

CHAPTER I

INTRODUCTION

This chapter outlines the research's introduction. It includes the following sections: research background, research setting, research limitations, research conceptualization, and research aim. The research background is a general description of the research. The data type and interpretation of the outcome can be collected in a research context.

1.1 Background of the Research

A teacher is a competent educator with a variety of responsibilities, including tutoring, educating, leading, training, assessing, and evaluating pupils. Teachers must acquire proper training to strengthen their teaching skills in order to operate as professional educators. A good teacher must be informed about the subject matter and have effective teaching skills for creating a conducive learning atmosphere, setting up a classroom learning environment, and presenting information or materials to students. A student who wishes to become a teacher must be able to master teaching skills, as they are required for a teacher candidate to become a qualified educator. To produce instructors or professional educators, students who will become teachers must learn and educate in a variety of educational courses and fields of study, either in theory or practice. The microteaching approach is one of the essential courses for preparing for teacher training. Teacher candidates have helpful additional teaching experience through microteaching.

Microteaching is the technique or practice of training in a limited scope in the classroom to enhance students' fundamental abilities as future educators. (Titilasanti et al., 2013) It was stated that learning with an approach or a way to practice teaching performance that is done in a “micro” or simplified. Each learning component has been simplified, including the amount of time, the amount of information, the number of students, the kind of fundamental teaching skills that are trained, the usage of learning methods and media, and other learning components.

The teacher is one of the most essential factors in getting an excellent education. The teacher's primary responsibilities include contributing as a resource for information and setting a positive example for their students' attitudes and conduct in daily life. Today's teachers must be able to develop their students' skills in all areas of learning. This cannot be accomplished by a teacher acting passively, but an attractive teacher is required to help students develop their character and gain information. Also, teachers must be more original and creative to transform the classroom into a pleasant learning environment. As a result, training is necessary for aspiring teachers to enhance their teaching and educating abilities through the campus learning process.

Moreover, microteaching is a teaching strategy in which all of the already used elements are simplified. Due to the small class size (5–10) and the fact that they only teach in their friends' context, the lesson lasts only 15 minutes, and the instructional materials are limited to one or two small units utterly dedicated to teaching techniques.

Additionally, all sixth-semester students in the faculty of Teacher Training and Education at the Universitas Pasir Pengaraian must participate in practical teaching practice. The student who will be a teacher interacts with the class during helpful teaching practice. During the microteaching lesson, students are asked to practice all of their teaching techniques. Here, a teacher candidate can experience what it is like to be a genuine teacher who must possess a highly complex set of skills, including the ability to set an excellent example for students and be proficient in delivering any lesson. Therefore, the researchers are interested in doing research entitled: An Analysis of Students' Basic Components of Micro Teaching skill At Sixth Semester Students of English Study Program In Universitas Pasir Pengaraian.

1.2. Limitation of the Research

To keep focusing on doing the research, the researcher would like to limit this research to analyzing students' basic components of micro-teaching skills.

1.3. Formulation of the Research

The formulation of the research is: How are the students' basic components of micro-teaching skills for sixth-semester students in the English Study Program at Universitas Pasir Pengaraian?

1.4. Purpose of the Research

The purpose of this research is to analyze the analysis of students basic components of micro-teaching skills among sixth-semester students in the English Study Program at Universitas Pasir Pengaraian

1.5. Significance of the Research

This problem is expected as follows:

- 1) For the lecturers, especially micro-teaching lecturers, lecturers are suggested to attract the students' motivation to improve their basic component of micro-teaching skills.
- 2) Students micro-teaching is very important for students who will be a teacher. By learning micro-teaching, the students will get good preparation before they teach in a real school.
- 3) For the next researcher, the researcher suggests that this research can be a reference for the following research related.

1.6. Definition of the Key Term

To avoid misunderstanding and misinterpretation of the research in reading this research, it is needed brief terms, they are:

- 1) Micro Teaching

According (to Kilic, 2010), in micro-teaching, teacher candidates find opportunities to develop skills in drawing learners' attention, asking questions,

using and managing time effectively, and bringing the lesson to a conclusion.

