

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teacher candidates need to acquire specific knowledge and competences to accomplish their jobs in teaching. Before starting their profession, they should be furnished with special training (Sisman & Acat, 2003 in Kilic, 2010). In order to produce a good quality in teaching, the English Department of Faculty of Teacher Training and Education (FTTE) of Widya Mandala Catholic University Surabaya (WMCUS) provides the teacher candidates a training program. The training programs – micro teaching and teaching practice – are provided for them to attain sufficient competencies.

Teaching practice is one of the compulsory courses in which the teacher candidates experience the teaching learning activities personally in real classes in a certain school. Teaching Practice is intended for them to gain experiences in teaching English skills in the real class. In order to gain experience and essential teaching competences in the actual class, the teacher candidates of

the English Department of FTTE of WMCUS are obligated to do 36 working days of teaching practice.

As stated in *Buku Panduan Program Praktek Pengalaman Lapangan* (2013), there are some qualifications for the teacher candidates to be permitted to do Teaching Practice. One of the qualifications of doing Teaching Practice at the English Department is the candidates must pass Micro Teaching course. Micro Teaching is a compulsory course where the teacher candidates do the simulation of their teaching in front of their peers. Micro Teaching helps the teacher candidates simulate teaching learning activities like in the real class. In short, Micro Teaching classroom is the imitation of the real classroom in school field.

Micro Teaching facilitates the teacher candidates to create a suitable lesson plan which is applied in the school, to conduct the English teaching techniques, and to construct communication in classroom discourse. The classroom discourse includes asking triggering questions before starting the lesson, answering the students' questions, handling and managing the class activities, and utilizing media for teaching learning activities in the class. Every teacher candidates in Micro Teaching class is given a chance to take

the materials from the textbooks. In short, the specific objective of Micro Teaching is to make the teacher candidates aware of their teaching performance before they perform the actual teaching in their Teaching Practice (The Syllabus of Micro Teaching, 2014).

It is believed that Micro Teaching has a relation to Teaching Practice. In Micro Teaching, the teacher candidates are trained to conduct teaching simulation in front of their friends. However, Micro Teaching is different from Teaching Practice where the teacher candidates face the real classroom situation. As stated by Pultorak (1996) in Amobi and Irwin (2009), the teacher candidates believed that real classrooms experiences are not always the most helpful circumstances in promoting the teacher candidates to contemplate on their teaching actions. For that reason, it is believed that Micro Teaching is needed in supporting the teacher candidates to practice in on-campus setting. Micro Teaching is an excellent course in preparing the teacher candidates before they do their Teaching Practice.

Manis (1973) conducted a study about the process and effects of Micro Teaching on teacher candidates. The usefulness of Micro Teaching was investigated in his study. He found that Micro

Teaching is useful to prepare the teacher candidates in leading their actual teaching. Butler (2001) in Amobi and Irwin (2009) found that, “Participants were eager to talk about their micro teaching opportunities and to comment on how beneficial the experience was and how much they had learned” (p.5).

From the explanation above can be concluded that Micro Teaching is needed to prepare the teacher candidates before doing their Teaching Practice. However, the study about the benefits of Micro Teaching towards Teaching Practice has not yet investigated. Since the investigator wants to know about the use of Micro Teaching in providing initial teaching experience, the investigator wants to examine it. Consequently, the investigator conducts a study entitled “The teacher candidates’ perceptions on the benefits of Micro Teaching towards teaching practice”.

1.2 Statement of the Problem

This study aims to answer this question: What are the teacher candidates’ perceptions on the benefits of Micro Teaching towards their teaching practice?

1.3 The Objective

The purpose of this study is to reveal the teacher candidates' perception on the benefits of Micro Teaching towards their Teaching Practice.

1.4 The Significance of the Study

This study is expected to inform the use of Micro Teaching and Teaching Practice. The information about the benefits of Micro Teaching towards Teaching Practice can be used as an input to evaluate the syllabus of Micro Teaching. The syllabus creator pays attention in what needs maintaining and/or what needs improving in Micro Teaching syllabus. Furthermore, it is expected that the teacher candidates later on will be more aware of the benefits of taking Micro Teaching course.

1.5 The Assumption

This study assumes that the teacher candidates who have taken and done Micro Teaching apply teaching skills they got in their Teaching Practice.

1.6 Theoretical Framework

This study investigates issues of English Teaching Skills used in Micro Teaching class and Teaching Practice. Accordingly, Micro Teaching skills will be used as the major theory of this study. Micro Teaching skills include the stimulus variation skills, the explaining skill, the introductory and closing skill, the skill of questioning, and classroom management. At last, the issue on Teaching Practice implementation in general is described, specifically the one that is implemented at WMCUS. It also includes the basic concept of Teaching Practice and the fundamental purpose of Teaching Practice.

1.7 Scope and Limitation

The subjects of this study are the English Department teacher candidates of the academic year of 2011 of FTTE of WMCUS who have taken and done Micro Teaching course and Teaching Practice.

This study is to identify the teacher candidates' perception on the benefits of Micro Teaching towards Teaching Practice. The investigator limits this study on the benefits of the experience the

teacher candidates got in Micro Teaching and the teaching skill they applied in Teaching Practice.

1.8 The Definition of Key-terms

The definition of key-terms which are employed in this study are: teacher candidates, perception, role, Micro Teaching, and Teaching Practice which will be defined separately below.

Teacher candidates in this study are the students of English Department of FTTE of WMCUS of the academic year 2011 who have taken Micro Teaching and have done Teaching Practice.

Perception refers to the teacher candidates' opinion on the benefits of Micro Teaching towards their Teaching Practice experience.

Benefits refers to the advantages of joining Micro Teaching which helps the teacher candidates gain confidence in teaching the real students by applying teaching skill they practiced in Micro Teaching.

Micro Teaching is a two-credits course which provides the teacher candidates to practice their teaching skill in front of their peers before doing Teaching Practice at the school field.

Teaching Practice is a self-experienced teaching for 36 working days in a real classroom at school designed for the teacher candidates of the English Department of FTTE of WMCUS to do different activities related to both administrative and non-administrative responsibilities. Teaching Practice implementation is organized by Micro Teaching Laboratory of FTTE of WMCUS. There are also some prerequisites to do Teaching Practice which includes IC (Intensive Course), all-skills-subjects, teaching-related courses (TEFL 1, TEFL 2, TEYL, and Micro-Teaching), CMD (Curriculum Material Development), Pedagogy, Scientific Writing, Professional Ethics and Language Testing.

1.9 Organization of the Thesis

This study is organized into five chapters. In Chapter I, the investigator deals with the background, the problem statements with the objectives, mentions the significance of the study, identifies the assumption and the scope and limitation of the study, presents theoretical framework, and describe the definition of key-terms. Chapter II deals with the review of literature which is related to the research. Chapter III includes the research design, respondents,

instruments of the study, source of the data, procedures of data collection, and data analysis technique. In Chapter IV, the investigator provides the result of the analyzed data and discusses findings. Chapter V presents conclusion of the study.