

**STUDENTS' EXPERIENCES IN FOLLOWING TEACHING AND LEARNING PROCESS  
OF MICROTEACHING CLASSES AT ENGLISH EDUCATION STUDY PROGRAM  
OF MUHAMMADIYAH UNIVERSITY OF BENGKULU**

**By**

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**Abstract**

The purpose of this research was to determine students' experiences in following teaching and learning process of microteaching classes at English Education Program Muhammadiyah University of Bengkulu. This research designed using qualitative research that uses descriptive methods as a procedure to obtain descriptive data. The researcher taken sixth semester students to collect research data. The instrument of this research used questionnaire to get the data about students' experiences in following teaching and learning process of microteaching classes, in the form of open-ended questions with a choice of Yes or No. In addition, there are 16 question items given to the sixth semester students based on the adoption of the Microteaching Book (Sofendi, 2014). And video observations are used to ensure the student answers so that the data is more valid. The results showed that the students gained overall experience in following teaching and learning process of the microteaching class at English Education Program of Muhammadiyah University of Bengkulu.

**Keywords:** *Experience, Teaching and Learning, Microteaching Class*

**A. Introduction**

Microteaching is one of the most effective ways in training student teachers (Buyukkarci, 2014). According to (Loughran, 2012) defined microteaching is a training method of basic teaching skills for student teachers which is carried out in micro or simplified way, both in terms of time, material and number of students. Therefore, (Otsupius, 2014) indicates that micro teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe. There are several benefits of microteaching, especially for students in the faculty of teacher training and education, (Kusumawati, 2015) defines micro teaching as providing benefits for student teachers, especially in the following areas: first, student teachers are increasingly sensitive to phenomena that occur in the learning process when they become collaborators; secondly, student teachers are better prepared to practice teaching activities in schools or institutions; third, student teachers can reflect on their competence in teaching; and finally,

student teachers are becoming increasingly aware of the profile of teachers or education personnel to appear like teachers or education personnel. The purpose of this subject is to prepare student teachers to carry out Teaching Practices (PPL) activities at schools recommended by the University. Therefore, microteaching is a very important subject as the first attempt to develop students' teaching skills and performance. Microteaching is a teacher training technique which provides teachers a chance to develop their skills of teaching by self-practice and self-criticism (Chaudhary et al 2015).

Based on the experience of the researchers, this time limitation will not be sufficient to accommodate student teachers to master all these processes. In line with the problems above, the researchers are interested in reviewing the results of this study with the title, "Students' Experiences in Following Teaching and Learning Process of Microteaching Classes at English Education Program of Muhammadiyah University of Bengkulu".

### **B. Research Methodology**

The research design used was a qualitative descriptive method, the researchers used this method because this method was suitable in collecting questionnaire data. The purpose of this study was to describe students' experiences in following teaching and learning process in microteaching classes at the English education program of Muhammadiyah University of Bengkulu.

The subjects of this studied was the sixth semester students, totaling 47 students who had taken microteaching classes in the 2021/2022 Academic Year at the English Education Study Program, University of Muhammadiyah Bengkulu. The subjects of this study were chosen because the sixth semester students of the 2021/2022 Academic Year were taking microteaching courses at the University of Muhammadiyah Bengkulu.

The researchers used questionnaire and video observations in this research. According to (Ari et al, 2002) questionnaire is an instrument to gather information by having the participants respond to a list of questions. The questionnaire was adopted from the book *Microteaching* (Sofendi, 2014), the researchers used questionnaire as an instrument to collect data and video observations in the microteaching class so that the research data is more complete.

### **C. Findings**

The questionnaire was adopted by (Sofendi, 2014) a microteaching book which shares three processes of teaching and learning in microteaching classes including 1) simulation period, 2) peer-teaching period, 3) microteaching period. The questionnaire used is an open-ended consisting of sixteen questions posed in the questionnaire.

After the participants answered the questionnaire, the researchers collected the questionnaire data and then analyzed it using the percentage formula attached to the previous chapter. In addition, based on the data analysis procedure, the results of the questionnaire received responses in the form of "yes" or "no".