Also, through microteaching, the teachers' class management skills improve.

They acquire the skills to choose appropriate learner activities, use teaching goals, and overcome difficulties encountered.

2) Basic Micro Teaching

Based on the (Arifmiboy, 2019) basic components of micro-teaching skills in teaching practice performance, there are eight, set induction, set closure, classroom management, reinforcement, guiding the small discussion, questioning, explaining, and stimulus variation. In practicing microteaching, students who will be teachers are required to apply the eight basic components of micro-teaching skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that are related to the research. The researcher explains several theories related to this research. The researcher gets the theory from other relevant sources. This chapter consists of a review of related theories, a review of related findings, and a conceptual framework.

2.1 Review of Related Theories

2.1.1 Concept of Microteaching

Microteaching is the initial step for students who aspire to become teachers. It gives students access to the primary teaching strategy. Microteaching is the majority of teacher candidates' first exposure to the classroom. Numerous elements of microteaching can be investigated and improved. It was their first and only training before starting their fieldwork for their teaching profession. It might give them some simulated teaching opportunities.

Early simulation exercises for teacher candidates inspired Ralph, 2014. The course mentor or instructor, the teacher candidate, and her or his classmates usually observe, consider, and evaluate the microteaching students carried out in a small group of their peers.

(Kilic, 2010) asserts that prospective teachers can hone their abilities during microteaching to engage students' attention, elicit questions, effectively use and manage their time, and wrap up the class. Additionally, microteaching

improves teachers' capacity to manage their classes. They learn to use instructional objectives, pick suitable learner-centered activities, and overcome roadblocks. In contrast, teacher candidates hone their measuring, evaluating, and feedback skills during student learning. Additionally, students can observe and evaluate alternative teaching strategies by listening to their friends' presentations.

(Otsupius, 2014) outlined how micro-teaching is a great approach to develop skills and confidence, try out various methods, and providing criticism. Through the use of microteaching, teachers can safely examine and remark on other people's performances while being "under the microscope" of a small group of students. Technically speaking, instruction. It is often referred to a teaching laboratory with simulated encounters. The word "micro" is a prefix that originates from a Greek word that means "small," as in "microscope" and "micrometer." It is a method of teacher preparation for both beginning and experienced educators (Ansa et al., 2012). A quick way to prepare to work as a teacher is through microteaching.

With the use of microteaching, aspiring teachers can practice and refine particular teaching techniques, like using materials effectively in classes and using voice, tone, and mimicry in a lab setting (SEN, 2009). Instead of in a classroom setting, students should practice their teaching methods and behaviors in a more restricted and supported environment. The instructional environment is complicated under normal circumstances, but it is simplified in terms of the number of pupils, the duration of the class, and the subject content. A different

definition (Pemikiran & Kependidikan, 2006) *Microteaching* is a methodical teaching technique that many teachers have found quick, effective, and enjoyable to give students.

According to Dwight Allen in April (2011, p. 44), the goals of microteaching for teacher candidates are to (1) provide the necessary teaching experience, (2) allow aspiring teachers to hone their teaching skills prior to entering the classroom, and (3) allow them to acquire a variety of teaching skills. To progress in their careers, educators must continue educational programs, gain specialized teaching experience, and develop an open mind to novel teaching methods. As a result, microteaching attempts to provide aspiring instructors with a thorough understanding of how learning occurs.

2.1.2 Process of Microteaching

According to (Singh, 2014), the microteaching program typically consists of two phases: orientation and practice.

a. Orientation phase

This phase seeks to provide a thorough understanding of the microteaching technique, teaching skill, feedback process, lesson observation, lesson plan preparation, and help with other microteaching components. This stage serves as a foundation for the practice of specific instructional techniques.

b. Practice phase

The five tasks described below assist the student in accomplishing this. A microteaching cycle is completed. The student may repeat this cycle until they master the necessary skill. The stages of the microteaching cycle are listed below. The student creates a small lesson in which he can practice the skill he wishes to develop.

