

**STUDENTS' VOICE ON THEIR TEACHING
IN REAL CLASSES AT SCHOOL:
WHAT DOES IT REVEAL?**



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ACKNOWLEDGEMENTS	i
TABLE OF CONTENT	ii
LIST OF APPENDICES	iv
LIST OF TABLES	v
ABSTRACT	vi

CHAPTER I INTRODUCTION

1.1 Background	1
1.2 Statement of the Problem	2
1.3 Objective	3
1.4 Significance of the Study	3
1.5 Scope and Limitation	4
1.6 Theoretical Framework	4
1.7 Definition of Key Terms	4
1.8 Organization of the Research Report	5

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Teaching Practice	6
2.2 Micro Teaching	6
2.3 Evaluation	8
2.4 Knowledge and Skills Expected to Be Transferred in Real Classroom Implementation	9

CHAPTER III RESEARCH METHOD

3.1 Research Design	11
3.2 Research Instrument	11
3.3 Research Subjects	11
3.4 Data Collection Procedure	12
3.5 Data Analysis Procedure	13

CHAPTER IV DATA ANALYSIS AND FINDINGS

4.1 Pre-analysis: General Information	14
4.2 Student Teachers' Teaching Practice	15
4.1.1 Setting	15
4.2.2 Class Size and Duration	16
4.2.3 Perceived Usefulness	17
4.3 Student Teachers' Micro Teaching	18

4.3.1 Setting	19
4.3.2 Class Size and Duration	19
4.3.3 Perceived Advantages	19
4.4 Student Teachers' Teaching Practice and Micro Teaching:	
The Interrelationship	26
4.4.1 Learning Experience in Lesson Plan Making	27
4.4.2 Experience in Lesson Plan Implementation	28
4.4.3 The Difference between Micro Teaching and Teaching Practice	29
4.4.4 The Gap Effect	32
4.4.5 Knowledge and Skills Transferred	33
4.5 Student Teachers' View of Teaching	36
4.6 Findings: Answers to the Research Questions	40
4.6.1 The Extent to Which Pre-Activities of Teaching Practice Are Useful for Student Teachers in Their Teaching in Real Classes	40
4.6.2 The Extent to Which Post-Activities of Teaching Practice Are Useful for Student Teachers in Their Teaching in Real Classes	41
4.6.3 The Extent to Which Teaching Demonstration in Micro Teaching Is Advantageous	42
4.6.4 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to Lesson Plan Making	45
4.6.5 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to Lesson Plan Implementation	45
4.6.6 The Extent to Which Micro Teaching Is Perceived Different from Teaching Practice	45
4.6.7 The Extent to Which the Difference Between Micro Teaching Causes Problem	47
4.6.8 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to the Knowledge and Teaching Skills in Real Classroom Instruction	48

CHAPTER V CONCLUSION

5.1 Summary	53
5.2 Recommendation	55

BIBLIOGRAPY	56
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APPENDICES	57
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LIST OF APPENDICES

Appendix 1	The questionnaire for the try-out	57
Appendix 2	The questionnaire for the actual study	62
Appendix 3	The questionnaire posed in the interview	67
Appendix 4	Initial General Description of the subjects	68
Appendix 5	Syllabus	69

LIST OF TABLES

Table 4.1	General Information About the Research Subjects	14
Table 4.2	Teaching Practice Evaluation Setting	16
Table 4.3	Usefulness of Pre-Activities for Teaching Practice Evaluation	17
Table 4.4	Usefulness of Post-Activities for Teaching Practice Evaluation	17
Table 4.5	Internal-oriented Perceived Advantage of Micro Teaching	21
Table 4.6	External-oriented Perceived Advantage of Micro Teaching	21

ABSTRACT

This descriptive study has its main concern on revealing how Teaching Practice in real classes at school is perceived by student teachers. More particularly this particular study is intended to document the extent the student teachers think they have been assisted in their teaching in real classes at school. The minor objectives are:

1. to reveal the extent to which pre-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
2. to reveal the extent to which post-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
3. to reveal the extent to which teaching demonstration in Micro Teaching is advantageous,
4. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan making,
5. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan implementation,
6. to reveal the extent to which Micro Teaching is perceived different from Teaching Practice by student teachers,
7. to reveal the extent to which the difference between Micro Teaching and TP causes problem to student teachers, and
8. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to the knowledge and teaching skills in real classroom instruction.

This study engaged 38 student teachers studying at the English Department of a university in Surabaya. They were the students who programmed Teaching Practice in the odd semester of 2011/2012 academic year. They just finished their Teaching Practice at school a semester ago for it was the even semester of 2011/2012 academic year when this study was conducted.

A set of questionnaire was devised to obtain the data. Two types of questions – open and closed ones – were formulated in such a way to gather information concerning the student teachers' awareness indicating the extent the knowledge and skills they got in Micro Teaching were transferred in real classroom implementation at school. The closed questions in the questionnaire asked respondents to indicate on a Likert scale of 1 to 4 how much they agreed to the statement provided. Items to reveal suggestions and comments with regard to the contribution of Micro Teaching for their Teaching Practice were also included. Another instrument employed was semi structured interview and stimulated recall taken from the collection of their Lesson Plans developed both in Micro Teaching and Teaching Practice. The data from the interview and stimulated recall were, however, not analysed as the main data.

The study finds that the majority of the student teachers thought the pre-evaluation activities – observing the school's tutor teaching, consulting the lesson plan to the school tutor and the lecturer – are useful for them. It is also found that the majority of the student teachers thought that the post-evaluation activities – getting the feedback from the school tutor and the lecturer – are beneficial to them. Teaching demonstration is perceived to be advantageous owing to some factors covering (1) the student teachers' own teaching, (2) the student teachers' self-reflection, (3) the peer comments, (4) the student teacher's being a student, (5) the student teacher's being a

student, (6) the student teacher's being a private teacher and (6) the student teacher's joining other subjects like TEFL and TEYL. Lesson Plan making experience is considered useful. The implementation of the Lesson Plan is perceived positively by the majority of the student teachers. Student teachers' steady answers indicated positively that they experienced a very big gap teaching in two different settings – the number of the students, classroom management, experience to teach in real class, different characteristics of students, and Lesson Plan issue. A situation resulting from such a disparity in experience between Micro Teaching and Teaching Practice is deemed problematic by almost 55% student teachers. The student teachers in this study showed high perception on the extent to which Micro Teaching assists them in real classroom instruction with regard to the knowledge and teaching skills.

In general this study finds that Teaching Practice in real classes at school has been positively perceived. The student teachers have voiced quite confidently that their Teaching Practice is assisted to a large extent by on-campus teaching demonstration. Accordingly, the good practice of teaching demonstration is not to be underestimated.

CHAPTER I

INTRODUCTION

1.1 Background

Yusuf (2006) in Dweikat (n.d) puts forward that teacher education is not only theory-based but it is also practice-oriented. Through theory and practice student teachers are provided with the knowledge and skills necessary for them to acquire the basic components of teacher education. The practice-oriented experience include among others teaching practice, workshop, and microteaching.

Teaching Practice is a course in which students are given chances to teach real students in schools. At the English Department of the Faculty of Teacher Training and Pedagogy of Widya Mandala Catholic University Surabaya, this 4-credit program which lasts for 36 effective days requires various activities to be performed by the students. One of the most essential activities is teaching English in real classes to apply their English teaching skills.

As a prerequisite of enrolling Teaching Practice, the students must pass Micro Teaching. Micro Teaching is a course in which students are given opportunities to teach English to their friends in the form of simulations. The Micro Teaching classroom is the imitation of the real ones in schools. It is expected to be the place for students to prepare themselves on campus to get knowledge and skills before they go to real teaching field.

In Micro Teaching the students are provided with the theory and application of Micro Teaching Skills. Besides developing an appropriate lesson plan, the students get the opportunity to practice in front of their peers. They are trained to demonstrate the ability to create classroom discourse by organizing teaching activities like asking questions of various kinds, responding to students' questions appropriately, assessing students' learning achievement appropriately, and applying appropriate teaching techniques, media, and other learning resources in conducting the class activities. The materials used in Micro Teaching are taken from the textbooks used in schools which implement Competency-based Curriculum. In brief, the overall purpose is to prepare the students before they are enrolled in Teaching Practice.

The brief description about the relation between Teaching Practice and Micro Teaching in the previous paragraphs relates to the issue of transfer which is taken to

mean that what is learned in one place can be used in another. Freeman (1994) in Mullock (1999: 173) points out that transfer is an assumption which lies at the heart of education. What is often assumed is that the content of teacher education courses is automatically transferred to the classroom.

The transfer assumption might indirectly mean that what the students have got in Micro Teaching is spontaneously passed on to their Teaching Practice. Indeed no discussion of a program evaluation, in this case the one of Teaching Practice would be complete without the input from the students themselves as they are the ones who implement the knowledge and skills they obtain from Micro Teaching in the real classrooms at school. This particular assumption of transfer from Micro Teaching to Teaching Practice is worth investigating. Since so far there has not been any research performed to obtain somewhat scientific data about what students say related to their teaching in real classes at school, the writer raises this issue to commence a preliminary study to reveal the perceived advantages of Micro Teaching and Teaching Practice as well as the extent the knowledge and skills obtained in campus are transferred onto real classroom teaching practice at school – hence, revealing ‘the voice of students’ as it is stated in the title of this research.

1.2 Statements of the Problem

Based on the rationale mentioned above in (1.1), the writer poses the following research question: “How is Teaching Practice in real classes at school perceived by student teachers?” from which the minor questions are formulated as follows:

1. “To what extent are pre-activities of Teaching Practice useful for student teachers in their teaching in real classes?”
2. “To what extent are post-activities of Teaching Practice useful for student teachers in their teaching in real classes?”
3. “To what extent is teaching demonstration in MT advantageous?”
4. “To what extent does Micro Teaching assist student teachers in their Teaching Practice with regard to Lesson Plan making?”
5. “To what extent does Micro Teaching assist student teachers in their Teaching Practice with regard to Lesson Plan implementation?”
6. “To what extent is Micro Teaching perceived different from Teaching Practice by student teachers?”

7. “To what extent does the difference between Micro Teaching and Teaching Practice cause problem to student teachers?”
8. “To what extent does Micro Teaching assist student teachers in their Teaching Practice with regard to the knowledge and teaching skills in real classroom instruction?”

1.3 Objectives

Referring to the research question previously posed, the writer is conducting this study to achieve the objective of revealing how Teaching Practice in real classes at school is perceived by student teachers. More particularly, this study is intended to document the extent the student teachers think they have been assisted in their teaching in real classes at school. The minor formulated objectives derived from the minor research questions are as follows:

1. to reveal the extent to which pre-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
2. to reveal the extent to which post-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
3. to reveal the extent to which teaching demonstration in Micro Teaching is advantageous,
4. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan making,
5. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan implementation,
6. to reveal the extent to which Micro Teaching is perceived different from Teaching Practice by student teachers,
7. to reveal the extent to which the difference between Micro Teaching and TP causes problem to student teachers, and
8. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to the knowledge and teaching skills in real classroom instruction.

1.4 Significance of the Study

The research to be performed in this study is based upon such a premise that student teachers’ voices on the extent they think they have been assisted are the most

critical factors in determining the degree of success of the Department's attempt in assisting them in real classroom instructions. As a consequence, the long-term objective of this study is to draw syllabus designer's attention to what needs maintaining and/or improving with regard to the overall syllabus especially the Micro Teaching one. It is somewhat an urgent study as the curriculum of Department is now under revision and soon the syllabus will also be. Furthermore, when the student teachers are prepared well and when they are there in schools, they can in some way be the representatives for promoting the Department in the society.

1.5 Scope and Limitation

The center of investigation in this study excludes the administrative activities carried out by the student teachers at school. The study is restricted to merely the student teachers' teaching in real classes in applying their English teaching skills. The teaching in real classes is the one that is scored or evaluated by the English school teacher and/or the lecturer assigned to evaluate their teaching. Therefore it also excludes the non-scored teaching by the student teachers who are sometimes asked to be a substitute teacher as the respective classroom teacher is absent.

1.6 Theoretical Framework

The conceptual framework for investigating this study derives from the assumption that what student teachers have undergone in Micro Teaching on campus is applied in the real classrooms at school. Therefore the literature review will touch upon the issue on Teaching Practice, Micro Teaching, evaluation, and knowledge and skills expected to be transferred in real classroom implementation.

1.7 Definition of Key Terms

The student teachers in this study refer to the ones registering a course named Teaching Practice. The students' voice refers to the perception or awareness of their own teaching performance in real classes. It also refers to the suggestions and comments of the student teachers with regard to the contribution of Micro Teaching for their Teaching Practice.

1.8 Organization of the Research Report

This study is presented in five chapters. In Chapter I the researcher introduces the background, presents the problem statement along with the objective, points out the significance of the study, and the limitation of the study, provides theoretical framework, and defines the key-terms. Chapter II reviews the related literature underlying the research. Chapter III presents the research method used in this study. It includes a description of the research design, the research instrument, the research subjects, and the procedures to collect and analyse the data. Chapter IV will deal with the results of the data analyses and the findings. Chapter V concludes the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching Practice

Prevalently, Teaching Practice is provided at teacher training institutions. At the English Department of the Faculty of Teacher Training & Pedagogy of Widya Mandala Catholic University, Teaching Practice is a course offered in semester 7. It is popularly named *PPL* which stands for *Program Pengalaman Lapangan*. It is a program to provide students to have teaching experience in school field, outside campus.

This course is such a big program that the Department has a technical execution unit to take care of the administration of this 4-credit course. Students programming Teaching Practice are registered as Teaching Practice participants. The students are placed in schools – elementary, junior high and senior high schools. At school the students are well-known as *Mahasiswa PPL* or *PPL* students but they are treated as teachers (in this study, they are named ‘student teachers’). They are required to be practicing teachers for 36 effective days and to perform various activities related to both administrative and non-administrative responsibilities. One of their non-administrative responsibilities is being in real classes to apply their English teaching skills (Universitas Katolik Widya Mandala Surabaya. 2002).

2.2 Micro Teaching

Referring to Manis (1973), Dweikat (n.d) asserts that microteaching implies a condensed and simplified teaching situation and provides teacher candidates with opportunities to systematically study and practice specific teaching behaviors in a simulated environment. The simulation consists of the following four basic phases: (1) studying a specific teaching skill, (2) applying the skill in a five to ten-minute lesson taught to three to seven pupils, (3) receiving information feedback from a supervisor and peers, and (4) using information from the feedback phase to re-plan and reteach the lesson, trying to improve the quality of his performance to a new group of students.

Mergler and Tangen’s study (2010) reviewed in Dweikat (n.d) examined pre-service teachers' efficacy in relation to the utilisation of micro teaching. Their qualitative data revealed that pre-service teachers entered teaching in order to positively impact on

children. Their study indicated the positive impact microteaching had on developing teacher identity.

Having the standard of competence “The ability to create classroom discourse by organizing activities and depicting micro skills” (Universitas Katolik Widya Mandala Surabaya. 2011), Micro Teaching is a course in which students are given chances to teach English to their friends in the form of simulations. The classroom is the imitation of the real one in high schools. The materials used in the practice teaching are from the textbooks used in high school that apply Competency-based Curriculum.

