

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the important aspects in education is teaching process. Teaching can be defined as transmission of knowledge and experience from teachers to students. Kilic (2010) argues that teaching is a profession that needed specific knowledge and skills where the teachers must be given special training before conduct their profession. English pre-service teachers must understand the difficulties that will be faced in teaching and learning process. Suhandani and Julia argued that teaching skill is educator ability in managing learning (Apling & Haryani, 2019). Through PP No. 19 years 2005 the government emphasizes four basic competences must teacher have, 1) pedagogy competence, 2) professional competence, 3) personality competence, and 4) social competence. The qualifications requirement is one of the terms for school to have teachers with the competency standards of the government. In short, all the educators should have the basic competence, it also applies for pre-service teachers to learn the basic educators competence from the government.

English education students as pre-service English teacher should have a set of knowledge and mastering basic teaching skills. To build professional teacher characters, English pre-service teachers must follow microteaching subject. Aرسال (2015) argues that English teacher education program must implement microteaching lesson to facilitate pre-service teachers' critical thinking, it is a reason microteaching lesson is one of the compulsory subject in university especially for teacher training and education faculty. So education students program have microteaching class to create and increase teaching skills, because microteaching as an alternative way for pre-service teachers to train and develop their teaching skills (Buyukkarci, 2014). Microteaching course provide the basic teaching skills and teaching knowledge for pre-service English teachers to achieve the teachers' competences.

In line, Alen (1972) adds microteaching is a method that designed to improve pre-service teaching skills and develop teacher professional experience. Train the teaching skills in microteaching was design by simplified the components parts of teaching process, reducing teaching components such as the terms of times, amount of students also limited on material (Waksito & Muhammad, 2013; Kurniawan & Masjudin, 2017). In microteaching activities students will play a role as a teacher and do teaching practice start from preparation class, teaching and learning process until evaluation in classroom. The aims of this chance is preparing the education students graduate as teacher candidate to have qualified teaching skills also having good attitude as an ideal teacher. There are many teaching skills that can students gained in microteaching.

So English education students of Nahdlatul Ulama Sunan Giri University should take microteaching subject before teaching practice directly in real class. In Nahdlatul Ulama Sunan Giri University, microteaching subject is one of the requirements to conduct Teaching Field Practice (PPL). Previously, microteaching carried out by teaching practice in campus with face to face in classroom. Tan (2002) stated that teaching practice is minimized in terms of teaching duration, number of students and matter. Teaching practice focused on specific subject matter which carried out with 10-15 classmates and lectures. Duration of present the lesson approximately 10-15 minutes. The last activity in teaching practice is giving feedback. It shown that implement of microteaching subject is students make a small group in class, then conduct teaching practice with specific matter and limited on duration of time also participants. Before Covid-19 outbreak microteaching always be held in campus by seeing face to face.

In the end of 2019, Corona Virus was detected in Wuhan, China. Covid-19 has been pandemic in the world, one of the countries that affected Corona Virus is Indonesia. On march 2020, Indonesia government declared that Covid-19 was spreading in Indonesia and make all the activity stopped. One of the activity is affected from Covid-19 outbreak is teaching practice in university level. In addition microteaching subject has also shifted from offline learning to online. English education department student academic year 2020/2021 following microteaching lesson by online in sixth semesters with 3 credit ours. Indonesia

government make a new policy in teaching and learning process. The Minister of Education and Culture Number 36962/MPK.A/HK/2020 announced that all the teaching and learning activities change to virtual or online learning as an effort to minimize spreading of Corona disease widely. Online implementation policy had drastic change from habits and design of lectures in learning process.

Online learning is known as distance education or distance learning (Bartley & Golek, 2004; Nguyen, 2015), where the teacher teaches at home and students study from home. In online learning, the materials are delivered by some education platform that are connected with internet. In early 2020, all the academic processes at Nahdlatul Ulama Sunan Giri university moved to online. Rapidly development of technology makes virtual learning become easier (McBrien & Jones, 2009). Several platforms to support online learning process at Nahdlatul Ulama Sunan Giri University are Google Classroom, MS Teams, Google Meet, Zoom, YouTube, Telegram and WhatsApp.

Microteaching subject aims to train pre-service teachers to mastering teaching skills in learning process. According to Fauzi and Lugowi (2009:13) there are eight basic teaching skills will be learned in microteaching subject. First is opening and closing skills, pre-service teachers must have strategies to make the opening and closing feel interesting. Second is explaining skills, in this part English pre-service teachers used their creativity to deliver the materials to students. The third is skill of variation, by this situation pre-service teachers should have an idea to create excited atmosphere in the classroom. Fourth is reinforcement skills, this skill aims to increase student learning motivation and build student confidence. The fifth is questioning skills, it is important to know students understanding about the materials. The sixth is classroom management skills. Seventh is guiding the active learning skill to students. The last is make a lesson plan before conduct teaching and learning process. Pre-service teacher should make lesson plan before class be held, it is useful as teacher guide in teaching process.