1. Under the supervision of a peer and the supervisor, the trainee teaches a small group of students.
2. The mentor observes and records the student teacher's lecture on audio or video. With the assistance, analyzes the lesson. The supervisor tries to offer comments that are as convincing as possible about the skill being used successfully and informs the student of more situations when the skill could have been employed.
3. After considering the comments and the supervisor's suggestions, the student teacher revises the lesson to utilize the skill better.
4. The modified lesson is taught to a different but related set of students.
5. Additional feedback is provided on the lesson that was retaught.

2.1.3 The Importance of Microteaching

(Singh, 2014), the significance of microteaching has been discussed:

1. It is a safe practice

Many types of learning require practice. Whether done by a student or an experienced teacher, practice in the traditional classroom has limitations. The idea is that instead of serving as test subjects, students should get expert training. The practice session may be extended. It must be included in the closing segment of a lengthy lesson. The student teachers receive little feedback on their work, which is the most important aspect of our classroom education. A focused instrument

A problematic career is teaching. It can be divided into particular skills or deeds. Thanks to the microteaching environment, a teacher can focus on and practice one specific skill at a time until he or she masters it. Feedback-giving expedites the process. The student teacher uses the technique of microteaching in order to develop proficiency in a range of abilities.

2. A vehicle for continuous training

Microteaching is a helpful method for giving working teachers ongoing training. When a teacher reaches a professional plateau, most do not desire to enhance their teaching abilities. It also applies to educators with a solid reputation for their instructional abilities. This is also accurate; the cause of this propensity is that they need to discover a method to try and enhance fresh teaching techniques.

3. Modeling instructional skills

Teachers' examples of practical instruction in a microteaching environment can be captured on videotape or observed by supervisors. An analysis of such a video or observation identifies the component skills that make up the complicated teaching activity. Similar to this, each talent has supporting behaviors that can be found. This acquired information aids in developing models for numerous component teaching techniques. They are provided as models. By practicing in a microteaching environment beforehand, the trainees can shape their behaviors to match the models of the skills.

4. A new approach to Supervision

The approach to Supervision under microteaching is non-evaluative. A supervisor acts as a guide or adviser in the microteaching setting. He helps the trained teacher or the practicing teacher improve his teaching skill. Before the commencement of practice, both the teacher and supervisor are clear about the objective or skill to be demonstrated. They are also clear about the mode and instrument of assessment to be used. Such a procedure provides a typical frame of reference for the supervisor and the trainee for a dialogue. The supervisor's suggestions are incorporated in the new lesson or ret each practice.

5. New research too

The teaching-learning process may be impacted by a variety of factors. These factors include the number of pupils in the class, their academic standing, the length of the lesson, their level of motivation, etc. The researcher can exert

control over these factors and observe how independent variables affect dependent variables with the use of microteaching. Pilot studies can also benefit from microteaching. The same issue can be solved in a microteaching environment before doing extensive studies.

2.1.4 Basic Components of micro-teaching skill

According to (Arifmiboy, 2019), there are eight basic components of micro-teaching. They are set induction and set closure, explaining, questioning, giving reinforcement, variation, guiding small group discussions, individual teaching skills, and classroom management.

1. Set induction

Set induction, opportunities that the teacher makes to foster attention and motivation learning. Following the definition and purpose of opening skills learning, namely as a pre-learning that aims, among others, to create a mentally ready condition, focus students' attention, and arouse their motivation to learn, then this can be done through the following alternative activities:

- a. Attracts students' attention; efforts to condition students' attention to learning, among others, can be done in the following ways:
 - 1) The teacher's teaching style, for example, varies the voice, position teacher, gestures, and other appearances that align with an educator's demands.
 - 2) Use multiple methods, media, and learning resources
 - 3) Varied learning interaction patterns