At the English Department of the Faculty of Teacher Training & Pedagogy of Widya Mandala Catholic University Surabaya, Micro Teaching has been a course of its own since the Department implemented the syllabus of 2003/2004. The syllabuses implemented prior to 2003/2004 academic year have ‘Simulation’ as the equivalent of Micro Teaching.

Both ‘Simulasi’ and Micro Teaching are similar in their objective and prerequisites. The objective of ‘Simulasi’, stated in *Buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan Tahun Kuliah 2002/2003* is: “Simulasi bertujuan membimbing mahasiswa calon guru agar memahami, menguasai dan menghayati seluk beluk mengajar sebelum mahasiswa calon guru mengajar di kelas nyata (sekolah latihan) untuk mengikuti Program Pengalaman Lapangan (PPL)” [translation: Simulation is aimed at guiding teachers-to-be so that they understand, and master teaching issues before the teachers-to-be teach in real classes or go to the school to join Teaching Practice]. Meanwhile, the aim of Micro Teaching, stated in *Buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan Tahun Kuliah 2011/2012* is to provide students with chances to teach English to their friends in the form of simulations. With regard to the prerequisites, both require students to pass skill subjects and content subjects like Curriculum and Materials Development, Teaching English as a Foreign Language, and Language Testing. In ‘Simulasi’ and Micro Teaching, students are asked to make a Lesson Plan. After ‘Simulasi’ and Micro Teaching, students are given feedback to their teaching performance. They are simply a program where students are given chances to teach English to their friends on campus.

There are however some differences between them. ‘Simulasi’ is not a regular session in a semester program, but Micro Teaching is. ‘Simulasi’ is not given a credit value; Micro Teaching is a 2-credit course hence making it a regular class. In ‘Simulasi’,

a student who becomes a practicing teacher has about 20-25 peers as the students called audience; in Micro Teaching – as the class size is made smaller – a practicing teacher has about 8-12 audience. In ‘Simulasi’, the audience can be the students programming ‘Simulasi’ or not programming ‘Simulasi’ (the students from lower semesters); in Micro Teaching the audience are the students programming Micro Teaching.

2.3 Evaluation

Referring to Rea-Dicks and Germaine (1992), Man (2004:151) asserts that evaluation is a part of everyday existence which occurs naturally in a wide variety of domestic and professional situations. A company makes a judgment as to the usefulness of having advertised its products using the media of radio vs. tv. A radio announcer comes to a view as to the interests of listeners to a particular broadcast.

Aspects of curriculum are, without exception, subject to evaluation. It can be used to make decisions. As Nunan (1999) puts forward, evaluation refers to “the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, learning arrangement, etc.) for decision making purposes” (Nunan, 1999:85). Cannon & Newble (2000:209) similarly argues, “Evaluation is a process of obtaining information to form judgements and make decisions about programmes, courses and teachers.”

Concerning decision making after evaluation, Richards (2001:297) states that it is easier to arrive at decisions about a program or a course if more documentation about it is available. Exemplifying relevant documentation, Richards further states that information on, for instance, the reason why a course was chosen and the number of students can provide an overview of the nature of the course and its mode of operation and reveal certain problems.

They are two ways to validate an instructional program: quantitative evaluation and qualitative evaluation (Bell, 1987:184). Qualitative evaluation is characterized by the learners’ being asked to pass judgements on the course and on the trainers. Meanwhile, Quantitative evaluation is characterized by the teacher’s testing the learners.

Referring to Weir and Roberts (1994), Richards puts forward the characteristics of program evaluation. They include: (Richards, 2001:294)

- a need for both insider and outsider commitment and involvement to ensure adequate evaluation

- a central interest in improvement, as well as the demonstration of the “product value” of a program or project or their components
- an associated commitment to a deeper professional understanding of the processes of educational change, as well as the results of that change
- systematic documentation for evaluation purposes both during implementation and at the beginning and end of a program or project’s life
- a willingness to embrace both qualitative and quantitative methodology appropriate to the purpose of the evaluation and the context under review

2.4 Knowledge and Skills Expected to Be Transferred in Real Classroom

Implementation

In the Micro Teaching Syllabus employed at the English Department of the Faculty of Teacher Training & Pedagogy of Widya Mandala Catholic University Surabaya, the basic competences indicating the objective of the course are as follows: (Universitas Katolik Widya Mandala Surabaya, 2011)

The students are able to:

1. develop an appropriate lesson plan
2. open and close a class
3. explain teaching materials clearly
4. ask questions of various kinds
5. respond to students’ questions appropriately
6. assess students’ learning achievement appropriately
7. apply appropriate teaching techniques, media, and other learning resources in conducting the class activities
8. give appropriate feedback to the students
9. develop and carry out micro teaching skills of English
10. establish rapport

Derived from objectives formulated, various learning experiences are provided to the students. They cover: (1) preparing a lesson for the upcoming micro-teaching, (2) experiencing in making questions and responding to the questions, (3) conducting teaching practices, particularly teaching techniques, with peers as students, (4) observing the teaching techniques and engage in group review of the micro-teaching lessons to enhance the effectiveness of their teaching and learning skills, (5) conducting self-assessment reflection and exposure to best-practice methods, techniques, and materials prior to actual engagement in pre-professional practicum and student teaching experiences, (6) experiencing a class discussion on teaching techniques, (7) observing the overall experience of their peers of the teaching and support for learning, (8) experiencing with the appropriateness of the style of teaching, and the performance of teacher, and (9) experiencing in assessing and evaluating their peers’ teaching performance (Universitas Katolik Widya Mandala Surabaya, 2011).

Implicitly, the knowledge and skills that are expected to be transferred by the student teachers in real classroom implementation can be summarized as follows:

1. knowledge of Lesson Plan development
2. skills in opening and closing a class
3. skills in making questions and responding to the questions
4. skills in explaining instructional materials clearly
5. skills in giving appropriate feedback to the students
6. skills in assessing students' learning achievement appropriately
7. skills in applying appropriate teaching techniques, media, and other learning resources in conducting the class activities

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is descriptive in nature. It is intended to be an account of a small-scale evaluation study depicting primarily the students' voices on the extent Micro Teaching assists them in their Teaching Practice or on the extent the knowledge and skills they get in Micro Teaching are transferred in real classroom implementation at school.

3.2 Research Instruments

To obtain the data, the writer designed a set of questionnaires. Two types of questions – open and closed ones – were formulated in such a way to gather information concerning the student teachers' awareness indicating the extent the knowledge and skills they got in Micro Teaching were transferred in real classroom implementation at school. This implies that the questionnaire items were formulated to probe what was and was not transferred and why it happened. The questionnaires were also designed to shed light on the transfer in Lesson Plan development. The closed questions in the questionnaire asked respondents to indicate on a Likert scale of 1 to 4 how much they agreed to the statement provided. Items to reveal suggestions and comments of the students with regard to the contribution of Micro Teaching for their Teaching Practice were also designed.

Another instrument employed was semi-structured interview and stimulated recall taken from the collection of their Lesson Plans developed both in Micro Teaching and Teaching Practice. The data from the interview and stimulated recall were, however, not analysed as the main data. They were merely used as a reference for a more accurate interpretation of the data obtained from the questionnaires analysed. The instruments were by and large expected to get the student teachers' reflection upon their experience in teaching. The complete questionnaire is attached in Appendix 1 (for the try-out) and Appendix 2 (for the actual study). Some examples of the items showing revisions are presented on the next page:

	Before the try-out	After the try-out (used for the actual research instrument)
1	<i>My joining friends' Micro Teaching</i>	<i>My friends' teaching (I was the student or audience of my friends' teaching demonstration)</i>
2	<i>Others (please specify)</i> _____	<i>Other subject(s) I joined (specify)</i> _____
3	<i>The difference or gap is a problem.</i> <i>1 2 3 4</i>	<i>The difference or gap causes a problem.</i> <i>1 2 3 4</i>

3.3 Research Subjects

There were 38 students – thus 38 student teachers – available as the subjects. They were the students who programmed Teaching Practice in the odd semester of 2011/2012 academic year. They just finished their teaching practice at school a semester ago for it was the even semester of 2011/2012 academic year when the study was conducted.

3.4 Data Collection Procedure

After the proposal was accepted, the writer prepared the main research instrument of this study. The items in the questionnaire were formulated to yield the data to analyse. The try-out was then conducted. Having been improved (if necessary), the set of questionnaires was then multiplied and distributed to the respective subjects.

The subjects consent was obtained orally when they got together in a classroom – responding to the invitation to come to campus. They were sincerely asked to be involved as the subjects of the study. To reduce their potential worries, the participants were told that their responses would be kept completely confidential and would be used for research only. Some students came and directly filled out the questionnaire; some took it home and returned it before the due date. Some completed the questionnaire sent by email as they could not come when invited.

The questionnaire was ideally to have been administered right after they finished their PPL. However, it was administered about 4 months after they completed their PPL due to the research time line of the research center from which this study was funded.

All respondents were then asked to submit the collection of their Lesson Plans (both the Micro Teaching and the Teaching Practice ones). However, only about half of the respondents submitted a complete collection of their Lesson Plans; others lost it so

they submitted only the available the Lesson Plans they had. The semi structured interview was then administered to some respondents who were purposively selected to include those teaching at elementary, junior and senior high schools.

3.5 Data Analysis Procedure

The obtained data were analysed by (1) tallying the answers of the closed questions and counting the percentage, and (2) summarizing the answers of the open questions and counting the percentage. The data were then classified and interpreted. The conclusion was eventually made.

CHAPTER IV DATA ANALYSIS

4.1 Pre-analysis: General Information

The questionnaire was distributed to 38 students who had passed Teaching Practice in the academic year of 2011/2012 (odd semester August-December 2011). However only 32 completed questionnaires were returned. Among the returned questionnaires, 1 questionnaire was dropped. It was from a student teacher who (1) had a severe problem with eye sight, (2) was then not required to make Lesson Plans, (3) did not do the Teaching Practice at ‘SD’ (Elementary School), ‘SMP’ (Junior High School), nor ‘SMA’ (Senior High School), but at Wima Kids, a children English course run by the Department, (3) took Micro Teaching course in the even semester of 2010/2011 academic year – 3 semesters before taking Teaching Practice. The initial general description of the subjects can be seen in Appendix 4. The following is the renewed subject description after one returned questionnaire is excluded.

Table 4.1
General Information About the Research Subjects

No.	Subject Code	Teaching Practice			Micro Teaching		
		Smt.	Ev.	School	Smt.	TD	Level
1	R. 1	9	1	‘SMA’	8	3	‘SD’, ‘SMP’, ‘SMA’
2	R. 2	9	1	‘SMA’	8	3	‘SD’, ‘SMP’, ‘SMA’
3	R. 3	9	2	‘SMA’	6	3	‘SD’, ‘SMP’, ‘SMA’
4	R. 4	9	3	‘SMA’	8	3	‘SD’, ‘SMP’, ‘SMA’
5	R. 5	9	1	‘SMA’	8	3	‘SD’, ‘SMP’, ‘SMA’
6	R. 6	9	2	‘SMP’	6	2	‘SMP’, ‘SMP’
7	R. 7	7	2	SMK	6	3	‘SD’, ‘SMP’, ‘SMA’
8	R. 8	7	2	SMK	6	3	‘SD’, ‘SMP’, ‘SMA’
9	R. 9	7	2	‘SMA’	6	3	‘SD’, ‘SMP’, ‘SMA’
10	R. 10	7	2	‘SMA’	6	3	‘SD’, ‘SMP’, ‘SMA’
11	R. 11	7	2	‘SMA’	6	2	‘SMA’, ‘SMA’
12	R. 12	7	2	‘SMA’	6	3	‘SD’, ‘SMP’, ‘SMA’
13	R. 13	7	2	‘SMA’	6	3	‘SD’, ‘SMP’, ‘SMA’
14	R. 14	7	2	‘SMA’	6	3	‘SD’, ‘SMP’, ‘SMA’
15	R. 15	7	2	‘SMP’	6	3	‘SD’, ‘SMP’, ‘SMA’
16	R. 16	7	2	‘SMP’	6	3	‘SD’, ‘SMP’, ‘SMA’
17	R. 17	7	2	‘SMP’	6	3	‘SD’, ‘SMP’, ‘SMA’

18	R. 18	7	1	'SD'	6	3	'SD', 'SMP', 'SMA'
19	R. 19	7	1	'SD'	6	3	'SD', 'SMP', 'SMA'
20	R. 20	7	1	'SD'	6	2	'SMP', 'SMA'
21	R. 21	7	2	'SD'	6	3	'SD', 'SMP', 'SMA'
22	R. 22	7	1	'SMA'	6	3	'SD', 'SMP', 'SMA'
23	R. 23	7	2	'SMA'	6	3	'SD', 'SMP', 'SMA'
24	R. 24	7	2	'SMP'	6	3	'SD', 'SMP', 'SMA'
25	R. 25	7	1	'SD'	6	3	'SD', 'SMP', 'SMA'
26	R. 26	7	2	'SMP'	6	2	'SD', 'SMP'
27	R. 27	7	2	'SMP'	6	3	'SD', 'SMP', 'SMA'
28	R. 28	7	2	'SMP'	6	3	'SD', 'SMP', 'SMA'
29	R. 29	7	2	'SMP'	6	3	'SD', 'SMP', 'SMA'
30	R. 30	7	2	'SMP'	6	3	'SD', 'SMP', 'SMA'
31	R. 31	7	2	'SMP'	6	3	'SD', 'SMP', 'SMA'

Note: Smt.: Semester; Ev.: Evaluation frequency; TD: Teaching Demonstration frequency; 'SD': Elementary School; 'SMP': Junior High School; 'SMA': Senior High School; SMK: Vocational School.

4.2 Student Teachers' Teaching Practice

In Table 4.1 which summarizes the student teachers' responses to items 2-3 of Part A, item 1 of Part B and also item 1 of Part C in the questionnaire to reveal general information about the research subjects, it is seen that 6 student teachers (R.1-R.6) were students of semester 9 when they did their Teaching Practice. Twenty five student teachers were students of semester 7 when they did their Teaching Practice. Twenty-nine student teachers had their Micro Teaching 1 semester before they took Teaching Practice (after having Micro Teaching they directly had Teaching Practice). Two student teachers (R.3 and R.6) had Micro Teaching 2 semesters before they took Teaching Practice; this means that after having Micro Teaching they did not directly have Teaching Practice. More detailed information about the student teachers' Teaching Practice follows.

4.2.1 Setting

Five student teachers carried out their Teaching Practice in 'SD' (Elementary School); eleven and fifteen student teachers in 'SMP' (Junior High School) and 'SMA' (Senior High School) respectively. Eight student teachers got Teaching Practice evaluation once; 23 student teachers got Teaching Practice evaluation twice.

Those having their Teaching Practice at 'SD' got the chance to teach the first, second, third and fifth graders for their evaluation. This implies that the fourth and the

sixth graders were not engaged as the students of the student teachers. The reason of not having the fourth graders as the students might be that the school tutor did not teach at those levels so that the class was not available for the student teachers to have their evaluation. Meanwhile the reason of not having the sixth graders as the students might have been related to the school policy which forbade student teachers to have their Teaching Practice evaluation in the last grade class.

