

Pre-service Teachers' Perception on the Reflective Teaching Practices in Micro Teaching Class

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Abstract. This study was a descriptive quantitative analysis aimed to find out the student teachers' perception of the Reflective teaching practice at pre-instructional, instructional, and post instructional stages in EFL micro-teaching classes. The population in this research was the English language education students who have attended Micro teaching courses. 108 students participated in this research by completing the questionnaire. The data analysis technique used in this research is a descriptive analysis using the SPSS program for Windows version 17.0. The statistical analysis showed that the Mean score was 201.16, Median 199, Mode 184, and Standard deviation 16.923 from the total score of 21,275. The pre-service teachers' perception of the reflective teaching practice at pre instructional stage and the post-instructional stage was in the very good category whereas their perception at the instructional stage was in a good category. This is to say, the pre-service teachers perceived that reflective teaching practice was carried out well in EFL micro-teaching class at UNM.

Keywords: Perception; Reflective Teaching Practices; Micro Teaching; Instructional Stages;

INTRODUCTION

Life in the 21st century demands a variety of skills so that students must master English in order to become successful individuals in global life. Learning patterns in university are still anonymous learning due to the reluctance of lecturers to use certain learning models related to steps or syntax that are stated by lecturers to be quite difficult to implement (Corebima, 2016). The lecturers expressed their preference for discussion and presentation activities because

they did not require extra preparation to be applied and could finish the material in large quantities on time. This of course must be immediately addressed and changed into learning patterns based on learning models or strategies. The low cognitive learning outcomes of students are related to several factors, two of which are thought to be students' metacognitive skills and the learning patterns used by lecturers (Saputri, 2017)

Reflective teaching practice in micro teaching has become a focus of interest and a powerful movement on teacher education. This reflective ability is assumed to be able to equip prospective teachers in carrying out teaching assignments with all their demands and changes.

Teaching and learning interactions of lecturers should involve students in the learning process, meaning that not only lecturers are active but students also play an active role in the teaching and learning process. The application of certain learning strategies in the class, of course, must also be supported by positive responses and active participation from the students. Therefore, it is very important to identify perceptions and find out the extent to which the students understand the learning strategies of reflective teaching practices in micro teaching class.

Slameto (1987: 102) perception is the process involving the entry of messages or information into the human brain. Through human perception, it is constantly in contact with its environment. This relationship is done through the senses of sight, listener, taste, touch and smell. In terms of teaching and learning in Micro Teaching class, the pre-service teachers' perception utilizing their senses toward the reflective teaching practices is of great importance. Their perception derives from their experience in listening to the interactions happened in the class, observing what is being practiced, and demonstrating the teaching skills through micro teaching class.

Reflective teaching is defined as looking back for teacher's own teaching. It includes thinking and rethinking about one's performance before, during and after class activities. Instructors have to reflect about the problems of students which are likely to happen during achievement of targeted goals. Teachers have to ponder about the teaching strategies they will need to consider in delivering the expected lesson. (Artzt, Curcio, Gural, Thomas, 2015).

In micro teaching class, reflective teaching practices deal with the practices done by the lecturer as the supervisor and facilitator of the learning process and by the pre-service teachers demonstrating the necessary teaching skills during the three stages of instruction: pre-instructional stage, instructional stage, and post instructional stage.

Microteaching is technically a scaled-down teaching. It is also known as simulated

encounter designed and teaching laboratory. The prefix 'micro' comes from a Greek word meaning 'small' like 'Microscope' and 'micrometer'. It is a teacher training technique of both pre-service and in service teachers. Allen, Bush, and Kim Romney used it worldwide since its invention at Stanford University in the late 1950s. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. Microteaching helps teachers to improve both contents and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, using effective reinforcement techniques, introducing and closing lessons effectively. Immediate, focused feedback and encouragement, combined with the opportunity to practice the suggested improvements in the training session, form the foundations of the microteaching protocol. Microteaching reduces the complexities of normal classroom teaching, thus allowing the teacher to concentrate on the acquisition of a teaching skill (Bush, 1966, Cooper, 1967; Allen and Ryan, 1969).

