



**A STUDY OF MICROTEACHING DURING COVID 19 PANDEMICS:  
A CASE STUDY OF MICROTEACHING CLASS OF ENGLISH  
TEACHING DEPARTMENT REGISTERED IN 2019 – 2020 ACADEMIC  
YEAR**

**THESIS**

*Submitted to English Teaching Department of Tarbiyah and Teacher Training  
Faculty of IAIN Batusangkar as a Requirement for Obtaining Bachelor Degree in  
English Teaching*

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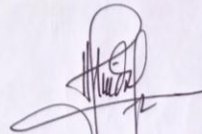
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
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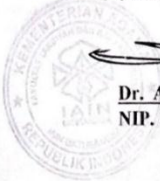
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## ABSTRAK

**SILVIA RAHMATUL PUTRI, NIM 1630104063.** Judul skripsi “**A STUDY OF MICROTEACHING DURING COVID 19 PANDEMICS: A CASE STUDY OF MICROTEACHING CLASS OF ENGLISH TEACHING DEPARTMENT REGISTERED IN 2019 – 2020 ACADEMIC YEAR**” Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Penelitian ini dilatar belakangi oleh pelaksanaan *Microteaching* yang dilakukan secara online diakibatkan Covid 19 datangnya wabah ini menyebabkan suasana baru yang dirasakan oleh mahasiswa dan dosen mengakibatkan pelaksanaan *Microteaching* sangat berbeda dengan yang terjadi sebelum adanya wabah pandemi. Adapun tujuan penelitian ini adalah untuk mengetahui bagaimana pelaksanaan *Microteaching* pada saat pandemic.

Jenis penelitian ini adalah penelitian kualitatif dengan desain studi kasus. Informan dari penelitian ini berjumlah 9 orang mahasiswa Tadris Bahasa Inggris yang mengambil mata kuliah *Microteaching* tahun akademik 2019/2020. Informan dipilih dengan menggunakan teknik *Purposive Sampling*. Pada penelitian ini, peneliti berperan sebagai instrumen kunci dan pedoman wawancara sebagai instrument pendukung. Teknik pengumpulan data pada penelitian ini menggunakan teknik wawancara. Untuk menguji keabsahan data, peneliti melakukan *prolonged engagement*.

Hasil penelitian menunjukkan bahwa ada 3 pelaksanaan *Microteaching* pada saat pandemi Covid 19 pelaksanaan tersebut adalah: 1) Mempersiapkan diri memasuki kelas, 2) Menerapkan praktek mengajar, 3) Umpan balik terhadap praktek mengajar yang diberikan dosen. Adapun bagian nya seperti berikut: mempersiapkan RPP, Mempersiapkan mental, Mempersiapkan Materi, dan Mempersiapkan sinyal. Setelah itu menerapkan praktek mengajar yaitu Membuat video praktek mengajar dan Praktek mengajar menggunakan aplikasi zoom video conference. Terakhir umpan balik yang di berikan dosen diantaranya Feedback diberikan setelah seminggu video pengumpulan, Jarang diberikan feedback, Feedback diberikan melalui aplikasi zoom video conference, Tidak semua mahasiswa mendapatkan feedback dan langsung diberikan feedback.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The COVID-19 (Coronavirus Disease-19) The pandemic has impacted education systems around the world, causing school closures, universities, and colleges. As of April 27, 2020, around a 1.7 billion students have been affected in response to the pandemic. According to UNICEF monitoring, 186 countries have now implemented closures on a national scale and 8 countries implement local closures. This matter impacts approximately 98.5% of the world's student population (UNESCO, 2020). Policies taken by many countries, including Indonesia dismiss all educational activities, make government and institutions related must present an alternative educational process for students and students who cannot carry out the education process on educational institutions (Purwanto et al., 2020).

Zu et al. (2020) stated that in December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China, and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (COVID-19). Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11)

Gewin's research (2020) states that many universities in the whole world have postponed or canceled various activities such as campus events, seminars, conferences, sports competitions, and other activities. The university has been moving fast to transition various Facebook programs learning continues. Responding to this, UNESCO (2020) recommends using a distance learning program (distance learning) and open educational applications and platforms that can use by schools or colleges to reach students and students remotely. About 96 countries have opened platforms

such as the online library, educational broadcasts on television, simulation videos, and programs other online (Basilaia et al., 2020). Old school closure and home quarantine (self-quarantine) may have negative effects on physical and mental health (Brazendale et al., 2017). Supported by Young Minds research (2020) Nearly 83% of children young people think that the pandemic is exacerbating mental health conditions-existing. This is due to school closings, loss of daily routine, and limited social connections. The rest experiencing symptoms of anxiety, which is positively correlated with increasing.

Today almost all teaching faculties have already provided microteaching as a subject in the faculty. The student has to teach in front of his or her friends and record the performance as well to learn from the video and Microteaching is admitted as a good technique to produce future teachers. Microteaching is important subject practice for the student to become a teacher, student will get experience in teaching, in the small – in group courses consisting of 5 – 10 students. Microteaching is most important for students to be a teacher, to become student teachers should learn more about Microteaching. Microteaching is one of the subjects before going pre-service. A Microteaching-learning course is a work skills course that must be taken by English language education students in the 6th semester before students carry out pre-service. Microteaching subject is programmed in semester VI (sixth). Student requirements to be able to take Microteaching courses must have completed several courses related to aspects that must be met before becoming a teacher.

In addition, according to Hamalik (2009), microteaching exercises serve as a starting point before following teacher practice in real conditions at school. This course aims to equip students with basic teaching skills. To be a professional English teacher candidate, English language education students should have pedagogical competence. Teaching competency is the ability to manage to learn, including understanding, planning, implementing, and evaluating student developmental learning.

The teacher has the main role in the education process. The most important role of a teacher in school is to guide students while providing knowledge. With this role, the teacher shapes the terminal behaviors of students, helps students to have positive relationships, and makes them skillful. However, nowadays teacher has become a guide for students throughout the learning process. This new role requires today's teachers to attain new competencies and attitudes, which creates an obligation to review and revise the teacher education training programs.

According to (Faidal et al., 2020) Standard Kompetensi Guru dan Peraturan Menteri Pendidikan Nasional no.16 on the year of 2007, teachers should master four elements, namely teaching ability, personal ability, social ability, and professional ability. UUD or Peraturan Pemerintah makes regulations on teacher pedagogy. They are: 1) understanding the learner, 2) mastering learning theory and professional learning principles, 3) developing the curriculum, 4) developing the learner's potential, 6) communicating with the learner, and 7) implementing assessment and evaluation. Therefore, most teachers cannot master these aspects yet; they do not have enough teaching ability, especially English teaching. Standart meets national standards of competency standards. To be a good teacher, s/he needs micro-lectures and then pre-service services.

