatively, while someone who feels confident might tend to interpret it positively.

b) Personal Judgment

Personal judgment includes subjective evaluations and assessments of the experiences we experience. Individuals often make judgments about their experiences based on their personal preferences, values, and beliefs.²² These judgments can be influenced by a variety of factors, including past

²¹ Lazarus, R. S. (1991). Cognition and motivation in emotion. *American Psychologist*, 46(4), 352–367.

²² Schwarz, N., & Clore, G. L. (1996). Feelings and phenomenal experiences. In E. T. Higgins & A. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 433–465)

experiences, social norms, and personal expectations. For example, someone who had a positive experience with microteaching in the past might tend to make a more positive assessment of their new microteaching experience, while someone who had a negative experience might tend to make a more negative assessment.

c) Reflection on Learning

Reflection on learning involves the process of reflection and introspection on the learning obtained from the experience.

Reflection is a process that involves critical thinking about experiences, consideration of what has been learned, and identification of steps to support or help performance in the future.²³ This involves questions such as "What did I learn from this experience?" and "How can I use this experience to help

myself in the future?" Through in-depth reflection, individuals can deepen their understanding of themselves, identify their strengths and weaknesses, and develop strategies to support their performance in the future

Perception of Experience is how we view and interpret various life experiences. Each individual has unique experiences, and how we perceive these experiences can vary based on factors such as cultural background, personal values, and emotions at the

²³ Moon J. A. *A Handbook of Reflective and Experiential Learning; Theory and Practice*. (2004).

time. When we experience an event, we automatically give it a subjective judgment, which then forms our perception of that experience. Individuals often associate their experiences with various emotions, whether it be joy, disappointment, satisfaction, or even sadness. For example, someone who succeeds in a project may perceive that experience as satisfying and prideful, while someone who experiences failure may feel disappointed and frustrated. Additionally, past experiences can also influence our perception of new experiences. Someone who has had positive experiences with microteaching in the past may be more likely to have a positive perception of a new microteaching experience.

Perception of Experience also includes an evaluation of the benefits and learning gained from an experience. When we look back on an experience, we often look for lessons we can learn from it, whether it be in the form of new skills, additional knowledge, or insights into ourselves. For example, someone who struggles during microteaching may seek lessons on how to improve presentation skills or how to overcome nervousness in front of a class. Perception of Experience has also been the focus of extensive research in various fields, including psychology, education, and communication sciences. Perceptions of one's experiences can be influenced by factors such as affect, cognition, and situational context. They emphasize the importance of

understanding how individuals interpret and provide subjective assessments of events and situations in their lives.²⁴

In the context of microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember, Perception of Experience played important roles in how students perceived and responded to their microteaching experiences. For example, a student who had a positive perception of the personality and support from microteaching teacher may feel more confident and motivated to give their best in their presentations. They might also be better able to overcome challenges or difficulties they may face during microteaching sessions. On the other hand, students who felt pressured or unsure about the expectations placed on them may feel more anxious or less confident in facing microteaching.

Besides that, the Perception of Experience indicator includes the level of satisfaction or disappointment with the experience experienced, assessment of the benefits and learning obtained from the experience, emotions felt during and after the experience, as well as changes in attitudes or views on certain things after the experience. that experience. This indicator helps in understanding how individuals interpret and provide subjective assessments of various events and situations in their lives.

²⁴ Wilson, T. D., & Gilbert, D. T. "Prospection: Experiencing the Future." Vol. 317, No. 5843, 2005.

By understanding these concepts more deeply, research on Students' perception on microteaching at the English Education Department of the State Islamic University of Kiai Haji Achmad Siddiq Jember can provide valuable insights into how microteaching experiences were perceived and experienced by students. This can help in advance more effective strategies and approaches in implementing microteaching programs in the future, as well as improving the learning and teaching experiences for students and teacher.

d. Visual Perception Theory

To understand the world around us, we have special tools called sense organs, like our eyes, ears, and nose. These sense organs work together in systems that take in information and send it to our brain. One challenge for psychologists is figuring out how the information that our sense organs receive turns into what we actually perceive. It's like how we see desks, computers, flowers, and buildings, or experience sights, sounds, smells, tastes, and touches. Psychologists debate whether our perception mainly depends on the information from the stimulus itself or if our expectations and previous knowledge play a big role.²⁵

²⁵ McLeod, S. A. Carl Rogers – Simply Psychology., (2007). from: <http://www.simplypsychology.org/carl-rogers.html>.

This debate involves two theories: The first one is direct theory, where perception is a 'bottom-up' process,²⁶ and constructivist theory, where perception is a 'top-down' process.²⁷ Psychologists talk about two types of processes in perception: bottom-up processing, which starts with the stimulus and goes through a series of steps to understand it, and top-down processing, which uses context and previous knowledge to recognize patterns.

Richard Gregory believed in top-down processing, suggesting that perception is like making an educated guess based on what we already know. He argued that when we look at something, we form a hypothesis based on our prior knowledge, and most of the time, our guesses are right. However, sometimes what we perceive doesn't match our expectations, leading to a need to adjust our hypotheses based on new information.²⁸

e. Indicator of Perception

There are two indicators of perception:

1) Acceptance/Integration

The acceptance or integration process serves as an indicator of perception in the physiological stage. This involves the role of the five senses in comprehending external stimuli.

²⁶ Gibson, J. J. *The Senses Considered as Perceptual Systems*. Boston: Houghton Mifflin. (1966).

²⁷ Richard Gregory. *College of Education School of Continuing and Distance Education PSYC 441 Cognitive Psychology II Session 5-Theories of Perception*. (1970).

²⁸ Richard Gregory, *Times Literary Supplement Seeing as Thinking: An Active Theory of Perception*, 1972.

2) Understanding/Evaluation

After grasping external stimuli, there is a process of evaluation. This evaluation is subjective and varies from person to person within a given environment.

f. **Measuring Perception**

Measuring perceptions is similar to measuring attitudes. Scientifically, attitudes and perceptions may be measured, even while the substance being assessed is abstract. Attitudes toward objects can be expressed using numerical systems, where self-reporting serves as a method to gauge these attitudes. Interviews are one possible technique for measurement. Interviews serve to assess the attitudes, opinions, and perceptions individuals or groups hold regarding social phenomena.²⁹

2. The Concept of Microteaching

The research discusses various theories that support this research. These theories will be utilized to address the core requirements aimed at solving the issues. The research also provide definitions of Microteaching and Perception. According to the Republic of Indonesia Law number 14 of 2005, Chapter IV, Article 10 on teachers and lecturers,³⁰ it stipulates that teachers must possess reliable competence. This pertains to both teaching and societal contexts. Such competence encompasses pedagogical, personal, professional, and social aspects. Developing a

²⁹ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. (2012).

³⁰ Republic of Indonesia Law number 14 of 2005, Chapter IV, Article 10 on teachers and lecturers

professional teacher can be achieved through practicum, followed by Microteaching and a Teaching Practice Program.

Microteaching is typically employed prior to student teachers beginning their teaching practice program to assess their theoretical preparedness, thereby reducing their anxiety when they start teaching for real. It allows teachers-in-training to practice teaching skills in authentic classroom settings, facilitating their understanding of the teaching process. Additionally, microteaching aids in the development of skills such as lesson planning, setting teaching objectives, conducting lessons in front of students, and evaluating the teaching-learning process. This practice can be conducted in small groups of students.³¹

Microteaching can also be interpreted as microteaching, where microteaching is a course in English Education Department of the State Islamic University of Kiai Haji Achmad Siddiq Jember. Therefore, the researcher gave the title of this research the name microteaching.

a. Definition of Microteaching

Micro-teaching involves actual teaching, albeit with reduced complexities compared to regular classroom settings. It emphasizes training for mastering specific tasks, offers greater practice control, and significantly enhances feedback mechanisms.³² Microteaching is a method where teaching occurs in a smaller class size and for a reduced amount of time. It is utilized to train and prepare teachers in specific

³¹ Kilic, A. *Learner-Centered Micro teaching in Teacher Education*. International Journal of Instruction. (2010).

³² Allen, D., W., & Ryan, K., A. *Micro-teaching* Reading Mass.: Addison Wesley. (1969).

skills. Effective learning hinges on teachers acquiring these skills, and microteaching provides them with the opportunity to apply the educational theories they have learned.³³ By engaging in microteaching, they were able to plan lessons and practice diverse teaching methods learned in their coursework. This process enabled student candidates to support an appreciation for differing viewpoints and opinions.

Microteaching is a strategy used in teacher training to help prospective educators move from theory to actual teaching settings. During microteaching sessions, pre-service teachers acquire skills in creating lesson plans, defining teaching objectives, engaging students, delivering presentations, leading discussions, managing time efficiently, and employing assessment strategies.³⁴ According to one interviewed student, prospective teachers articulated several benefits they obtained through microteaching, indicating a favorable outlook among general students on this method. The research concluded with recommendations and suggestions for further exploring the identified outcomes.³⁵

The students recognized the importance of microteaching and maintained a positive attitude on their microteaching course. As a

³³ Ajiyele., & Mosunmola., Ajibola. Effects Of Microteaching Skills On Student Teachers' Performance On Teaching Practice In Colleges Of Education, North-Central,Nigeria. Department of Educational Technology, University of Ilorin, Ilorin Nigeria. (2013).