During online microteaching, teaching practice is done by recording the teaching process. The students are divided into several groups and the teaching materials have been determined by lectures. Each group has to discuss and make a

teaching practice video based on the materials. Students should make a lesson plan first before take a teaching practice video. Video record consist of three parts are opening, content and closing. The policy is start to applied in microteaching subject, that is emerges several problems and challenges in learning process. That is happen because online microteaching relative new for English education students program of Nahdlatul Ulama Sunan Giri University. Both of lecturer and students do not have preparation to conduct online learning process, which is using minimalize tools and limited experience during online microteaching learning process.

During conducting online microteaching lesson, each students have different experiences in teaching practice. They have several problems and challenges that related with online teaching practice. This condition was done in many indonesia colleges, because there are previous research discussing online microteaching. There are many researchers have investigated about online microteaching topic with different aspects. Research from (Iswantir & Sesmiarni, 2021) who researched the evaluation of online learning in microteaching course. There are 450 students of IAIN Bukittinggi, Indonesia as sampling, the researcher was used questionnaire in gathering the data and used quantitative non-statistical to analyze the data. The result show that the highest percentage is change the student behavior (49,33%) and give an impact to student work productivity after implement online microteaching.

Next research from (Wahyuni & Tiarina, 2020) focused on students' experience in using lesson study in microteaching, the finding shows that the students get positive experience by use lesson study. The research carried out in offline microteaching class with 70 students of English department, *Universitas Negeri Padang* as sampling. The instrument of the research are questionnaire and interview. Meanwhile this research study more detailed on teaching practice in microteaching course that conducted full virtual learning. Based on the previous explanations there are some difference things with this research such as the method, participants, focus of aspects and others, so it is believed that this current research is unique and worth-researching.

Therefore, the researcher is interested to know how the students' experience while doing teaching practice on online learning. On the other side this research carried out to analyze what is the student experiences and what is the challenges on teaching practice during online microteaching course. After knowing the students experience toward teaching practice in online microteaching, hopefully it can be used to evaluate which helps to modify or improve the learning process in online microteaching subject. Thus the researcher conduct the research entitled "Pre-service English Teachers' Experiences on Teaching Practice in Online Microteaching Class during Pandemic Covid-19".

1.2 Research Question

Based on what the researcher found in the field. The researcher take several research question as follows:

1. How are the pre-service English teachers' experiences on teaching practice in online microteaching subject during pandemic Covid-19?
2. What are the challenges on doing teaching practice in online microteaching subject during pandemic Covid-19?

1.3 Objectives of the Research

This research is expected to know the students experience on teaching practice in online microteaching class of English Teacher Education Department of Nahdaltul Ulama Sunan Giri University.

These are objectives of the research:

1. To analyze the students' experiences on teaching practice in online microteaching subject during pandemic Covid-19.
2. To find out the student challenges in doing teaching practice in online microteaching during pandemic Covid-19.

1.4 Scope and Limits of the Research

To make the research process easier, the researcher was focused on the subject learned. The research took a place in microteaching course that conducted by online teaching practice not offline or face-to-face. This research only focused on the student experiences and challenges on teaching practice in online

microteaching course. The research took the participants only English education department students of Nahdlatul Ulama Sunan Giri University in eight semesters.

Then the limitation of this research, the researcher tries to limit the problems into more specific aspect. The focus of this research is analyze the students' experiences and challenges on teaching practice in online microteaching class not offline. In this research does not include the improvement skills of the students in microteaching class, the assessment and score in online microteaching course.

1.5 Significance of the Research

In this part the researcher is going to discuss about the advantage of this study in which classifying for the researcher, students, teachers, lectures and for the institution.

1. For Researcher

The result of this study will be useful for the researcher and give understanding about the theory that used in this study, also adding new information that related with the study.

2. For Students

This research will be useful for students to get information about teaching practice in online microteaching especially for the English department students. It can be reference for the students to prepare the thesis that related with microteaching subject. Furthermore result of this study will be helpful to decrease the problem or mistakes on teaching practice in online microteaching.

3. For Teachers and Lectures

This research also useful for the teachers and lectures, with this research the lectures can know how the student experiences and challenges on teaching practice in microteaching that learned by online. After knowing the information, the lectures can improve the teaching strategy on online microteaching learning be better and effective.

4. For Institution

For the institution this research can be useful as an information that related with teaching practice in online microteaching subject.

1.6 Definition of Key Terms

1.6.1 Experience

Experience is a place to acquire a knowledge, it is related with person's memory. Each person has different experience, it give an impact on student-teachers ability in doing teaching process.

1.6.2 Pre-Service English Teachers

Pre-service teacher is students-teachers that learn several times in undergraduate training. Pre-service English teachers is students who join in English education department to perceive and enhanced the English knowledge and ability in teaching of English.

1.6.3 Teaching Practice

Practicum give pre-service teachers opportunity to become aware of the teacher profession. Teaching practice is a train process of pre-service teachers to become qualified educator. Teaching practice is important parts for pre-service teachers to drill their teaching ability.

1.6.4 Online Microteaching Subject

Microteaching is a small of group activity that can be tool for acquisition of skills'. The Covid-19 outbreak affected learning process in microteaching conduct by online. Online learning is a distance learning, where the lecturer and students carry out learning process by using internet to access the learning materials. In online microteaching lecturer and students was apply new method in learning process.