Unlike last semester, Microteaching class subject is studied online this semester as the Indonesian government takes the necessary actions to closely observe the World Health Organization (WHO) situation report on the Covid-19 global pandemic as the dangerous virus first appeared in November 2019 Found in Wuhan, South China. The virus then quickly spread around the world. One of the countries affected by the Covid-19 pandemic is Indonesia. The Covid-19 pandemic has forced the Indonesian government, through its Ministry of Education and Culture, to implement a policy of moving traditional classrooms to online. Therefore, all schools in Indonesia are applying online learning to minimize Covid-19 pandemic infection.

Based on this case about Covid –19 students learn from home, all learning is *daring* or online. According to Bakia et. al (2012:02) Online learning is an instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions. Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students concern about academic delay.

Also Besides, students learn from home, all learning is *daring* or online, this is what makes it difficult for students to understand the lessons, and so many assignments that students have. In Microteaching Subject there are some different plans and implementations for offline microteaching. The implementation and assignment of tasks is also different from offline microteaching. One of the tasks is that the task assigned by the lecturer is to learn how to make students a teacher through video recording. Effective, and there are several obstacles to the task of video recording.

Microteaching during a pandemic the implementation is different from face-to-face microteaching, online microteaching using various platforms such as WhatApps, Telegram, Google Classroom, Zoom video conference, and many more. Application of teaching is also different during a pandemic the implementation of teaching uses various platforms. Students make videos as if teaching and students teach using the zoom application after the lecturer

gives criticism, suggestions, or feedback on students' abilities in teaching practice

Based on preliminary research, the researcher had experience in Microteaching subject of the English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year. Nine classes learn Microteaching subject. They are class,1,2,3..... and 9. In this course, all classes got the same experience, such as make Lesson plan, Teaching skills, lecturer give feedback, the procedure and give evaluation of the practice teaching. The assignment is to make a lesson plan, video recording, etc. Then, for the assignment, mid-term, and final project, the student demonstrated Microteaching by making a video recording. The students still makes such an assignment in their classes made one demonstration video recording. The Students in online class making assignments, they are need audiences to interact while in online classes making videos without audiences, this is what happened when Covid 19 pandemics era. The existence of Microteaching is motivated by problems in preparing effective teachers because of the complexity of the teaching aspects; there is a difference between theory and practice. Therefore, student teachers' need a practical condition that is able to bridge between theory and practice. Microteaching according to B. Veena and Digumarti in (Khuriyah, 2017) is a training procedure aimed at simplifying the complexities of the regular teaching process. Microteaching is real teaching, although a teaching situation is constructed in which the student teacher and pupils work together in a practice situation.

Based on the Microteaching Evaluation Guide, there are several guidelines, evaluation, and adjustment procedures. At the first meeting, the lecturer reviewed the material on the steps for teaching preparation and the skills of each teaching technique at the second to the eighth meeting. At the 9th and 10th meetings, this is a comprehensive exercise, at the 11th meeting the portable camera recordings with the 12th and 13th meetings are reviewed, the 14th to 16th meetings are tested. Planning and implementation of online learning are not by the guidelines for evaluating microlearning. Teaching and

guidance in online microlearning are only in the form of videos, without class management.

The implementation of the micro teaching course during the Covid 19 pandemics is very different from the implementation in normal circumstances, because learning is carried out online, and teaching practice activities are also online, many of which are not by the actual implementation. Microteaching class this is practical learning and requires feedback from the lecturer. The feedback given is very influential on students so that it can be corrected according to teacher standards.

To get more information about the phenomenon above, the researcher did interviews with some students. She interviewed the sixth-semester students English department of IAIN Batusangkar who had attended a Microteaching Class. Since the corona virus is all pre-learning online, including in the microteaching course, according to the narrative, this microteaching student is not effective online. Microteaching is a simulation that is carried out to train to be a real teacher, for example in Pre-service, microteaching online class This makes it unreal, there is no feedback with the online microteaching process, many students think that microteaching is my eyes that are not serious. Based on the phenomenon above, the researcher was interested in conducting research entitled *“A Study of Microteaching During Covid 19 Pandemics : A Case Study of Microteaching Class of English Teaching Department Registered in 2019 – 2020 Academic Year”*.

## **B. Research Focus and Question**

Based on the background of the problem above, the researcher focused this research on *“A Study of Microteaching During Covid 19 Pandemics: A Case Study of Microteaching Class of English Teaching Department Registered in 2019 – 2020 Academic Year”*. Based on the research focus aforementioned, the question of this research is formulated as follows: “How the student and teacher implementation of microteaching during covid 19 pandemics?”

### **C. Definition of the Key Terms**

To avoid misunderstanding and ambiguity about this research, the key terms were defined as follows:

1. Microteaching is a subject that is designed to enhance teaching ability of teachers' candidates at IAIN Batusangkar.
2. The COVID-19 outbreak that is spreading simultaneously everywhere, covers a wide geographical area

### **D. Purpose of the Research**

Based on the definition of research, the main purpose of this research was to describe the implementation of microteaching class during covid – 19 pandemics.

### **E. Significance of the Research**

The result of this research hopefully will be useful for the students, lecturer and researcher.

1. Theoretically
  - a. The result of this research can be used as a reference for further research.
  - b. The result of this research hopefully may give information and knowledge about a study of microteaching class during covid – 19 pandemics.
2. Practically
  - a. Student-teachers

By doing this research, it is hoped that it can give information about the student-teachers of English teaching department who follow Microteaching class will know their a study of microteaching class during covid – 19 pandemics and they will make themselves get better than before for their next performance.

b. Microteaching lecturers

This research hopefully can give information to the lecturers who teach Micro-teaching class about a study of microteaching class during covid – 19 pandemics.

c. The researcher herself

For the researcher herself, this research give her knowledge of An Analysis of a study of microteaching class during covid – 19 pandemics. In addition, this research will also be one requirement for the researcher to get her bachelor degree (S1) from English teaching department of Tarbiyah Faculty and Teaching Training at IAIN Batusangkar.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Microteaching

###### a. Definition of Microteaching

According to (Erlinda & Etika, 2019) Microteaching is involve as an effective teaching technique or laboratory-based teacher training method, or teaching situation which has certain characteristics, namely: (a) scaled down in term of time (four to twenty minutes) and numbers of students (three to ten peers or fellow student-teachers), (b) a short content, (c) focus on selected aspect of teaching, (d) include teaching a lesson and immediate feedback which may come from video or audiotape recording, supervisor, pupils, collegous, or from the teacher's self-perception (Orlich, et al., 2010; Cooper & Allen, 1971) and it is improved through time (Wilson & I'Anson, 2006).

As explained in background of problem, Microteaching is one kind of public speaking that must be mastered by teacher candidate of English Teaching Department students. (Ghafoor in Fitri, 2016) states that Micro-teaching helps student-teachers to improve both contents and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifact to make lesson more interesting, using effective reinforcement technique, introducing and closing lessons effectively.

In addition, Dadang Sukirman in Frisca (2018) said that Micro-teaching is as performance training method to isolate the components part of the teaching process, so that the trainee can master each component one by one in a simplified teaching situation. It means

that Micro-teaching is a subject that improve teaching skills of student-teachers in real teaching situation.