³⁴ Kilic, A. *Learner-Centered Micro teaching in Teacher Education*. International Journal of Instruction. (2010).

³⁵ Ismail, Sadiq Abdul wahed Ahmed. 7, *Student Teachers' Microteaching Experiences in a Preservice English Teacher Education Program*: United Arab Emiret University. (2011).

result, microteaching can be seen as essential in preparing these students for their future teaching roles. By participating in a specific duration of microteaching sessions, students develop the skills needed to proficiently plan lessons, deliver them more effectively, and successfully capture students' attention during classes.³⁶ The perceptions of student teachers regarding the microteaching exercise were positive, and their attitudes on it were also favorable. The results indicated that microteaching prompted student teachers to consider their grades during both lesson planning and presentation. As a result, it is recommended that student teachers be motivated to approach these exercises not only as enjoyable activities but also as opportunities to practice pedagogical theories.³⁷

One of the primary obstacles in teaching English as a foreign language is the difficulty in incorporating technology in the classroom, exacerbated by varying skill levels and inadequate internet connectivity. Thus, it is essential to prioritize the use of technology in teaching activities to streamline the organization of information and learning resources in foreign language education.³⁸

From those definition it can be concluded that microteaching is designed to help student teachers enhance their abilities in creating

³⁶ Zarina, A Study on Microteaching as Perceived by UTM TESL Undergraduates. University Teknologi Malaysia (2010).

³⁷ Waziri, Mohammad B., & Mustapha, Muhammad Ali. Student-Teachers' Perceptions and Attitudes On Microteaching Exercise in the Department of Education, University of Maiduguri, Nigeria. Vol 5, Journal of Education 197-203. (2015).

³⁸ Aminah. Student and Teacher Perceptions on the Role of ICTS in Promoting. (2018).

lesson plans, setting educational objectives, capturing student attention, presenting to groups, posing questions, managing time efficiently, and employing assessment methods, all of which are outlined in five fundamental principles.

b. Purpose and Nature of Microteaching

In teacher education, one method that offers a chance to combine theory and practice is micro-teaching.³⁹ In a controlled setting, trainee teacher can practice different teaching techniques and concentrate on certain teaching behaviors.⁴⁰ The main goals of microteaching are to give student teachers experience in a real classroom setting, enhance their ability to master teaching techniques, methods, and syllabus interpretation, and simplify the complexity of classroom instruction by reducing time, student population, and content amount.⁴¹

In micro-teaching, students teach brief sessions of 5 to 10 minutes to small groups of 10 students, avoiding larger classes with more than 40 pupils.⁴² Teaching time constitutes only a small portion of the entire lesson, necessitating a focused approach on a limited number of objectives and content. With reduced duration, smaller class sizes, fewer tasks, and targeted skill development, student

³⁹ Çelik, Ş. The Attitudes of The Student Teachers On Microteaching Technique as A Tool for Reflection in A Teacher Education Programme. (Unpublished master's thesis). University of Uludag, Bursa. (2001).

⁴⁰ Allen, D.W. and Eve, A.W. Microteaching! Theory into practice 7(5) P.185. (1968).

⁴¹ Allen, D., W., & Ryan, K., A. Micro-teaching Reading Mass.: Addison Wesley. (1969).

⁴² Allen, D., W., & Ryan, K., A. Micro-teaching Reading Mass.: Addison Wesley. (1969).

teachers must possess distinct teaching abilities. In the context of microteaching, reflection on constructive criticism received helped students to analyze their actions, understand the impact of those actions, and, plan changes for improvement. This process of reflection was at the heart of ongoing professional skills development.⁴³

Three stages of micro-teaching. These phases are known as the skill acquisition, transfer, and acquisition phases.⁴⁴ In the acquisition phase, expert demonstrations, tutorials, conversations, and lectures are used to acquaint student teacher with the new abilities. It teaches them about the prerequisites for applying a certain talent and its primary objective. A micro-lesson is planned by the student teacher based on discussions, tutorials, and demonstrations throughout the acquisition phase. Following the micro-teaching cycle, the student teacher practises the skills until they are proficient.

c. The Benefit of Microteaching Subject

Microteaching lesson research, like regular lesson research, also yields numerous benefits. Participating in microteaching lesson studies allows pre-service teachers to develop their collaboration skills.⁴⁵ This is obvious as the microteaching lesson research is conducted in groups and requires collaboration among student

⁴³ Schon, Donald A., and Vincent DeSanctis. "The reflective practitioner: How professionals think in action." (1986): 29-30.

⁴⁴ Fernandez, Maria L. and Matthew Robinson. (2006). *Prospective Teachers' Perceptions on Microteaching Lesson Study*. *Education*, 127(2).

⁴⁵ Cavin, M. Rose. *Developing Technological Pedagogical Content Knowledge in Preservice Teachers through Microteaching Lesson Study*. Doctoral Dissertation. Florida: Florida State University. (2007).

teachers. Student trainers learn teamwork through microteaching lesson research. Furthermore, they demonstrate how microteaching lesson research enables pupils to analyze and reflect on shared experiences. These skills are acquired through the stages of microteaching lesson research, such as post-lesson observation and reflection.⁴⁶

Moreover, the analysis of Microteaching lesson allows to comprehend the transition of student teachers into pedagogic communities of practice, their chosen profession.⁴⁷ This transformation is required because student teachers must feel like educators and be a member of the teaching community even if they are not yet certified teachers.⁴⁸ Pre-service teachers engagement in microteaching lesson research deepened their understanding of the content and enhanced their ability to teach. Other benefits include the development of preservice teachers ability to recognize teaching a lesson as a learning process, not building a skill; textbooks are not the authority on curriculum; and preservice teachers began to integrate classroom management strategies into their lesson design.

⁴⁶ Fernandez, Maria L. and Matthew Robinson *Prospective Teachers' Perceptions on Microteaching Lesson Study. Education, 127(2).* . (2006).

⁴⁷ Wood, Phil and Waysl Cajkler. *Beyond Communities of Practice: Investigating and Developing the Professional Learning of Trainee Teachers through Lesson study.* (2013). www.soc-for-edstudies.org.uk/documents/smallgrants/finalreport/wood-and-cajkler.pdf.

⁴⁸ Stafford-Plummer, Julie. *An Analysis of the Influence of Lesson Study on Preservice Secondary Mathematics Teachers' View of Self-As Mathematics Expert.* Master Thesis. Utah: Brigham Young University. (2002).

Participating in microteaching lesson studies increased the topic and pedagogical subject knowledge of preservice elementary teachers.⁴⁹ After participating in microteaching sessions that emphasized the teaching and learning aspects of science, preservice teachers expanded their understanding of pedagogical topics. In the meantime, preservice teachers' growth in technological pedagogical content knowledge during microteaching lesson studies showed that they broadened their perceptions on mathematical knowledge and became aware of the nuances of using technology in a student-centered learning environment.⁵⁰

The limitations of microteaching lesson research experienced by English learners who teach in the area of education.⁵¹ According to their research, learners identify four barriers to microteaching lesson research: time limits, interpersonal interactions, a lack of pedagogical expertise related to the subject matter, and unresolved disagreements. It is simpler to practice abilities that are expressed in behavioral terms when they are presented in microteaching, as the trainer may focus on practicing a narrowly defined teaching skill. immediately and targeted feedback is facilitated by microteaching. As a result, it is simpler to

⁴⁹ Molina, Roxanne V. (2012). *Microteaching Lesson Study: Mentor Interaction Structure and Its Relation to Elementary Preservice Mathematics Teacher Knowledge Development*. Doctoral Dissertation. Florida: Florida International University. (2002).

⁵⁰ Cavin, M. Rose. *Developing Technological Pedagogical Content Knowledge in Preservice Teachers through Microteaching Lesson Study*. Doctoral Dissertation. Florida: Florida State University. (2007).

⁵¹ Suryani, Fitri Budi and Rismiyanto. *Female and Male English Student Teachers' Perceived Constraints on Microteaching Lesson Study*. 2014. *Asia TEFL Proceeding*. (2014).

implement than the typical response, which is worldwide and delayed. Closed-room discipline is unaffected by the miniaturization of microteaching. Thus, it's a secure procedure.

Because collaborative teaching sessions are organized, there are less administrative issues with microteaching in teacher-training institutes. The issues of supervision and space might also be resolved by skilfully arranging the facilities that are already present. Research investigations may be conducted with more control over circumstances and settings thanks to microteaching. In the Indian setting, microteaching may be implemented as a fundamental component of teacher training using basic pencil and paper tools; complex equipment such as CCTV or VTR is not required. The last conversation was on the benefits of microteaching, be regarded as the primary advancement in the field of teacher education that microteaching has brought about.

