

PERCEPTION OF PEER TEACHING PERFORMANCE IN MICROTEACHING CLASSES

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Abstract

The purpose of this study is to investigate the expectations of students in microteaching classes about peer teaching results. This analysis used descriptive methods. Sixth semester students who were pursuing microteaching subjects at the Muhammadiyah University of Bengkulu's English education program were the focus of the study. In this analysis, the investigator used the questionnaire as a guide. The questionnaire was approved and updated from the Professional Growth and Evaluation Handbook for Teacher (2015). The result showed that students perspective on peer teaching success in microteaching classes was classified as negative. It suggests that students should practice a great deal to improve their better teaching efficiency, and it also indicated that students should be taught how to make a good lesson plan before teaching practice to establish an efficient teaching learning process for lecturers.

Keywords : *Microteaching, Teaching Performance, Students Perceptions.*

A. Introduction

Teacher Training and Education faculty is a faculty (FKIP) that prepares teachers candidate. In FKIP, there are several study programs namely Mathematics Education, Biology Education, Economic Education, Pancasila and Citizenship Education, Indonesian Language Education, and English Education. In English Education there is a subject that must be taken by sixth semester students before they practice the real teaching, it is called microteaching.

Microteaching is the process of teaching learning for train students become a teacher with practice teaching in front of their classmates, pretend. In the process, one student acts as a teacher and others act as students. It aims to prepare students to become teachers because practice teaching are believe to be experiences that students must be learn for teaching. According Allen and Rayen (1969) that microteaching is to be found in five critical recommendation, the first is that microteaching is certified instructing yet the complexities of ordinary study hall educating are reduced. That is to say, microteaching centers around preparing for the achievement of explicit undertakings, that stipend is made for expanded control of training and that the control information on outcome or criticism measurements is significantly extended. From this subject the understudies would have liked to have

educating abilities. While, in microteaching classes the English students as a teacher practice teaching with their classmate, it is called peer teaching. Peer teaching involves students teaching students in small group settings, where the teaching role passes until each has taught once. Dueck (1993) said peer Teaching can upgrade learning by empowering students to assume liability for inspecting, coordinating, and solidifying existing information and material, understanding its essential structure, filling in the holes, finding extra implications, and reformulating information into new reasonable systems. In addition, Help from peers expands learning both for the understudies being helped just as for those giving the assistance. For the understudies being helped, the help from their friends empowers them to move away from reliance on educators and acquire occasions to upgrade their learning. For the students giving the assistance, the agreeable learning bunches fill in as occasions to expand their own exhibition. They get the opportunity to encounter and discover that "instructing is the best educator (Farivar and Webb, 1993). Furthermore, an abundance of proof is incredibly powerful for a wide scope of objectives, substance, and students of various levels and characters (McKeachie et al., 1986). Peer teaching includes at least one understudies showing different understudies in a specific branch of knowledge and expands on the conviction that "to teach is to learn twice" (Whitman, 1998)."

In following the practice teaching there is one of significant factor in cycle encouraging learning it called as teaching performance. Teaching performance is performance which done by a teacher in carry out the task and responsibilities in gave out tutoring that contain knowledge and skills which lead to students increased learning achievement. In teaching practice there are several steps which done by an instructor in do the assignment and obligations in gave out mentoring that contain information and aptitudes which lead to understudies expanded learning accomplishment. In encouraging practice there are a few stages should be possible by an instructor, concurring Professional Growth and Evaluation Handbook for Teacher (2015) there are a few classifications of guidelines that educators should have namely the first planning and preparation : knowledge and content, knowledge of students, and lesson design. The second classroom environment : climate of respect and learning, classroom procedures and physical environment, and managing student behavior. And the last instruction: lesson delivery, feedback to students, and assessment for learning.

The result of preliminary study done by the researcher also showed that the students at sixth semester of English Study Program at Muhammadiyah University of Bengkulu who

enrolled microteaching subject admitted that they have positive and negative to find out to more about students perceptions peer teaching performance. So, in this research the researcher to know want more the specific about perceptions on peer teaching performance in microteaching classes. Therefore, the researcher conducted the title of research are “*Students’ Perceptions on Peer Teaching Performance in Microteaching classes at English Education Program of Muhammadiyah University of Bengkulu*”.

B. Research Method

The researcher used a descriptive qualitative method. It called descriptive qualitative research because it just collect the data, classified the data, and then analyze them and the writer conclusion about the data as the end of it. According to Maxwell (1996;17) states that descriptive research is the research that focused on specific situation or people, and its emphasis on words rather than numbers. The aims of the research to find out students perceptions on peer teaching performance in microteaching classes.