Five student teachers having their Teaching Practice at ‘SMP’ got the chance to teach at grade 7 for their evaluation; five student teachers at grade 8; one student teacher at grade 9. Among 14 student teachers who had their Teaching Practice at ‘SMA’, 7 student teachers got the chance to have students of grade 10 as their students; 6 student teachers grade 11; 5 student teachers grade 12. Among 11 student teachers who got the Teaching Practice evaluation twice at ‘SMA’, 3 student teachers taught at different grades for their evaluation. Eight out of these 11 student teachers taught at the same grade twice. This main description of the evaluation setting is summarized in Table 4.2.

Table 4.2
Teaching Practice Evaluation Setting

Elementary School ('SD')						Junior High School ('SMP')			Senior High School ('SMA')		
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
√	√	√	-	√	-	√	√	√	√	√	√

4.2.2 Class Size and Duration

The answers to items 2 and 3 of Part B in the questionnaire indicate that those having Teaching Practice at ‘SD’ had quite small classes. One student teacher got a class of 10-15 students; two 16-20 students; two 21-30 students. The time allocation for each of their Teaching Practice evaluation ranged from 26-30 minutes (experienced by 1 student teacher) and 31-35 minutes (experienced by 4 student teachers). Those having Teaching Practice at ‘SMP’ had small and big classes. Four student teachers got a class of 16-20 students; three 21-25 students; four 35-42 students. The time allocation for each of their Teaching Practice evaluation ranged from 36-40 minutes. The majority of those having Teaching Practice at ‘SMA’ had small and big classes. Two student teachers got a small class of 10-15 students; seven 21-25 students; six 30-40 students.

The time allocation for each of their Teaching Practice evaluation ranged from 31-45 minutes. It is mostly based on the allocated time for the class meeting of each subject in high schools.

4.2.3 Perceived Usefulness

The answers to item 4 of Part B in the questionnaire reveal that before having Teaching Practice evaluation, 9 of 31 student teachers did not get the chance to observe the school tutor (*Guru Pamong*) while the tutor was teaching, 6 student teachers did not get the chance to consult their Lesson Plan to the school tutor, and 3 student teachers did not get the chance to consult their Lesson Plan to the lecturer. Meanwhile after having Teaching Practice evaluation, 8 of 31 student teachers did not get the feedback to their teaching from the school tutor, and 6 student teachers did not get the feedback from their lecturer. The rest of the student teachers who got the chance for the pre-activities before their Teaching Practice evaluation and the chance for the post-activities expressed the usefulness of the activities – by means of a Likert scale of 1 to 4 (‘1’ means *not at all*; ‘2’ *a little*; ‘3’ *pretty much*; ‘4’ *very much*). Their voice is summed up in Tables 4.3 and 4.4.

Table 4.3
Usefulness of Pre-Activities for Teaching Practice Evaluation

	Observation on School Tutor's Teaching (n=22)	Lesson Plan Consultation with School Tutor (n=25)	Lesson Plan Consultation with Lecturer (n=28)
Not at all	0%	0%	0%
A little	9.1%	12%	14.3%
Pretty much	22.7%	40%	42.9%
Very much	68.2%	48%	42.9%
Total	100%	100%	100%

Table 4.4
Usefulness of Post-Activities for Teaching Practice Evaluation

	Feedback from School Tutor (n=23)	Feedback from Lecturer (n=25)
Not at all	0%	0%
A little	8.7%	4%
Pretty much	39.1%	36%
Very much	52.2%	60%
Total	100%	100%

It is obviously revealed in Table 4.3 that the majority of the student teachers thought that the opportunity with regard to pre-evaluation activities covering the

observation on the school tutor's teaching, the lesson plan consultation with the school tutor, and the lesson plan consultation with the lecturer were greatly useful for them. They more particularly considered the opportunity *pretty much* useful – ranging from slightly below 23% to slightly below 43%, and *very much* useful – ranging from slightly below 43% to slightly above 68%. Similarly, the opportunity with regard to post-evaluation activities covering the feedback from the school tutor, and the feedback from the lecturer were to a great extent useful for them. About 39% student teachers consider the feedback from the school tutor *pretty much* useful; about 52% student teachers considered it *very much* useful. Thirty-six percent student teachers considered the feedback from the lecturer *pretty much* useful; about 52% considered it *very much* useful.

Six student teachers mentioned that feedback from the teacher and lecturer was the most useful experience among all the perceived usefulness of Teaching Practice. Nevertheless, in general most student teachers in fact argued that the most useful experience they got from Teaching Practice in real classes was handling real students, handling big classes (as compared to small ones in their on-campus teaching demonstration), and interacting with real students. Some comments worth-revealing with regard to the most useful experience in Teaching Practice are:

Handle some lazy students. It's hard to motivate them especially the students of grade XII [R. 10].

By doing PPL I could learn many things to become a teacher later. Especially the new things that I got from PPL helped me to prepare becoming a [real] teacher [R.31].

How to manage the time, how to handle the big class ... [R.22].

I can interact directly with students [R.21].

4.3 Student Teachers' Micro Teaching

This sub-chapter is intended to present the Micro Teaching setting – the education level that the student teachers were expected to practice for their teaching demonstration, the class size and duration of the student teachers' teaching demonstration. It is also intended to highlight the advantages perceived by student teachers with regard to their on-campus teaching demonstration.

4.3.1 Setting

Of 31, 27 student teachers got their teaching demonstration for three times in Micro Teaching. The other 4 student teachers (R.6, R.11, R.20, and R.26) got it for two times only: one student teacher at the levels of ‘SD’, ‘SMP’ respectively, one student teacher at the levels of ‘SMP’, ‘SMA’ respectively, one student teacher at the levels of ‘SMP’ twice, and one student teacher at the level of ‘SMA’ twice (see Table 4.1).

4.3.2 Class Size and Duration

Twenty-one (67.7%) student teachers got a class of 5-10 students during their Teaching Demonstration; ten (32.3%) 11-15 students. The time allocation for each of their Teaching Demonstration ranged from 10-15 minutes – experienced by 7 (22.6%) student teachers and 16-20 minutes – experienced by 24 (77.4%) student teachers.

4.3.3 Perceived Advantages

The extent to which the student teachers’ own teaching is advantageous

Item 4 of Part C in the questionnaire having been responded by the student teachers indicate that 23 (74.2%) student teachers thought they got advantageous teaching experience in Micro Teaching course because of their own teaching when carrying out their on-campus teaching demonstration.

Those assuming that their own teaching demonstration was *pretty much* (‘3’) advantageous stated:

Because in Micro Teaching I had to choose my own themes, methods and materials independently and it allowed me to feel like a real teachers.

Actually it helped me a lot to broaden my teaching skills during Micro Teaching course.

Because I could practice how to make a good Lesson Plan so that I can deliver a good teaching.

Those assuming the experience was *very much* (‘4’) advantageous with regard to their own teaching demonstration stated:

I learned that I needed to be well-prepared, to focus, tidak menyepelkan [translation: I should not underestimate things].

In the classroom were not only learn about the technique but also how to handle the students.

Directly after I did my teaching demonstration, I realized what was good and what was bad from it immediately.

I got new knowledge and practice more.

It's like the more practice you have, the more expert you be. That's it, teaching demos I did in Micro Teaching helped me a lot.

I could develop my ideas in teaching.

On the other hand, the only student teacher who assumed that his/her own teaching demonstration was *a little* ('2') advantageous wrote:

I could experience myself as a real teacher so I could experience myself in making Lesson Plan.

The extent to which the student teachers' self-reflection is advantageous

Fourteen student teachers thought they got advantageous teaching experience in Micro Teaching course because of their self-reflection after the teaching demonstration they did. No student teacher rated the self-reflection as *not at all* nor *a little* advantageous.

Those rating the advantageous experience of self-reflection as *pretty much* ('3') stated:

After I had done my Micro Teaching, from my self-reflection I could know what was my weaknesses.

I feel like doing the real teaching after demonstration.

It sure helped me looking at my self-reflection. Then I could do better the following meeting.

Melalui self-reflection saya bisa dengan jujur menilai diri sendiri dan dapat menentukan mana yang perlu dan tidak perlu.

Those rating the advantageous experience of self-reflection as *very much* ('4') asserted:

The self-reflection is very useful because I can know my mistakes so I can improve my ability.

I got to know myself better: how was my appearance, did I laugh too much, such things that helped me discovering my behaviour.

Table 4.5
Internal-oriented Perceived Advantage of Micro Teaching

	One's Own Teaching Demo (n=23)	Self-reflection (n=14)
Not at all	0%	0%
A little	8.7%	0%
Pretty much	47.8%	71.4%
Very much	43.5%	28.6%
Total	100%	100%

Table 4.6
External-oriented Perceived Advantage of Micro Teaching

	Peer Comment (n=22)	Lecturer's Comment (n=27)	Observing Peer's Teaching (n=18)
Not at all	0%	0%	0%
A little	13.6%	7.4%	16.7%
Pretty much	27.3%	22.2%	33.3%
Very much	59.1%	70.4%	50%
Total	100%	100%	100%

The extent to which the peer comment is advantageous

Twenty-two student teachers got their friends' comment or evaluation after the teaching demonstration they carried out. The majority thought their friends' comments were *pretty much* and *very much* advantageous for them. Slightly below 14% thought the comments were *a little* advantageous – mentioning *Their comments sometimes did change my teaching style; I don't really pay attention to what my peers say, honestly* (1 of the 3 student teachers did not any give comments)

Those rating the comment from peers as *pretty much* ('3') useful stated:

Some comments were absolutely helpful, but some others were just mistakes-finding.

Sangat membantu karena penilaian mereka obyektif [translation: It's very helpful as they provide objective evaluation].

Because my friends can see my weakness.

It helped a lot somehow because they are the ones who watched me during my teaching demo.

Comments from my friends can build my teaching way to be better.

Those rating the usefulness of the comments from peers as *very much* ('4') noted down:

Friends really helps me to comment on my mistakes, it was really helpful.

From my friends' comment, I could reflect my fault and my weaknesses.

My friends' comments are very helpful and give good input to me.

Hearing and getting comments from other persons could really help me to improve my teaching, I could see my strength and weakness in teaching from different point of views.

Their comments can improve my ability in teaching.

My friends gave ideas and critics from the students' perspective.

My friends' comment is somehow helpful to improve my teaching, especially their critics.

The extent to which the lecturer's comment is advantageous

Of 31, 27 student teachers got lecturers' comments or evaluation after the teaching demonstration they performed. The majority argued their lecturers' comments were *pretty much* and *very much* advantageous.

Those assuming the lecturers' comments were *pretty much* ('3') advantageous remarked:

My lecturer give me good input to teach.

From the lecturer's evaluation I can improve the way I'm teaching, the lesson plan, the materials, the manner of a teacher, etc.

My lecturer's comment was very helpful for me to see how good I was in teaching whether my teaching was getting better for every demonstration I did. Also, his comment taught me how I could find an appropriate topic and handle the class.

Their comments sometimes did change my teaching style.

Those assuming that the lecturers' comments were *very much* ('4') advantageous asserted:

My lecturer's comment gave me a very good chance to improve my teaching.

Comments that I received very useful for me as a teacher because I am currently working as a teacher.

It helps me very much so I know my weakness.

From my lecturer's evaluation, I could reflect my fault and my weaknesses.

Hearing and getting comments from other persons could really help me to improve my teaching, I could see my strength and weakness in teaching from different point of views.

I thought my lecturer's evaluation helped me to know how to teach well in the real class when I did my Teaching Practice.

Experts always give a better suggestion than my peers do.

I could have a thorough feedback from my lecturer so I think it's very helpful.

It was really helpful in improving my performances for the next evaluation.

Karena komentar seorang dosen merupakan komentar paling penting dan berguna untuk saya. Dan dosen tidak akan memberikan sembarangan komentar [translation: Comments from a lecturer is the most important and useful for me. And a lecturer will not provide pointless comments].

Komen dari ahli sangat penting [translation: Comments from an expert is very important].

On the other hand,

My lecturer didn't give many comments at that time, but a few of his comment somehow useful.

It a little helpful but the lecturer only gave a little input and feedback. Terkadang dosen menghadap ke laptop dan seolah tidak memperhatikan mahasiswa yang sedang melakukan teaching demo [translation: Facing a laptop, the lecturer sometimes seems to ignore the students having the teaching demo].

are the remarks of the very few (a bit below 10%) student teachers assuming that the lecturers' comments were *a little* ('2') advantageous.

Six student teachers (R.3, R.8, R.11, R.15, R.23 and R.25) added that the most useful experience they got from Micro Teaching was the comments from friends and lecturers. R.23 more specifically wrote "*The most useful experience [from Micro Teaching] was I got feedback from my friends and lecturer wheather I was good or not really good in teaching*"

The extent to which the student teacher's being a student is advantageous

Eighteen student teachers realized the advantages by being a student or audience of their friends' teaching demonstration. Slightly below 85% of the student teachers perceived the chance of observing peer's teaching to be *pretty much* and *very much* useful. The minority – a bit below 16% of the student teacher – perceived the chance *a little* useful.

Those realizing a few advantages obtained from being a student or audience of their friends' teaching demonstration commented: (1 of 3 student teachers did not give comments)

Sedikit melihat dan mengambil sisi positifnya [translation: Observing a little but taking the positive things]

Because I could see my friend's strength and weakness.

Those realizing pretty many advantages obtained from being a student or audience of their friends' teaching demonstration noted down:

From their teaching I also learnt something (which one is good & which one is bad).

I could take the beneficial things for both myself and my friends.

From my friends' teaching I can also improve my skill in teaching.

I could learn how they taught and developed it into my own teaching.

I could learn from friends' teaching to improve my skill in teaching (their teaching as my reference).

Those realizing a lot of advantages obtained from being a student or audience of their friends' teaching demonstration jot down:

From my friend's teaching, I could know and share with my friend's teaching experience.

When I noticed their weak points or their mistake then I could learn something from it.

Because of that I was able to prepare myself better. We never know if the materials will sometimes be useful for our own Teaching Practices in the real classroom, right? So I may say it is SUCH an OPPORTUNITY.

I learnt from my friends experience so that I could make a better lesson plans for myself.

By becoming a student I can learn another way of teaching from my friends.

The extent to which the student teacher's being a private teacher and joining other subjects is advantageous

To date, it has been indicated that advantageous teaching experience as claimed by the student teachers are due a variety of reasons such as carrying out the teaching demonstration, doing self-reflection after the teaching demonstration, getting friends' comment or evaluation, getting lecturer's comment or evaluation, and being a student or audience of peers' teaching demonstration. Some others, as pointed out by only a few student teachers, include becoming a private course teacher and joining other subjects.