Microteaching really helps students to face and overcome their weaknesses and significantly support themselves in terms of self-confidence.⁵² Moreover, he also reinforced that self-confidence can be considered as a very important aspect for education students to express what they want to say to others, especially students in the classroom.

⁵² Arslan, Ayten. "Pre-service teachers' journey of "teaching" through micro-teaching: A mixed design research." *Egitim ve Bilim* 46.207 (2021).

The theoretical aspect of the microteaching process is presented first. There are two sections to the theory. The broad principle of microteaching as a teacher training approach is explained in the first. The second principle of skill education: The history of microteaching, its definitions, its principles, its procedure, and its applicability to teacher education programs are all covered in the general theory of microteaching. The theory of teaching skills covers the goals and purposes of the skill as well as its acquisition, the seven components of the skill, how to teach the skill in a classroom, how to observe the skill, and how to create a lesson for that specific ability. The modeling is the process of a person exhibiting specific behavioral patterns that a student observes and learns from. In this case, microteaching demonstrate refers to acting out the specific skill that the teacher candidate has to learn. The probability of each skill component is increased to the greatest degree feasible during the modeling process.

Evertson and Weinstein emphasized the importance of careful planning, establishing clear rules, and strategies for dealing with disruptive behavior.⁵³ Through microteaching, students can apply these techniques in practical situations, allowing them to develop effective classroom management skills through continuous practice and feedback. Microteaching takes into account the learner's abilities

⁵³ Evertson, Carolyn M., and Carol S. Weinstein. "Classroom management as a field of inquiry." *Handbook of classroom management: Research, practice, and contemporary issues* 3.1 (2006): 16.

by letting him choose the lesson's subject from the area in which he is most proficient.⁵⁴ In creating learning media in microteaching, students could choose topics or materials that suited their expertise, design media that was interesting and relevant to the content being taught, such as slide presentations, videos, infographics, handouts or other visual aids, and ensured that the used media was not only informative but also interactive, so students can actively participate in the learning process.

The teacher trainee considers how to incorporate as many skill components as possible into his instruction while planning. It provides a little instruction session of five minutes or less. To this end, in microteaching, a teacher-trainee arranges a brief preparation session during which they create a lesson to hone their teaching techniques. Performance is defined as a teaching behavior in which an educator converts skills or capabilities associated with certain goals. Microteaching is the demonstration of instructional skill components. The teach and RC-teach sessions provide the learners two chances to demonstrate their proficiency. During these sessions, the student teacher performs several skill components as previously prepared. A peer or an actual student assumes the part that the educator wants them to play.

⁵⁴ Cooper, J. M & Allen, D .W. (1970). Microteaching: History and Present Status. ERIC Clearinghouse on Teacher Education, Number One Dupont Circle, N.W. Washington, D.C.

The learning of teaching abilities in microteaching is contingent upon the perception of those skills. There are three stages in which the trainees must recognize the behaviors and instructional skills. assessing one's own performance, modeling conduct, and evincing competent behavior. The perception of teaching abilities in microteaching and providing feedback is facilitated by the use of various observation schedules, rating systems, and counting systems. Giving someone feedback on their performance and behavior with the goal of changing it in the desired direction is known as feedback. The microteaching technique allows for the provision of prompt and targeted feedback to a student who is practicing.

While each ability is taught independently in simulation during microteaching, all of the skills are employed at the same time in actual classroom settings. Teacher candidates must thus be trained to apply the skills in an integrated manner. The dynamic process of building optimal link orders among the numerous constituent aspects of teaching skills is known as integration. This is accomplished by providing experience that is almost identical to the actual world, where learners utilize many skills in tandem. The primary elements of microteaching that have been covered thus far are essential to the microteaching initiatives that are currently in place. But similar elements were also included in Stanford University's initial programs.

d. The Cycle of Microteaching

The first step in the microteaching cycle is planning. After deciding on the subject to cover later, the student teacher will create a lesson plan. Subsequently, the student teacher will conduct a mini-class, instructing four groups of students for five to ten minutes. Occasionally, a buddy or supervisor will assist in setting up the lesson before instructing. When requested to teach, the student teacher is expected to focus on one or more of the previously listed teaching techniques. With the aid of checklists, the supervisor, peers, and students assess his instruction. If the facilities allow, video recording is possible. After five to ten minutes of learning, the student teacher will get feedback about any errors or faults made during class. The video that was shot during the lesson can be seen again by the student instructor. The student teacher's ability to instruct will increase with feedback. The last student instructor requested to instantly re-teach the identical lesson to a different group while keeping the remarks in mind.

CHAPTER III

RESEARCH METHOD

A. Approach and Design of Research

The qualitative technique was employed in this research. This approach was selected as a research strategy that generates descriptive data in the form of spoken or written words from individuals and observed behavior since the researcher provided a verbal explanation of the research's subject.⁵⁵ However, this method's kind employed qualitative descriptive. The aim of qualitative descriptive research was to provide an in-depth, informal summary of particular experiences that people or groups of persons have had.⁵⁶ The students' perception of microteaching at the English education department of the State Islamic University of Kiai Haji Achmad Siddiq Jember was determined by the researcher using a qualitative descriptive technique.

B. Research Location

The research location denotes the place where the researcher carries out their research. Moreover, when the research focuses on the research topic, determining the research location becomes crucial to properly locate the research data. Additionally, the data's suitability for this research's needs and its feasibility are determined by the research location. Researcher should also take into account other significant aspects, such as time, money, energy, and geographical environment.

In this research, researcher chose the research location in the English

⁵⁵ J Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2012),

⁵⁶ Matthew B. Milles dan A. Michael Huberman, *Analisis Data Kualitatif*, 2014. Page 17-19.

Education department at the State Islamic University of Kiai Haji Achmad Siddiq Jember because this department has a special focus on developing English teaching skills that are different from other study programs. This department not only emphasizes on mastering English as an international language, but also on microteaching-based teaching methods designed to prepare students to become professional teachers. Microteaching in this department has unique characteristics, integrating an approach based on Islamic values and local culture with a competency-based curriculum. This makes it a rich environment to explore students' perceptions of microteaching, especially in the context of foreign language teaching which has its own challenges such as vocabulary acquisition, pronunciation, and effective classroom management.

In addition, this department has a strong track record in producing graduates who are competent in the field of English education, so the relevance of microteaching as part of the main curriculum is very important to be studied more deeply. By choosing this department, the researcher was able to understand how the microteaching process can influence students' readiness to face challenges in the world of education, especially in English language teaching. Compared to other departments, which may focus more on different areas of knowledge or expertise, English Education provides a more specific and relevant context for this research as the role of microteaching is crucial in supporting international language-based teaching skills.

C. Research Subject

Basically, subjects or informants are defined as "research subjects" which means that subjects are used to collect research data, become data sources and are related to the research focus. Apart from that, the description is; obtaining the expected data, determining the current research informants, how the data is collected and captured, so that its validity can be resolved. If the object is related to an educational institution, then the management of that institution is the data source.⁵⁷

Next, the subjects were taken from students in the 6th semester of the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember for the 2023/2024 academic year which consisted of 13 classes. Each of them consisted about 10-15 students. Thus, the total numbers of students were 95 students. Purposive was the method employed by the researcher to choose the informant. Purposive is a strategy used to choose data sources based on predetermined criteria.⁵⁸

The researcher determined the number of samplings for this research was focused on taking 5 students from all microteaching subject as a informant of students in the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember based on the purposive criteria. The first and second informants named Habibi and Irma, researchers chose these informants because based on their knowledge in English. The

⁵⁷ STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER, Pedoman Penulisan Karya Ilmiah.(Jember,2023), 31-32

⁵⁸ John. W. Creswell, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (Boston: Pearson Education, 2012), 206

third and fourth informants named Shela and Zhafirah, researchers chose these informants because based on their activity in class during microteaching class. The last informant named Rafli, researchers chose these informants based on his introverted personality.

D. Data Collection Technique

1. Interview

The researcher employed one-on-one interviews as they were consistent with recent findings. The researcher also used semi-structured interviews as kind of interviews that organically arise to ask research respondents questions without making them felt less comfortable while participating in the activities. In order to gather information, questions in a semi-structured interview were posed within a pre-planned framework of themes. These inquiries, however, were not organized into words or sequences.

Five students were thereafter interviewed one-on-one by the researcher. Initially, the researcher extended an invitation for a relaxed talk by smiling, welcoming, and saluting the subject while also asking questions. The questions were posed in a clear and concise manner by the researcher, and the subject provided a satisfactory response to them. Fourth, the researcher made notes and documented. The researcher then greeted, thanked, and shook hands to conclude the interview. All of the previously mentioned procedures were then followed in order. Thus, in order to gather information for the research entitled "Students' Perception on Microteaching

at the English Education Department of the State Islamic University of Kiai Haji Achmad Siddiq Jember," the researcher conducted one-on-one interviews."

