

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Nowadays, teachers do not only share knowledge to learners to achieve the learning goal but they also have to facilitate the learners to do the learning process. The fulfillment of the teaching goal could be seen based on the students' learning achievement within a course. Students can achieve the mastery of teaching course if they are supported by qualified teachers. To be qualified, those teachers need to have teaching knowledge and teaching skills so that they are hoped to be able to teach the students effectively. That is essential because each language skill has different teaching methodologies and applications.

As prospective teachers, the students of the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta are required to have competence in teaching. Based on the government's regulation, stated that educators should have academic qualifications and competencies of a learning agent. The Law Number 14 in 2005 which is about teacher and lecturer has been confirmed on a number of competencies that should be possessed by a teacher, namely: (a) pedagogic competence, (b) personality competence, (c) professional competence, and (d) social competence. In addition, there is a government regulation No. 19 of 2005 chapter IV section 3 about national education standards of academic qualifications and

competence of teachers, stating that teacher must have the academic qualification and the right competence based on the subject or course they teach.

Teaching skill, competency, mental, attitude and professionalism is not something that is inherited within human when they were born, but it is growing as a matter of time, practice and experience. The more experienced the teachers, the more qualified they are. Those qualified teachers are needed to answer the challenges in this globalization era.

In fact, most students of English Education Department of Universitas Muhammadiyah Yogyakarta in the academic years of 2010 have experience in teaching. They have also learned about teaching methodology and teaching knowledge but they still have difficulties in putting their knowledge into practice. Moreover, some of their teaching performances are not really good. That is clear when they are doing teaching practice. They often feel uncomfortable and insecure. They think that theory and knowledge they have got in the college are not enough as a basis for prospective teachers to teach in a real class teaching situation. Although they have already had the knowledge about how to manage a classroom, they are still unable to overcome the real situation in the classroom teaching. Therefore, that is the gap between theory and practice. Thus, it would appear the conditions in which the learning process is ineffective, because if the theory and knowledge of teaching English is not practiced in such a way then what is done by the prospective teacher in the classroom is just to try and imitate the teaching performance of their teachers during teaching in class. So the prospective teachers do not know how they should behave when teaching in the class.

English Education Department students of Universitas Muhammadiyah Yogyakarta have taken some courses related to the teaching skill. One of them is called Classroom Management (KP525). This course is aimed at helping the students understand the concept and procedure of English teaching situation. Upon finishing this course, it is hoped that they will be able to apply it in a real classroom teaching situation.

Moreover, students also have learned about concept and procedure of English Language Teaching (ELT) is focusing on the process of teaching and learning, starting from the introduction or how to open the lesson, main activity, and how to close the lesson. That is fundamental for the process of teaching and learning in the classroom. Furthermore, all those knowledge of teaching must be tested so that it can be measured to know how far the effectiveness of the course for the students, lecturer, and university itself. One way to do it is measuring students teaching performance by the microteaching activities.

Microteaching activities simply means teaching in a small scale or size of classroom. During the process of microteaching every student will get feedbacks from the lecturer. These feedbacks contain suggestions, critics and evaluation which are usually given to improve the students' teaching performance. The feedbacks have several benefits such as: as the first benchmark to determine the teaching performance, as the evaluation for students about the way of the teaching, and as the information about the students' strengths and weakness in teaching English. However every student has his own perception about the feedbacks given by their lecturer, and how feedbacks can help them improve their teaching performance. Based on the

information above the researcher would like to conduct a research entitled “Students’ Perception towards Lecturer’s Feedbacks on Microteaching in Improving Their Teaching Performance at English Education Department of UMY”.

## **B. Statement of the Problem**

Based on the brief observation, the researcher find some problems of the students’ perception toward the lecturer’s feedbacks on microteaching in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta in the academic year of 2010 as follows: firstly, they have learned about teaching methodology and teaching knowledge but they still have difficulties in putting their knowledge into practice. Moreover, some students’ teaching performances are not really good. Then, one way to measure students teaching performance and then improves it is by the microteaching activities.