- 4) Place of learning,
 - b. Growing students learning motivation, Teachers must try to arouse student learning motivation so that students can do, work and carry out learning activities to achieve the expected learning objectives, among others, in several ways:
 - 1) Warmth and enthusiasm, a sense of belonging and responsibility for the profession reflected in every learning action, will positively impact students' enthusiasm for learning.
 - 2) To raise curiosity, the teacher should provide a lot of learning stimuli that can provoke students' curiosity.
 - 3) Create conflicting ideas; for the sake of learning, teachers must be creative in coming up with problems packaged in an idea or topic containing elements of " pro and con" to arouse students' enthusiasm for learning.
 - 4) Individual differences to arouse student motivation, teachers should pay attention to individual students and the factors that influence them.
 - c. Making reference, To provide a reference in opening learning activities can be done, among others, by:
 - 1) stating the objectives or competencies that students must achieve,
 - 2) informing the stages of activities that students must go through in learning to achieve these goals,

- 3) asking questions related to the material to be learned,
 - 4) reminding students of the main points or substance of the material to be learned.
- d. When starting learning, making links is not only linking the objectives or material to be learned with previous material that students have mastered. However, the connection with actual tasks or problems in everyday life.

2. Set closure

The teacher makes an effort to end learning so that students can gain a complete learning experience from the learning they have done. As with opening learning activities, in closing learning activities, some several ways or techniques can be done by teachers. For example, closing by making conclusions, making summaries, holding reflections, delivering reviews, delivering closing greetings, and so on. Activities that can be the activities that teachers can do in closing learning include the following ways:

- a. Reviewing the last meeting's subject, This can be done by summarizing the essence of what was discussed, asking students to convey the main ideas related to the material they learned, or other similar activities. By reviewing, students are expected to understand the learning material they have learned thoroughly.
- b. Conduct evaluation or assessment evaluation to determine student mastery of the material they have learned, among others, can be done through a short

question and answer about the material that has been learned.

- c. Development activities have been carried out to form a new understanding of the material learned.
- d. Giving the conclusion, By making conclusions, students are expected to have a complete understanding of the learning outcomes they have done.

Making conclusions as a form of activity to end learning alternatives:

- 1) made by the teacher,
- 2) made by students,
- 3) formulated together by students with guidance from the teacher

3. Explaining

This is a communication learning material to students clearly, and smoothly. Explaining is very important because one of the ultimate goals of learning is a change in behavior regarding knowledge, attitudes, skills, and habits.

- a. Clarity, Explaining are closely related to communicating. In learning communication, three central components must be considered in planning explanation:

- 1) the message or material to be explained,
- 2) the channel/tool or media used to explain, and

- 3) the characteristics of the students as recipients of the explanation.
- b. The continuity
- c. Using the media to explain,
- d. Utilizing opening and closing comments related to the topic

4. Reinforcement

Reinforcement is the teacher's response to students' learning activities. The purpose of giving reinforcement is to increase learning motivation further. The form of reinforcement can be done in two ways, namely reinforcement by verbal and nonverbal reinforcement. The goal is the same, verbal and nonverbal reinforcement is intended to respond to the process and results of student learning. Through the response delivered by the teacher, students will feel recognized for the process and results they have done.

- a. Usage of laudatory language and expression, the response given by the teacher to student behavior, or learning responses that are conveyed through the form of words or verbal sentences. Reinforcement through verbal speech is more straightforward and can be implemented immediately. easier and can be implemented immediately to respond through speech to each student's response
- b. usage of welcoming and suitable expressions and gestures, The types of responses (reinforcement) that are classified into non-verbal reinforcement, among others with things:

- 1) Mimic and body movements, such as: expressing a cheerful face, a smile, head nods, thumbs up, hand claps, and other body movements, as a sign of satisfaction teachers with the student's response.
 - 2) Approaching movement, approaching students, standing next to students, or even sitting together with students. When the teacher approaches, students feel cared for so that students will feel happy and safe
- c. with repetition and revision; for example, combining verbal and nonverbal reinforcement so that it will be possible to respond to any form or aspect of student learning behavior. In addition, there will be a dynamic learning process through the provision of reinforcement that combines (varies) verbal and nonverbal reinforcement.
- d. Using and accepting student ideas

5. Stimulus Variation

Providing varied learning stimuli can be done in several ways, such as using methods, media, teaching styles, voices, and variations in learning communication. The purpose of providing a varied stimulus is to create dynamic, fun, and rich learning.