**The Students' Experiences in Terms of Simulation Period in Microteaching Classes**

No	Items	Responses			
		F	%	F	%
1.	Did you learn the material on how to open learning in the micro class?	47	100%	0	0%
2.	Did you learn how to explain teaching material in the class?	46	98%	1	2%
3.	Did you learn how to ask questions in the class?	41	87%	6	13%
4.	Did you learn how to answer questions in the class?	39	83%	8	17%
5.	Did you learn how to close learning in the class?	46	98%	1	2%
6.	Did you learn how to perform as a good teachers in the class?	46	98%	1	2%

**The Students' Experiences in Terms of Peer-teaching Period in Microteaching Classes**

NO	Items	Responses			
		F	%	F	%
7.	Did you learn how to design lesson plans in the class?	44	93%	3	6%
8.	Did you learn how to use good performance and body movement in class?	42	89%	5	17%
9.	Did you learn how to present teaching materials in class?	45	98%	2	4%
10.	Did you learn how to use quantitative-analytic evaluation (assessment) in the class?	32	68%	15	32%

**The Students' Experiences in Terms of Microteaching Period in Microteaching Classes**

No	Items	Responses			
		F	%	F	%
11.	Did you discuss again with the lecturer about microteaching learning from the beginning of the simulation period and the peer-teaching period in the class?	40	85%	7	15%
12.	Did you instructed by your	34	72%	13	28%

	teacher to teach ten or fifteen high school students for ten minutes and documented in class?				
13.	After you finish practicing microteaching, are you asked to leave the class because your supervisor and lecturer will evaluate your performance directly in the class?	19	40%	28	60%
14.	Did you watch the results of your practice after you finish practicing microteaching learning in the class?	38	81%	9	19%
15.	Did you teacher provide an assessment of the results of microteaching learning practices and take notes for students in the class?	45	96%	2	4%
16.	Did you and your friends discuss the results of the lecturer's assessment notes in the class?	32	68%	16	34%

**Total from the results of student experience data in the Microteaching Class**

No	Item	Yes	No
1.	Simulation Period	94%	6%
2.	Peer-teaching Period	86%	13%
3.	Microteaching Period	74%	25%
<b>Mean</b>		85%	15%

**D. Discussion**

Based on the table above, from the three teaching and learning processes in the microteaching class, namely, the simulation period, the peer-teaching period and the microteaching period. From the whole process, the microteaching class semester students had a positive experience in participating in the teaching and learning process in the microteaching class.

This study aims to determine the experience of the students in participating in the teaching and learning process in microteaching classes at the English Education program of Muhammadiyah University of Bengkulu. The results showed that there were three periods of the teaching and learning process in the microteaching class, namely: 1) simulation period, 2) peer-teaching, 3) microteaching period. This study found that students' experiences about the teaching and learning process in microteaching

classes are in line with Sofendi (2014) theory which says that there are three periods in microteaching classes.

The first simulation period is a process carried out to practice skills before entering the peer-teaching period to become a real teacher in a microteaching class. The second period of peer-teaching is the second period to practice peer-teaching in microteaching classes after conducting the simulation period and the length of this period is the same as the length of the simulation. The third is that the microteaching period is different from the simulation and peer-teaching period where teaching practices are carried out in normal classes, in this period microteaching is carried out with a videotape recorder if used in the teaching and learning process in the microteaching class. In this period, teaching skills that must be practiced by teacher students are skills that have been practiced in the simulation and peer-teaching periods.

The experiences gained by the sixth semester students were all positive on average from the beginning of the period to the end of the period which was seen as a whole in participating in the teaching and learning process in microteaching classes at Muhammadiyah University of Bengkulu.

Beside using a student experience questionnaire, the researchers also uses observation as an instrument of this research. Observations were used to reaffirm the questionnaire. Researchers observed several video recordings of student activities in microteaching. Based on the results of observations, the researchers found that students experienced the teaching and learning process in the microteaching class in the sixth semester. Students follow what is instructed by the lecturer in the microteaching class. The lecturer instructs directly and then the lecturer corrects students' mistakes in practicing three periods in the microteaching class, namely the simulation period, the peer-teaching period, and the microteaching period instructed by the lecturer.

In addition, for students who are not present during the learning process, they do not get this experience in the microteaching class but they can also get that experience when they practice microteaching exams or take follow-up exams.

In conclusion, based on observations, the sixth semester of the students get experience from all activities such as starting from the simulation period, peer-teaching period and microteaching period in the microteaching class.

Previous researchers (Arwika et al, 2017) found that the students' experiences in participating in the teaching and learning process in microteaching classes only focused on peer-teaching but were not seen from the whole process. Therefore, the researchers wanted to know the experiences of students in participating in the teaching and learning process in microteaching classes from the beginning of the period to the end of the period.

## **E. Conclusion**

Based on the results of research on students' experiences in participating in the teaching and learning process in microteaching classes, the results showed that there were three periods that students got in microteaching

classes, namely (1) the simulation period, the first experience that students got in attending microteaching classes, (2) the peer-teaching period, the second experience that students get in attending the microteaching class and, (3) the microteaching period is the third experience that students get in attending the microteaching class. In the three periods, the sixth semester students gained experience in the microteaching class.

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