Secondly, every student has his own perception towards the lecturer’s feedbacks on microteaching. In accepting the feedbacks, some students argue that the lecturer’s feedbacks on their microteaching have positive influence to improving their teaching performance, but sometimes there are also student’s that do not accept the lecturer’s feedbacks seriously. Therefore, based on the problem identified above, to identify what are the effects of the lecturer’s feedbacks on microteaching the researcher curious how students of English Education Department (EED) of Universitas Muhammadiyah Yogyakarta in the academic of 2010 perceive the lecturer’s feedbacks on microteaching in improving students’ teaching performance. In this research, the researcher focused on the student’s perception. And, there are

many researchers have remarked on the influence of microteaching and feedbacks on microteaching. Saputri et al. (2013) who studied about the influence of microteaching and guidance of supervisor toward students' teaching performance on teaching practice. This study indicated that there is positive perception toward microteaching on students' teaching performance and they also have positive perception towards guidance of supervisor in teaching practice. It is from the results of studies showing that microteaching and the guidance of supervisor contributed to the teaching ability of the students in teaching practice.

### **C. Limitation of the Problem**

In realizing the significance of lecturer's feedbacks on microteaching in improving students' teaching performance; this research will identify students' perception toward lecturer's feedbacks on microteaching in improving students' teaching performance at English Education Department, Universitas Muhammadiyah Yogyakarta. In order to make this research more specific, there are three limitations in this research. First, this research is about student's perception. So the researcher identifies how the students perceive the lecturer's feedbacks on microteaching. Therefore, the researcher is concerned on the student's perception of any kind's feedbacks that have been given by the lecturer on microteaching. Actually every student' has their own perception in perceiving feedbacks about their teaching performance in microteaching.

Secondly, what the effects of the lecturer's feedbacks on microteaching in improving students' teaching performance are. Thirdly, this research is only conducted at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta academic year of 2010. The participants of this research are the students who took Classroom Management course (KP252) and had completed teaching practice (PPL). For conducting this research, the researcher used qualitative descriptive research as methodology.

#### **D. Research Questions**

Based on the background of the research above, there are two main research questions addressed in this research:

1. How do the students' perceive the lecture feedbacks on microteaching?
2. What are the effects of the lecturer feedbacks in improving students teaching performance?

#### **E. Objectives of The Research**

Based on the problem stated on research questions, there are two objectives in this research:

1. The research attempts to identify the student's perception on the lecturer's feedbacks on microteaching
2. The research attempts to explore the effect of the lecturer's feedbacks on microteaching in improving students' teaching performance

## **F. Significance of the Research**

In relating to the problem statements above, the benefits of this research are as follows:

### **1. For Students**

Through this research the student of English Education Department (EED) will realize more how important feedbacks on microteaching for evaluation and improving their teaching performance. The student' will understand that feedbacks aim at motivating them to do their best in every teaching performance

### **2. For Lecturer**

Through this research the lecturer will provide feedbacks in better way that can motivate their student in teaching performance

### **3. For other Researchers**

This research can encourage other researchers to continue this sresearch into deeper research. Researchers will be more confident and to actively develop more skilled knowledge and finding ideas that support learning. Hopefully, this research can provide some information which can be valuable for the other researchers in supporting their research.

## **G. Outline of the Research**

This research consists of five chapters and each chapter has the sub-chapter to each other as follow:

Chapter one, the first part of the research is introduction. This chapter is about introduction which consists of the research background, statement of the problem, limitation of the problems, research questions, the purpose of the research, significance of the research and the last is outline of the research.

Chapter two talks about literature review that consist of the theory about perception, microteaching, the component of teaching skills, general teaching procedure, feedbacks, and teaching performance and improvement, relevant review of the previous study, then conceptual framework.

Chapter three, this chapter discusses methodology on how this research is conducted. This part consists of research design, research setting, research participant, then, data collection method, and data analysis.

Chapter four is finding and discussion toward collected data. This part consists of the data description, findings, and discussion.

Chapter five concludes the research and provides recommendation of the research. This conclusion is answered the research question of the research. And also recommendations are added in the end of this research to obtain the solution.