

Chapter One

Introduction

The overview of this study is given in this chapter. It consists of sub-chapters namely the background of the study that explains why the researcher is interested in doing the study. This chapter also gives statement and delimitation of the problem. In addition, research questions, objective and significances of the study are explained in this chapter. Finally, organization of the chapter concludes the chapter.

Background of the Study

Teacher is one of the important parts in education field because teachers play important roles in carrying out tasks and educate the students to help the nations reach educational goals (Disas, 2017); thus, Indonesia's government build a strategy to increase teacher's quality by setting the requirement about teacher in Teacher and Lecturer Law No. 14/2005 on teachers and lecturers' article 10 section 1 (2005). It stated that there are four teacher competencies namely pedagogy, personal, socials and professional. It can be implied that teachers are required to be professional by fulfilling four competencies stipulated in the law. As stated on the law, pedagogical competences are one of competence that a teacher must fulfil. According to the National Education Standards of article 28 paragraph 3, the definitions of pedagogical competences are the ability to manage learners' learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have.

According to Regional Education Balance of Education Ministry of Indonesia (*Neraca Pendidikan Daerah Kementrian Pendidikan Indonesia*) on Indonesian Teacher Competences 2020, Indonesian teacher pedagogical competences is pretty low where the average score of pedagogical competences out of K12 teachers from 548 city is 50,52 where the highest score obtained by Yogyakarta city (62,99) and the lowest score obtained by Kepulauan Seribu (0,00); thus, there is a need to improve Indonesian teacher pedagogical competences. In addition, responding to many education issues, Indonesia's government has established LPTK (*Lembaga Pendidikan Tenaga Pendidikan*) or teacher training institution to produce teachers. This institution also plays a role in to help the pre-service teachers fulfill the competencies so that they can become professional teachers in the future.

Teacher training institution is an educational institution which prepares professional educators (Santosa, 2009). The institution plays a role to prepare pre-service teachers so that the teacher competencies can be trained through learning programs guided by lectures. Therefore, the students can be expected to be good teachers after they graduate. Pre-service teachers also must be trained for their career by gaining teaching experiences as well as subject knowledge specific to their teaching fields. For this reason, teaching activities need to be prepared in which they will have teaching experience (Özonur & Kamışlı, 2019).

As prospective teachers, it is also important for pre-service teachers to master pedagogical competences. According to Sapetra (2017), pedagogical competences is the competences on how teachers guide the students, how teachers deal with students, what the tasks of teachers in educating the students, and what the goal of teachers in educating students. Therefore, many teacher training institutions provide courses that can help pre-service teachers build pedagogical competences, and one of them is Microteaching course.

Microteaching course is an obligatory subject that must be taken by every student in the Department of Education and Teacher Training in various universities both public and private institutions (Arifmiboy, 2019). Sa'ad et al., (2015) stated that Microteaching course and teaching methods are two integral aspects of the teacher education system. Microteaching course also can give advantages for the students to build teaching competencies. Microteaching course is a course preparing teacher to find a way of integrating their subject awareness and understanding of pedagogical material into practice (Baştürk, 2016). Microteaching course has been used to train pre-service teachers for their teaching practices by allowing them opportunities of teaching experiences before they go for internship or their teaching career.

However, based on researcher pre-observation in one of private university in Kudus, the students seemed less aware of Microteaching course. It means they have little understanding about Microteaching course which can build their pedagogical competences. The students in this university join the class because it is an obligatory course in their institution. Therefore, it is interesting to find out this pre-service teachers' perspectives about Microteaching course in relation to their pedagogical competences. This study will be beneficial in raising these pre-service teachers awareness about the importance of Microteaching course.

Statement of the Problem

Some of teacher training institution provide Microteaching course to help preservice teachers develop their teaching skills. However, pre-service teachers often find some difficulties because it is a new experience for them; besides, they have less experience in teaching.