- a. Body motions and Face-to-face activities are learning processes that face to face, between teachers and students, and other learning resources. The face-to-face learning process will be enjoyable if accompanied by varied activities, for example, teacher voice, focusing, teacher silence, eye contact,

and teacher movements.

- b. Voice modification, Media, and learning tools are two different types different, but they have almost the same function, namely to clarify the material and facilitate the learning process.
- c. Silence/pausing, The forms of communication in learning are one-way communication, two-way communication, and interaktif.
- d. Eye contact

6. Questioning

Activities in the learning process to improve students' ability to think and acquire more knowledge. are ways that teachers can use to ask questions to students. In every occasion or activity, "asking questions" often appears. When chatting or discussing with friends, in the family environment, the society, and at school, when learning takes place, "questions" often arise.

- a. Looking for more details, i.e., the question is conveyed by using sentences easily understood by the person being asked.
- b. Increasing responsiveness to criticism, i.e., the question asked, must allow students to think, find, and communicate the answer.
- c. Redirecting, i.e., questions should be delivered fairly and evenly to every student so that all have the opportunity.
- d. Focusing,

- e. Increasing critical awareness

7. Guiding Small Discussion

Discussion in the learning process is included in one type of learning method. Every learning method, including discussion, is directed to make the learning process active and effective to achieve the expected learning objectives (competencies), that are expected. Therefore, in order for the discussion activities can run smoothly, than in carrying out discussion activities must pay attention to or follow some aspects:

- a. Focus attention, During discussion activities, and teachers must always try to focus students' attention and learning activities on the topic or problem being discussed. Every conversation made by each discussion group member, all directed to discuss the topic being discussed. Therefore, if there is talk that deviates from the target of the discussion, the discussion leader must immediately remind the participants of the topic and objectives.
- b. Clarify a problem or brainstorm; during the discussion, the participants sometimes convey questions, comments, opinions, or ideas. Discussion participants are less clear, so in addition to obscuring the topic of discussion, it sometimes also causes tensions or new problems. This should not be allowed to develop further, as this will disrupt the process and outcome of the discussion itself. Therefore the teacher or discussion leader must immediately clarify the opinions or talks of discussion participants that other participants do not capture. Thus, through the efforts of the teacher or

the leader of the discussion run to provide the necessary explanations, each discussion participant will have the same perception of the ideas conveyed by members of the discussion group.

- c. Analyzing students' perceptions, Differences of opinion in discussions are natural and very likely to happen. However, what must be considered by the teacher or discussion leader is how to make these differences become a driving force and guide each group member to participate actively and constructively actively and constructively to solve the problem being discussed. Different points of view will help pupils better understand the topic at hand.
- d. Increasing student participation, and discussion in learning, among others, is to train students' thinking, namely learning to convey ideas, opinions, comments, criticisms, and others as a means of learning.
- e. Closing the discussion, Discussions are said to be effective and efficient if all discussion participants can express their ideas or thoughts so that after the end of the discussion conclusion is a result of thinking together.

8. Classroom Management

Classroom management efforts made by teachers aim to support the learning process that is a learning process. Therefore, any approach or theory chosen and used as the basis for classroom management must be oriented towards creating a better quality learning process. Active and productive learning.

- a. Responsive, This responsiveness is demonstrated by the teacher's ability to immediately respond to various behaviors or activities that are considered to interfere with learning or the development of negative attitudes and traits from students and other learning environments.
- b. Giving attention always pays attention to various activities, the environment, and everything that appears.
- c. Focusing on group attention to deal with problems should be done collaboratively and include various components or elements associated that are related.
- d. Check for directive clarity,
- e. inappropriate behavior, and
- f. nonattendance immediately

According to (Helmiati (2013), there are eight basic components of microteaching. They are set induction and closure, explaining lesson skills, questioning skills, conducting variation, reinforcement, classroom management, teaching small groups, and leading small group discussions. The basic components of micro-teaching skills can be implemented into practice based on micro drills that teachers must master before implementing practical teaching programs in education.