Microteaching is one of classes must be taken by Tarbiyah and Teaching Training Faculty students, especially for English Department. This class improves the student-teachers ability in real teaching. According to (Allen and Ryan in Ping,2013) Micro-teaching is a strategy that can be applied at various pre-service and in-service stages in the professional development of teacher and also Allen and Ryan in Asril, 2010 stated that microteaching is a teaching model in a small scope or it can called as real teaching. In addition, micro-teaching is used to expand the scope of student-teachers while mastering various teaching skills and teaching experiences; alternatively, it orients them to gain teaching experiences for natural classroom environments (Amobi, 2005). (Brown in Helmiati, 2013) defined that microteaching has been described as scaled down teaching encounter designed to develop new skills and refine old ones.

Based on the explanation above, it can be concluded that micro-teaching is an opportunity for student-teachers to improve their teaching skills which use any kind of strategies that can be useful to them to come in real teaching in the classroom.

#### **b. Purposes of Micro-Teaching**

Micro teaching aims to provide opportunities for future teachers to practice some teaching skills in front of their friends in a constructive atmosphere. To equip them with comprehensive psychological preparation, skills, and performance abilities to provide real teaching practice in schools.

According to (Dwight Allen in Khuriyah, 2017) the objectives of microteaching are:

- 1) For prospective students' teacher:

- a) Gives real teaching experience and exercises a number of basic teaching skills separately.
  - b) Prospective teachers can develop their teaching skills before they actually enter the classroom.
  - c) Provides the possibility for prospective teachers to get a variety of conditions for students.
- 2) For teachers:
- a) Give refreshment in education programs.
  - b) Teachers gain individualized teaching experience for the development of their profession.
  - c) Developing an open attitude for teachers towards renewal that takes place in educational institutions.

From several descriptions of the objectives of implementing microteaching, it can be seen that the main purpose of implementing microteaching is to develop teaching skills through real teaching experiences. Sometimes, some students and teachers still have weaknesses such as anxiety and lack of confidence in teaching in class. Practicing with colleagues in the micro class, this weakness can be gradually reduced.

The objectives of microteaching in FTIK according to the Microteaching Guide are as follows: 1 ) Establish the foundations of micro teaching. 2 ) Train students in preparing Lesson plans (RPP). 3) Form and improve integrated and intact teaching competencies. 4 ) Form a professional attitude as a teacher candidate. 5 ) Can use teaching tools correctly and appropriately. 6) Can observe teacher skills in an objective, systematic, critical and practical manner. 7) Can apply the theory of learning and learning in a didactic, pedagogic, methodical and anagogical atmosphere appropriately and attractively.

In other words, the students can enrich their knowledge and skill as teacher candidates after following microteaching classes. If they

do not follow the microteaching class, they can be doubt, lack confidence, anxiety, etc in teaching in real life.

According to Karçkay & Sanli (2009) microteaching has four main objectives:

- 1) Assess the student teachers' overall teaching skills;
- 2) Identify skills that require improvement;
- 3) Provide a system for practicing the skills; and
- 4) Monitor the skill development process.

According to Otsupius (2014) the Objectives of Microteaching are:

- 1) To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
- 2) To enable teacher trainees to master a number of teaching skills.
- 3) To enable teacher trainees to gain confidence in teaching.
- 4) Understand the concept of Micro-teaching.
- 5) Understand the principles underlying Micro-teaching
- 6) Analyze the complex process of teaching into essential Micro-teaching skills.
- 7) Understand the procedure of Micro-teaching for developing teaching skills.

We can conclude that micro-teaching is not only to cultivate teachers' abilities as faculty but also to develop teaching methods such as teaching plans and learning media to cultivate teaching confidence. The student-teacher will be a teacher candidate for many practical teaching in micro-class teaching. Then, students and teachers can discuss the syllabus, lesson plans, etc. with their peers, so that they will be more happy and relaxed in teaching practical teaching.

### **c. Characteristics of Microteaching**

According to Otsupius (2014) the characteristics of microteaching include:

- 1) Microteaching is a highly individualized training device
- 2) It is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule
- 3) It is a teacher trainee teaching skill training technique
- 4) Microteaching is micro in the sense that it scales down the complexities of real teaching
- 5) Reduced class size to the barest minimum
- 6) Reduced duration of lesson to 5 – 10 minutes
- 7) Limited content to a single concept
- 8) Immediate feedback which helps in improving, fixing and motivating learning
- 9) The teacher training is provided immediate feedback in terms of peer group feedback, tape recorded
- 10) Microteaching advocates the choice and practice of one skill at a time.

Microteaching class consists of minimum learners. It is aimed to make the learners who will be a student teachers can be more concentrate in the study. Actually, the micro teaching class consists of 9-10 learners. In the less amount of learners and more amount of time, the learning process will be more successful.

According to Allen and Ryan in (Mahmud, 2013) microteaching has the following characters:

- 1) It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents.
- 2) It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.

- 3) It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the training program.
- 4) The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided.

So its characteristics are limited Peer Teaching including the number of students, time allocation, focus of skills, Basic Competencies, learning outcomes, and subject matter of learning. This activity is classified as peer teaching because the students are not actual students, but their friends.

After the performance, students will get a variety of feedback to develop their skills and ability. The lecturer gives suggestions, comments, and advice to correct students' performance. After they have been criticized, they will repeat the performance and be better than before. Next, student-teachers have to use a variety of technological teaching media that is suitable for the students to support the learning process to get the goal of the learning.

In conclusion, microteaching has five characteristics. They are; this is a real teaching situation, which reduces the complexity of the real classroom teaching situation in terms of quantity, time, and quantity of learning content, emphasizes the mastery of teaching activities, and can better control practical teaching activities, The scope of feedback is greatly expanded.

#### **d. Steps**

According to Syafi'i (2014:235-237) in the implementation of micro learning as quoted by the Learning Assistance Program for Islamic Schools Madrasah Ibtidaiyah Teacher Education (LAPIS) team, there are several stages, namely:

- 1) Understanding the insights and theoretical basis of basic teaching skills that must be mastered and observing and emulating the application of teaching skills models.
- 2) The use of learning program planning by referring to the format required by the practicing PPL in training schools and making contracts for teaching skills to be trained.
- 3) Practicing a learning session with different isolated skills contracts.
- 4) After the teacher candidates have finished commenting on what has been done and other members (as students and observers) provide constructive feed back to the presentations made by the prospective teacher. The results from the first performance feedback are used as input and improvement to prepare re-practice preparation by contracting to implement integrated skills in the final stages.

According to (Banga, 2014) there are six steps generally involved in micro-teaching cycle are; Plan, Teach, Feedback Re-plan ,Re-teach, Re-feedback. There can be variations as per requirement of the objective of practice session.

