

Chapter One

Introduction

This chapter presents the introduction of the research. Several important points are explained in this chapter. First, this chapter contains a background study, identification of the problems, and the delimitation of the problem. Second, this chapter also provides the research questions and purposes of the study. Last, this chapter provides significance of the research and organization of the chapter.

Background of the Study

Education is essential for self-development and also contributes to advancing the country. Education is one of the significant reasons to improve the quality of human resources. Amin (2017) states that education is an effort to increase human resources, in another sense, an effort to improve the quality of human life. In improving the quality of life, it becomes a challenge for education actors, especially teachers. Teachers have an essential role in the field of education. The role of the teacher is always in the spotlight because the quality of education is seen from a teacher's professionalism. The Law on the National Education System No. 20 of 2003 article (39) paragraph 2 states that educators are professionals who design, organize and evaluate learning, improve quality through guidance and training, and conduct research and community service.

In improving the quality of teachers, it must be known that a teacher must possess four competencies. In Law Number 14 of 2005 concerning Teachers and Lecturers, it is written that there are four competencies: pedagogic competence,

personality competence, social competence, and professional competence. They must have at least a bachelor's degree to become a teacher in Indonesia. Currently, many institutions provide Education departments from various subject areas. The Department of Education is a major that prepares a skilful and competent teacher for the students. This program gives a chance to people who want to be a teacher. To develop teacher competencies, there is a teaching practice, usually in the education department, and the activity is microteaching.

Generally, microteaching is the concept of directly practicing teaching in a small circumstance, such as a course or lab with few students; this is the technique where the pre-service teachers can experience the primary behavior of a teacher. According to Buch (as cited in Thomas, 2017), microteaching is the teacher education technique that allows pre-service teachers to apply definite teaching skills. Precisely plan a 5-10 minutes encounter with a tiny group of students, and it is often allowed to examine the results through videotape carefully. Based on this description, microteaching is done in a short time, with several students (usually 5-10 students), and focuses on one teaching skill. After the first attempt of doing the microteaching and giving feedback from the observer, it is put into a cycle starting from re-teach and then re-feedback. It can help the pre-service teachers to know their teaching skills well. Based on Tatyana (2013), the feedback given to the pre-service teachers by the observer should be considered vital to be analyzed and evaluated for improvement. By implementing the teaching cycle and re-teaching, pre-service teachers can put feedback into practice with the expectation that they can learn from it and do better teaching practices.

Tatyana (2013) stated that microteaching was invented and developed in the 1960s by Dwight W. Allen at Stanford University with some of his colleagues. It has changed and improved over the years according to its advantages and disadvantages. Some advantages are taken from the previous study, as in Özcan & Gerçek (2018), which shows that microteaching helps pre-service teachers to develop their discipline in the classroom and implement effective communication and reinforcement. The second application of microteaching can help increase the student's interest and motivation in learning the lesson. Hence, it shows that feedback is very significant for this method in order to run successfully. Remesh (2013) also added some advantages for the pre-service teacher in implementing this method. He mentioned that microteaching helps them increase their self-confidence, develop classroom management skills, and improve their in-class performances while teaching.

Meanwhile, the disadvantages or demerits of microteaching can also be found in everything with a plus and a minus. According to Thomas (2017), microteaching also has some limitations that should be considered while implementing this method. First, the equipment needed for implementing microteaching is quite expensive. Microteaching, as mentioned above, requires some repetitions to get the best teaching performance. Second, the time given to the pre-service teachers is limited. This limited time causes some students to need clarification since they are given a short time to explore their teaching skills. Third, the scope is also limited to some points, which means that the focus of doing microteaching is skill oriented on the pre-service teachers rather than on the

content for the students (Reddy, 2019). It can relate to the previous demerit of microteaching, which can confuse pre-service teachers. However, every method of learning language education has its advantages and disadvantages.

Based on an interview with some education department students in one of a university in Yogyakarta, it has been found that after taking a microteaching course, they feel that their teaching competence and skills are improved.