According to (Kilic, 2010), there are nine micro-teaching skills. They are set induction and closure, explaining, questioning, reinforcement, using

instructional media, guiding small group discussion, classroom management, stimulus variation, and leading individual small discussion.

Hasibuan and Moedjiono (2010, p. 58) state that there are eight aspects of teaching skills, namely: opening and closing skills lessons, skills provide reinforcement, classroom management skills, describing the skills, questioning skills, using a variety of skills, skills to guide small group discussion, small group teaching skills and individuals.

Based on some aspects of the experts' explanation above, the researcher concludes that there are eight basic components of micro-teaching skills. They are set induction, set closure, classroom management, reinforcement, guiding the small discussion, questioning, explaining, and stimulus variation. The basic components of micro-teaching skills should be mastered by students who will be a teacher.

2.2 Review of Related Findings

Some similar research was intended to explain the analysis of students' basic components in micro-teaching skills. First, (Hendriyani et al., 2020) conducted research with the title: Development of Instrument for Improving Teaching Basic Skills through Microteaching; this research explained, This development research produces the products of the Basic Teaching Instrument, which includes aspects of open learning, explaining, questioning, small discussion guiding, small group and individual teaching, strengthening skills, variation, classroom management, and closing skills of learning. These results

indicate that the product of the Micro Teaching Instrument based on the Basic Teaching Skills developed into the category is very feasible. The Micro Teaching Instrument can assess teaching practice more measurably because it uses indicators of basic teaching skills for each aspect.

The second (Otsupius, 2014) conducted research titled: Micro-Teaching: A Technique for Effective Teaching; Microteaching works as a focused instrument that helps practice essential teaching skills safely and effectively at any stage. This paper describes microteaching as an Efficient Learning Technique for Effective Teaching. An essential quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching goals. In addition, it increases teachers' self-confidence in an atmosphere of friendliness and equanimity.

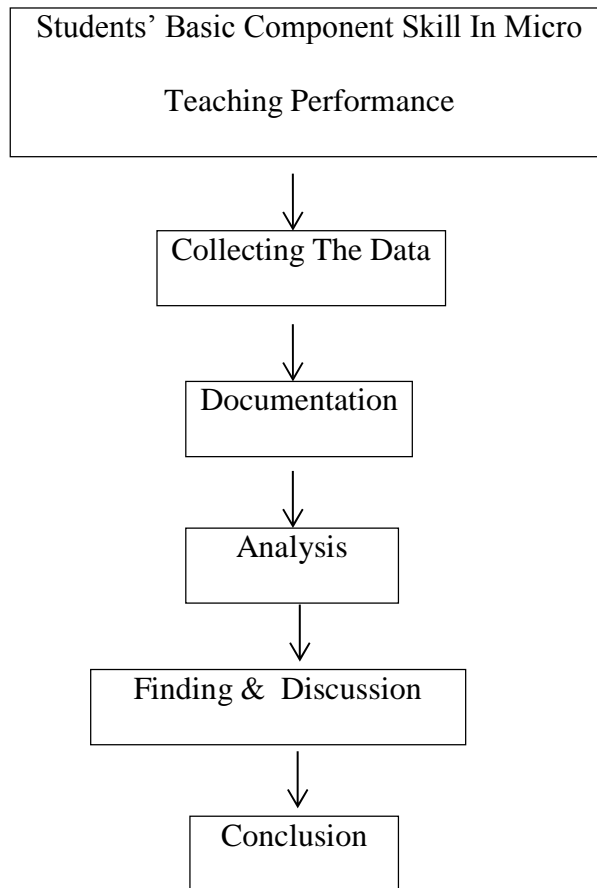
The third (Ardiansyah, 2018) conducted research with the title: The correlation between the students' micro-teaching grade and their teaching ability during preservice teaching; This study aimed at investigating the correlation between micro-teaching scores and the ability of teaching practice during preservice teaching of English language Education Department students Faculty of Education and Teacher Training UIN Ar-Raniry. Thus, the writer concluded that these results implied that the scores of micro-teaching are not the only factor affecting the students' teaching skills in teaching practice during preservice teaching at schools.