E. Data Analysis

Aside from that, information gathered through interviews was methodically gathered and looked for throughout data analysis. This procedure involves combining data, verifying it into units, choosing certain key information to be included as research data, and coming to clear findings that the general public and researchers can both understand. According to Miles, Huberman, and Saldana, qualitative concept analysis was used to examine the student data. Those steps are:⁵⁹

1. Data Condensation

The process of choosing, narrowing down, simplifying, abstracting, and/or altering the data found in written field notes, transcripts of interviews, documents, and other empirical materials is referred to as data condensation. Condensation data use will get stronger. The requirement for data condensation as a result of data that was acquired and items that must be taken into consideration in order to prioritize and search for themes and patterns.

2. Data Display

Data is supplied in the next step once it has been reduced. Data presentation in qualitative research can take several forms, including

⁵⁹ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, third edition (London: Sage Publications, 2014), 12-13

charts, brief summaries, and correlations between categories. The most common method for presenting data in qualitative research is through prose that recounts.⁶⁰

3. Drawing and Verifying Conclusion

After the data collecting results are presented and a thorough comprehension is given, a conclusion is reached. The data was then reinforced by the researcher by looking at how it correlated with both new and previously supplied data, which was used to make inferences about how students felt about the microteaching subject.

F. Data Trustworthiness

Through a comparison of the information gathered from many sources.

1. Sources Triangulation

The purpose of the source triangulation approach is to assess the data's reliability. Data from the outcomes of one-on-one interviews with every student who had been chosen using purposive sample approaches was used to create this.

Therefore, in order to get trustworthy data, the researcher compared the first and second sources. To put it briefly, the process of source triangulation involved researchers obtaining legitimate data by cross-referencing identical information from two or more sources and

⁶⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 &16.

comparing them to evaluate whether the data acquired led to the same result or not.

G. Research Procedure

The term "research procedure" describes the researcher's plan for carrying out the research, which entails designing the research, doing the real research, preparing a report, and conducting preliminary research. In relation to the above-described research approach, the researcher is required to carry out the following three stages on the research procedure form:

1. Pre-field Stage

The pre-field stage was put into practice prior to beginning field operations.

a. Developing the research design

The following elements were taken into account by the researcher while creating the plan: the research's title, rationale, focus, objective, benefits, subject, and methodology.

b. Selecting research field

The State Islamic University of Kiai Haji Achmad Siddiq Jember research field was chosen by the researcher.

c. Permit processing

Before beginning any research, the researcher visited the research location to acquire permission, received a license from the university website, and then began the research phase.

d. Assessing the state of the field

After authorization, the research started to help with data collection process and enhance understanding of the context of the research item.

e. Make a research instrument

Preparing the required instrument to perform the research was the last stage after the previous steps were finished.

2. Field Work Stage

At this point, research data was gathered. The researcher employed one techniques to collect data for the research: interviews

3. Data Analysis Stage

Following the completion of data collection via interviews, the data was analysed by using Huberman and Saldana's model. After that, the advisor and the researcher had a discussion on the structure of the report.

Following the assessment, this research was then examined and altered one last time.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of the Research Object

The object of this research was carried out in State Islamic University of Kiai Haji Achmad Siddiq Jember which located in Mataram 1 street, Karang Mluwo, Mangli, Kaliwates District, Jember Regency, East Java. For more detail information was clarified on its school profile, as follow:

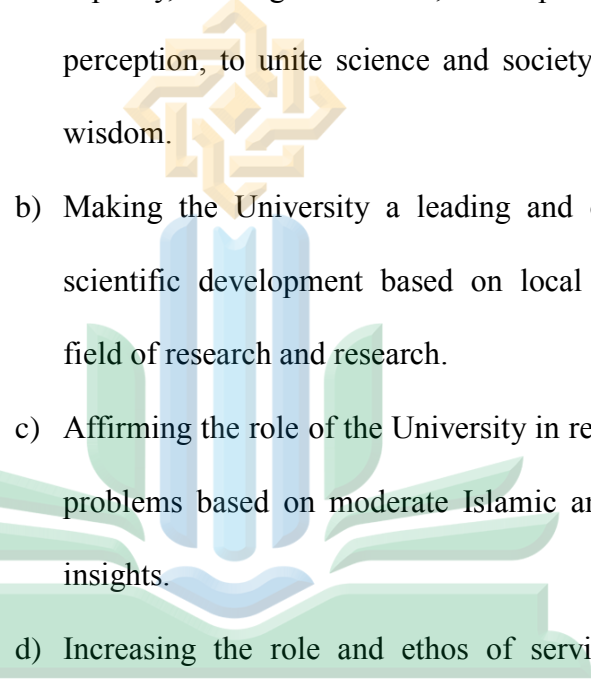
a. Profile of State Islamic University of Kiai Haji Achmad Siddiq Jember

- 1) Name : State Islamic University of Kiai Haji Achmad Siddiq Jember
- 2) NPSN : 201023
- 3) Established : 1965
- 4) Address : Mataram 1 street, Karang Mluwo
- 5) Zip code : 201023
- 6) Village : Mangli
- 7) Districts : Kaliwates
- 8) Regency- City : Jember
- 9) Province : East Java
- 10) School status : Negeri
- 11) The rector name : Prof. Dr. H. Hepni, S.Ag., M.M., CPEM.
- 12) Education level : University

13) Accreditation : A

b. Goal, Vision and Mission of University

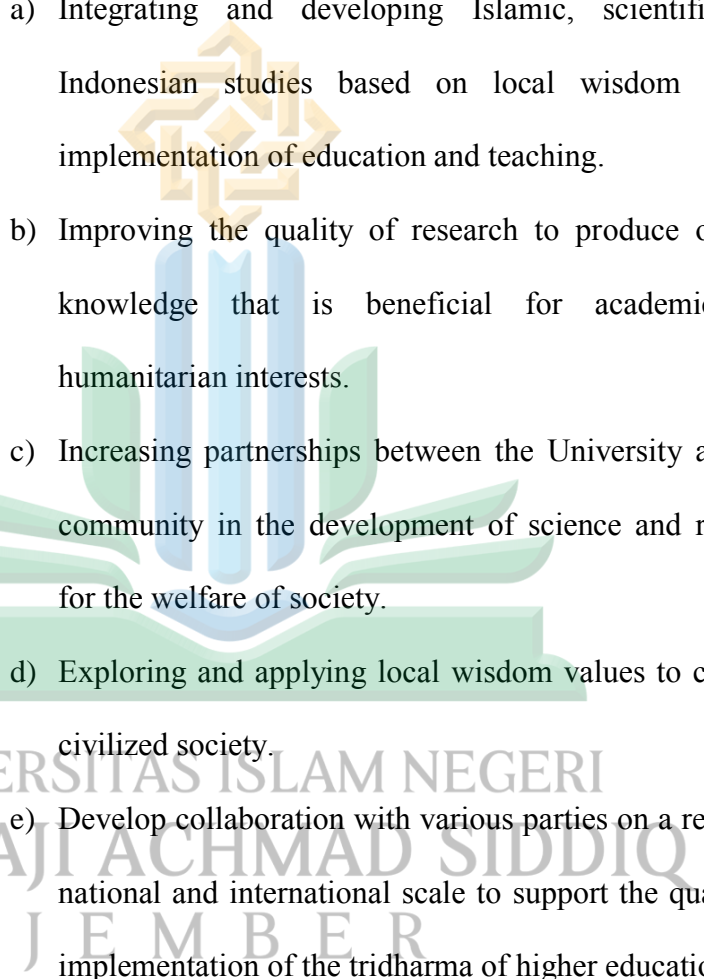
1) Goal of University

- 
- a) Producing superior graduates who have academic capacity, managerial skills, an open and moderate perception, to unite science and society based on local wisdom.
 - b) Making the University a leading and open center for scientific development based on local wisdom in the field of research and research.
 - c) Affirming the role of the University in resolving national problems based on moderate Islamic and humanitarian insights.
 - d) Increasing the role and ethos of service in resolving public issues and improving the quality of life of the community.
 - e) Improving good institutional governance according to national standards.
 - f) Increase public trust and build cooperation between domestic and foreign institutions.

2) Vision

“Becoming a Leading Islamic Higher Education in Southeast Asia by 2045 with In-depth Knowledge Based on Local Wisdom for Humanity and Civilization”

3) Mission

- 
- a) Integrating and developing Islamic, scientific and Indonesian studies based on local wisdom in the implementation of education and teaching.
 - b) Improving the quality of research to produce original knowledge that is beneficial for academic and humanitarian interests.
 - c) Increasing partnerships between the University and the community in the development of science and religion for the welfare of society.
 - d) Exploring and applying local wisdom values to create a civilized society.
 - e) Develop collaboration with various parties on a regional, national and international scale to support the quality of implementation of the tridharma of higher education.

B. Finding: Data Presentation and Analysis

In general, the methods and techniques listed in Chapter 3 were applied to produce the findings and descriptions of the data, which were subsequently included into the data analysis and presentation. The research questions were taken into consideration when classifying the data descriptions.

Any research project had to provide data since it demonstrated that the researcher had seen, felt, and closely investigated the research object's circumstances, had spoken with several informants to gather information, and had obtained a variety of supporting papers. Furthermore, this was pertinent to the methods of data collecting that the researcher had identified through interview.