- 1) Plan. The activities are sequenced in such a way that the skill component can be applied to the maximum extent possible. Start by choosing topics and related content that have character so that the use of the skill component in practice is simple and convenient. Topics are divided into teacher and student activities.
- 2) Teach. This is an attempt by teacher training participants to use the skill component in relevant scenarios that happen during the

teaching and learning process, as planned. It requires the teacher to adjust to the needs of the classroom scenario and to have the bravery and confidence to deal successfully with problems that happen in the classroom.

- 3) Feedback. It is the provision of information to teacher training participants about their performance, including the weaknesses and strengths related to their performance. That will support teacher training to improve their performance.
- 4) Re-plan. In order to better on a certain topic, teacher trainees re-plan their classes by incorporating strengths and deleting aspects that were not adequately addressed by skills while teaching.
- 5) Re-teach. If the topic is the same, it is teaching to separate groups of students; if the topic is different, it is teaching to the same group of students. This is done to prevent learners from becoming bored or monotonous, as well as the teacher's efforts to perform better than earlier.
- 6) Re-feedback. This is the most crucial aspect of micro teaching for changing the behavior of teacher trainees in the desired direction in each skill practice.

#### **e. Principles of Learning Microteaching**

There are some principles of microteaching which as rules on the implementation of learning Microteaching according to (Sukirman, 2012) there are :

1) Focus on performance is be main target in Microteaching is performance of students. The performance is attitude of candidates of teachers in practicing all components of teaching skills. The performance is about all teaching activities, begin from opening to closing competence include technique, method and curriculum that are used.

2) Specific and concrete is Kind of skill which is practiced have to be centralized of every kind teaching skill. For example, there is

skill of Microteaching, that is opening and closing competence. That skill has to be focused in one meeting. It is for making the students focus to practice that skill properly. Then, the advisor or lecturer will observe properly too.

3) Feedback is after every performance, student-teacher will get feedback from lecturer or advisor. Feedback is process of giving comment, suggestion, and solving problem, which is based on observation from performance. Then, next process is discussing between students and lecturer to reflect the performance and then students can repair the performance to be better.

4) Balance is related to previous principle like feedback. It means when supervisor conveys comment, suggestion, and critics, he/she does not only focus on weaknessess, but also strongness. After giving comment, lecturer or adviser should give benefits of the students' performance. The information should be clear, accountable and balance as their motivation.

5) Completeness it means Completeness is the skill that has to be passed. This skill has to be passed in one, two or more meetings. No limitation to limit how many meetings for one skill. It means that if in one meeting the students can master the skill, that one meeting is enough.

6) Continued advance means everyone who practice by using micro-teaching approach, he/she has to keep on or life long education. It means that him/her has to keep up the newest of the learning. Him/her has to know what's new to develop their skill more and more for being professional.

In conclusion, there are six principles of learning Micro-teaching. They are; focus on performance, specific and concrete, feedback, balance, completeness, and continued advance.

**f. The Benefits of Following Microteaching**

According to Asril (2010: 53) there are some advantages of Microteaching, they are:

- 1) Teaching skills could be controlled and trained.
- 2) Develop certain skills in teaching prospective teachers.
- 3) Exercise better mastery of teaching skills.
- 4) When training takes place student-teachers can focus in teaching.
- 5) Demands the development observation pattern that systematic and objective.
- 6) Corrections as quickly as can be readily observed.

Hasibuan and Moedjiono in Yonanda (2019:24) stated that there are some benefits in Micro-teaching. They are as follows:

- 1) Essential skills can be trained.
- 2) Quick and precise feedback can be obtained.
- 3) The mastery of component skills will be better with do some exercise.
- 4) In practice situations, student-teachers or teachers can focus on attention to the components skills that objective.
- 5) Demands the development observation pattern that systematic and objective.

From the definition above, it can be concluded that Micro-teaching have some benefit such as develop certain skills in teaching prospective teachers, demands the development observation pattern that systematic and objective, Student-teachers who had micro-teaching shows higher teaching result.

**g. Procedures of Microteaching**

Based on Asril (2010), procedures of Microteaching is giving student-teachers some skills in teaching and it will be practice in front of the class. They are, the first step is the introduction. the lecturer will introduce what Microteaching is. The lecturer introduces some teaching skills to the students. Second Giving model and discussion. The lecturer will give some models and discuss them with the students. Third Teaching planning means the student-teachers prepare a short lesson plan. Fourth Teaching practice refers to the student-teachers teaching their lesson plan in a small group. The last step is Discussion in this step, the lecturer gives feedback after the teaching practice.

It can be concluded that there are some procedures in Microteaching. They are identification the concept of Microteaching, presenting the model and discussion, preparation of teaching, and feedback.

**h. The Importances of Microteaching**

According to Hamalik in Yonanda (2019), Microteaching is need to be learn by experts and teachers. The importances of Micro-teaching can be seen in many aspects. 1) Micro-teaching is the new technique and the part of renewall. The use of micro-teaching in developing teaching skill for pre-service teacher is a new way in teaching system. As a new way, it should be learn specifically. 2) For pre-service and in-service teachers, micro-teaching is useful in teaching practice and developing the good teaching skill. It means, this technique has big impact in order to be professional teacher. So in the future, the teachers have some criteria:

- a) Teacher as coqnitve scale
- b) Teacher as agen of moral
- c) Teacher as inovator

- d) Teacher as cooperative agen
- e) Teacher as agen of social and education equality

It can be concluded that Microteaching has role in order to make the profesional teacher.

**i. Problems of Micro-teaching**

According to Yang (2016: 148), Microteaching has several problems. They are: First, Lack of theoretical knowledge It means that the student-teachers have less knowledge in theory to delivered their teaching material. Second, inappropriate class designing is student-teachers feel that bad class design will make a problem in their Micro-teaching performance. Third, the isolation of individual skills from integrated skills. It means that the student-teachers must master all of the skills in teaching to evade this problem. Fourth, the unscientific evaluation mechanism is student-teachers will have this problem if they are not evaluating their Microteaching performance scientifically and the last is the insufficiency of class hours and equipment which means that time and property have a role in Micro-teaching performance. If student-teachers are fewer in-class hours and equipment, they will have a problem in their teaching performance.

**j. Teaching skills in Microteaching**

Fauzi and Lugowi (2009: 3) State that there are some skills in microteaching they are. First is set introduction and closure

- a) Set induction

Students-teachers carry out set induction for the first lesson to get students attention. There are some manners that should do by students-teacher in set induction. They are:

1. Takes students attention
2. Gives motivation to students

3. Gives lesson structure with showing the goals or based competence and indicator the result of learning, the materials, planning and division of time.
4. Relevant old topic with the new topic
5. Perceive class situation
6. Explained the last lesson
7. Doing evaluation as far as students knowing about the last material

b) Closure

There are some manners that should be done by students teacher in closure. They are:

1. Enclose the contents of the lesson
2. Gives physiologies encourage
3. Give the instruction for the next lesson
4. Give the evaluation about the materials at the time.

c) Explaining the lesson

Explaining the lesson is communication skill oral models between teacher with all of students and teacher with students. Through explaining the lesson, students understand about the correlation of cause effect, procedures, and principles or make analogy.

d) Giving variation

There are some components in variation skills such as teaching style variation: voice variation, gestures, silence, focusing, eyes contact, change teachers position, teaching media variation, frame interaction variation.

e) Reinforcement

Reinforcement is teacher responds about students' attitude in teaching process. The purpose of this skill is to increase students' attention in learning process, improving

students' participations to learning. There are some components in reinforcement, they are:

1) Verbal reinforcement

Verbal reinforcement that is given by teacher to students shown by using words or sentences such as "I'm happy", "yes", "good", and etc. While using sentences such as "your work is good, how you explain to your friend make me interested, and etc.

