

CHAPTER I

INTRODUCTION

1.1 Background of the Study

A good quality in teaching is needed in order to get a good quality of students at the end of the teaching process. In order to reach the good quality in teaching, a teacher candidate needs specific knowledge and training of teaching. As teacher candidates, they need to possess specific knowledge and competences to accomplish their jobs in teaching. Before starting their profession, they should be taught with special training (Sisman & Acat, 2003 in Kilic, 2010).

As one of good departments of Widya Mandala Catholic University, in which the quality of education is a priority, English Department of Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya provides the teacher candidates a training program through two subjects in order to produce teacher candidates who have a high quality in teaching. Those subjects are Micro Teaching and Teaching Practice.

To be allowed to join the Teaching Practice, the students have to pass some pre-requisite courses offered in the previous semesters. One of those subjects is Micro Teaching. Micro Teaching is the imitation of the real class, it helps the teacher candidates simulate teaching learning activities like in a real class.

Micro Teaching and Teaching Practice are two different subjects. Micro Teaching, a two credit course, is a compulsory course which assigns the students or the teacher candidates to do teaching simulation in front of their peers in a class. In this course, they are taught how to make a good lesson plan, to build a suitable activity like in a real classroom, and to

develop their skills. It aims at making them comprehend in the teaching-learning activities as a teacher to-be.

There was one study related to this study; it was conducted by Manis (1973). Manis conducted a study about the process and effects of Micro Teaching on teacher candidates. Manis found that Micro Teaching is useful to prepare the teacher candidates in leading their actual teaching. From the explanation above, the writer concludes that Micro Teaching has an important aspect for the teacher candidates before they do their real teaching experience. However, many students of Widya Mandala Chatolic University feel uninterested in Micro Teaching. They say that Micro Teaching course is a difficult subject. Most of them feel so afraid and lazy to take Micro Teaching course. Some aspects of Micro Teaching are not yet deeply investigated by the teacher candidates of the English Department of Faculty of Teaching Training and Education of Widya Mandala Chatolic University Surabaya. It is interesting to investigate. A perception is another important aspects which can increase a student learning achievement on Micro Teaching itself as well.

Ruch (1967: 300) states that perception is a sensory process and some relevant experiences which were organized in order to give someone a view of a certain situation. A perception of students influences their study process in the teaching learning activity process. If students have a good perception on a certain subject, it will increase their motivation in the teaching learning activity process for they like that subject. Thus, it will produce a good quality of students in the end of the teaching learning activity. However, if students have a bad perception in a certain subject, they will think of something negative from that subject, as a result there will be no motivation to do the teaching

learning activity. It means there will be no good quality of students in the end of teaching learning activity.

Considering the importance of Micro Teaching and perception, the writer is interested to conduct a study in Micro teaching which is entitled “Students’ Perception on Micro Teaching Course.”

1.2 Research Questions

In line with the title and the background of this study, one research question is formulated as follows, “What are the students’ perceptions on Micro Teaching Course?”

1.3 The Objective

Based on the research question above, this study is intended to find out the students’ perceptions on Micro Teaching course.

1.4 The Significance of Study

The result of this study is expected to be important information about Micro Teaching for students who plan to take Micro Teaching Course. Besides, the result of this study is expected to be a reflective feedback for the English Department, which has the authority over the content of Micro Teaching Course and also for the improvement for the lecturer of the Micro Teaching itself.

1.5 Theoretical Framework

This study investigates issues of English Teaching skills and Teaching experiences used in Micro Teaching. Micro Teaching, a two credits course, is one of the compulsory courses offered to the students of the English Department of Widya Mandala in the sixth semester. This course should be taken as one of the requirement before doing Teaching Practice. In Micro Teaching course, the students are taught about some teaching experiences and teaching skills. There are several skills used in Micro Teaching, such as introductory and closure skill, explaining skills,

questioning skills, and classroom management. The investigator decides that those skills and the teaching experiences should be the major that should be investigated in this study.

In this study the theory of perception is clarified. The theory of perception which deals with this study is top-down perception theory according to Demudh Andrej (2012). The theory asserts that top-down theories prefer direct perception without participation of knowledge and previous experience.

1.6 Scope and Limitation

As implied in the research question, this study focuses on the studying of students' perception on Micro Teaching course. More specifically, this study is concerned with the students' perceptions on the syllabus of Micro Teaching, its teaching-learning materials, reflective feedback section, classroom condition, its teaching skills used, and the lecturers' guidance in Micro Teaching Course.

The subject under study is 33 students. The students are the all English Department students of the academic year of 2012/ 2013 of Widya Mandala Catholic who have taken and passed Micro Teaching course.

1.7 The Assumption

Every person has their own perception or opinion about something, whether it is positive or negative perception. Thus in this study assumed that the teacher candidates can give their perception or opinion about Micro Teaching course based on the experience that they have before.

1.8 The Definition of Key-terms

The general definition of perception is how someone understands and interprets something which comes out as his/her own perception. Thus, "Perception" in this study refers to the opinion of teacher candidates (students) about Micro Teaching course.

Students in this study refer to 33 students of English Department of Widya Mandala of the academic year 2012/2013 who have taken and passed Micro Teaching.

Micro Teaching, a two credit course, is one of the compulsory courses offered in the sixth semester for the students of the English Department of Widya Mandala Surabaya that should be taken as one of the requirements before doing Teaching Practice. According to *Buku Panduan Akademik Fakultas Keguruan tahun kuliah 2014/2015*, Micro Teaching facilitates the teacher candidates to create a suitable lesson plan which is applied in the school, to conduct the English teaching skills techniques, and to construct communication in classroom discourse. 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 real Teaching Practice.

1.9 Organization of the Thesis

In this study there are five chapters which are organized by the writer. In Chapter I, the writer deals with the background, the problem statements with the objectives, mentions and shows the significance of the study, identification of the assumption and the scope and limitation of the study, presents theoretical framework, and describes the definition of key-terms. Then, in Chapter II deals with the review of literature which is related to the research, includes the answer of the research questions of this study. Chapter III deals with the research design, respondents, instruments of the study, source of the data, procedures of data collection, and data analysis technique. In chapter IV, the writer provides the result of the analyzed data and discusses findings. Chapter V presents conclusion and suggestions of the study.