After the collection of the data, an analysis was conducted in which the findings of the interviews with different informants were reinforced. There were one dominant theme will be presented in the research findings related to the research objective. A series of these themes will be presented and illustrated with research evidence. All findings will be equipped with a complete discussion in descriptive form which included:

1. The students' perception in terms of experience on microteaching at the English Education Department of the State Islamic University of

Kiai Haji Achmad Siddiq Jember

Researcher conducted interviews regarding learning process in microteaching classes. According to the interview statement of Irma as the student of microteaching class, she stated:

“Microteaching makes me happy and enthusiastic because every week my friends come forward to practice and present interesting material, unique media, and supportive classes. My friends were very enthusiastic and actively asked questions when I was practicing. This made my self-confidence increase, because environmental factors are very influential. microteaching is effective in helping face teaching practice by providing focused feedback, a safe environment for practice, and opportunities for reflection and improvement I”

Irma stated that initially she felt nervous every time she had to appear in front of the class. However, as time went by and with more opportunities to practice, she felt his confidence increase drastically. She mentioned that support from classmates who actively asked questions and provided positive feedback was very helpful in increasing his self-confidence. Irma also mentioned that through microteaching, she learned to better master the material that would be presented and make her too prepared and confident when she had teaching time.

The student statement above was supported by the one-on-one interview from Habibi as the student of microteaching class, he said:

“While participating in microteaching, I feel happy because I get knowledge and experience in teaching so that I am ready to teach in a real class at school. Another moment, I feel satisfied with my friend’s presentation that looks awesome. She brings an innovative media in her presentation so that I get a new media reference. I see many personalities in my classmates. Every student has a different personality. There were active students and also passive students. In the scope of teaching skills, it increases my knowledge about teaching learning activity so that it improves my teaching skill. I learnt some of teaching skill, especially in speaking skill because it is needed in the teaching activity.”⁶¹

Habibi expressed a similar experience. He felt that microteaching gave him experience in managing classes and public speaking. Before joining microteaching, he felt anxious and unsure of his teaching abilities. However, after some practices, he began to feel more comfortable and confident. He shared that microteaching provides an opportunity to practice teaching skills in a supportive and safe environment, which was

⁶¹ M. Habibi Y.F.S, interviewed by Aditya Ghimnastiar, Jember, 21st of May 2024

helpful in overcoming fears and increasing self-confidence. It was added by the other student in the one-on-one interview from Shela as the student of microteaching class, she confirmed that:

“During my time in microteaching, what I felt was excitement, especially when I watched my friends teach and gave some games. At first time, we were scared and nervous of each other. but after time, we really enjoyed it and we learned from each other not to hesitate with our teaching skills. I became more courageous and confident in teaching practice through microteaching. While participating in microteaching, I saw friends who were initially very nervous but became willing to learn from other friends so that their personalities developed. I feel comfortable interacting with my microteaching friends because we do have the same goal of learning teaching practices to be better and I think microteaching is very influential in improving my teaching skills because I can see other friends and I can learn through them. Besides that, I learned some new skills in microteaching, one of which is how to be more confident and how to master the class well. Because with microteaching I can be braver in speaking in front without feeling afraid and nervous anymore.”⁶²

Based on the Shela’s opinion, it summarized that students’ ability was increased in the side of self-confidence and positive personality development through active participation and interaction with friends during microteaching sessions. This was reflected from their enthusiasm for asking questions and interacting during microteaching sessions.

Firstly, it was found that students had similarities in increasing and developing their personalities as well as being active in interacting in teaching and learning activities which was strengthened by several arguments from different informants regarding their views on the activities carried out while attending microteaching.

⁶² Ikhlil Shela Yaniva, interviewed by Aditya Ghimnastiar, Jember, 21st of May 2024

In summary, microteaching could be indeed considered able to provide students with the opportunity to practice teaching in a more controlled and supportive environment than the actual classroom environment. This helped them felt more confident in public speaking and interacting with students. Students gained the interpersonal skills necessary to manage the classroom and interact with students effectively through the microteaching subject.

Based on interview results regarding student perceptions in terms of Experiences on microteaching, students had a view of what they had learned in the classroom through teaching experience such as classroom management skills, practicing public speaking, creating unique and innovative teaching media. This evidence was confirmed by Irma as a student in the microteaching class who gave an argument which became the basis for strengthening the teaching experience in the microteaching class, she said:

“Micro teaching is about teaching practice but on a micro or small scale. I representative teaches and the other is a student. This is done repeatedly and alternately every week. An unforgettable experience when microteaching was when I first came forward to practice teaching, an experience that made me nervous because I had to prepare material, media, and think about how students would understand the material and not get bored. Moreover, I got from micro teaching is classroom management it provides an opportunity to practice managing a classroom, including handling questions and maintaining student engagement. Microteaching is particularly useful, as it may not fully capture the complexity and dynamics of a true classroom. For comprehensive improvement, this must be complemented by actual classroom teaching

experience, ongoing professional development, and mentorship.”⁶³

Besides that, Habibi provided responses regarding his teaching experience in the microteaching class which could also be evidence of research findings. He said:

*“I’ve many experiences during microteaching. At some moments, I feel happy because I get knowledge and experience in teaching so that I am ready to teach in a real class at school. Another moment, I feel satisfied with my friend’s presentation that looks awesome. She brings an innovative media in her presentation so that I get a new media reference. The best thing I get from microteaching is I get an experience of teaching before teaching in a real class. So, I can fix my problem while teaching in microteaching. And Microteaching very effective in improving our teaching skill before facing the real teaching practicum.”*⁶⁴

Then, other students of microteaching class, Zhafirah also talked about the experiences they had during the teaching and learning process. She said:

*“Microteaching is the practice of teaching in a small environment, where training mental, confidence later when teaching in a wider environment. The skills I gained in microteaching include: how to teach, delivering material, building self-confidence, making learning interesting for students. The best lesson I got from micro teaching was learning how to teach well and correctly, including how to deliver material, create lesson plans, and how to make learning interesting. The microteaching experience really influenced me outside the classroom, I became more confident and I was also able to convey the material well. With the guidance and experience that I got in the microteaching class, I think it is enough and we are ready to teach students well and correctly.”*⁶⁵

The three interview results above were the main basis for this finding regarding student perceptions regarding their teaching experience.

It could be concluded that students got teaching and learning experiences

⁶³ Irma Rafika Pebriana, interviewed by Aditya Ghimnastiar, Jember, 28th of May 2024

⁶⁴ M. Habibi Y.F.S, interviewed by Aditya Ghimnastiar, Jember, 28th of May 2024

⁶⁵ Zhafirah Putri Maulida, interviewed by Aditya Ghimnastiar, Jember, 28th of May 2024

accompanied by positive feelings such as happiness and challenge even though they had initial anxiety and pressure. However, it helped students improved their classroom management and created innovative learning media.

In summary, that experience also enhanced their reflective abilities, allowing them to continually evaluate and help their teaching techniques. Overall, this could be a challenging experience, the benefits gained in terms of increased skills of teaching learning. Thus, microteaching was an important component in the education of prospective teachers which did not only prepare them to teach effectively but also shaped their resilience as professional teachers.

Overall, the sources triangulation in this research showed that microteaching provided great benefits for students, including increased self-confidence, and positive experiences in managing classes. These findings supported the importance of microteaching in the education of prospective teachers, prepared them to become more effective and professional teachers. Thus, microteaching was an essential component in teacher education curricula that helped students developed the skills and character necessary for success in their teaching careers.

Table 4.1
Data Presentation and Analysis

No	Research Focus	Findings
1.	How is the students' perception in terms of experience on microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember?	Students' perception in terms of personality on microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember <ol style="list-style-type: none"> a. Built students' self-confidence b. Enabled students' to overcome anxiety c. Supported students' public speaking skill d. Improvements in classroom management e. Supported the ability to create innovative learning media

C. Discussion

This chapter discussed the findings obtained from research on student perceptions on microteaching. This discussion would explain the main findings, related them to relevant theories, and assessed the relevance and practical implications of the results of this research. In this session, it would be explained in detail how microteaching contributed to the development of self-confidence, and positive experiences in classroom management.

1. **The students' perception in terms of experience on microteaching built students' confidence, enabled them to overcome anxiety, improved their public speaking skills, their ability to create innovative learning media, and improvement in classroom management.**

The results of interviews showed that microteaching significantly increased students' self-confidence. In the conducted interviews, several students revealed that before taking part in microteaching, they felt very anxious and lacked confidence when speaking in public. However, after going through several microteaching sessions, they felt much more comfortable and confident. This data showed that a). microteaching could build self-confidence in teacher candidates. b. enabled them to overcome anxiety, c. improved their public speaking skills.

In regard to the above findings of this current research, the finding was relevant with the previous research conducted by Arslan conveying that micro-teaching truly helped the students to face and solve their weakness and significantly support themselves in the side of self-confidence. Moreover, he also strengthened that self-confidence could be considered as genuinely important aspect for educational students to express what they wanted to tell to other people especially students in the classroom.⁶⁶ Therefore, self-confidence is also considered important in helping students to better express themselves, such as being able to participate actively and build a positive attitude on learning.