Table 4.7
Other Perceived Advantages of Micro Teaching

	Becoming a Private Course Teacher (n=7)	Joining Other Subjects (n=7)
Not at all	0%	0%
A little	0%	0%
Pretty much	42.9%	57.1%
Very much	57.1%	42.9%
Total	100%	100%

As seen in Table 4.7, only 7 student teachers – they are R.12, R.13, R.14, R.20, R.26, R.27, R.29 – indicated that they were private teachers when they did their teaching demo and noticed that their becoming one was advantageous for their teaching experience in Micro Teaching course. All the 7 student teachers chose either *pretty much* or *very much* as the degree of advantages of being a private teacher.

Having chosen *pretty much*, the respective student teachers commented:

At that time I taught two elementary school students and it really helped me understand kids' characteristics better.

Yes, it gave me experience how to teach/dealt with students.

Having chosen *very much*, the respective student teachers commented:

From my experience as a private course teacher, I could overcome how to teach as a teacher.

This is an additional/another useful media to enhance my teaching skills and handling the students.

Similarly, 7 student teachers – R.8, R.9, R.13, R.14, R.20, R.22, R.26 – pointed out that other subjects like TEFL, TEYL, Teaching Science, Language Testing, Speaking 4 that they joined in the previous semesters contributed *pretty much* and *very much* to their teaching experience in Micro Teaching course.

Having chosen *pretty much*, the respective student teachers remarked:

I got a good understanding of the methods and techniques available.

In here [Language Testing class] I could learn how to make appropriate assessment.

Then I could use it in my Teaching demonstration.

Having chosen *very much*, the respective student teachers remarked:

In Speaking 4 I got so many terms in managing the classroom (ordering, asking questions, opening the class, calling the roll, etc.). It really helped! In TEFL I got to know so many teaching techniques here. Really helpful.

TEFL & TEYL gave me more practices.

I could develop more fun and more various methods and adapted it for my Micro Teaching course.

As previously reported, only 7 of 31 student teachers claimed in the questionnaire that they got the benefit from other subjects they got. It is however found from the interview that more students might actually claim similarly that they got benefits from joining other subjects like TEFL and TEYL. All the 4 interviewed respondents who did not see the benefit hence who did not respond to the item in the questionnaire in fact admitted the benefit when they were interviewed. They did not recognize it when doing the written responding but they remembered it in the interview. One of them (R.23) orally informed “*Ya, yes other subjects like TEFL and TEYL also useful. I got the theory and I got the practice teaching in front of my friends*”

4.4 Student Teachers’ Teaching Practice and Micro Teaching:

The Interrelationship

Each student enrolling Micro Teaching and Teaching Practice has to prepare a Lesson Plan prior to the teaching demonstration and real class teaching respectively. Items 1-5 of Part D in the questionnaire having been completed by the student teachers indicated that with regard to Lesson Plan development, the majority of the student teachers admitted obtaining high degree of learning experience. They considered they had learnt to formulate teaching objectives, to develop teaching materials, to develop language teaching methods and techniques, to develop media, and other learning resources for the class activities, and to develop the way to assess students in Lesson Plan making both in Micro Teaching and Teaching Practice.

4.4.1 Learning Experience in Lesson Plan Making

Quite a lot of student teachers (slightly below 84%) admitted that they had *pretty much* and *very much* learning experience when they prepared their Lesson Plan before their teaching demonstration. Similarly, quite a lot of student teachers (slightly below 89%) disclosed that they had *pretty much* and *very much* experience when they prepared their Lesson Plan before their Teaching Practice in real classes (see Tables 4.8 and 4.9).

Table 4.8
Learning Experience in Micro Teaching Lesson Plan Making

	1 (n=31)	2 (n=31)	3 (n=31)	4 (n=31)	5 (n=30)	Av.	General Perception	
Not at all	0%	0%	0%	0%	6.7%	1.3%	No	16.3%
A little	19.4%	9.7%	16.1%	9.7%	20%	15%		
Pretty much	45.2%	58.1%	54.8%	54.8%	56.7%	53.9%	Yes	83.7%
Very much	35.5%	32.3%	29%	35.5%	16.7%	29.8%		
Total	100%	100%	100%	100%	100%	100%		100%

Note: 1: formulating teaching objectives; 2: developing teaching materials; 3: developing teaching methods and techniques; 4: developing media and other learning resources; 5: developing assessment; Av.: Average.

Table 4.9
Learning Experience in Teaching Practice Lesson Plan Making

	1 (n=31)	2 (n=31)	3 (n=31)	4 (n=31)	5 (n=30)	Av.	General Perception	
Not at all	0%	0%	0%	0%	0%	0%	No	11.1%
A little	9.7%	6.5%	12.9%	12.9%	13.3%	11.1%		
Pretty much	41.9%	35.5%	54.8%	51.6%	46.7%	46.1%	Yes	88.9%
Very much	48.4%	58.1%	32.3%	35.5%	40%	42.8%		
Total	100%	100%	100%	100%	100%	100%		100%

Note: 1: formulating teaching objectives; 2: developing teaching materials; 3: developing teaching methods and techniques; 4: developing media and other learning resources; 5: developing assessment; Av.: Average.

Six student teachers (R.4, R.7, R.17, R.26, R.27 and R.29) in fact admitted that the most useful experience they got from Micro Teaching was LP making or developing. As an additional illustration, R.17 specifically added, *“The most useful experience I got from Micro Teaching: when I was assigned to create the Lesson Plans for three different levels, such as SD, SMP, SMA”*

4.4.2 Experience in Lesson Plan Implementation

Having prepared a Lesson Plan, the student teachers were then engaged in teaching. In Micro Teaching they were involved in teaching their peers who were supposed to act as ‘SD’/‘SMP’/‘SMA’ students based on the Lesson Plan prepared. In Teaching Practice they were involved in teaching ‘SD’/‘SMP’/‘SMA’ students in real classrooms. The student teachers’ answers to items 6-11 of Part D having been analysed indicated that with regard to their teaching itself – the implementation of the Lesson Plan – the majority of the student teachers admitted obtaining high degree of teaching experience. They considered they had learnt five basic teaching skills of opening and closing a class, of questioning (making questions and responding to the questions), of

explaining instructional materials clearly, of giving appropriate feedback to the students or skill of providing informal assessment, of applying appropriate teaching techniques (e.g. games, group work), and using media & other learning resources. They also got the experience in classroom management.

Quite a lot of student teachers (slightly above 87%) maintained the idea that they had *pretty much* and *very much* teaching experience when they implemented their Lesson Plan in front of their peers. Correspondingly, the majority (reaching almost 90%) claimed that they got *pretty much* and *very much* teaching experience when they implemented their Lesson Plan in real classrooms at schools (see Tables 4.10 and 4.11).

Table 4.10
Teaching Experience in Micro Teaching

	Basic Teaching Skills						Av.	General perception	
	1 (n=31)	2 (n=31)	3 (n=31)	4 (n=31)	5 (n=31)	6 (n=31)		No	12.9%
Not at all	0%	0%	0%	0%	0%	0%	0%		
A little	12.9%	19.4%	6.5%	19.4%	9.7%	9.7%	12.9%		
Pretty much	51.6%	48.4%	48.4%	61.3%	51.6%	51.6%	52.2%		
Very much	35.5%	32.3%	45.2%	19.4%	38.7%	38.7%	34.9%		
Total	100%	100%	100%	100%	100%	100%	100%		100%

Note: 1: opening and closing a class; 2: questioning; 3: explaining instructional materials; 4: giving feedback; 5: applying appropriate teaching techniques and using learning resources; 6: conducting classroom management; Av.: Average.

Table 4.11
Teaching Experience in Teaching Practice

	Basic Teaching Skills						Av.	General Perception	
	1 (n=31)	2 (n=31)	3 (n=31)	4 (n=31)	5 (n=31)	6 (n=31)		No	10.2%
Not at all	0%	0%	0%	3.2%	0%	0%	0.5%		
A little	9.7%	3.2%	3.2%	9.7%	16.1%	16.1%	9.7%		
Pretty much	41.9%	41.9%	35.5%	48.4%	45.2%	45.2%	43.0%		
Very much	48.4%	54.8%	61.3%	38.7%	38.7%	38.7%	46.8%		
Total	100%	100%	100%	100%	100%	100%	100%		100%

Note: 1: opening and closing a class; 2: questioning; 3: explaining instructional materials; 4: giving feedback; 5: applying appropriate teaching techniques and using learning resources; 6: conducting classroom management; Av.: Average.

Six student teachers (R.9, R.10, R.16, R.22, R.24 and R.31) in fact admitted that the most useful experience they got from Micro Teaching was the teaching demonstration itself. Some comments worth-quoting are:

I learnt how to incorporate various media in teaching [R.9].

We tried to handle our students. They pretended as the real students [R.10].

The most useful experience that I got from Micro Teaching was I got to know how to teach students, how to make materials for teaching and how to manage the students in the classroom [R.16].

How to solve things that don't fill my expectations (i.e. I prepared a group work for 4 groups consisting of 3 members, but only 9 people came. I had to change the groupings instantly and still used the materials I prepared) [R.22].

The most useful experience that I got from Micro Teaching is when I was teaching in front of friends and my lecturer [R.24].

By doing Micro Teaching we can learn the skills, knowledge, and even techniques to teach in the class [R.31].

One student teacher (R.30) differently admitted that the most useful experience he/she got from Micro Teaching was the whole set of teaching demonstration as it was considered to be a good preparation before the real teaching practice.

4.4.3 The Difference between Micro Teaching and Teaching Practice

Inquired to reveal if they found a gap between on-campus Micro Teaching and Teaching Practice in schools, student teachers' consistent answers to items 12 and 13 of Part D in the questionnaire indicated that they experienced a very big gap teaching in two different settings (one student teacher's answer was disregarded as it was not consistent). The majority (slightly below 97%) chose either *pretty much* or *very much* as the response agreeing to "I discovered something new about teaching in Teaching Practice." and "I have a different teaching experience in my Teaching Practice compared to the one in on-campus Micro Teaching." This in fact amounts to about three quarters – to be exact 76.7% and 83.3% respectively – of the student teachers who claimed that they experienced *very much* difference between teaching in Micro Teaching class and the one in a real class.

Table 4.12
Micro Teaching and Teaching Practice: The Gap

	Discovering Something New	Having Different Experience	Av.	General
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	(n=30)	(n=30)		Perception	
Not at all	0%	3.3%	1.7%	No	3.3%
A little	3.3%	0%	1.7%		
Pretty much	20%	13.3%	16.7%	Yes	96.7%
Very much	76.7%	83.3%	80%		
Total	100%	100%	100%		100%

Some of the remarks pointed out by those belonging to the group of '96.7% Yes' experiencing much difference between Micro Teaching and Teaching Practice are associated with the number of the students, classroom management, experience to teach in real class, different characteristics of students, and Lesson Plan issue.

Some of the remarks associated with number of the students are:

Moreover, the number of the students are really big compared with the students in Micro Teaching.

I had to handle sometimes almost 40 students in a classroom ... different from Micro Teaching class.

Some of the remarks associated with classroom management include:

There was a big difference in handling the class. When I was teaching my own friend, there was no problem at all, but when it comes to Teaching Practice the difference was big. Some classes were hard to control.

Especially for the class management. The students were very naughty and noisy.

If in on-campus Micro Teaching, the students were our friends, it was so easy to handle the class, but in Teaching Practice we faced real children and it was so many students, it is quiet hard to handle the class.

In the real class I felt very nervous and confused when I had to teach the students. Besides, i found that it was difficult to manage the whole class.

The real students are really hard to handle. We have to be sooo attractive / carried out interesting activities to grab their attention.

The remark associated with experience to teach in real class is:

I was given the chance to teach regularly and I needed to follow the materials in the textbook.

Some of the remarks associated with different characteristics of students

The students in Teaching Practice were more passive than the students in Micro Teaching.

I thought the difference was the students. When I had my Teaching Practice in school, the students weren't quite polite and they tended to be naughty. The situation was different when I had my teaching demonstration in Micro Teaching.

If I may say Micro Teaching is just the appetizer. I could do my Micro Teaching pretty good, but not for my Teaching Practice. It was totally different between teaching your friend who pretends as a student and teaching in a real class. Yes, the students' response & behaviour].

If Micro Teaching the students are my own friends but Teaching Practice, I face real students. When I deliver the lesson in Micro Teaching all the students understood but in Teaching Practice only 60% understand.

Teaching new people is a lot harder than teaching my own friends because I haven't known them before.

In Teaching Practice I had to use mainly Bahasa Indonesia (or bilingual).

Teaching in Teaching Practice is more challenging.

It's very challenging to teach real students, know their ability, their activities, interest, etc.

Lebih menyenangkan dan menantang pada waktu Teaching Practice karena saya merasakan menghadapi anak-anak secara nyata [translation: Teaching Practice is more fun and challenging because of the real students].

Teaching Practice much more fun than Micro Teaching.

Some of the remarks associated with Lesson Plan are:

The lesson plan that we made in micro teaching class and Teaching Practice is quite different. We use English in our Micro Teaching's lesson plan but when we were Teaching Practice we used bahasa to make RPP (Lesson Plan);

I got many new things when I did my Teaching Practice and the one that made me surprised at Teaching Practice as making RPP. RPP was a planning of a material for one semester.

The only student teacher who belongs to the group of '3.3% No' claiming that he/she experienced no difference between Micro Teaching and Teaching Practice writes in the comments slot as follows: *"The students at school are more naughty than our friends pretending to be students. Only the way of handling the real students."* This implies that for this particular student there was in fact a difference between Micro

Teaching and Teaching Practice; however, he/she thought it was just a matter of handling real and unreal students as both ‘students’ are ‘naughty’.

4.4.4 The Gap Effect

When asked whether the gap arises a problem or not (item 14 in the questionnaire), the student teachers came up with almost equal percentages for the NO and YES answers. The detailed result of data analysis on this matter is presented in Table 4.13.

Table 4.13
The Gap Effect

	Problem-resulting Gap (n=31)	General Perception	
		No	Yes
Not at all	16.1%	No	45.2%
A little	29%		
Pretty much	16.1%	Yes	54.8%
Very much	38.7%		
Total	100%		100%

As seen in Table 4.13, the ones claiming that the gap had allowed a problem outnumbered (by about 10%) the ones claiming that the gap had not allowed a problem. Some comments obtained from those arguing for the problematic situation resulting from the gap between Micro Teaching and Teaching Practice or from those maintaining that the resulting gap had allowed a major problem to go quite unsolved are:

Totally I don't get the idea of how to handle naughty student. Because I didn't get it in my Micro Teaching.

I had to think harder of how to make the students understand the materials better in a more fun way. Oh yeah, also for the time, if, for example, my peers in Micro Teaching could understand a material in 5 minutes, the real students needed more time like 15 minutes and it troubled me sometimes.

Of course it causes a problem. We don't have any ideas to handle big class with many children.

I was much more nervous and confused of how to handle such a big class.

Some comments obtained from those arguing against the problematic situation resulting from the gap between Micro Teaching and Teaching Practice or from those who viewed the gap optimistically are:

No, because I still handle that when I did my Teaching Practice.

It was still manageable.

I think there is no problem as long as I can handle it.

Eventhough the situation was totally different, I could still manage the problem.

It is because I had a lot of chance to overview the situation of the class.

Significant problem wouldn't be occurred with a good preparation.