2) Non-verbal reinforcement

Non-verbal reinforcement is reinforcement that given by teacher through body language. Such as: take up the thumbs, take up the shoulder, movement the head, and etc.

f) Questioning

Questioning skill is used to get the answer feedback from people, because entire evaluation process, measuring, assessment, and testing do by questioning. If teacher can give good questioning it can be improve student participation in learning process.

g) Classroom management

Classroom management is bases skill that should be mastered by teachers because they can create conducive and amusing teaching for students. The purpose of this skill is to make students work correctly and quick to achieve the goals of the lesson.

h) Active learning

Active learning is skill that stimulates the students and trains their memorandum to work optimally. A teacher give useful experience in learning such as: exercise, homework, challenges, problem solving, or develop students mine about learning is important for life.

**k. Online Microteaching**

Gonzalez & Louis (2018) state that online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smartphones, laptops, and computers which require internet connection. Online learning is also perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and 21 gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience (Ally in Nugroho, 2020).

According to Riska (2020) microteaching is an instrument for teacher training, if offers the student the opportunity to practice teaching activities under controlled and simulate circumstances such that the complexity of the real teaching situation is simplified in terms of the number of students, the amount of teaching time and the amount of teaching activities to which particular can be given. Ebraheem (2006) state that mirco teaching is an organized teaching practice that has been proven by many educators to be a quick, efficient, and fun way to help student teachers get off to a head start during student teaching practice. The goal of such practice is to give student teachers confidence, support, and feedback by letting them try out teaching among friends and colleagues. Aida and Rivi (2017) Microteaching is a teaching activity carried out by simplifying all the existing components. As the number of students (5-10 people) that only his friends own environment, teaching time is only 15 minutes, teaching materials just one or two small units are only focused on specific teaching skills under the guidance of the supervisor.

The occurrence of the covid 19 pandemic so that Online Microteaching is implemented in Better Education through the Reformed Management and Universal Teacher Upgrading Project (BERMUTU). According Kusmawan, (2017) Online microteaching is one of the open educational resources of the Smart Teacher Portal.

The objective of the program was to contribute to the improvement of the overall quality and performance of teachers through enhancing teachers' knowledge of subject matter and pedagogical skills in the 22 classroom and increased number of teachers meeting academic qualifications mandated by the Teacher Law. Even though it was there before online microteaching but online microteaching now (during covid 19) different from online microteaching previous.

From the explanation of the experts above it can be concluded that online microteaching is training to be a teacher online by learning skills in teaching so that you can become a good teacher in teaching by sending videos use internet and then giving comments by the lecturers regarding what we have applied in the video.

#### **I. Application Use in Online Microteaching Class**

There are several application that can use in Online Microteaching Class. According jeranti (2020) there are several applications to online microteaching:

##### **1) Google Classroom**

Annita (2018) state that Google Classroom is useful to all of learner classes and inclusive of grownup learners. It additionally has a few advantages such as paperless, may be accessed everywhere and anywhere so long as there is net connection and from any devices, to talk among instructors and college students, to offer comments to college students, and customized mastering. It has a mastering characteristic that makes instructors create and take care of assignments actively and additionally offer comments to college students.

Google Classroom makes it simpler for instructors to deal with college students work. It is simply useful for each instructors and college students, as it is straightforward and easy to use. Harjanto and Sri (2019) state that Google Classroom is first of all

introduced in 2004 through Google Apps for Education. This platform is specifically designed for academic functions to sell interactive mastering environment. This digital lecture room serves an area for instructors to create and publish materials (pictures, videos, link), invite college 27 students, assign college students, behavior quiz and control administrative needs.

From the explanation of the experts above it can be concluded that Google Classroom is evolved with the aid of using Google for instructional functions that help a blended studying platform. The customers can create a digital magnificence wherein may be functions as in traditional magnificence however store extra time, money, and area. Google Classroom is so easy to use, does now no longer take too many area on smartphone's reminiscence and assist trainer and pupil hold at the lesson's track.

According to Maylin (2020) how using Google Classroom for Teaching: a) Click [classroom.google.com](https://classroom.google.com).

b) Click on the "+" button to create your first class. You can find this "+" button next to your email address. Then press on the "Create Class" button.

c) Add a class name a section, for example, Learning English; Translation; Section A

d) You can add details of your class in the "About" tab. you can add a class description and instruction for the students. You can also mention in which room students meet for the traditional classes. Teacher's email address and Google Drive folder for classroom materials can also be added. You can attach your course outline and lesson plan at the bottom

e) Now students can join the classroom. If they have any institution Google account it is easier to join. Ask them to log in to Google Classroom through their personal account.

## 2) **Zoom Video Conference**

According to Guzacheva (2020) Zoom is a cloud based service which offers Meetings and Webinars and provides content sharing and video conferencing capability. It helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room systems. Zoom's features allow English teachers to explore and assess the four skills through rich interactions with students. In addition to screen sharing. Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. Teachers can record lessons and watch them again to assess students' strengths and weaknesses and learners can self-assess their skills by watching recorded lessons. Furthermore, students can watch the recorded lessons in a sequence to see their improvement over time. In addition, English teachers can assess students' development by showing the recorded lesson to another English teacher, whom they trust, and asking for constructive feedback.

## 3) **WhatsApp**

Nurazizah, Frihatin, & Sugiarto, (2019) state that WhatsApp is a famous application, and it is used by a billion 29 people around the world, including our students. This application can be only accessible with the existence of the internet connection. In WhatsApp, there are several features that can help to the teacher and student in the process of teaching and learning. They are

voice note, video, and voice call. Thus, WhatsApp can be applied in the mobile phone. According to Roman (2016) people utilize this app, due to its low cost; the immediate possibility of holding a fluent conversation; the sense of belonging to a group that creates a feeling of community and family; and the confidentiality maintained, unlike social media networks. In the conclusion, it is a free, easy to use, fast, convenient, the personal mode of communication. Also, it is not only text messaging, but users can also send each other image, video, and audio messages. WhatsApp allows its users to use their Internet connection to send messages to each other. WhatsApp is a chat program for mobile phones. Smartphones are acceleratively popular, and WhatsApp is available on almost every Smartphone.