Microteaching is often conducted as part of a group activity on teacher-training courses and involves planning and teaching a short lesson or part of a lesson to a group of fellow student teachers; this is followed by feedback from the teacher trainer and the peers (Richards & Farrell, 2011). The benefits of this instructional approach have long been discussed and acknowledged by teacher educators worldwide making it an integral part of most pre-service Teacher Education programmes (Kuter et al., 2012). However, its practice in the education of teachers has often been criticised for being based on a traditional 'top-down' view of teaching which focuses on the reproduction of teaching norms, for being mainly based on corrective feedback (Richards & Farrell, 2011) and, for providing student teachers with limited opportunities to reflect on their own teaching (Lee & Wu, 2006). To support preservice teachers' capacity for reflection, teacher educators spend time in post-observation conferences attempting to guide student teachers into clearer and deeper understandings of instructional practices (Baeher, 2011).

Micro teaching class is defined as a class which trains students to be teachers in a

small simulated class and provides the students to be teachers in a small simulated class and provides the students any facilities to give them feedback on their teaching practice performance so that the students can evaluate and developed their teaching skill. La Sunra (2018) Micro teaching is a special teaching practice model. In this teaching context, there contains many actions like use of methods, usage of media, learning guide, motivation, class management, assessment, analyzing and so on. If these skills are connected to the three stages of instruction as mentioned at the previous part, then the description is as follows: a) the pre-instructional stage covers the skill to start the class, the ability to attract students' attention, the skill to carry out apperception, the skill to introduce the topic, the skill to state the learning objectives, and the skill to provide brief description of learning activities, and give pre-test; b) the instructional stage includes the students' understanding about the learning materials, the use of examples and illustrations, and the appropriate use of the teaching method; and c) the post instructional stage refers to revisiting the contents of the subject matter, delivering a post test, reflecting, and informing the follow up activities.

METHOD

This study used descriptive quantitative research method by distributing questionnaire in English Education Study Program in Faculty of Languages and Literature UNM. The population of this study is all of English Education Student's in UNM who have programmed micro teaching courses, divided into four classes from 2017th and one class from SL 2019th with a total of 150 students. The sampling technique used proportional random sampling. Determination of the number of samples in this study refers to Chi Square formula with an error rate 5% with the result 108 samples.

The data is one variable : student's perception of the implementation of reflective teaching practices in micro teaching classes. This study used questionnaire to reveal data about the pre-service teachers' perceptions of the implementation of reflective teaching practices in micro teaching course which includes three stages: pre-instructional stage, instructional stage, and post-instructional stage.

To analyze the research data, the writer used the Likert scale measurement. Data analysis

with SPSS, before doing analysis, several types of analysis validity and reliability test of all item questionnaires are valid. Descriptive analysis in this study calculates the Mean (M), Median (Me), Mode (Mo), and standard deviation (SD). In the frequency distribution, the results of this study are categorized student's perception.

Table 1 : Student Perception Category

Comparison criteria	Category
$X \geq M + 1.5 SD$	Very good
$M \leq X < M + 1.5 SD$	Good
$M - 1.5 SD \leq X < M$	Poor
$X < M - 1.5 SD$	Very poor

Information :

X : Respondent score

M : Mean (1/2) highest score + lowest score

SD : Standard Deviation (1/6) highest score – lowest score

RESULTS AND DISCUSSION

Pre-instructional stage

Student's perception of attract the attention in EFL micro teaching class, as many as 68 respondents (63,9%) had a good perception, 39 respondents (36,1%) had a very good perception and 1 other respondents had a poor perception. Student's perception of apperception as many as 81 respondents (75%) had a very good perception, 26 respondents (24,1%) had a good perception and 1 other respondents had a poor perception. Student's perception of of deliver the topic, objective and brief description of learning as many as 95 respondents (88%) had a very good perception, and 13 other respondents (12%) had a good perception. Student's perception of give pre-test, as many as 60 respondents (55,6%) had a very good perception, 48 respondents (44,4%) had a good perception. Based on empirical data obtained Mean 34.68, Median 34.5 Mode 34, Standard deviation 2.874 from 3745 total score overall. The mean value of 34.68 indicates that in general, student's perception of reflective teaching practices at the pre-instructional stage were in very good category.

According to Hasibuan et al (1994) the skills to start the lessons is a learning activity to create student preconditions so that their interest and attention are focussed on what they are going to learn. In line with La Sunra's teory that starting the lessons can attract student's attention, giving

motivation to pay attention to student's interest. Further, the results obtained are in line with Syakdiyah (2017) that student's have a good ability to attract students attention and interest so that students are mentally ready to participate in learning activities. Different from Corebima (2016) based on the results of this research, he did not require extra preparation to be applied and could finish the material in large quantities on time. The lecturers expressed their preference for discussion and presentation activities.