Therefore, the researcher is interested in investigating these students' perceptions of the benefits of the Microteaching course toward students' teaching competence.

Identification of the Problem

In an English Language Education Department (ELED) of a university in Yogyakarta, the department not only expected the students to master their pedagogical knowledge but also several skills that must be developed for their guidelines to be a future teacher. There is a microteaching course in the sixth semester to give the students experience or simulation of being a good teacher and improve all teaching skills. Usually, microteaching in this department is divided into 11 classes, with 20 students in each class. At the beginning of this program, the lecture gives students some explanation of the material in teaching. The students do pre-teaching and post-teaching, and each student has 30 minutes on those activities. Before the pre-teaching, the lecture asked the students to make a lesson plan and consult about their lesson plan. After that, one by one, perform pre-teaching in the class according to their ability to teach. Lastly, the lecturer and all the students in the class give feedback on their performance. From the feedback, lectures hope students can improve their post-teaching performance

based on all feedback. In post-teaching, the students should perform best to get the best final score. The lecture gave the final score, and the feedback will be wrapped up at the end of the program.

Based on the interview with some ELED students' batch 2018 of a university in Yogyakarta that have taken the microteaching course, they feel more prepared to teach students in the classroom. They feel more directed because microteaching gives them much experience in achieving teaching goals. They can analyze or evaluate their teaching practice systematically. They feel that they significantly improve their teaching competence after taking microteaching. From all those statements, the researcher is interested in researching the ELED students' perception of the benefits of microteaching course toward students teaching competence and find out the challenges that students experienced in microteaching course.

Delimitation of the Research

This research focuses on the benefits of microteaching for students' teaching competence and the difficulties that students experience in microteaching. The researcher conducted this research only in one place, namely in the English Language Education Department of a university in Yogyakarta. In addition, this study only uses a qualitative approach to find in-depth information about what is being studied.

Research Question

According to the researcher's goal of this study, the research questions are:

1. What are the benefits of microteaching toward students teaching competence?
2. What are the challenges in microteaching that students experience?

Purpose of the Research

Based on the research question, the purpose of doing this research is:

1. To investigate the benefits of teaching competencies that students get through microteaching activities
2. To find out the challenges that students experience in microteaching course

Significance of the Research

The findings of this research may be valuable to others depending on their function in education. Here following is a list of roles that could benefit from this research as an additional source of information:

Microteaching Course Lecturers

The results of this research may give the lecturers some knowledge about the benefits and difficulties of microteaching course in ELED to the students. By knowing the reasons, lecturers can evaluate or defend what makes microteaching course improve students teaching competence.

Students

This research gives information for the students to imagine what the microteaching course will look like and the difficulties that can be faced. From

that, the students taking this program can prepare the aspects that should be prepared before they are in this program. Students also can find the solution to their problems in teaching competence.

Other Researchers

The researcher hopes this research can give information and reference for other researchers. Other researchers can get information about microteaching that benefits students teaching competence and the difficulties that students experienced in microteaching. However, this research can encourage other researchers to conduct research related to the same research field.

Institutions

This study can be helpful for institutions that focus on education. This research data can help institutions to provide information about the positive impact of microteaching for students to the educator that work in the institutions. The institution can also implement a microteaching course to have the same positive impact on their students.

Organization of the Chapter

There are five chapter in this study. The first chapter is the introduction of the research that contains the background of the study, statement of the problem, delimitation of the research, research question, purpose of the research, and significance of the research.

The second chapter explains the literature review related to this study. Several topics appear in the literature review; education in Indonesia, teacher competencies, the importance of teacher competencies, four teacher competencies based on Undang Undang No.14/2005, definition of microteaching, the objectives of microteaching, benefits of microteaching, challenges of microteaching, and microteaching to improve teacher competencies. In addition, there are some previous related studies to support this research.

The third chapter is the research methodology which discusses the research design, research settings, research participants, data collection method, research instrument, data collection procedure, data analysis, and trustworthiness. The fourth chapter presents the findings and the discussion based on the data collection and analysis. The fifth chapter contains the conclusion of the research and there is the recommendation for some parties.