It causes a little problem at the beginning because the students were very naughty because they know [I am] a new teacher but after we know each other will, it couldn't be a problem anymore.

I don't mind about the problem. Although I was very nervous in Teaching Practice but I considered it as my motivation to control myself well when I was in front of the class.

4.4.5 Knowledge and Skills Transferred

The next four items of Part D in the questionnaire are formulated to reveal the extent to which student teachers perceive the transfer of knowledge and skills from Micro Teaching to Teaching Practice. They state “I have learnt to develop Lesson Plan (the knowledge of preparation before teaching) in new situations in Teaching Practice evaluation as I have learnt to do so in on-campus Micro Teaching” (item 15), “I have learnt to adapt teaching skills and approaches to new situations in my Teaching Practice evaluation as I have learnt to do so in on-campus Micro Teaching” (item 16), “I can make use of the ideas I have learnt from on-campus Micro Teaching in my Teaching Practice evaluation in real classes” (item 17) and “I can transfer the knowledge and skills I got from on-campus Micro Teaching in my Teaching Practice evaluation in real classes” respectively (item 18). The student teachers engaged in this study pointed out their perception which is summarized in Table 4.14

Table 4.14
Transfer of Knowledge and Skills

	A (n=31)	B (n=31)	C (n=31)	D (n=31)	Av.	General Perception	
Not at all	3.2%	0%	3.2%	0%	1.6%	No	17.7%
A little	22.6%	25.8%	12.9%	3.2%	16.1%		
Pretty much	61.3%	45.2%	45.2%	71%	55.6%	Yes	82.3%
Very much	12.9%	29%	38.7%	25.8%	26.6%		
Total	100%	100%	100%	100 %	100%		100%

Note: A: transfer of knowledge of teaching preparation; B: transfer of teaching skills; C: transfer of teaching ideas; D: overall transfer of knowledge and skills; Av.: Average.

As seen in Table 4.14 (see the column labeled 'A') about three quarters (61.3% and 12.9%) of the student teachers considered they had transferred *pretty much* and *very much* knowledge of preparation before teaching. Simply they positively viewed the transfer of knowledge of Lesson Plan making in Teaching Practice evaluation because they had learnt to do so in on-campus Micro Teaching.

With regard to transfer of teaching skills and teaching ideas (see the column labeled 'B' and C in Table 4.14), it is similarly found that about three quarters considered they had transferred *pretty much* and *very much* teaching skill and teaching idea. Simply they positively viewed the transfer of teaching skills and ideas in real classes in Teaching Practice evaluation because they had learnt to do so in on-campus Micro Teaching. The transfer of ideas is in fact perceived greater for the percentage of *very much* is three times more than the transfer of Lesson Plan knowledge (38.7% vs. 12.9%)

Consistent high percentage is also indicated when the student teachers expressed their opinion on the extent they can generally transfer the knowledge and skills they got from on-campus Micro Teaching in their Teaching Practice evaluation in real classes. This is in fact perceived the greatest for the percentages of *pretty much* (reaching 71%) and *very much* (reaching almost 27%) exceed greatly the percentage of *a little* which amounted to only about 3%. The student teachers undoubtedly claimed great overall transfer of knowledge and skills from Micro Teaching to Teaching Practice.

Student Teachers' Comments

Some comments obtained from the student teachers who revealed a positive perspective of the transfer of knowledge and skills are:

Melalui komentar dan pengalaman di Micro Teaching itu saya dapat mengaplikasikannya di Teaching Practice [translation: Based on the comments and experience in Micro Teaching I can apply it in Teaching Practice].

It helps me a lot because when I forgot what to teach, I tried to remember what I got from Micro Teaching.

I found much difficulties on applying my idea from Micro Teaching but I think it was really worth to try.

Saya bisa mengaplikasikannya walau tidak semuanya.

The knowledge I have had from campus can be transferred to the real class as the basic to develop more skills.

For sure! That's why my friends' Teaching Practices in Micro Teaching are important and worth to learn.

Yes! We just have to make sure if it is suitable to apply in the real classroom or not. But mostly the skills, techniques, etc. are applicable.

Yes, basically what I did is a reflection of what I did or got from Micro Teaching classes.

Yes, in Micro Teaching I learnt many things from myself and my friends.

Yeah, some knowledge somehow helpful.

Pertama menghadapi kelas yang sebenarnya, saya mencoba menerapkan yang saya pelajari di kampus, karena hal tsb. tidak berjalan lancar maka saya memutuskan mengikuti alur yang diinginkan murid di sana.

The ideas from Micro Teaching class have helped me to construct good ideas in my Teaching Practice.

I tried to adapt teaching skills and approaches to new situations in my Teaching Practice evaluation helped by school tutor in preparing the lesson and how to manage the students.

On-campus Micro Teaching is a good preparation for us to face the real classes.

Actually, there was slightly difference in making Lesson Plan in Teaching Practice and Micro Teaching.

Doing three Teaching Practices was a good idea. I could choose which one of them suit my class.

Because I had practiced three times in Micro Teaching class and I got the feedback from it.

I could combine and use the ideas of making lesson plans in Micro Teaching to apply it in my Teaching Practice.

Although everything happened differently between in real class and Micro Teaching on campus, the knowledge given still could be applied.

I got double advice for my Lesson Plan (from school tutor and my lecturer). This could improve me to make a better Lesson Plan.

Fortunately, I am a quite adaptive person.

I learnt to design and make Lesson Plan from Micro Teaching class, so I could create some lesson plans for my Teaching Practice.

Meanwhile, the comments from the student teachers who revealed a negative perspective are:

Yes, I do know the theory to develop Lesson Plan from Micro Teaching but when we do it Teaching Practice it's very different.

The ideas that I have learnt, most of them, couldn't use in real situation.

The situation in my Micro Teaching class was not really pressuring. Meanwhile, in Teaching Practice, the situation change progressively.

The situation in Teaching Practice is completely different.

Sometimes the teaching skills that I have learnt in on-campus micro teaching were not appropriate to approach in Teaching Practice.

4.5 Student Teachers' View of Teaching

When asked to reveal their view about teaching before having Teaching Practice and after having Teaching Practice, the student teachers – elicited by items 19 and 20 of Part D in the questionnaire – come up with 2 major sorts of themes. The first theme that has emerged is a polarized view of teaching – increased and decreased views. The second is a miscellaneous one, grouped under other views of teaching.

Increased View of Teaching

Of 31 student teachers, 12 (38.7%) were found to be the ones having increased view of teaching. Two student teachers initially viewed teaching negatively but then they viewed it positively. One of them, for instance, commented “*Before my Teaching Practice I viewed that teaching is not an interesting job to do. It is hard to do if I don't know the subject that I am going to teach. After I had my experience in Teaching Practice. I viewed teaching is an interesting job. I can joke with my students in a spare time. I can have many friends with my students.*” [R.12]; *(Before Teaching Practice) I see that teaching is so boring but it's very useful. (After Teaching Practice) I see that teaching is so fun and enjoyable. It was very nice interacting with the real student on the real situations.*” [R.2].

Five student teachers initially viewed teaching as a usual thing which then becomes fun because of Teaching Practice – classified also as increased view of teaching. A particular student teacher reported: *“(Before Teaching Practice) I thought teaching was something usual assignment to do as a student of English Department. (After Teaching Practice) teaching was a very fun activity to do, I had a lot of experiences with student and another teacher in that school.”* [R.6]. Similarly another student teacher put forward: *“Teaching when I was in Micro Teaching is just a practice. I learnt to make Lesson Plan, practice teaching, find the materials and so on. This is just show and practice my teaching skills and knowledge. Teaching when I was in Teaching Practice is real teaching. I taught real classes. From this experiences, I can practice my teaching skill that I got from my campus. I think it is more fun than in Micro Teaching.”* [R.21].

Two student teachers initially realized that teaching was hard but they eventually realized teaching was fun, something great – classified also as increased view of teaching. Respondent 3 wrote: *(Before Teaching Practice)* “Teaching is not as simple as we thought” *(After Teaching Practice)* *Ttg is fun when you do in real situation because you will find good challenge in it.”*; Respondent number 31 wrote: *(Before Teaching Practice)* “I thought teaching was very difficult job to do because as a teacher we have to have good skills, knowledge, techniques.” *(After Teaching Practice)* *Teaching was great. Teaching made me can learn many things such preparing material for teaching every time. Learning how to know the characters of students, making RPP/LP for one semester and another things that really help.”*

Another increased view of teaching is seen from the comment obtained from Respondent 29 who asserted: *(Before Teaching Practice)* “It is interesting. I was wondering when I have my teaching practice in the real class.” *(After Teaching Practice)* “It is quite difficult but great. Menjadi guru tidak hanya mengajar tetapi mendidiknya. Face/deal with the students helped me learn how to treat them in a real class.” Similarly, Respondent 11 pointed out: *(Before Teaching Practice)* “Teaching isn’t hard and it is fun” *(After Teaching Practice)* “Teaching big class with big students is hard but it was a lot of fun.”

Decreased View of Teaching

Six student teachers, however, shared the decreased perspective of teaching. Teaching is at the outset something fun but then after Teaching Practice it is seen less fun – categorized as decreased view of teaching. The expressed opinion quoted below shall clarify this sort of theme:

(Before Teaching Practice) “When I had my micro teaching, teaching was quiet easy and fun. Teaching was fun.” (After Teaching Practice) “Teaching in Teaching Practice was quite hard and has more complicated problems. Teaching wasn’t really fun. So many responsible in doing it.”

(Before Teaching Practice) “I always view teaching as a fun activity.” (After Teaching Practice) “Teaching many students is rather hectic” [R.27].

Other Views of Teaching

Three of 31 student teachers have viewed teaching positively since he/she had Micro Teaching. The idea was kept until the end of Teaching Practice: *(Before Teaching Practice) “Teaching sangat menyenangkan [translation: Teaching is very pleasing]” (After Teaching Practice) “menyenangkan, menantang ... [translation: pleasing, challenging]” [R.5]; (Before Teaching Practice) “Teaching is interesting]” (After Teaching Practice) “Teaching is challenging]” [R.18]; (Before Teaching Practice) “Teaching is a bit interesting” (After Teaching Practice) “Teaching is a bit interesting” [R.22].*

One of 31 student teacher has viewed teaching negatively since he/she had Micro Teaching. The idea was kept until the end of Teaching Practice: *(Before Teaching Practice) “Teaching is a horrible activity” (After Teaching Practice) “Teaching is not fun for me” [R.7].*

One of 31 student teachers has viewed teaching as something hard since he/she had Micro Teaching. The idea was kept until the end of Teaching Practice: *(Before Teaching Practice) “Teaching is not easy” (After Teaching Practice) “Teaching menyenangkan kalau tidak membuat RPP (translation: Teaching is hard due to LP making)” [R.1].*

The comments to date reveal the surface view of teaching. Other answers from the other remaining respondents show more established appreciation toward teaching. They can be seen as follows:

(Before Teaching Practice) "Handling students are not that difficult. We got more relax. The students were not as monstrous as before" (After Teaching Practice) "When I had my PPL I learnt that teaching is a mean to transfer knowledge and make them comprehend so that our LP should be simpler and understandable" [R.8].

(Before Teaching Practice) "I thought teaching would be quite easy and that it wouldn't give me a headache" (After Teaching Practice) "I then realized that designing a good LP requires a hard core amount of time and consideration. I think lesson planning is the most difficult part in teaching" [R.9].

(Before Teaching Practice) "Teaching was interesting. We need to be really well-prepared before delivering the lesson to the students. Also as teachers, we should have interesting topics to attract students' interest" (After Teaching Practice) "Teaching students in senior high school was really challenging. As teachers, we should be able to be friends for them. So the students would enjoy accepting our lessons easily and relax" [R.10].

(Before Teaching Practice) "Teaching is transferring your knowledge to the students in a way that the students could understand (based on their personal attitudes)" (After Teaching Practice) "still the same: Teaching is transferring your knowledge" [R.13].

(Before Teaching Practice) "I thought teaching the students were exciting and enjoyable because the students were very cooperative and attentive" (After Teaching Practice) "The students who I taught were very naughty and lack of attention while I was teaching them. Besides I thought that teaching the students could make care of them. Furthermore I could change their characters to be better so when I left them, they missed me so much and they wanted me to go back to teach them again" [R.16].

(Before Teaching Practice) "When I teach I cannot use the wrong techniques but I have to follow the teaching techniques from the book that I have learnt" (After Teaching Practice) "Teaching is not easy. I have to manage the class, make the lesson plans that are appropriate to the students' level" [R.17].

(Before Teaching Practice) "Teaching means I teach someone (one way) because my friends are not real students" (After Teaching Practice) "Teaching means I teach someone and someone teaches me (2 ways) because the students are my real students. Each student has different characteristic" [R.19].

(Before Teaching Practice) "Teaching needs practice so that I can improve my skill as a teacher to make myself to be good in teaching skill and knowledge." (After Teaching

Practice) “Teaching needs great effort because we had to handle the students with different character. Teaching is a good thing where we can teach our students to be better” [R.23].

4.6 Findings: Answers to the Research Questions

In this last chapter, the minor researched problems are answered explicitly. They are actually obtained from data analyses which have been presented previously, i.e., sub-chapters 4.2.1, 4.3.3, 4.4.1 – 4.4.5.

4.6.1 The Extent to Which Pre-Activities of Teaching Practice Are Useful for Student Teachers in Their Teaching in Real Classes

It is obviously indicated by the student teachers’ responses to the items in questionnaire (as summarized in Table 4.3) that the majority of the student teachers thought the pre-evaluation activities are useful for them. The chance to observe the school tutor’s teaching, the chance to consult the lesson plan to the school tutor and to the lecturer were greatly useful for them. They more particularly considered the opportunity *pretty much* useful and *very much* useful (ranging from slightly below 23% to slightly above 68%) – hence showing that it far outweighs the percentages of *not at all* and *a little* useful which ranges from 0% to slightly above 14%.

4.6.2 The Extent to Which Post-Activities of Teaching Practice Are Useful for Student Teachers in Their Teaching in Real Classes

Similarly, it is obviously indicated by the student teachers’ responses to the items in questionnaire (as summarized in Table 4.4) that the majority of the student teachers thought that the post-evaluation activities are beneficial to them. The feedback from the school tutor, and the feedback from the lecturer were to a great extent useful for them.

The percentage student teachers considering the feedback from the school tutor *pretty much* useful and *very much* useful far outweighs the one of those considering it *not at all* and *a little* useful. It is shown in Table 4.4 that the contrast is clearly big: 36%–60% (the range for *pretty much* useful and *very much* useful versus 0%–8.7% (the one for *not at all* and *a little* useful).

It is then obvious that the tradition to provide feedback should be maintained. In fact 1 of the 8 student teachers who did not get any feedback from the lecturer pointed out “The lecturer has to give some feedback for the students” (R.19). This strengthens the perceived usefulness of getting feedback as mentioned by the majority of the student teachers. This is also in line with the findings that six student teachers claimed that feedback from the teacher and lecturer was the most useful experience among all the perceived usefulness of Teaching Practice.