#### **4) Electronic Mail (E-Mail)**

Shlomo, (2006) state that e-mail is a convenient medium to share files as attachments with other users in a group. Malicious attachments propagating viruses or worms are creating havoc with the email system and wasting email and IT resources. Current email service providers utilize one or more integrated anti-virus products to check and identify malicious attachments. Electronic mail (E-Mail) is a public service suitable for automated message exchange among connected entities. Interoperability is guaranteed by several Internet 30 standards, usually codified in the form of RFC documents. Subject to these standards are various protocols specifying the rules of what entities can communicate to each other as well as definition of the format of all transmitted messages. In this section, we provide a gentle introduction to the numerous standards which deal with this highly complex topic (Kundrat ,2009).

So e-mail (electronic mail) is a way to send and receive messages across the Internet by sending messages like image, videos etc, ranging in size file from small to large. To receive emails, you will need an email account and an email address. Also, if you want to send emails to other people, you will need to obtain their email addresses. It's important to learn how to write email addresses correctly because if you do not enter them exactly right, your emails will not be delivered or might be delivered to the wrong person.

## B. Review of Relevant Studies

Based on the literature that the researcher read, the researcher found people who had researched related which had done microteaching class. Siti Zuhra (2020) researched *Microteaching: An Investigation Into Benefits And Challenges in Ar Raniry State Islamic University*. In this research, she explains about benefits and challenges of microteaching. The similarity between her research and this research is talked about microteaching class and implementation in microteaching class for better lectures. The difference between her research and this research is about the subject in this study were students who had attended microteaching classes and became pre-service teachers, to be asked their opinion about benefits and challenges of microteaching, but this research using the subject of student study in microteaching class during Covid 19 Pandemics.

The Second relevant study is from Ezi Fadhilaturrahmi (2017) researched *An Analysis of Types of Compliment Used by Student Observers in Giving Feedback in Micro Teaching classes ( A Case Study of Microteaching Class of English Teaching Department Registered In 2016 – 2017)*. In this research, she explains which is used by students observers in providing feedback in microteaching class. The similarity between her research and this research talk about microteaching. The difference between her research and this research focuses on giving feedback, but this research focuses on the study in class microteaching during pandemics.

The third is relevant study is from Yonanda Prima (2019) conducted research about *Factors Causing Student-Teachers' Anxiety in Performing Micro-Teaching (A Study of Micro-teaching Students of English Teaching Department Registered in 2017/2018 Academic Year)*. In this research, he explains student teachers' anxiety in performing micro-teaching. The similarity between his research and this research talk about microteaching. The difference between his research focus factor causing and anxiety of students in the performance in the class but this research is the focus of study in class microteaching during covid 19 pandemics

Next, Asril (2019) had researched “*Students’ Difficulties in Using English Only in Micro Teaching Class (A Study Of Sixth Semester Student Of English Teaching Department Of Iain Batusangkar Registered 2018/2019 Academic Year)*”. In this research, he explains difficulties in using English in microteaching classes. The similarity between his research and this research is the subject microteaching class. The difference between her research and this research focuses on using English only in microteaching classes. Whereas, this research focuses on a study in microteaching classes during pandemics.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was qualitative. Qualitative research is called qualitative methods because the collection and the analysis of this method are more qualitative. It means the object of the research is very natural with the data and not manipulated by the researcher herself (Sugiyono in Saidah et al, 2018). According to Moleong (2006:6) Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, action, etc. holistically and by means of descriptions in the form of words and language, in a specific and natural context and by utilizing various scientific methods.

The design of this research was Case Study research. A case study, one of descriptive design in qualitative research was employed in this research. According to Robert (2000:1), case studies are one of the social sciences research methods. According to Noor in Ayu (2020: 22), Case studies intensively study an individual or group that is considered to have a particular case. The purpose of using case study research is to explain how the existence and why of the case (Yin in Habibah, 2019: 19). Dealing with the theories above, this research is concerned to find out about a study of microteaching during covid19 pandemics.

#### B. Research Setting

According to Sugiyono (2013) research setting of qualitative research includes three elements such as the place, the actor of the activity. Place is area where interaction in social situation happening. The actor is the people who will be subject of the research. The last, activity is acting of actor in social situation that happening.

Furthermore, the setting of the research was to the students who take Microteaching Online class in English Teaching Department in 2019/2020

academic year at IAIN Batusangkar. It is located in Jl Sudirman No.137 Lima kaum Batusangkar, Tanah Datar regency.

### **C. Research Informant**

The informants of this research was the students who have followed Microteaching class in the Sixth Semester Students at English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year. Gay (2000: 139) informant is choosen based on who have information, perspective, and experience related to the topic of the research. Research informant should have some criteria.

According to Moleong (2000: 90), there are five criteria in choosing informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening. In order to find the informant, the researcher used purpose sampling technique of sample to get sources of the data with certain consideration such as the informants are supposed to know more about what the researcher want to knows is. The certain of informant in this research were they have follow microteaching class during Covid – 19 Pandemics. They were being available informant who provides the information about this research.

Based on the theories, this research was conducted the students who had study in Microteaching Students of English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year.

### **D. Technique of Data Collection**

#### **1. Research Instrument**

The key instrment of this research was the researcher herself. As the key instrument of this research, the researcher used interview guide to help her in order to find a study of Microteaching during Covid 19 pandemics. Then, the researcher tried to interview the student-teachers

and analyze it to get a study of Microteaching during covid 19 pandemics.

The instruments use in this research; they are audio recording. In this research, the researcher is use the instruments to collecting the data is Interview guide and audio recording because the researcher did research during the Covid-19 pandemic and could not contact directly with the informants. The researcher used Indonesian language in order to make communication run effectively and smoothly.

In order to find the informant, the researcher used purposive sampling. According to Sugiyono (2018:218-219) purposive sampling is data source sampling techniques with certain considerations. This particular consideration, for example the person who is considered to know best about what we expect or maybe as a ruler so that it will facilitate researchers to explore the Situation in detail. Furthermore, the informants is seventh semester students of English Teaching Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar registered in 2019/2020 academic year who had already took micro teaching class.

#### **E. Research Procedure**

This research consisted by applying several steps. They are; pre-research, whilst-research, and post-research. In pre-research, the researcher applied several steps. They are; finding the problem, doing preliminary observation, finding related theories of research proposal, preparing proposal of the research, consulting the proposal with the advisors, having proposal seminar, and revising the proposal. In whilst-research, the researcher also applied several steps. They are; getting the letters of research permission, doing observation, analyzing the data, and giving the interview to the student-teachers. In post-research, the researcher also applied several steps. They are; analyzing the data of interview, checking the result, making conclusion, and writing the research report.

## **F. Checking Data Truthworthiness**

In analyzing the data, the researcher used prolonged engagement of the data to find the clear information. Moleong (2006: 327) defines that prolonged engagement means the researcher stayed on the field until he got the saturation of data trustworthiness. After collecting the data from all informants by using interview, the researcher confirmed unclear data from the informants by using interview again.