This was reinforced by Bandura's theory of Self-Efficacy, he explained that an individual's belief in their ability to perform a particular task would influence how they face it.⁶⁷ In the context of microteaching,

⁶⁶ Arslan, Ayten. "Pre-service teachers' journey of "teaching" through micro-teaching: A mixed design research." *Egitim ve Bilim* 46.207 (2021).

⁶⁷ Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81).

practical experience and positive feedback from a supportive environment increased students' self-efficacy, which in turn increasing self-confidence in teaching.

Overall, the results of this research showed that microteaching had an important role in increasing student self-confidence. By providing opportunities to practice in a supportive environment and receive constructive feedback, microteaching helped students to overcome fear and anxiety, so they became more confident and ready to teach in real classes. This emphasized the importance of microteaching in the teacher education curriculum, as an effective way to prepare prospective teachers to face the challenges of teaching in the future. Microteaching was recognized as a strategy for professional trainers' personality development and confidence-building by the "teach, critique, re-teach" approach in teaching education programs.⁶⁸

In summary, microteaching was a focused and practical teaching technique that involved teachers practicing their teaching skills in a controlled and supportive environment. The research findings obtained by the researcher in the current research on students' perception in term of personality at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember were appropriate and relevant to the findings of previous related researches. Thus, students' perception in term of personality at the English Education Department of

⁶⁸ Otsupius, I. Anthonia. "Micro-teaching: A technique for effective teaching." *African Research Review* 8.4 (2014): 183-197.

State Islamic University of Kiai Haji Achmad Siddiq Jember can be accepted.

Microteaching provided practical experience in various important aspects of teaching including classroom management and creating innovative learning media. Through microteaching, students got the opportunity to practice their teaching skills on a small scale and in a controlled environment. In each microteaching session, students could design and implement learning plans, manage class dynamics, and interacted directly with their classmates who act as students. One of the main benefits of microteaching was its capability to help students developed classroom management skills. Classroom management was a crucial component of effective teaching that included various aspects, such as maintaining order, ensuring student participation, and creating a conducive learning environment.

Evertson and Weinstein emphasized the importance of careful planning, establishing clear rules, and strategies for dealing with disruptive behavior.⁶⁹ Through microteaching, students can apply these techniques in practical situations, allowing them to develop effective classroom management skills through continuous practice and feedback. Students who participated in microteaching reported that this experience really helped them feel better prepared to teach in real classes. This practical experience gave them a real sense of the challenges and dynamics they

⁶⁹ Evertson, Carolyn M., and Carol S. Weinstein. "Classroom management as a field of inquiry." *Handbook of classroom management: Research, practice, and contemporary issues* 3.1 (2006): 16.

may face in the classroom, as well as strategies for overcoming them. They also felt better prepared because they had developed important skills needed in teaching, such as classroom management and the creation of innovative learning media.

Creating innovative learning media is an important aspect in microteaching, especially in digital and interactive education. The ability to design and use interesting and effective learning media is very necessary. Microteaching allows students to explore various technology-based media and modern teaching strategies. They can experiment with multimedia presentations, educational videos, and interactive software to effectively capture students' attention. Microteaching takes into account the learner's abilities by letting him choose the lesson's subject from the area in which he is most proficient.⁷⁰ In creating learning media in microteaching, students could choose topics or materials that suited their expertise, design media that was interesting and relevant to the content being taught, such as slide presentations, videos, infographics, handouts or other visual aids, and ensured that the used media was not only informative but also interactive, so students can actively participate in the learning process.

Overall, microteaching does not only provide essential practical experience for aspiring teachers, but also builds a strong foundation for them to become more effective and professional teachers. However,

⁷⁰ Cooper, J. M & Allen, D .W. (1970). Microteaching: History and Present Status. ERIC Clearinghouse on Teacher Education, Number One Dupont Circle, N.W. Washington, D.C.

because microteaching reduces the chance of failure in the classroom and facilitates the steady development of professional skills, it should be viewed as a positive experience.⁷¹ By integrating microteaching into teacher education programs, educational institutions could ensure that their graduates were well-prepared to face real teaching challenges and were able to provide a high-quality education to their students. The experience gained through microteaching helped students develop the ability, knowledge and attitudes necessary to be successful in their profession through their readiness to contribute positively to the world of education.

Through microteaching experiences, students developed the emotional and mental resilience necessary to face the challenges of teaching. They became more confident in their ability to help and adapt to changing situations. Additionally, they learned to provide constructive criticism to peers, strengthening communication and collaboration skills.

The ability to adapt to constructive criticism helped them to become more reflective and proactive teachers in improving the quality of teaching. This process did not only support teaching skills but also prepared them to become more effective and professional teachers. They understood the importance of feedback in learning and personal development, and how to use criticism to encourage personal and professional growth. They would carry these valuable lessons throughout their careers, helping them continue to develop and adapt in the ever-changing world of education.

⁷¹ Essan, H. W. (1999, December). Microteaching, the Bureau of Educational and Cultural Affairs will become part of the U.S. Department of State., 37(4), 23.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter clarified the conclusion session with a brief explanation that was based on chapter IV and noted some points of suggestion. Based on this research, the students' perception in terms of experience on microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember.

1. Building Students Confidence

Microteaching played a significant role in building students' self-confidence as they gained practical experience in teaching. By simulating a real classroom environment, students were able to practice delivering lessons in front of their peers, which gradually reduced their fear of speaking publicly. Feedback from instructors and peers also provided positive reinforcement, helping students to recognize their potential and develop trust in their own abilities. This growth in self-confidence extended beyond the classroom, preparing them for future teaching experiences.

2. Enabling to Overcome Anxiety

One of the notable outcomes of microteaching sessions was the ability of students to manage and overcome anxiety associated with teaching. The repetitive practice of standing in front of an audience, coupled with constructive feedback, helped them develop coping strategies to

manage nervousness. Students reported that as they became more familiar with the teaching process, their anxiety levels decreased, allowing them to focus more on the content and delivery of their lessons rather than on their fears.

3. Improving the Public Speaking Skill

Microteaching also had a direct impact on improving students' public speaking skills. Regular practice in presenting ideas clearly and effectively to an audience enhanced their articulation and confidence. The structured setting of microteaching encouraged students to experiment with different speaking techniques, refine their delivery, and receive immediate feedback, which was instrumental in honing their public speaking abilities. This improvement was not only beneficial for teaching but also for other professional contexts.

4. Improvements in Classroom Management

Through microteaching, students gained practical insights into effective classroom management techniques. They learned to engage students, maintain discipline, and create an interactive learning environment. By observing their peers and receiving suggestions from instructors, they developed strategies to handle real classroom challenges, such as time management, student participation, and addressing disruptive behaviors. These experiences provided them with a strong foundation for managing actual classrooms in the future.

5. Advanced the Ability to Create Innovative Learning Media

Another key finding was the enhancement of students' ability to create innovative learning media. During the microteaching sessions, students were encouraged to design and utilize various teaching aids to make their lessons more engaging and effective. This process fostered creativity and adaptability as they explored different tools and methods to address diverse learning needs. The experience of integrating these media into their teaching prepared them to deliver dynamic and resourceful lessons in real teaching environments.

B. Suggestions

In this section, after seeing the findings as well as discussion, the researcher decided to give suggestion that might be useful for teachers, students, and also for other researchers who will conduct the same topic in the research:

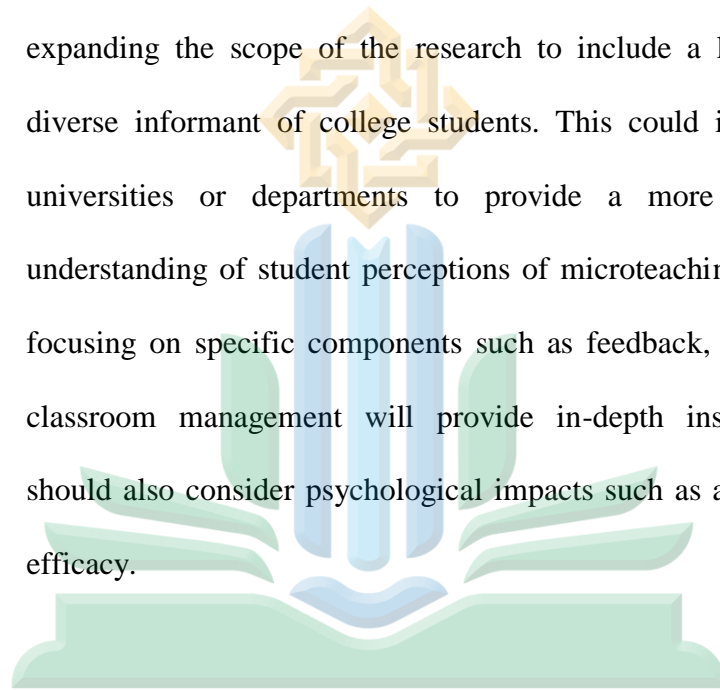
1. The English Lecture

For lecturers, providing constructive feedback and supporting a conducive learning environment is crucial. Integrating the latest educational technologies and interactive teaching strategies into the curriculum will enhance teaching quality. Additionally, encouraging reflective teaching practices through reflective journal assignments and adapting the curriculum based on student feedback will support the relevance and effectiveness of microteaching. These recommendations aim to improve research, enhance student skills, and

optimize lecturer teaching in microteaching.