It is interestingly found that one student teacher (R.31) was concerned a lot with the feedback for her/him. He wrote down, “It is better if the lecturer as my advisor to have meetings with Guru Pamong [the school teacher] more than 3 or 4 times because by doing that, they could discuss many things about my teaching so that my evaluations could be better.” This particular student teacher indeed put much hope from the superiors to assist him with more feedback concerning his teaching so that he/she could improve him/herself.

4.6.3 The Extent to Which Teaching Demonstration in Micro Teaching Is

Advantageous

Teaching demonstration is perceived to be advantageous owing to some factors covering (1) the student teachers’ own teaching, (2) the student teachers’ self-reflection, (3) the peer comments, (4) the student teacher’s being a student, (5) the student teacher’s being a student, (6) the student teacher’s being a private teacher and (6) the student teacher’s joining other subjects.

The student teachers’ own teaching

The student teachers (amounting to almost 90%) indicated they got advantageous teaching experience in Micro Teaching course because of their own teaching when carrying out their on-campus teaching demonstration. They reasoned that they got the chance to feel like a real teacher, to get the chance to choose their own methods and materials independently, and to prepare a good Lesson Plan.

The student teachers’ self-reflection

All fourteen student teachers thought they got advantageous teaching experience in Micro Teaching course because of their self-reflection after the teaching demonstration they did. No student teacher rated the self-reflection as *not at all* nor *a little* advantageous (see Table 4.5). As the nature of self-reflection indicates, the student teachers perceived it was useful as they could know their weaknesses in teaching for future improvement: *“The self-reflection is very useful because I can know my mistakes so I can improve my ability.”*

The peer comments

The majority (slightly above 80%) of student teachers who got peers' evaluation thought their friends' comments were *pretty much* and *very much* advantageous: *“It helped a lot somehow because they are the ones who watched me during my teaching demo.”*, *“Hearing and getting comments from other persons could really help me to improve my teaching, I could see my strength and weakness in teaching from different point of views.”* Micro Teaching has been beneficial in providing opportunities for student teachers to enrich their knowledge by interacting with and learning from peers.

The lecturer's comments

Having the comments from the lecturers has become one of the external-oriented advantages perceived to be the most useful among the three other advantages. As can be seen in Table 4.6 the percentage of those choosing *a little* advantageous is only about 7% (the lowest) while the ones for the perceived advantages from peer comment and observing peer's teaching are 13.6% and 16.7%. Implicitly it is essential for the lecturers not to miss providing comments to student teachers' teaching. Lecturers' comments have been identified as *pretty much* and *very much* advantageous by the majority of student teachers. The lecturers' comments were seen to assist in seeing the strength and weakness of student teachers' teaching from different point of views. The lecturers' comments were also considered the most important comment – *“Karena komentar seorang dosen merupakan komentar paling penting dan berguna untuk saya. Dan dosen tidak akan memberikan sembarangan komentar [translation: Comments from a lecturer is the most important and useful for me. And a lecturer will not provide pointless comments]* and the lecturers' comments equal experts' – *“Komen dari ahli sangat penting [translation: Comments from an expert is very important].*

The most useful perceived experience from Micro Teaching was the comments from friends and lecturers. Six student teachers supported this view. One worth quoting is “*The most useful experience [from Micro Teaching] was I got feedback from my friends and lecturer wheather I was good or not really good in teaching*”. Micro Teaching has been beneficial in providing opportunities for student teachers to enrich their knowledge by interacting with and learning from both peers and lecturers.

The student teacher’s being a student

The majority – slightly below 85% of the student teachers – perceived the chance of observing peer’s teaching to be *pretty much* and *very much* useful. The minority – a bit below 16% of the student teacher – perceived the chance *a little* useful.

The comments of those noting down are, among others, “*I could learn how they taught and developed it into my own teaching*”, “*I could learn from friends’ teaching to improve my skill in teaching (their teaching as my reference).*”, “*When I noticed their weak points or their mistake then I could learn something from it.*”, “*Because of that I was able to prepare myself better. We never know if the materials will sometimes be useful for our own Teaching Practices in the real classroom, right? So I may say it is SUCH an OPPORTUNITY.*”, “*I learnt from my friends experience so that I could make a better lesson plans for myself.*”, “*By becoming a student I can learn another way of teaching from my friends.*” obviously reveal that Micro Teaching has been beneficial in providing opportunities for student teachers to enrich their knowledge by interacting with and learning from watching peers’ teaching demonstration.

The student teacher’s being a private teacher and joining other subjects

Some other perceived advantages of Micro Teaching, as pointed out by only a few student teachers, include becoming a private course teacher and joining other subjects.

As Table 4.7 indicates, seven student teachers indicated that they were private teachers when they did their teaching demo and noticed that their becoming one was advantageous for their teaching experience in Micro Teaching course. All them opted either *pretty much* or *very much* as the degree of advantages of being a private teacher.

Similarly, 7 student teachers claimed that other subjects like TEFL, TEYL, Teaching Science, Language Testing, Speaking 4 that they joined in the previous

semesters contributed *pretty much* and *very much* to their teaching experience in Micro Teaching course.

As previously reported, only 7 of 31 student teachers claimed in the questionnaire that they got the benefit from other subjects they got. It is however found from the interview that more students might actually claim similarly that they got benefits from joining other subjects like TEFL and TEYL. All the 4 interviewed respondents who did not see the benefit hence who did not respond to the item in the questionnaire in fact admitted the benefit when they were interviewed. They did not recognize it when doing the written responding but they remembered it in the interview. One of them who was interviewed informed “*Ya, yes other subjects like TEFL and TEYL also useful. I got the theory and I got the practice teaching in front of my friends.*”

4.6.4. The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to Lesson Plan Making

As seen in Table 4.8 the experience in making Lesson Plan both in Teaching Demonstration and Teaching Practice is perceived positively. The percentage (slightly below 84% and below 89%) exceeds about five times the one from the student teachers who perceived it negatively. To a large extent, Lesson Plan making experience is considered useful. The useful experience in making Lesson Plan includes formulating teaching objectives, developing teaching materials, developing teaching methods and techniques, developing media and other learning resources, and developing assessment.

Six student teachers in fact admitted that the most useful experience they got from Micro Teaching was making or developing a Lesson Plan. The quoted comment worth restating is “*The most useful experience I got from Micro Teaching: when I was assigned to create the Lesson Plans for three different levels, such as SD, SMP, SMA*” Some student teachers are in favour of having to prepare various types of Lesson Plan.

Of 4 student teachers who was interviewed, one admitted that the Lesson Plans in MT and in TP are not the same. Clarifying, she said that MT has assisted her with regard to the PPL LP making as she used the LP as a reference. She said, “*Er I think for my er MT my LP in MT is one of my ... er become the basic for my LP in PPL. Ya ...*”

reference only. The topic is different [but] I can refer to this one [Micro Teaching LP].” Another interviewed student teacher pointed out that the transfer occurred when he imitated the way to design LP. He elaborated, “It was how I design - the way I design my LP. Basically I took the material, I read the whole or course or lesson and then I made an outline what is important, what should I or - what is it – what should I transfer to my students, so the way I design ya was similar to the way I did in Micro Teaching.”

4.6.5 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to Lesson Plan Implementation

Quite a lot of student teachers (slightly above 87%) maintained the idea that they had *pretty much* and *very much* teaching experience when they implemented their Lesson Plan in front of their peers. Correspondingly, the majority (reaching almost 90%) claimed that they got *pretty much* and *very much* teaching experience when they implemented their Lesson Plan in real classrooms at schools.

Implied is that the implementation of the Lesson Plan is perceived positively by the majority of the student teachers. They believed they had learnt five basic teaching skills of opening and closing a class, of questioning (making questions and responding to the questions), of explaining instructional materials clearly, of giving appropriate feedback to the students or skill of providing informal assessment, of applying appropriate teaching techniques (e.g. games, group work), and using media & other learning resources. They also got the experience in classroom management.

Six student teachers in fact admitted that the most useful experience they got from Micro Teaching was the teaching demonstration itself. One of the comments worth-quoting is “*The most useful experience that I got from Micro Teaching is when I was teaching in front of friends and my lecturer.*”

One student teacher admitted that the most useful experience he/she got from Micro Teaching was the whole set of teaching demonstration as it was considered to be a good preparation before the real teaching practice.

4.6.6 The Extent to Which Micro Teaching Is Perceived Different from Teaching Practice

Student teachers’ consistent answers indicated positively that they experienced a very big gap teaching in two different settings. The majority (slightly below 97%)

claimed that they experienced difference between teaching in Micro Teaching class and the one in a real class. to a great extent (*pretty much or very much*).

Some remarks provided by this majority group are associated with the following issues: the number of the students, classroom management, experience to teach in real class, different characteristics of students, and Lesson Plan issue. The remarks worth revealing are: *“I had to handle sometimes almost 40 students in a classroom ... different from Micro Teaching class”* (the one with regard to the number of the students), *“The real students are really hard to handle. We have to be sooo attractive / carried out interesting activities to grab their attention.”* (the one with regard to classroom management), *“I was given the chance to teach regularly and I needed to follow the materials in the textbook.”*, (the one with regard to experience to teach in real class, *“If I may say Micro Teaching is just the appetizer. I could do my Micro Teaching pretty good, but not for my Teaching Practice. It was totally different between teaching your friend who pretends as a student and teaching in a real class. Yes, the students’ response & behaviour [are different]”* (the one with regard to different characteristics of students), *“The lesson plan that we made in Micro Teaching class and Teaching Practice is quiet different. We use English in our Micro Teaching’s lesson plan but when we were Teaching Practice we used bahasa to make RPP (Lesson Plan)”* (the one with regard to Lesson Plan issue).

For this gap to be narrowed, one of the four interviewed student teacher suggested, “... increase the number of students [in Micro Teaching] so it feels more real.” The other interviewed student teacher recommended Micro Teaching lecturers to provide student teachers having the teaching demonstration with more comments related to classroom management.

4.6.7 The Extent to Which the Difference Between Micro Teaching Causes

Problem

When asked whether the gap arises a problem or not (see Table 4.13), the student teachers came up with almost equal percentages for the NO and YES answers. The YES group outnumbered the NO group by 9.6%. Some comments obtained from those maintaining that the resulting gap had allowed a major problem to go quite unsolved are: *“Totally I don’t get the idea of how to handle naughty student. Because I didn’t get it in my Micro Teaching.”*, and *“I had to think harder of how to make the*

students understand the materials better in a more fun way. Oh yeah, also for the time, if, for example, my peers in Micro Teaching could understand a material in 5 minutes, the real students needed more time like 15 minutes and it troubled me sometimes.” While some comments obtained from the student teachers arguing against the problematic situation are related to the reasons why they thought it was NOT really problematic though they realized there was a gap – *“It is because I had a lot of chance to overview the situation of the class”, “Significant problem wouldn’t be occurred with a good preparation”* and *“It causes a little problem at the beginning because the students were very naughty because they know [I am] a new teacher but after we know each other will, it couldn’t be a problem anymore”*

It is worth revealing what some student teachers pointed out when asked to provide general comments near the end of the questionnaire. Some wrote comments that might help narrow the gap. The student teachers thought that they themselves can actually minimize the gap. The ‘students’ in the teaching demonstration can act as real students in real schools. Here are the obtained comments from the student teachers (R.14, R.20, R.25) who chose ‘4’/*very much* as the response to ‘The difference or gap causes a problem’:

Let the students who pretend as the student in Micro Teaching class behaves all that they want (behave like a naughty student), so when Micro Teaching’s students do PPL, they don’t get really shocked (This particular student teacher even had a small note for Micro Teaching lecturer *“for lecturers: please give your Micro Teaching’ students advice/suggestion how to handle naughty student. So when your student do PPL, they don’t get shocked”*), *“It will be better if the “students” in Micro Teaching are in big amount and really act like the real students”,* and *“Make it as real class not only teach 15 students but try to teach 30 students and the students in micro teaching class should act like what children usually do in real class”* respectively.

Similarly, one student teacher (R.28) – though he/she chose ‘1’/*not at all* for ‘The difference or gap causes a problem’ – suggests, *“The students in Micro Teaching should behave not so nicely like always. They have to create a real classroom atmosphere where there are good, bad, smart and less smart students”*

4.6.8 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to the Knowledge and Teaching Skills in

Real Classroom Instruction

The student teachers involved in this study showed high perception on the extent to which Micro Teaching assists them in real classroom instruction with regard to the knowledge and teaching skills.

The student teachers positively viewed the transfer of knowledge of Lesson Plan making in Teaching Practice evaluation because they had learnt to do so in on-campus Micro Teaching. It is proved by the quite high percentage – about three quarters (61.3% and 12.9%) of the student teachers considered they had transferred *pretty much* and *very much* knowledge of preparation before teaching (see Table 4.14).

The student teachers also positively viewed the transfer of teaching skills and teaching ideas in Teaching Practice evaluation because they had learnt to do so in on-campus Micro Teaching. It is likewise proved by the quite high percentage – about three quarters of the student teachers considered they had transferred *pretty much* and *very much* knowledge of preparation before teaching. The transfer of ideas is in fact perceived greater for the percentage of *very much* is three times more than the transfer of Lesson Plan knowledge (38.7% vs. 12.9%).

Furthermore, consistent high percentage is shown when the student teachers expressed their opinion on the extent they can commonly transfer the knowledge and skills they got from on-campus Micro Teaching in their Teaching Practice evaluation in real classes. The percentages of *pretty much* (reaching 71%) and *very much* (reaching almost 27%) exceed greatly the percentage of *a little* which amounted to only about 3%. Implicitly, the student teachers definitely alleged grand overall transfer of knowledge and skills from on-campus Micro Teaching to Teaching Practice in real classroom at schools.

Some comments worth mentioning from the student teachers who revealed a positive perspective of the transfer of knowledge and skills are:

The knowledge I have had from campus can be transferred to the real class as the basic to develop more skills.

The ideas from Micro Teaching class have helped me to construct good ideas in my Teaching Practice.

I tried to adapt teaching skills and approaches to new situations in my Teaching Practice evaluation helped by school tutor in preparing the lesson and how to manage the students.

Because I had practiced three times in Micro Teaching class and I got the feedback from it.

Meanwhile, the minority comments:

The ideas that I have learnt, most of them, couldn't use in real situation.

Sometimes the teaching skills that I have learnt in on-campus micro teaching were not appropriate to approach in Teaching Practice.