Based on the research above, this researcher took the same thing to analyze: students' basic components in micro-teaching skills. However, the difference between the three researchers above with this researcher wants to know the student's basic component skills in micro-teaching in English study programs at universities Pasir Hungarian, so this research entitled Analysis of Students' Basic Components of Micro Teaching Skill in Teaching Performance at sixth-semester students of English Study Program in Universitas Pasir Hungarian.

2.3 Conceptual Framework

The researcher describes the process of the research in a diagram in order to ease the reader to understand the outline of the researcher is conducted by the research the following diagram:

Figure 1. conceptual framework



Based on the figure of conceptual framework above, the researcher want to find out the students' basic of micro teaching competency. The researcher analyze students' basic of micro teaching competency at the six in Universitas Pasir Pengaraian.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data that will be taken at the sixth semester students of English Study Program in Universitas Pasir Pengaraian.

3.1 Research Design

This research uses descriptive qualitative design and only has one variable. Because there is just one variable used to describe students' basic components of microteaching in the English Study Program at Universitas Pasir Pengaraian, it is referred to as descriptive research. Meanwhile, it is said that qualitative research is essentially interpretive because it takes place in a natural situation. Widoyoko (2012) says that qualitative research describes the way things are which is based on facts and stated in statement or words form. In addition, qualitative research takes place in the natural setting of the basic components of micro teaching skill.

3.2 Setting of the Research

This research is conducted at English Study Program in Universitas pasir pengaraian. It is locate in Faculty of Teacher Training and Education.

1. Population

According to Arikunto (2010, p. 173) population is a set or collection of all elements possessing one or more attributes of interest. The population of the research in this case is the sixth semester English Study Program students, which the researcher finds fascinating, in academic year 2022/ 2023. There were 37 students at sixth semester student.

2. Sample

The research will conduct on the sixth semester students at Universitas Pasir Pengaraian Faculty of teacher training and education English Study Program, with a total number are 37 students. The researcher chooses the sixth semester students because basic components have been applied in the form handout for microteaching.

3.3 Instrumentation of the Research

The instrument of this research was defined into two kinds. There was micro teaching performance and documentation. Based on data collection techniques are used, the instrument of this study used the micro teaching assessment format from the guidelines of teacher performance appraisal (IPKG2) to find out the basic components of micro teaching skill at sixth semester students in English Study Program in Universitas Pasir Pengaraian.

1. Micro Teaching performance

According to (Arifmiboy, 2019) there are eight basic component in micro teaching skill, this research were analysed by 8 indicators consisting of 36 items, each item got a maximum score of 4 and minimum was 1. The teaching skill of the students in this study were grouped or divided into four categories (Vey Good, Good, Fair, Poor).

Table 3.1 The Basic Component of micro teaching performance.

No	TEACHER PERFORMANCE	SCORE			
		1	2	3	4
1	SET INDUCTION				
	a. Attracts students' attention				
	b. Growing students' learning motivation				
	c. Making reference				
	d. Making links				
TOTAL AVERAGE A					
2	SET CLOSURE				
	a. Reviewing last meeting subject				
	b. Conduct evaluation or assessment				
	c. Development out activities				
	d. Giving the conclusion				
TOTAL AVERAGE B					
3	CLASSROOM MANAGEMENT				
	a. Responsive				
	b. Giving attention				
	c. Focusing on group attention				
	d. Check for directive clarity				
	e. Inappropriate behavior				
	f. Nonattendance immediately				
TOTAL AVERAGE C					
4	REINFORCEMENT				
	a. Usage of laudatory language and				