The subject of the research was students of sixth semester who are following microteaching subject in English study program at Muhammadiyah University of Bengkulu in academic 2019/2020. There were six classes in microteaching subject, each class includes 9-12 students. The instrument in this research was questionnaire. The researcher used questionnaire adopted by theory Professional Growth and Evaluation Handbook for Teacher (2015) to know perception students of their friends teaching performance in microteaching classes

The questionnaire followed the model of Likert scale in which each item of questionnaire have alternative answer:

Table 3.1 likert scale

Statement	1	2	3	4
Explanation	Very negative	Negative	Positive	Very positive

C. Finding and Discussion

1. Students’ perceptions on peer teaching performance in microteaching classes. Students’ perception on peer teaching performance in A class.

In A class the result of students’ perceptions on peer teaching performance, on the table below:

Table : The presentage of students’ perceptions on peer teaching performance in A class.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	43%	
2.	Classroom environment	50%	
3.	Instruction	51%	
Total		48%	Negative

From the table above the students' perceptions on peer teaching performance in microteaching classes is categorized negative. It means that, students teaching performance in A class are not good yet. The first, planning and preparation, are not good because they don't plan and prepare there. The second, classroom environment. In process practice teaching in microteaching classes, the students only design a video teaching practice from their home. And the last, instruction. In here there is still not enough of interaction with students, so that the deliver of learning material in microteaching classes are not good yet.

Students' perception on peer teaching performance in B class.

In B class the result of students' perceptions on peer teaching performance, on the table below:

Table : The presentase of students' perceptions on peer teaching performance in B class.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	60%	
2.	Classroom environment	49%	
3.	Instruction	55%	
Total		55%	Positive

On the table above the students' perception on peer teaching performance in microteaching classes is categorized positive. Its means that students teaching performance in B class are good. The first, planning and preparation are good yet because they are plan and prepare before practice teaching. The second, classroom environment. In practice teaching students have develop process learning with interacting with students. And the last, instruction. In this class students have deliver learning material to enaough clearly such as providing feedback to students.

Students' perception on peer teaching performance in C class.

In C class the result of students' perception on peer teaching performance, on the table below:

Table : The presentage of students' perceptions on peer teaching performance in C class.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	58%	
2.	Classroom environment	53%	
3.	Instruction	51%	
Total		54%	Positive

On the table above the students' perceptions on peer teaching performance in microteaching classes is categorized positive. Its means that students teaching performance in C class are good. The first, planning and preparation are good yet because they are plan and prepare before practice teaching. The second, classroom environment. In practice teaching students have develop process learning with interacting with students. And the last, instruction. In this class students have deliver learning material to enaough clearly such as providing feedback to students.

Students' perception on peer teaching performance in D class.

In D class the result of students' perceptions on peer teaching performance, on the table below:

Table : The presentage of students' perceptions on peer teaching performance in D class.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	42%	
2.	Classroom environment	47%	
3.	Instruction	48%	
Total		46%	Negative

From the table above the students' perceptions on peer teaching performance in microteaching classes is categorized negative. It means that, students teaching performance in D class are not good yet. The first, planning and preparation, are not good because they don't plan and prepare there. The second, classroom environment. In process practice teaching in microteaching classes, the students only design a video teaching practice from their home. And the last, instruction. In here there is still not enough of interaction with students, so that the deliver of learning material in microteaching classes are not good.

Students' perceptions on peer teaching performance in E class.

In E class the results of students' perceptions on peer teaching performance, on the table below:

Table : The percentage of students' perceptions on peer teaching performance in E class.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	53%	
2.	Classroom environment	46%	
3.	Instruction	44%	
Total		48%	Negative

From the table above the students' perceptions on peer teaching performance in microteaching classes is categorized negative. It means that, students teaching performance in E class are not good yet. The first, planning and preparation, are not good because they don't plan and prepare there. The second, classroom environment. In process practice teaching in microteaching classes, the students only design a video teaching practice from their home. And the last, instruction. In here there is still not enough of interaction with students, so that the deliver of learning material in microteaching classes are not good.

Students' perception on peer teaching performance in F class.