It is interestingly found in this study that one student teacher really compared between Micro Teaching and Teaching Practice in terms of their usefulness. This particular student (R.3) had consistent answer for the Micro Teaching. Eleven statements related to Micro Teaching's usefulness (items 1-11 of Part D) was for the most part answered as 'a little useful' (except for item 5 of Part D). He experienced a different teaching experience in his/her PPL compared to the one in Micro Teaching – choosing '4'/'very much' for the statement 'I discovered something new about teaching in PPL (there is a gap between on-campus Micro Teaching and PPL)' while commenting "Of course because the students is our friends in Micro Teaching so we can control them" and he argued that the difference or gap causes a big problem as he also rated the statement "The difference or gap causes a problem" with the option of '4'/'very much'. Micro Teaching was considered less useless than Teaching Practice. The suggestion pointed out was as follows: "Doing PPL is better than Micro Teaching. Please give more time for doing PPL because when you really want to be a teacher then doing PPL could give you more experience in it." Further suggestion was given to the reducing of the Micro Teaching. This particular student teacher thought that although more time was given to Teaching Practice, the Micro Teaching can still function. His/her suggestion more particularly states: " ... When you need students to know the basic of teaching you can give them general knowledge of teaching in one or two meeting before students doing their PPL "

Two student teachers had similar points of view: both Micro Teaching and Teaching Practice are useful. Their comments showing equal significance of both Micro Teaching and Teaching Practice are:

Both Micro Teaching and PPL program are useful for the students, so that the students can get the opportunity to practice their teaching skills [R.17].

Micro Teaching was helpful enough for me in preparing me about how to be a teacher in the real class later. PPL really helped me in giving a chance to experience how to teach in real classroom. It was very nice and interesting for me [R.24].

However, showing the dislike of Teaching Practice, 2 student teachers thought a 36-school day Teaching Practice was quite a burden. They noted down as the general comments/suggestion: “36 meetings are too many” (R.27) “No need for the students to spend 36 days, less than that is enough ...” (R.28). The reason for R.28 to show complaints was that she disliked being involved in additional teaching task for he/she stated “spending too many days (36 days) at school, watching over the students who were having exam” as the least useful experience he/she got from PPL. Yet, he/she actually argued for the need of practice as indicated in the general comment provided “... but ask the school tutor to give much more opportunities for the students to practice their teaching.”

All of the eight minor research questions have been answered. The major research question of how Teaching Practice in real classes at school is perceived by student teachers can now be generally responded: Teaching Practice in real classes at school has been positively perceived. The student teachers have voiced quite confidently that their Teaching Practice is assisted to a large extent by on-campus teaching demonstration.

The study result implies that on-campus teaching demonstration or simulation is essential. To this, Joice, Weil & Calhoun’s argument is worth quoting: “Individual can ‘feel’ the effects of their decisions because the environment [the carried out simulation] responds in full, rather than simply “You’re right” or “Wrong! Try again”. That is, the environmental consequences of their choices are played back to them” (Joice, Weil & Calhoun, 2009:381). Put in other words, “... educational simulations enable students to learn first hand from the simulated experience ... rather than from teacher’s explanations and lectures” (Joice et al., 2009:383).

Consequently, the good practice of teaching demonstration is worth maintaining. And general suggestion/comments from student teachers are worth listening. A student teacher (R.22) who chose ‘4’/very much indicating the serious gap between on-campus teaching demonstration and teaching practice in real classroom instruction wrote, “I’d suggest that students should have their teaching demonstrations facing people they don’t really know about (i.e. our department freshmen), not their class peers. This would

encourage us to be more serious. We indeed don't want to be embarrassed in front of our juniors." He/she further noted, "I'd say we could try doing PPL in a place other than schools (i.e. hotels – teaching the employees) if possible. My opinion is educators don't need to be stuck in educational environment."

Another student teacher (R.9) recommended that student teachers are provided with models of teaching. He/she stated, "Maybe it's good to give students a video showing. The video is the recording of a REAL classroom. And some problems (e.g. students skipping school, students sleeping in class, students having a bad temper/low self-esteem) can be discussed further." In fact, models of teaching are 'models of *learning*' (Joice et al., 2009:6). With models of teaching teachers measure the effects of various models of teaching not only by how well the student teachers achieve the specific objectives toward which they are directed but also by how well the student teachers increase the ability to learn – the fundamental aim of any teaching. In short, the models provided is "... a way of helping students expand their styles of approaching problems now and in their future" (Joice et al., 2009:392).

CHAPTER V

CONCLUSION

5.1 Summary

This study has emphasized the need to listen to student teachers' voice in understanding classroom practice. In particular the study is an attempt to understand teaching from the "inside" rather than the "outside in" (Cochran-Smith & Lytle, 1990 in Richards, 1998). With such a title "Students' voice on their teaching in real classes at school: What does it reveal?" this study then seeks to understand teaching practice of student teachers in its own terms and in ways it is understood by student teachers. In other words, It explores student teachers' voice – an insider's perspective by scrutinizing their perspective of teaching practice which might in the long run reveal student teachers' motivation for their decisions and actions – revealing somewhat implicit theories of teaching.

The classroom is an uncertain place where it is difficult to anticipate how a particular activity will work out. This applies especially to student teachers – those who are just 'launched' from campus to real classes in schools. However, the knowledge and skills they get from campus are indeed useful as this study reveals. How student teachers cope with the complexities of their work in real classes has been assisted by the knowledge and skills they get from campus.

The study finds that the majority of the student teachers thought the pre-evaluation activities are useful for them. The chance to observe the school tutor's teaching, the chance to consult the lesson plan to the school tutor and to the lecturer were greatly useful for them.

Similarly, it is also found that the majority of the student teachers thought that the post-evaluation activities are beneficial to them. The feedback from the school tutor, and the feedback from the lecturer were to a great extent useful for them.

Teaching demonstration is perceived to be advantageous owing to some factors covering (1) the student teachers' own teaching, (2) the student teachers' self-reflection, (3) the peer comments, (4) the student teacher's being a student, (5) the student teacher's being a student, (6) the student teacher's being a private teacher and (6) the student teacher's joining other subjects like TEFL and TEYL.

Lesson Plan making experience is considered useful. The useful experience in making Lesson Plan includes formulating teaching objectives, developing teaching materials, developing teaching methods and techniques, developing media and other learning resources, and developing assessment.

The implementation of the Lesson Plan is perceived positively by the majority of the student teachers. They believed they had learnt five basic teaching skills of opening and closing a class, of questioning (making questions and responding to the questions), of explaining instructional materials clearly, of giving appropriate feedback to the students or skill of providing informal assessment, of applying appropriate teaching techniques (e.g. games, group work), and using media & other learning resources. They also got the experience in classroom management.

Student teachers' steady answers indicated positively that they experienced a very big gap teaching in two different settings. The majority claimed that the difference between teaching in Micro Teaching class and the one in a real class. was great (*pretty much or very much*). The student teachers highlighted the following issues: the number of the students, classroom management, experience to teach in real class, different characteristics of students, and Lesson Plan issue.

Those perceiving that the gap arises a problem outnumbered the NO group by slightly below 10%. A situation resulting from such a disparity in experience between Micro Teaching and Teaching Practice is deemed problematic by almost 55% student teachers.

The student teachers in this study showed high perception on the extent to which Micro Teaching assists them in real classroom instruction with regard to the knowledge and teaching skills. The student teachers positively viewed the transfer of knowledge of Lesson Plan making in Teaching Practice evaluation because they had learnt to do so in on-campus Micro Teaching. The student teachers also positively viewed the transfer of teaching skills and teaching ideas in Teaching Practice evaluation because they had learnt to do so in on-campus Micro Teaching. It is likewise proved that the student teachers considered they had transferred *pretty much* and *very much* knowledge of preparation before teaching. Furthermore, the student teachers definitely assumed grand overall transfer of knowledge and skills from on-campus Micro Teaching to Teaching Practice in real classroom at schools.

Based on the findings related to the eight minor research questions presented above, the major research finding is that Teaching Practice in real classes at school has been positively perceived. The student teachers have voiced quite confidently that their Teaching Practice is assisted to a large extent by on-campus teaching demonstration. Accordingly, the good practice of teaching demonstration is not to be underestimated, and general suggestion/comments from student teachers are worth listening. It is, for instance, suggested that models of teaching can be provided by asking the student teachers to watch a recorded real teaching and comment on it.

5.2 Recommendations

The student teaching experience is noted as one of the most influential factors in the preparation of beginning teachers (Wilson, 2006 referring to Clark, Smith, Newby, & Cook, 1985; Koehler, 1988; and Lemma, 1993). It is therefore essential to maintain the good practice especially the one perceived as advantageous by the respondents in this study. Comments (peer's and lecturers') to the Lesson Plan and to the student teachers' implementing the Lesson Plan should be kept serious. The practice of self-reflection after teaching demonstration is not without its merits. Bridging the gap between campus-based and school-based components should be attempted sternly.

As mentioned previously, the situation resulting from such an inequality in experience between on-campus Micro Teaching and Teaching Practice in real classrooms is deemed problematic by almost 55% student teachers. This implies the need to listen to the student teachers' voice. One of them is that the audience of on-campus Micro Teaching should be matched as closely as possible to the real students in actual schools. Bridging the gap can be performed by careful arrangement of the audience who are strictly required to lower their level as university students.

It might also be important to examine ways to improve the role of the lecturers - college supervisors. All teacher education programmes should ensure that college supervisors have time to discuss important issues and collaborate with the school teachers or 'cooperating teachers' and do more than observe lessons on an infrequent basis as noted by the participants in this study.

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Appendix 1: The questionnaire for the try-out

	Widya Mandala Catholic University Surabaya Faculty of Teacher Training and Pedagogy English Department Kalijudan 37 Surabaya 60114; Telp.:+62 (0)31 3891265
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QUESTIONNAIRE

Dear Students,

This questionnaire is as an attempt to get feedback or your reflection on the extent Micro Teaching course assists you in PPL. PPL here is limited to your teaching English in class where you were evaluated by the school tutor, the assigned lecturer, and/or the headmaster.

Please fill out the questionnaire or answer the questions honestly to really reflect your perception on the extent Micro Teaching course has assisted you in PPL – the teaching practice in real classes you took in the academic year of 2011/2012 (odd semester August-December 2011). Your time spent and attention given to complete this questionnaire is very much appreciated. Though this questionnaire is not anonymous, I assure you that your responses will be kept completely confidential and will be used for research only. In the research report pseudonyms are used. Kindly return the completed questionnaire before April 20, 2012. If you need any inquiries, do not hesitate to contact me at (031) 3891265 ext. 210, 081 2302 8552, or bamafam_mina@yahoo.com

Warm regards,
Siti Mina Tamah

Surabaya, _____ 2012

A. General Information

1. Your name: _____ (NRP: 121300_____)
2. The semester you carried out your PPL: semester 7 / 8 / 9 / 10 / 11 / 12
3. The school you took your PPL:
Name: SDN/SDK/SMP/SMPK/SMA/SMK* _____
Address of the school: _____

B. About Your PPL

1. Your teaching practice:

	Level (Grade/Class)	Subjects	Topic
Evaluation 1			
Evaluation 2			
Evaluation 3			

For no. 4, you can tick on more than 1 box; circle one number showing your approval or disapproval of the statements (1= not at all; 2 = a little; 3 = pretty much; 4 = very much).

4. I got advantageous teaching experience in Micro Teaching course because of
- My own teaching practice in Micro Teaching class 1 2 3 4
Comments: _____

 - My self-reflection 1 2 3 4
Comments: _____

 - My friends' comment or evaluation 1 2 3 4
Comments: _____

 - My lecturer's comment or evaluation 1 2 3 4
Comments: _____

 - My joining friends' micro teaching 1 2 3 4
Comments: _____

 - My becoming a private course teacher 1 2 3 4
Comments: _____

 - My becoming a teacher 1 2 3 4
Comments: _____

 - Others (please specify) 1 2 3 4

Comments: _____

D. About Your Micro Teaching and PPL

Please circle one number showing your approval or disapproval of the statements (1= not at all; 2 = a little; 3 = pretty much; 4 = very much).

I have learnt

		in Micro Teaching	in PPL
1.	to formulate teaching objectives in Lesson Plan (LP) making	1 2 3 4	1 2 3 4
2.	to develop teaching materials in Lesson Plan (LP)	1 2 3 4	1 2 3 4

	making		
3.	to develop language teaching methods and techniques in Lesson Plan (LP) making	1 2 3 4	1 2 3 4
4.	to develop media, and other learning resources for the class activities in Lesson Plan (LP) making	1 2 3 4	1 2 3 4
5.	to develop the way to assess students in Lesson Plan (LP) making	1 2 3 4	1 2 3 4
6.	the basic teaching skill of opening and closing a class	1 2 3 4	1 2 3 4
7.	the basic teaching skill of questioning skills (making questions and responding to the questions)	1 2 3 4	1 2 3 4
8.	the basic teaching skill of explaining instructional materials clearly	1 2 3 4	1 2 3 4
9.	the basic teaching skill of giving appropriate feedback to the students or skills in providing informal assessment	1 2 3 4	1 2 3 4
10.	the basic teaching skill of applying appropriate teaching techniques (e.g. games, group work), and using media, and other learning resources in conducting the class activities	1 2 3 4	1 2 3 4
11.	to improve my ability to conduct class management.	1 2 3 4	1 2 3 4

12. I discovered something new about teaching in PPL (there is a gap between on-campus Micro Teaching and PPL). 1 2 3 4

Comments: _____

13. I have a different teaching experience in my PPL compared to the one in on-campus Micro Teaching. 1 2 3 4

Comments: _____

14. The difference or gap is a problem. 1 2 3 4

Comments: _____

15. I have learnt to develop Lesson Plan (the knowledge of preparation before teaching) in new situations in PPL evaluation as I have learnt to do so in on-campus Micro Teaching. 1 2 3 4

Comments: _____

16. I have learnt to adapt teaching skills and approaches to new situations in my PPL evaluation as I have learnt to do so in on-campus Micro Teaching 1 2 3 4

Comments: _____

17. I can make use of the ideas I have learnt from on-campus Micro Teaching in my PPL evaluation in real classes. 1 2 3 4

Comments: _____

18. I can transfer the knowledge and skills I got from on-campus Micro Teaching in my PPL evaluation in real classes. 1 2 3 4

Comments: _____

19. How did you view teaching when you had your Micro Teaching or after your Micro Teaching (before your PPL)?

20. How did you view teaching when you had your PPL or after your PPL?

21. What were the most useful experience or aspects you got from Micro Teaching?

22. What were the least useful experience or aspects you got from Micro Teaching?

23. What were the most useful experience or aspects you got from PPL evaluation?

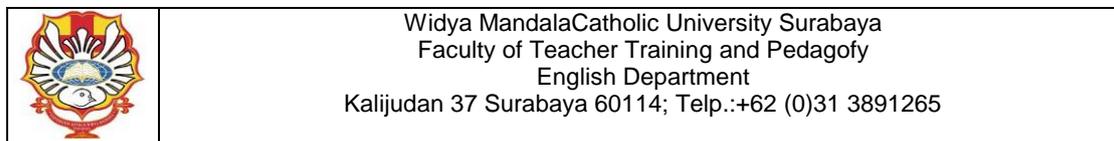
24. What were the least useful experience or aspects you got from PPL evaluation?

25. General suggestion/comments
for Micro Teaching:

for PPL:

Others:

Appendix 2: The questionnaire for the actual study



QUESTIONNAIRE

Dear Students,

This questionnaire is as an attempt to get feedback on the extent Micro Teaching course assists students in PPL. PPL here is limited to the teaching in the English class where you were evaluated by the school tutor, the assigned lecturer, and/or the headmaster.