2. The Future Researcher

For future researchers, it is recommended to expand the scope of the research to include more students and universities, making the results more representative. Future researchers should consider expanding the scope of the research to include a larger and more diverse informant of college students. This could involve multiple universities or departments to provide a more comprehensive understanding of student perceptions of microteaching. Additionally, focusing on specific components such as feedback, technology, and classroom management will provide in-depth insights. Research should also consider psychological impacts such as anxiety and self-efficacy.



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 1

STATEMENT OF AUTHENTICITY

The undersigned below :

SID : 202101060010
Name : ADITYA GHIMNASTIAR
Semester : IX (Sembilan)
Major : TADRIS BAHASA INGGRIS
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : State Islamic University of Kiai Haji Achmad Siddiq
Jember

Stated that the undergraduate thesis entitled '*Students' Perception On Microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember*' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

Jember, 26 DESEMBER 2024



Aditya Ghimnastiar
NIM.202101060010

Appendix 2

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHODOLOGY	RESEARCH FOCUS
<p>Students' Perception On Microteaching at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember</p>	<p>1. Students' Perception</p> <p>2. Microteaching (Microteaching)</p>	<p>a. The students' perception in terms of personality</p> <p>b. The students' perception in terms of Experience</p> <p>c. The students' perception in terms of Expectation</p> <p>a. Purpose and Nature of Microteaching</p> <p>b. Cycle of Microteaching</p>	<p>Primary Data: Interview participant:</p> <p>a. The students of the english education department of state Islamic university of kiai haji achmad siddiq jember</p>	<p>Research Approach Qualitative Research Type of The Research: Qualitative Descriptive Data collection technique:</p> <p>a. Interview Data analysis: a. Data Collection b. Data Condensation c. Data Presentation d. Conclusion Validity of data: a. Source triangulation b. Triangulation technique</p>	<p>1. How is the students' perception in terms of personality on microteaching</p> <p>2. How is the students' perception in terms of experience on microteaching</p> <p>3. How is the students' perception in terms of expectation on microteaching</p>

Appendix 3
Dokumentasi Kegiatan





Appendix 4

Instrument of Interview

Instruments (Question List for the Interview)

1. How do you define microteaching?
2. How was your experience during the microteaching session? Was there a particular moment or situation that made you feel happy, frustrated, or satisfied?
3. What is your unforgettable experience during a microteaching session?
4. What was the best thing you got from this microteaching experience?
5. Do you feel that your microteaching experience influences your behavior or interactions outside the classroom?
6. How do you view the personalities of fellow students who also participate in microteaching? Is there a special impression or impression that you got from interacting with them?
7. Do you feel comfortable interacting with fellow students during microteaching sessions? Why is that?
8. Do you feel microteaching helps you improve your teaching skills?
9. What skills did you learn from microteaching?
10. Do you feel microteaching helped you develop your confidence in public speaking?
11. How do you overcome lack of confidence in microteaching classes?
12. Does microteaching help you in improving your time management skills during teaching practice?
13. Do you feel microteaching helped you develop your confidence in public speaking?
14. How do you feel after attending a microteaching session? Do you feel more confident or do you feel doubtful about your ability to teach?
15. Do you feel pressured by the expectations your instructor or classmates place on your performance in microteaching?
16. How do you manage pressure or stress that arises from expectations placed on you by your instructor or classmates? Do you have any special strategies to deal with these situations?
17. While participating in microteaching, what obstacles have you experienced?
18. Does microteaching provide sufficient evaluation for improving your teaching performance in teaching practice?
19. Is there a difference between your expectations before participating in microteaching and the experiences you had during the sessions? Were there any surprises or things you didn't anticipate?
20. Overall, do you think microteaching is effective in helping you face teaching practicums?

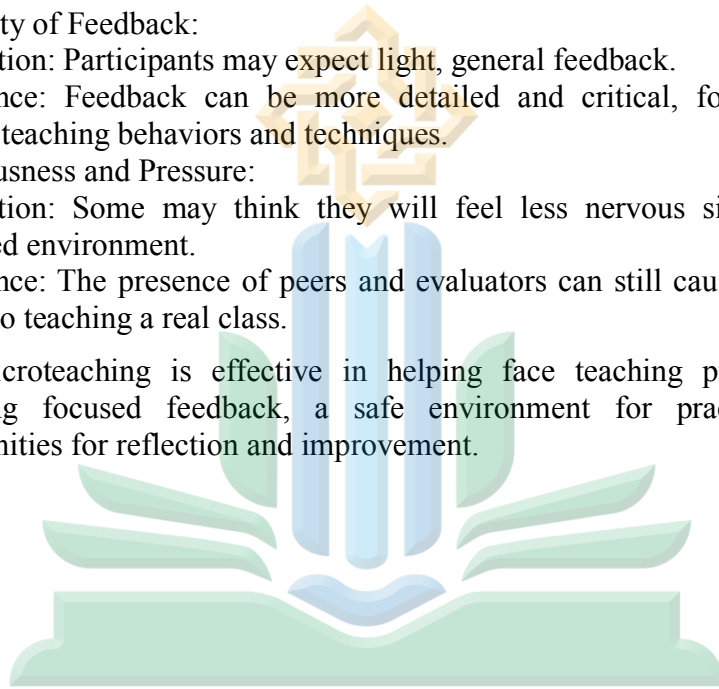
Name : IRMA RAFIKA PEBRIANA

Class : TBI 3

ANSWER :

1. Micro teaching is one of the courses that must be taken by 6th semester students who have passed the mandatory courses. Micro teaching is about teaching practice but on a micro or small scale. 1 representative teaches and the other is a student. This is done repeatedly and alternately every week.
2. Microteaching makes me happy and enthusiastic because every week my friends come forward to practice and present interesting material, unique media, and supportive classes.
3. An unforgettable experience when microteaching was when I first came forward to practice teaching, an experience that made me nervous because I had to prepare material, media, and think about how students would understand the material and not get bored.
4. The best thing that I got from micro teaching is classroom management it provides an opportunity to practice managing a classroom, including handling questions and maintaining student engagement.
5. Yes, because micro teaching can significantly influence behavior and interactions outside the classroom such as Increased Confidence: Gaining confidence in presenting and speaking publicly can translate to greater self-assurance in social and professional settings.
6. My friends were very enthusiastic and actively asked questions when I was practicing. This made my self-confidence increase, because environmental factors are very influential.
7. Yes, because they are my classmates so I enjoy when I had conversation with them during microteaching.
8. Yes, microteaching can be highly effective in improving teaching skills. It allows teachers to practice and refine specific teaching techniques in a controlled, low-stakes environment.
9. I learn about several skills from microteaching there are classroom Management: Practicing strategies for maintaining an engaging and orderly classroom environment, and receiving constructive feedback from peers and mentors and using it to improve teaching practices.
10. Yes
11. I always prepare the material and media maximal 7 days and minimum 3 days before I come forward to practicing in front of the class.
12. Yes
13. Yes
14. First day I practiced I feel so doubtful about my teaching practice, I feel anxiety.
15. Yes, so that's why I always prepared the material minimum 3 days before the day I practice, I wish I was fulfilled my friends expectation
16. Prepared the material and media

17. While practicing microteaching I got several obstacles such as the student don't pay attention to the material, they don't focus, and the lack of the learning media.
18. Microteaching is highly beneficial, it may not fully capture the complexity and dynamics of a real classroom setting. For comprehensive improvement, it should be complemented with actual classroom teaching experience, ongoing professional development, and mentorship.
19. Yes, there is often a difference between expectations and experiences in microteaching, and participants frequently encounter surprises or unanticipated elements. Here are some common areas where expectations might differ from actual experiences:
 - Intensity of Feedback:
Expectation: Participants may expect light, general feedback.
Experience: Feedback can be more detailed and critical, focusing on specific teaching behaviors and techniques.
 - Nervousness and Pressure:
Expectation: Some may think they will feel less nervous since it's a simulated environment.
Experience: The presence of peers and evaluators can still cause anxiety, similar to teaching a real class.
20. Yes, microteaching is effective in helping face teaching practice by providing focused feedback, a safe environment for practice, and opportunities for reflection and improvement.