In F class the results of students' perceptions on peer teaching performance, on the table below:

Table : The percentage of students' perceptions on peer teaching performance in F class.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	58%	
2.	Classroom environment	47%	
3.	Instruction	52%	
Total		52%	Positive

On the table above the students' perceptions on peer teaching performance in microteaching classes is categorized positive. Its means that students teaching performance in F class are good. The first, planning and preparation are good yet because they are plan and prepare before practice teaching. The second, classroom environment. In practice teaching students have develop process learning with interacting with students. And the last, instruction. In this class students have deliver learning material to enough clearly such as providing feedback to students.

2. Students' perceptions on peer teaching performance in microteaching classes at English Education Program of Muhammadiyah University of Bengkulu.

In section the result of students' perceptions on peer teaching performance, the detail can be seen below :

Table : students' perceptions on peer teaching performance.

No.	Assessments aspect	Positive	Categories
1.	Planning and prepration	51%	
2.	Classroom environment	47%	
3.	Instruction	50%	
Total		49%	Negative

From the table above found that students' perceptions on peer teaching performance in microteaching classes is categorized negative because its teaching performance are not good yet. In process practice teaching in microteaching classes, the students only design a video teaching practice from their home. So that, process practice teaching learning does not go well.

The findings of this research showed that the students' perceptions on peer teaching performance in microteaching classes at English Education Program of Muhammadiyah University of Bengkulu. The research question in this research "what are the students' perceptions on peer teaching performance in microteaching classes at English Education Program of Muhammadiyah University of Bengkulu". Based on theory by Handbook of Professional Growth and Evaluation Handbook for Teacher (2015) published by Pendelton School District and Teacher Evaluation Hanbook from Charlotte Danielson's.

The result of this study showed that the students perceptions on peer teaching performance is categorized negative because its teaching performance are not good yet, which the obtained from students the answer of the questionnaire. There are several factors that make students teaching performance not are good. Such as they are unconfident, didn't make a good plan, didn't make an evaluation, and prepare well for classroom environment before practice teaching, they didn't design lesson plan, the students do not master about teaching materials, and lack of interaction with students. In line with Veronica (2019) that clearly state that pre-service teachers were unconfident; stressed over their English language abilities, assessment abilities teaching skills, classroom management; and didn't know of the arrangements they had made. The top factor causing their nervousness was their classroom management. This implies that they put the best worry on how they would deal with the

class. All things considered, by knowing the reasons for the nervousness, they got the occasions to decrease it in the following instructing.

There are several reasons why the students teaching performance in microteaching is not good. The first is the online teaching and learning process. In the online teaching and learning system, they are not ready because this is the first time they practice teaching online. Students don't prepare themselves before teaching practice and limited teaching materials. So that the teaching process is not effective in learning.

The second, classroom environment. In the online teaching process there is no face-to-face between students directly, so there is no audience to support teaching practice. Therefore, they it doesn't develop the learning process by interacting and communicating with students when teaching practices.

Next the third, instruction. In the teaching process, there are not many strategies used by students and also students don't activate student knowledge before teaching. Therefore, there is no feedback to students, there is still a lack of communication, and it doesn't involve students in learning because of the online teaching process. So that, students don't have an assessment process such as pre-test and quiz.

Based on the result above, it also contrast by Maulimora (2019) that is the results of students score in microteaching class. Almost of students got an excellent score, therefore they have a good skill in teaching and they were having a good performance in microteaching class. So that, the differences between previous research and this research is that the teaching performance are not good yet because of the implementation of teaching via online. Moreover, students is still lack of preparation before teaching practice so that there is no interaction and feedback to students. Therefore, the students teaching performance in the microteaching class are not optimally implemnted. It also implies that practice of teaching performance is very necessary (Gorgoretia and Phill, 2012). It aims to prepare students to become teachers and have teaching skills. The students must prepare lesson plans before teaching practice because teaching and learning activities will be structured if the planning is well organized. Furthermore, teaching practices in class such as classroom environment and instruction will run if the teaching process is not online. So that the teaching performance of students will be better.

The findings and discussion, in this research concluded that students' perceptions on peer teaching performance in microteaching classes at English Education Program of Muhammadiyah University of Bengkulu are negative. Refers to the result of students

planning and preparation score, classroom environment score, and instruction score in the process of teaching and learning in microteaching classes. The researcher suggest for students, and lecturer. For students, English students should practice a lot to raise their more performance in teaching. For lecturers, it is also suggested that students are taught lesson plan before practice teaching.

D. Conclusion

The findings and discussion, in this research concluded that students' perceptions on peer teaching performance in microteaching classes are negative. Refers to the result of students planning and preparation score, classroom environment score, and instruction score in the process of teaching and learning in microteaching classes.

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