Instructional Stage

Students' perceptions towards reflective teaching practice at the instructional stage with explaining the material, most of respondent were in the good category with a total of 55 respondents (50,9%). Student's perception of giving reinforcement had very good category with a total of 61 respondents (56,5%). Students' perceptions of providing stimulus the results is that reflective teaching practices about this were carried out is very well. This is indicated by the number of respondents who answered most of respondents were in the very good category with a total of 58 respondents (53,7%). Student's perception with leading and facilitate group discussion, most of respondents had a very good category (51,9%). Student's perception of managing class most of respondents were in the very good category with a total of 73 respondents (67,6%). Student's perception of questioning, most of respondents were in the very good category with a total of 61 respondents (56,5%). Based on empirical data obtained Mean 145,74, Median 144 Mode 132, Standard deviation 12,32 from 15.740 total score overall. The mean value of 145,74 indicates that in general, student's perception of reflective teaching practices at the instructional stage in the EFL micro teaching class at Universitas Negeri Makassar were in very good category.

Research results are in line with Nurbayani, has shown to be effective with indicators the concept of lecturers about micro is micro teaching is training as well as a variety of teaching skills in teaching simulations (open, explain and close the lesson) and train skilled in teaching (all skills at once) with limited time, goals, materials, methods and strategies, implementation procedure. The research results are also in line with Hui-Jui Huang, the results showed that teacher characteristic (82%), delivery of instruction (78%) and class interaction (40%) is the three most important

indicators in the implementation of micro learning at prospective teachers. The results of this study are also confirmed by La Sunra (2018) showed that there are eight skills that must be mastered by a teacher or prospective teacher among them skill of questioning are skills that seek to develop students' thinking abilities, increase student participation, and encourage students to be critical. Thus, asking is an effective stimulus that encourages and develops students' thinking abilities. Then, skill of giving reinforcement is the behavior of the teacher / educator in responding positively to a particular behavior of the students which allows the behavior to repeat it self. The teacher can provide verbal reinforcement in the form of words for example, thanks or praise and non-verbal reinforcement, in the form of facial expressions and body movements.

Post-instructional stage

Student's perception of revisiting the contents of the subject matter, as many as 73 respondents (67,6%) had a very good perception, 32 respondents (29,6%) had a good perception and 3 others respondents had a poor perceptions. Student's perception of do a post test as many as 75 respondents (69,4%) had a very good perception, 30 respondents (27,8%) had a good perception and 3 others respondents (2,8%) had a poor perceptions. Student's perception of inform the follow up activities, as many as 63 respondents (58,3%) had a very good perception, 42 respondents (38,9%) had a good perception and 3 others respondents (2,8%) had a poor perceptions. Based on empirical data obtained Mean 20,74, Median 21, Mode 21, Standard deviation 2,115 from 2.240 total score overall. The mean value of 20,74 indicates that in general, student's perception of reflective teaching practices at the post instructional stage closing the lesson (revisiting the contents of the subject matter, do a post test, and inform the follow-up activities) in the EFL micro teaching class at Universitas Negeri Makassar were in very good category. La Sunra (2018) argues that at the end of teaching learning activities, to make students aware of and consider the importance of the materials taught, the teacher should review today's materials and close the activities well. The results of this study are in line with Hui-Jui Huang (2001) that the final stage of learning, delivery of instruction was carried out well (78%).

CONCLUSION AND SUGGESTION

In general, the pre-service students perceived that reflective teaching practices were well implemented in EFL Microteaching class at UNM. Most students (76.9%) had very good perception on the implementation of reflective teaching practice at pre instructional stage which included attract the students' attention, carry out apperception, deliver the topic, objective, and brief description of learning activities, and give pre-test. At the instructional stage, about 50.9% had perception on the implementation of reflective teaching practices. This stage covered the students' understanding about the materials, the use of examples and illustration, and the use of method appropriately).

The implementation of reflective teaching practice at the post-instructional stage was perceived in the very good category (68.5%). At this stage, the pre-service teachers thought that the lecturer revisited the contents of the subject matter very well, provided a post test, and informed the follow up activities to the students. Since reflective teaching practices have been implemented well in micro teaching class in relatively all the three stages of instruction, it is suggested that other lecturers devise a way to do the same in order for the students to learn and practice the model.

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