Please fill out the questionnaire or answer the questions honestly to really reflect your perception on the extent Micro Teaching course has assisted you in PPL – the teaching practice in real classes you took in the academic year of 2011/2012 (odd semester August-December 2011). Your time spent and attention given to complete this questionnaire is very much appreciated. Though this questionnaire is not anonymous, I assure you that your responses will be kept completely confidential and will be used for research only. In the research report pseudonyms are used. Kindly return the completed questionnaire before April 16, 2012. If you need any inquiries, do not hesitate to contact me at (031) 3891265 ext. 210, 081 2302 8552, or bamafam_mina@yahoo.com

Warm regards,
Siti Mina Tamah

Surabaya, _____ 2012

A. General Information

1. Your name: _____ (NRP: 121300_____)

2. The semester you carried out your PPL: semester 7 / 8 / 9 / 10 / 11 / 12

3. The school you took your PPL:

Name: SDN/SDK/SMP/SMPK/SMA/MAK/SMKK* _____

Address of the school: _____

B. About Your PPL

1. Your teaching practice:

	Level (Grade/Class)	Topic and/or Sub-topic
Evaluation 1		
Evaluation 2		

3. The time allocation for each of your Simulation:

- 10-15 minutes
- 16-20 minutes
- 21-25 minutes
- Others (specify): _____

For no. 4, you can tick on at least 2 boxes; circle one number showing your approval or disapproval of the statements (1= not at all; 2 = a little; 3 = pretty much; 4 = very much).

4. I got advantageous teaching experience in Micro Teaching course because of

- my own teaching practice in Micro Teaching class 1 2 3 4

Comments: _____

- my self-reflection after the teaching demonstration I did 1 2 3 4

Comments: _____

- my friends' comment or evaluation 1 2 3 4

Comments: _____

- my lecturer's comment or evaluation 1 2 3 4

Comments: _____

- my friends' teaching (I was the student or audience of my friends' teaching demonstration) 1 2 3 4

Comments: _____

- my becoming a private course teacher 1 2 3 4

Comments: _____

- other subject(s) I joined (specify) _____ 1 2 3 4

Comments: _____

D. About Your Micro Teaching and PPL. Please circle one number showing your approval or disapproval of the statements (1= not at all; 2 = a little; 3 = pretty much; 4 = very much).

I have learnt

		in Micro Teaching	in PPL
1.	to formulate teaching objectives in Lesson Plan (LP) making.	1 2 3 4	1 2 3 4
2.	to develop teaching materials in Lesson Plan (LP) making.	1 2 3 4	1 2 3 4
3.	to develop language teaching methods and techniques in Lesson Plan (LP) making.	1 2 3 4	1 2 3 4
4.	to develop media, and other learning resources for the class activities in Lesson Plan (LP) making	1 2 3 4	1 2 3 4
5.	to develop the way to assess students in Lesson Plan (LP) making.	1 2 3 4	1 2 3 4
6.	the basic teaching skill of opening and closing a class	1 2 3 4	1 2 3 4
7.	the basic teaching skill of questioning (making questions and responding to the questions).	1 2 3 4	1 2 3 4
8.	the basic teaching skill of explaining instructional materials clearly.	1 2 3 4	1 2 3 4
9.	the basic teaching skill of giving appropriate feedback to the students or skill of providing informal assessment.	1 2 3 4	1 2 3 4
10.	the basic teaching skill of applying appropriate teaching techniques (e.g. games, group work), and using media & other learning resources.	1 2 3 4	1 2 3 4
11.	to improve my ability to conduct class management.	1 2 3 4	1 2 3 4

12. I discovered something new about teaching in PPL (there is a gap between on-campus Micro Teaching and PPL). 1 2 3 4

Comments: _____

13. I have a different teaching experience in my PPL compared to the one in on-campus Micro Teaching. 1 2 3 4

Comments: _____

14. The difference or gap causes a problem. 1 2 3 4

Comments: _____

15. I have learnt to develop Lesson Plan (the knowledge of preparation before teaching) in new situations in PPL evaluation as I have learnt to do so in on-campus Micro Teaching. 1 2 3 4

Comments: _____

16. I have learnt to adapt teaching skills and approaches to new situations in my PPL evaluation as I have learnt to do so in on-campus Micro Teaching. 1 2 3 4

Comments: _____

17. I can make use of the ideas I have learnt from on-campus Micro Teaching in my PPL evaluation in real classes. 1 2 3 4

Comments: _____

18. I can transfer the knowledge and skills I got from on-campus Micro Teaching in my PPL evaluation in real classes. 1 2 3 4

Comments: _____

19. How did you view teaching when you had your Micro Teaching or after your Micro Teaching (before your PPL)?

20. How did you view teaching when you had your PPL or after your PPL?

21. What were the most useful experience or aspects you got from Micro Teaching?

22. What were the least useful experience or aspects you got from Micro Teaching?

23. What were the most useful experience or aspects you got from PPL evaluation?

24. What were the least useful experience or aspects you got from PPL evaluation?

25. General suggestion/comments for Micro Teaching:

26. General suggestion/comments for PPL:

27. General suggestion/comments (Others):

Appendix 3: The questions posed in the interview

1. In the completed questionnaire you wrote "...” Is your confidence in teaching boosted because of MT and PPL? Why or why not?
2. How would you describe the overall experience of on-campus Micro Teaching?
3. How would you describe the overall experience of real class teaching in PPL?
4. Do you apply student-centered instruction in your MT? in PPL?
5. When you entered WM did teaching become your purpose?
6. What do you do now (after PPL is over)? Any plan to change your profession?

Appendix 4

Initial General Description of the Subjects

No	Subject Code		PPL			MT		
			Smt.	Ev.	School	Smt.	TD	Level
1	ST	4	9	1	SMA	8	3	SD, SMP, SMA
2	ST	5	9	1	SMA	8	3	SD, SMP, SMA
3	ST	6	9	2	SMA	6	3	SD, SMP, SMA
4	ST	7	9	3	SMA	8	3	SD, SMP, SMA
<u>5</u>	<u>ST</u>	<u>8</u>	<u>9</u>	<u>3</u>	<u>SD (Wima Kids)</u>	<u>6</u>	<u>3</u>	<u>SD, SMP, SMA</u>
6	ST	9	9	1	SMA	8	3	SD, SMP, SMA
7	ST	10	9	2	SMP	6	2	SMP, SMP
8	ST	12	7	2	SMK	6	3	SD, SMP, SMA
9	ST	13	7	2	SMK	6	3	SD, SMP, SMA
10	ST	15	7	2	SMA	6	3	SD, SMP, SMA
11	ST	16	7	2	SMA	6	3	SD, SMP, SMA
12	ST	17	7	2	SMA	6	2	SMA, SMA
13	ST	18	7	2	SMA	6	3	SD, SMP, SMA
14	ST	19	7	2	SMA	6	3	SD, SMP, SMA
15	ST	20	7	2	SMA	6	3	SD, SMP, SMA
16	ST	21	7	2	SMP	6	3	SD, SMP, SMA
17	ST	22	7	2	SMP	6	3	SD, SMP, SMA
18	ST	23	7	2	SMP	6	3	SD, SMP, SMA
19	ST	24	7	1	SD	6	3	SD, SMP, SMA
20	ST	25	7	1	SD	6	3	SD, SMP, SMA
21	ST	26	7	1	SD	6	2	SMP, SMA
22	ST	27	7	2	SD	6	3	SD, SMP, SMA
23	ST	29	7	1	SMA	6	3	SD, SMP, SMA
24	ST	30	7	2	SMA	6	3	SD, SMP, SMA
25	ST	31	7	2	SMP	6	3	SD, SMP, SMA
26	ST	32	7	1	SD	6	3	SD, SMP, SMA
27	ST	33	7	2	SMP	6	2	SD, SMP
28	ST	34	7	2	SMP	6	3	SD, SMP, SMA
29	ST	35	7	2	SMP	6	3	SD, SMP, SMA
30	ST	36	7	2	SMP	6	3	SD, SMP, SMA
31	ST	37	7	2	SMP	6	3	SD, SMP, SMA
32	ST	38	7	2	SMP	6	3	SD, SMP, SMA

Note: PPL: Teaching Practice; MT: Micro Teaching; Smt: Semester; Ev.: Evaluation frequency; TD: Teaching Demonstration frequency.

Number 5 (ST 8) is later excluded from data analysis.

Appendix 5

Syllabus

Course	: Micro Teaching
Course Code	: EGL635
Semester	: VI
Credits	: 2
Prerequisite	: Listening II, Speaking IV, Reading IV, Writing IV, Structure IV, Vocabulary, Scientific Writing, Teaching English as a Foreign Language II, Curriculum and Materials Development, Developmental Psychology II, Language Testing, Teaching English to Young Learners, Pedagogy, Professional Ethics.

Standard of Competence

The ability to demonstrate the ability to create classroom discourse by organizing activities depicting the students' micro skills

Basic Competences

The students are able to:

1. develop an appropriate lesson plan
2. open and close a class
3. explain teaching materials clearly
4. ask questions of various kinds
5. respond to students' questions appropriately
6. assess students' learning achievement appropriately
7. apply appropriate teaching techniques, media, and other learning resources in conducting the class activities
8. give appropriate feedback to the students
9. develop and carry out micro teaching skills of English
10. establish rapport

Learning Experiences

The students:

1. prepare a lesson for the upcoming micro-teaching
2. experience in making questions and responding to the questions
3. conduct teaching practices, particularly teaching techniques, with peers as students
4. observe the teaching techniques and engage in group review of the micro-teaching lessons to enhance the effectiveness of their teaching and learning skills
5. conduct self-assessment reflection and exposure to best-practice methods, techniques, and materials prior to actual engagement in pre-professional practicum and student teaching experiences
6. are experienced with a class discussion teaching techniques
7. observe the overall experience of their peers of the teaching and support for learning
8. experience with the appropriateness of the style of teaching, and the performance of teacher
9. experience in assessing and evaluating their peers' teaching performance

Indicators

Students are able to:

1. use standard English in teaching
2. ask questions of various kinds
3. arouse students' motivation
4. explain the learning materials in simple and clear English
5. explain the learning materials not depending on textbooks
6. ask clear, simple, and relevant leading questions to the students
7. manage teacher-student interaction and student-teacher interaction, and students-students interaction
8. manage time appropriately in teaching
9. give examples, illustration for the learning items properly
10. speak English with clear and loud voice, appropriate eye contact and gesture
11. choose proper teaching methods
12. implement relevant and appropriate teaching techniques in the learning-teaching process
13. develop varieties of learning strategies required for learning materials
14. use teaching media and suitable with the teaching materials
15. review the learning materials in simple and clear language
16. encourage students to learn more about the learning materials
17. give proper feedback
18. assess their peers' teaching performance
19. evaluate their peers' teaching performance
20. evaluate their own teaching performance

Course Contents

1. Introduction to Micro Teaching
2. Micro Teaching Skills Development
3. Theory and Application of Micro Teaching Skills
4. Theory and Application of Integrated Teaching Skills
5. Classroom and Time Management

Learning Strategies

1. Lecture
2. Presentation
3. Discussion
4. Workshop
5. Reflection
6. Group work
7. Home assignments

Assessment System

1. Preparation of Teaching Practice (lesson plan)
2. Presentation (Teaching Practice)
3. Self Reflection
4. Peer evaluation (class participation)
5. Final project (Report)

Scoring System

Throughout the semester, each student will present 3 (three) simulations:

- 1st simulation : Teaching English in Elementary School (SD)
- 2nd simulation : Teaching English in Junior High School (SMP)
- 3rd simulation : Teaching English in Senior High School (SMA)

The final score is the average of 1st, 2nd, and 3rd simulation scores

References

Celce-Murcia, Marianne. 2001. *Teaching English as a Second Language or Foreign Language*. Third Ed. Singapore: Heinle & Heinle.

Chamot, Anna Uhl; Barnhart, Sarah; El Dinary, Pamela Beard, and Robbins, Jill. 1999. *The Learning Strategies Handbook*. New York: Longman.

Universitas Negeri Yogyakarta. 2006. *Panduan Pengajaran Mikro*. Yogyakarta: Universitas Negeri Yogyakarta.

Ur, Penny. 2005. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Curriculum Vitae

Name : Siti Mina Tamah
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Academic qualification:

2011	Ph.D.	Department of Applied Linguistics, the University of Groningen (RUG), Groningen, the Netherlands. STUDENT INTERACTION IN THE IMPLEMENTATION OF THE JIGSAW TECHNIQUE IN LANGUAGE TEACHING ISSN 0928-0030; ISBN 978-90-367-4903-9
2000	M. Pd.	Literature and Language Education Program, Post Graduate Program, Surabaya State University, Surabaya, Indonesia. THE EFFECT OF IN-CLASS PROOFREADING ON STUDENTS' COMPOSITION.
1988	Dra.	English Department of Teacher Training Faculty, Widya Mandala Catholic University, Surabaya, Indonesia. FOCUSING ON READING TO PRESENT ENGLISH MATERIALS TO THE FIRST YEAR STUDENTS OF SMTA
1984	-	SMAK St. Agnes, Surabaya, Indonesia
1981	-	SLTPK St. Agnes, Surabaya, Indonesia
1972	-	SDK St. Yohanes Gabriel, Surabaya, Indonesia

Research Reports: (2007 onwards)

2008	The Implementation of Jigsaw Technique in Listening Class (Siti Mina Tamah, Johannes Leonardi Taloko, Agustin Santoso, Dennis Christian Shendika, Dian Handayani Soeprapto) fund source: PHK A2
2007	The Implementation of Jigsaw Technique in Reading Class of Young Learners (with Ellisa Yani Widjaja, Linda Anggraiani, Ong Ervina Larissa Susanto) fund source: Faculty/LPPM Rp 5.926.000,00

Papers presented in national and international conferences: (2007 onwards)

Assessment in a Cooperative Learning Class	2011 NTUT International Conference on Applied Linguistics	3-4 November 2011	NTUT Taipei, Taiwan
Killing Three Birds With One Stone: A Model of Young Learner Science Class (A workshop)	National Conference on English across Curriculum	4-5 May 2010	Widya Mandala Surabaya, Indonesia
Multi-structural Class: What and How It Is Perceived	The 31st Annual TESOL Greece International Convention "Living and Learning in a Brave New World"	13 - 14 March 2010	Athens, Greece
Multiple Intelligences++: A Model of Young Learner Class (A Workshop)	The 56 th TEFLIN International Conference	8-10 December 2009	Batu, Malang Indonesia
Introducing Classroom Rules Using Jigsaw Technique (A Workshop)	16 th International Conference on Learning	1-4 July 2009	Barcelona, Spain
Role Assigning in Jigsaw Classroom: An Asian Classroom Reality Revealed	The 6 th Asia TEFL International Conference	1-3 August 2008	Sanur, Bali, Indonesia
Introducing Teaching Journal to Teachers-to-be: What This Professional Aspect Reveals	The 55th TEFLIN International Conference 2007	4-6 December 2007	Universitas Syarif Hidayatullah Jakarta

Papers presented locally

Title	Forum	Year
Teacher's Enforcing Positive Interdependence: Students' Perceptions	Internal Seminar English Department Widya Mandala Catholic University Surabaya 10 December 2011	2011