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Name : M Habibi Yunus F S

ANSWERS:

1. Microteaching is learning subject that we learn and practice about teaching learning activity in it.
2. I've many experiences during microteaching. At some moments, I feel happy because I get knowledge and experience in teaching so that I am ready to teach in a real class at school. Another moment, I feel satisfied with my friend's presentation that looks awesome. She brings an innovative media in her presentation so that I get a new media reference.
3. I never forgot a moment that I had prepared the things for microteaching but when I arrived at class, my black shoes were broken. After that, I went back home to change my shoes.
4. The best thing I get from microteaching is I get an experience of teaching before teaching in a real class. So, I can fix my problem while teaching in microteaching.
5. Yeah, I think so. After microteaching, I feel that I am ready to be a real teacher.
6. I see many personalities in my classmates. Every student has a different personality. There were active students and also passive students.
7. Yes, I do. Because all of them is my close friend so I feel comfortable while interacting with them.
8. Of course, it increases my knowledge about teaching learning activity so that it improves my teaching skill.
9. I learnt teaching skill, especially in speaking skill because it is needed in the teaching activity.
10. The more I do presentation, the more it increases my confidence. Because confidence makes our teaching looks good.
11. I always prepare the materials and media and the method before classes. So that can overcome the lack of confidence.
12. It helps so much. Because every class has a time limit so we have to make our teaching be on time.
13. I think microteaching didn't influence that much in my confidence when public speaking. Because it feels different between teaching and public speaking. I have the different way to improve my confidence in public speaking.
14. I feel more confident to be a teacher
15. No, I don't. because I believe in my skill.
16. I never think strategies to overcome pressure because I never feel it.
17. Maybe time management. Because sometimes I was too early to end the class, but sometimes I was late to end the class.
18. I think so, my lecturer gives me some evaluations of my performance in microteaching so that it improves my teaching skill.
19. At first, I think microteaching was a difficult class to join. But after joining it, I feel enjoy and it is not same as my expectation earlier.
20. It is very effective in improving our teaching skill before facing the real teaching practicum.

Name : Iklil Shela Yaniva

ANSWER:

1. I think microteaching is the initial stage or first step for teaching practice.
2. During my time in microteaching, what I felt was excitement, especially when I watched my friends teach and gave some games.
3. An experience that I can't forget is the excitement of my friends while learning and playing unique games.
4. I became more courageous and confident in teaching practice through microteaching.
5. I don't think so, because the interaction outside the classroom is good enough and the interaction in microteaching is good enough too. so I don't think it has any effect.
6. I saw friends who were initially very nervous but became willing to learn from other friends so that their personalities developed.
7. I feel comfortable interacting with my microteaching friends because we do have the same goal of learning teaching practices to be better.
8. I think microteaching is very influential in improving my teaching skills because I can see other friends and I can learn through them.
9. I learned some new skills in microteaching, one of which is how to be more confident and how to master the class well.
10. Of course, because of microteaching I can be more courageous to speak in front without fear and nervousness anymore.
11. I overcome it by interacting more with friends so that I can be calmer and more relaxed.
12. I think it's still lacking, because we still enjoy teaching practice so much that we haven't managed time significantly in the classroom.
13. Of course, because of microteaching I can be more courageous to speak in front without fear and nervousness anymore.
14. At first time, we were scared and nervous of each other. but after time, we really enjoyed it and we learned from each other.
15. No, because our teacher are very supportive of all our abilities and always provide opportunities to learn better every time.
16. Every session will definitely get criticism and suggestions from the instructor, but our instructor never puts pressure on us. so we always follow good advice to develop our teaching skills.
17. Perhaps the obstacle during microteaching is the lack of functioning of some facilities in the classroom such as projector screens and others.
18. Of course, microteaching really builds our teaching skills.
19. There might be some, one of them is that we expected that microteaching will give a lot of pressure so we were too scared to start. but, when we started microteaching, it was not what we imagined. the microteaching that happened was better than we thought at the beginning.
20. Of course, microteaching is very effective for teaching practice. because if we go through microteaching first before teaching for real, then we will learn a lot and be able to improve our skills that are still lacking. so, we will face better and better real teaching.

Name : Rafli

Class : TBI 3 2021

ANSWER:

1. Micro teaching is a practicum like a real teaching but on a smaller scale.
2. Of course, I'm happy because in this subject I can learn how to teach properly, not only about teaching there are a strategies too, how to handle our students.
3. When I was practice like a teacher in front of my friends hehe, I think this is an unforgettable experience during a micro teaching session in micro 4.
4. Knowledge from lecturer, constructive criticism and suggestions from my friends and also my lecture.
5. Yes of course
6. They were active during the micro teaching session and the impression I got from this was that the characteristics of the students were different and the students would be active if the teacher was also active in terms of approach to students.
7. Yes, because I feel something that cannot be explained inside me but I am comfortable with them as they act as students.
8. Yeah sure
9. To build relationship with to, to know each other's in a context my students, and to make them feel happy because we learn about fun learning activities.
10. Yes
11. Please imagine that in front of you it's your students, than you know that in the future you will become a teacher so prepare yourself to be confident in any situation, especially when you teach your students just believe everything will be okay, teaching an learning session will be runs well and you are already show up your best way to handle them.
12. Yes
13. Sure
14. I feel more confident
15. Oh, no
16. I don't have a strategies because I don't feel under pressured
17. I feel nervous in a first time and it make me blank , but a minutes letter I can adjust my mood and thoughts to refocus on teaching
18. I think yes
19. Yes, there is
20. Yes of course

Name : Zhafira Putri Maulida

Class : Micro 3

ANSWER:

1. Microteaching Is the practice of teaching in a small environment, where training mental, confidence later when teaching in a wider environment
2. These three feelings are all there, happy when practicing teaching that is funny and fun from friends, frustrating because every week I have to go forward to teach so I'm confused about the material, and satisfied when the lecturer gives a good assessment
3. Given a difficult question by a student, I can't answer
4. Can be more confident when teaching later
5. No, as usual
6. Yes, there is, I know their ability to teach that I didn't know when I was in class
7. Yes, it's comfortable because I know them all closely
8. Yes, very helpful, because often practice
9. Teach well, fun and right
10. Yes, very helpful
11. Master the material, then when teaching eyes up to a friend's head
12. Yes, very helpful
13. Yes, very helpful
14. Sometimes I'm confident sometimes I'm also hesitant to feel unsuitable to be a teacher because I'm not fluent in speaking
15. No, because my lecturer is very kind, not a killer
16. I don't know because I've never felt it
17. Confused about finding the material that will be taught the following week
18. Yes, because it is very helpful
19. So far there hasn't been one
20. Yes, it really helps in improving my teaching skills



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Appendix 5

Letter Of Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-7011/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Jl. Mataram No. 1, Mangli., Kabupaten Jember, Jawa Timur, Indonesia

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 202101060010
Nama	: ADITYA GHIMNASTIAR
Semester	: Semester delapan
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; Students' Perception Towards Reflective Practice in Teaching at The English Education Department Of Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Prof. Dr. H. Hepni, S. Ag, M.M. CPEM.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



Jember, 06 Mei 2024

Dekan
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 6
Letter Of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-7648/In.20/3.a/PP.009/06/2024

Sifat : Biasa

Perihal : **Surat Keterangan Penelitian**

Yth. Kepala Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Jl. Mataram No. 1, Mangli., Kabupaten Jember, Jawa Timur, Indonesia

Dengan ini menerangkan bahwa :

NIM : 202101060010
Nama : ADITYA GHIMNASTIAR
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

Telah Selesai menyelesaikan Penelitian/Riset mengenai; Students' Perception Towards Reflective Practice in Teaching at The English Education Department Of Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Prof. Dr. H. Hepni, S. Ag, M.M. CPEM.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 June, 2024
Dekan
Wakil Dekan Bidang Akademik



KHOTIBUL UMAM

Appendix 7
Research Journal

Appendix 9

RESEARCH JOURNAL

**Students' Perception Towards Reflective Practice in Teaching
at The English Education Department of State Islamic University of
Kiai Haji Achmad Siddiq Jember**

NO.	Day/Date	Activity
1.	06 May 2024	The researcher do the preliminary study.
2.	06 May 2024	The researcher confirms the researcher permission.
3.	21 May 2024	Observe Students' Perception Towards Reflective Practice in Teaching at The English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember
4.	21 – 28 May 2024	Interview with the Student of the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember
5.	06 June 2024	Complete the research data and document review.
6.	06 June 2024	The researcher ask a letter of research finishing

Peneliti

Kepala Program Studi
Tadris Bahasa Inggris

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JEMBER

Aditya Ghimnastiar Dewi Nurul Qomariyah S.S., M.Pd.

Appendix 8

CURRICULUM VITAE

Personal Information



- Full Name : Aditya Ghimnastiar
- NIM : 202101060010
- Gender : Male
- Place & Date of Birth : Probolinggo, October 25th 2002
- Address : Gending - Probolinggo
- Religion : Islam
- Department/Major Courses : FTIK/ English Department
- Email Address : adityaghimnastiar25@gmail.com

Educational Background

- 2006 - 2008 TK Tarbiyatus Sibyan
- 2009 - 2014 SD Islam Tarbiyatus Sibyan
- 2015 - 2017 MTs Walinsongo 1 Kedungsari
- 2018 - 2020 MA Negeri 2 Probolinggo