According to Rohmah (2018) there are some challenges which pre-service teachers faced in Microteaching course. The first problem is about students' preparation problems. Before the pre-service teacher conduct teaching practice, they must prepare a lesson plan. But they have some difficulties in choosing an appropriate teaching strategy and how to facilitate students' learning evaluation. Therefore, they need guidance from their lecturer. The second challenge is the class management. During teaching practice, there are activities that not in accordance with the lesson plans that they have been prepared, mostly because of lack of time management. Pre-service teacher also feeling not confident so that the

pre-service stuck when they were teaching in teaching strategies. They make some mistakes as the teaching and learning activity cannot run smoothly. Pre-service teacher struggling to make the students participate in class activity, therefore pre-service teacher also cannot analyse students characteristic due to lack of students' participations.

According to the problem, pre-service teacher mostly has an issue with pedagogical competences such as preparing lesson plan and class management. Therefore, the researcher interested in conducting this research to explore more about Microteaching course in increasing pre-service teachers' pedagogic skills.

Delimitation of the Problem

Based on the statement of the problems explained in the previous section, this research focused on exploring the pedagogical aspects that can be improved through Microteaching course and how it can help pre-service teachers build the pedagogical competences. The research take place at an English department in a private university in Kudus, particularly in relation to how the pre-service teachers perceive Microteaching course based on their experience. Of several choices about research design, the study employed descriptive qualitative design. Furthermore, among several choices of data collection methods, this study used in-depth interviews with six participants that is pre-service teachers in one of language education department in Kudus that implement Microteaching course as a course to help the researcher answer the research question.

Research Questions

Based on the background and problem above, the researcher investigates two research questions in this study. The researcher formulates two questions as follow:

1. How can Microteaching course build pre-service teachers' pedagogical competences?
2. What pedagogical competences can be developed by pre-service teachers in Microteaching course?

Objective of the Study

Based on the research questions there are two aims of this research, that are:

1. To explore how Microteaching course build pre-service teachers' pedagogical competences.
2. To investigates pedagogical aspects that can be developed by pre-service teachers by Microteaching course.

Significances of the Study

The findings of this research are expected to give benefits:

For Teacher Training Institutions.

This study can help the institution that already implement Microteaching course as a course to evaluate the program. Furthermore, this study also can be a reference for teacher training institutions that have not to implement Microteaching course as a consideration to add Microteaching course as one of their subject courses.

For Microteaching course Lecturer.

The lecturer could know how the students' perceptions toward the Microteaching course in building their pedagogical competences. Furthermore, by reading this study, hopefully it can be beneficial for Microteaching course lecturer to evaluate the program.

For Pre-service teachers.

Pre-service teachers need a great understanding and experience before the conduct teaching practice. Thus, the researcher expects this study can be useful as a reference for pre-service teachers to know the importance of Microteaching course from fellow pre-service teachers' perceptions. Furthermore, by reading this study, they can know how Microteaching course build pedagogical competences and what pedagogical competences that develop by joining Microteaching course.

For Future Researchers.

This study can be used as a reference for future researchers who are interested in discussing the same topic. Further researchers also may use the findings of this study as a comparative study for them. With this research, other researchers who want to know about Microteaching course will find it helpful to get this information. Furthermore, other researchers can use this study for their guidance or resource on their own research.

Organization of the chapter

This research proposal consists of five chapters. The first chapter discusses the background of the study. Then, the purpose of the researcher in conducting the research. The researcher also talks about the statement of the problem and the limitation of the problems. In addition, the researcher also provides the questions of the research, the objectives of the research, the significance of the research, and the outline of the research. The second chapter explains the literature review that is related to the theories of Microteaching course and teachers' pedagogical competences. It also presents information related to the study.

In the third chapter, the researcher discusses the methodology. Also, the researcher chooses the appropriate research design for this study. Then, where this study will be conducted. It also presents research participants in the study. The researcher also describes data collection technique, data collection procedure, and data analysis. In the fourth chapter, the researcher discusses about findings and discussion based on the data collection and analyzation. The fifth chapter includes the conclusion and recommendation for the lecturers, other the researcher, and for the institution.