	expression				
	b. Usage of welcoming and suitable expressions and gestures				
	c. repetition and revision				
	d. using and accepting student ideas				
	TOTAL AVERAGE D				
5	GUIDING SMALL DISCUSSION				
	a. Focusing attention				
	b. Clarify a problem or brainstorm				
	c. Analyzing students' perceptions				
	d. Increasing student participation				
	e. closing the discussion				
	TOTAL AVERAGE E				
6	QUESTIONING				
	a. looking for more details				
	b. increasing responsiveness to criticism				
	c. Redirecting				
	d. Focusing				
	e. Increasing critical awareness				
	TOTAL AVERAGE F				
7	EXPLAINING				
	a. the clarity				
	b. the continuity				
	c. using the media in explaining				
	d. utilizing opening and closing comments related to the topic				
	TOTAL AVERAGE G				
8	STIMULUS VARIATION				
	a. body motions				
	b. voice modification				
	c. Silence/pausing				
	d. Eye contact				
	TOTAL AVERAGE H				

Assesment criterion

No	Category	Range	%
1	Very Good (A)	3,5 – 4,0	80– 100
2	Good (B)	2,5 – 3,49	70 – 79
3	Fair (C)	1, 5 – 2,49	60 – 69
4	Poor (D)	< 1,5	< 59

(IPKG-2)

2. Documentation

The second instrument was documentation by the video recorder. Through this documentation, the researcher analyzes students' basic components in micro-teaching skills at sixth-semester students of the English Study Program at Universitas Pasir Pengaraian.

3.4 Technique of Collecting the Data

According to Widoyoko (2012, p. 33), collecting research data is intended to get the data, explanation, facts, and accurate information. It means collecting the data to find and get information about the research. This research test was conducted at Universitas Pasir Pengaraian in the sixth semester of the English Study Program in the Faculty of Teacher Training and Education.

The researcher required the participant to practice teaching to find out the student's micro-teaching skills. To collect the data, the researcher used a video. Then, the researcher analyzed all the videos.

3.5 Technique of Analyzing Data

This study used descriptive analysis. According to Riduwan and Sunarto (2012), descriptive analysis is the data analysis that describes something in an individual or group. The purpose of descriptive analysis is to make systematic data factual and accurate about the problem that is researched. After collecting the data, the researcher analyzed the data by using a micro-teaching assessment format. The technique of analyzing the data was carried out in some steps. Firstly collecting, the data, data of this study came from the data being done on the student's micro-teaching performance. Secondly, the researcher chose two micro-teaching lecturers to help the researcher analyze the data. Thirdly, the micro-teaching performance record is given by the researcher to the micro-teaching lecturer; fourthly, the micro-teaching lecturer is given the indicator of the basic components of micro-teaching. Fifthly the researcher and the micro-teaching lecturer analyze the basic components of micro-teaching based on the indicator of basic components of micro-teaching. Sixthly the researcher collected the micro-teaching lecturer's results. The last, the researcher analyzed the micro-teaching lecturer's result of the data based on scoring of students' basic component of micro-teaching. After that, the researcher presented in result finding to find out students' basic components of micro-teaching in the English Study program. One standard method of assessing students' basic component micro-teaching will be based on the following scoring of the student's basic component micro-teaching.

Table 3.2 Scoring of the students basic component micro teaching.

No	Category	Range	Letter
1	Very good	3.5-4.0	A
2	Good	2.5-3.49	B
3	Fair	1.5-2.49	C
4	Poor	<1.5	D

In this research, the students' micro-teaching performance was categorized into four categories very good (A), good (B), fair (C), and poor (D). so it could be formulated as follow:

$\frac{\text{Maximum score} - \text{Minimum score}}{\text{Categories}}$

$$\frac{144-36}{4} = 27$$

4

Table 3.3 Analysis of the basic components of micro teaching skill

No	Category	Range	Letter
1	Very good	118 - 144	A
2	Good	90 – 117	B
3	Fair	64 - 89	C
4	Poor	36 – 63	D

(source : Processed Data 2015)