## **G. Technique of Data Analysis**

The data was analyse based on the result of the interview. The result of interview was analyse in three steps, they are: first, reduction of the data. Second, data display. Third, conclusion or verification of the data. According (Miles & Huberman in Ayu, 2020), to analyze the qualitative data consist of three activities, they were:

### **1. Reduction of the Data**

The reduction of the data refers to the process of selection, focusing, simplifying, abstracting, and transforming the data that will happen in written notes in the field. The reduction of the data is occurring during the interview. When the data is collected, the phase of interview of continuing of reduction is occurring. Such as make conclusion, codification, investigation of theme, grouping, and write a note.

### **2. Data Display**

The second step of analysis data is data display. Data display is the set of information that is arranged and gives possibility to take a conclusion and a treatment. In this step, the researcher displayed the data about causes of A Study of Microteaching during Covid 19 Pandemic: A Case Study of Microteaching Class of English Teaching Department Registered In 2019 – 2020 Academic Year.

### **3. Conclusion /Verification of the Data**

After reducing and display the data, the researcher drawn conclusion and verification of the data. The aim this activity is to know what is causes of A Study of Microteaching during Covid 19 Pandemics: A Case Study of

Microteaching Class of English Teaching Department Registered In 2019  
– 2020 Academic Year.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

This chapter presents the result of the research entitled A study of Microteaching During Covid-19 Pandemics: A case study of Microteaching class English Teaching Department Registered in 2019 – 2020 academic year. The data was collected through interviews. A total of 9 informants in this research were chosen by using purposive sampling. The range of interviews was about 5-6 minutes, the interview was digitally recorded by smartphone and continued to transcription. The informants of this research 8 females and 1 male.

The researcher interviewed the informants in started from 13th November 2021 to 27th January 2022. The data of this research were collected from five informants through interviews and prolonged engagement. When doing the interview, the researcher used an interview guide, but in an unstructured question. The researcher used the Indonesian language to make rapport with the informants and to make communication run effectively and smoothly. After collecting the data, the researcher analyzed them by referring to the theory from Bangga. Based on the data analysis the researcher found three implementations in microteaching online classes during covid-19 pandemics. The implementation was; 1. Preparing before microteaching class, application teaching practice, and implementing feedback from lecturer.

The following explanation is the results of the interview gotten from informants dealing with a study of microteaching during covid 19 pandemics.

##### a. Preparing before microteaching class

Preparing ready for class is one of the most important things besides proving students are ready to participate in-class activities. Additionally, in a pandemics situation, students will do everything in their power to prepare. They will do a lot of preparation online, the

first thing to prepare is a lesson plan, mentally preparation practice teaching, learning materials, good signals, etc.

#### 1. Preparing lesson plan

Microteaching is a teaching and learning exercise activity for student-teacher candidates to develop teaching skills and as a medium for interacting with students. Therefore students must have a learning plan for materials that are important in teaching practice. It can be seen from the informant 1 (I-1), 2 (I-2), 3 (I-3), 4 (I-4), 5 (I-5),(I-6), (I-7), (I-8) and informant 9 (I-9). The researcher interviewed those informants at different times. The explanation about this can be seen in the following part start Form November 13th, 2021 to December 2nd. The result was:

R	:	Eee, Terus bagaimana saudari mempersiapkan diri memasuki kelas microteaching ? <i>Eee, So how do you prepare yourself to study in microteaching class?</i>
I-1	:	Tentunya sebelum memasuki kelas microteaching itu kami diminta untuk <i>membuat rancangan pembelajaran atau RPP</i> <i>Of course, before study the microteaching class, we were asked to make a lesson plan or RPP</i>

Next, the same information got from informant 2 on Saturday, November 14<sup>th</sup>, 2021 at Informant's home. The interview result was:

R	:	Lalu, bagaimana ee anda mempersiapkan diri memasuki kelas microteaching? <i>Then, how do you prepare yourself to get into the microteaching class?</i>
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I-2	: Saya mempersiapkan diri dengan mempersiapkan pertama ya kalau microteaching kita sudah tau yaa, <i>ada RPP</i> . RPP itu berupa rancangan yang akan kita pakai saat mengajar nantinya.  <i>I prepared myself by preparing first, yes, we already know about microteaching, right!, there is a lesson plan. The lesson plan is in the form of a plan that we will use while teaching later.</i>
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Next, the same information got from informant 3 on Tuesday, November 30<sup>th</sup>, 2021 at K building on third floor of IAIN Batusangkar. The interview result was :

R	: Oh begitu. Terus bagaimana persiapan saudara sebelum memasuki kelas microteaching?  <i>Oh I see. So how did you prepare before get into the microteaching class?</i>
I-3	: Persiapannya karena kita mengajar kan kita buat RPP-nya dulu rancangan pelajarannya  <i>because we are preparing to teach, we will make the lesson plan first</i>

Next, the same information got from informant 4 on Wednesday, December 01<sup>st</sup>, 2021 at Informant's home. The interview result was:

R	: Bagaimana saudara mempersiapkan diri memasuki kelas microteaching?  <i>How do you prepare to get into microteaching class?</i>
I-4	: Pada saat akan belajar di kelas microteaching Saya mempersiapkan yang pertama itu RPP  <i>When I will learn microteaching class, first I prepare the lesson plan</i>

Next, the same information got from informant 5 on Thursday, December 02<sup>nd</sup>, 2021 at Informant's home. The interview result was:

R	:	Sebelum memasuki kelas microteaching apa saja persiapan? <i>What are the preparations before taking a microteaching class?</i>
I-5	:	...yang pertama Sinyal yang memadai yang kedua RPP <i>the first is Sufficient signal the second is lesson plan</i>

Next, the same information got from informant 6 on Thursday, December 02<sup>nd</sup>, 2021 at Informant's home. The interview result was:

R	:	sebelum masuk kelas apa saja persiapan yang dilakukan ? <i>Before get into the microteaching class, what are the preparations you did?</i>
I-6	:	...kemudian juga RPP. RPP tu sesuai dengan rancangan pembelajaran yang akan saya lakukan jika diperlukan media pembelajaran video pembelajaran dan segala macamnya itu juga dipersiapkan tergantung dari isi RPPnya <i>Then, also RPP. The RPP is in accordance with the lesson plan that will i do. if a video learning media is needed and everything are also prepared depend on the content of the lesson plan</i>

Next, the same information was got from informant 7 Monday, January 22<sup>nd</sup> 2022 in Informant's home. The interview result was:

R	:	Ee, terus bagaimana saudari mempersiapkan diri memasuki kelas microteaching?  <i>Ee, how do you prepare get into microteaching class?</i>
I-7	:	Kalo untuk mempersiapkan diri sebelum masuki microteaching itu mungkin lebih <i>mempersiapkan RPP....</i>  <i>if to prepare before entering microteaching class it might be better to prepare lesson plan</i>

Next, the same information was got from informant 8 on Thursday, January 23<sup>th</sup>, 2022 at kamsia boba café . The interview result was:

R	:	terus bagaimana saudara mempersiapkan diri memasuki kelas microteaching ?  <i>Then, how do you prepare to get into microteaching class?</i>
I-8	:	Biasanya itu kakak ada RPP kan kak, terus ada juga mental. Jadi RPP itu guna sebagai panduan kita akan mengajar....  <i>Usually, there is a lesson plan, right! Then there is also mentally. So the lesson plan is used as a guide while teaching.</i>

Next, the same information was got from informant 9 on Monday, January 27<sup>th</sup>, 2022 at UPB Building. The interview result was :

R	:	Terus bagaimana saudara mempersiapkan diri memasuki kelas microteaching ?
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		<i>The, how do you prepare get into microteaching class?</i>
I-9	:	Sebelum memasuki kelas microteaching saya sudah mempersiapkan seperti RPP kemudian media-media yang harus saya sampaikan kepada siswa-siswa....  <i>Before entering the microteaching class, I have prepared such as lesson plan and then the media that I have to share to students....</i>

## 2. Preparing mentally

Before teaching practice in schools, students' knowledge and mentality need to be prepared, the implementation of microteaching is carried out repeatedly so that students get scientific and mental readiness without sufficient readiness, students will have difficulty in practicing learning in real classes, so in microteaching learning in online classes, a student will act as a teacher while the lecturer is in charge of monitoring and providing feedback to students.

Based on the first interview done with informants 1, the researcher found implementation. It can be seen from the Informant 1 on Wednesday, November 13rd 2021 respond as follows:

R	:	Eee Terus bagaimana saudara mempersiapkan diri memasuki kelas microteaching ?  <i>Eee, So how do you prepare yourself to get into microteaching class?</i>
I-1	:	kami juga ee mempersiapkan mental untuk prakteknya  <i>We also prepare mentally for the practice</i>

Next, the same information was got from informant 6 on Thursday, December 02nd, 2021 at the Informant's home. The interview result was:

R	:	sebelum masuk kelas apa saja persiapan yang dilakukan ? <i>before get into microteaching class what are the preparations you did?</i>
I-6 P r 3	:	Jadi sebelum memasuki kelas microteaching yang dilakukan secara online kami mempersiapkan mental yang pertama <i>So before get into online microteaching class, we should prepare mentally first</i>

### 3. Preparing materials

Learning materials are also important to be prepared before entering class, in the microteaching class two informants prepare themselves by using the material to be taught to enter the class. It can be seen from informant 2 on Saturday, November 14th, 2021 at Informant's home response and informant 7 on Monday, 22<sup>nd</sup> 2022 in informant's home as:

R	:	Lalu, bagaimana ee anda mempersiapkan diri memasuki kelas microteaching? <i>Then, how do you prepare yourself to get into the microteaching class?</i>
I-2	:	Ada Power Point . Power point ,Point apa kalo kita sedang mengajar atau menerangkan apa yang sedang kita diskusikan itu ada di Power Point , lebih spesifiknya seperti itu <i>There is powerpoint. Power point, those are the points</i>

		<i>what will we teach or explain what we are discuss is in Power Point, specifically that is how it is</i>
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Next, the same information was got from informant 7 Monday, January 22<sup>nd</sup> 2022 in Informant's home. The interview result was:

R	:	Ee, terus bagaimana saudari mempersiapkan diri memasuki kelas microteaching?  <i>Ee, how do you prepare yourself to get into microteaching class?</i>
I-7	:	.... dan juga mempersiapkan pemahaman kita terhadap materi, mungkin nanti pas belajar di Tanya dosen kayak gitu kak jadi kita berpatisipasi di kelas microteaching  <i>....and also prepare our understanding of the material, maybe while we studying and the lecturer ask us about the material, so that we participate in the microteaching class</i>

### 3. Preparing Signal

The signal is an important thing during a pandemic, microteaching at this time requires many applications to carry out the teaching process. The spread of covid- 19 pandemic moving learning activity from face to face into online learning. When the students learned microteaching subjects online, they faced difficulty in pouring the signal. A poor signal can make learning activity didn't run well. For example, when students study in zoom conference need good a signal.

Based on the first interview done with the informants, the

researcher found implementation. from informant 5 and informant 7 on Thursday, December 2nd, 2021 at Informant's home. It can be responded as follows:

R	:	Sebelum memasuki kelas microteaching apa saja persiapan? <i>Before entering microteaching class what are the preparations you did?</i>
I-5	:	Yang dipersiapkan memasuki kelas ada 2 hal yang pertama Sinyal yang memadai <i>Before entering microteaching class what are the preparations you did?</i>

Next, the same information was got from informant 7 Monday, January 22<sup>nd</sup> 2022 in Informant's home. The interview result was:

R	:	Selain dari itu adakah yang harus di persiapkan? <i>besides that, is there anything to prepare?</i>
I-7	:	Yang lain dari itu mungkin lebih ke signal kak, karna saya berada di tempat yang mungkin jangkauan signalnya yang kurang bagus jadi saya harus betul-betul mempersiapkan signal sebelum ke kelas microteaching <i>Another thing might be more about the signal, because I'm in a place where the signal coverage is not good, so I have to prepare the signal before going to microteaching class.</i>

## b. Application teaching practice

Microteaching practice is an activity to prepare student practitioners to have teaching skills and have the ability to manage classes on a micro-scale. Microteaching practice includes theoretical understanding activities and exercises for the formation of teacher skills.

### 1. Making a video teaching

Making videos is one of the teaching practices carried out during a pandemic, students teach by recording teaching practices using smartphones or cameras. Based on the first interview did to the informants, the researcher found implementation. It can be seen from the Informant 1 on Wednesday, November 13<sup>rd</sup> 2021 at 20.19 PM respond as follows:

R	:	Bagaimana cara saudara mempraktekkannya? <i>How do you practice it?</i>
I-1	:	Pada saat pandemi kemarin pembimbing kami menuntut untuk menampilkan rancangan pembelajaran itu dalam praktek seakan-akan kita berada di kelas real, jadi kita berdialog atau bertindak sebagaimana seorang guru yang berada di dalam kelas, walaupun pada dasarnya kita tidak memiliki murid dalam video tersebut tapi kita dituntut untuk bertindak seakan-akan kita memiliki murid di dalamnya dan melaksanakan rancangan pembelajaran itu mulai dari tahapan preteaching sampai dengan post teachingnya  <i>During the pandemic our lecturer demanded to display the lesson plan in practice as if we were in a real class, so we had a dialogue or acted like a teacher in the classroom, even though basically we</i>

	<i>don't have students in the video but we are demanded to act as if we have students in it and carry out the learning plan from the pre-teaching stage to the post-teaching stage</i>
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Next, the same information got from informant 2 on Saturday, November 14<sup>th</sup>, 2021 at Informant's home. The interview result was:

R	:	Bagaimana dan mempraktekan RPP tadi ? <i>How do you practice the lesson plan ?</i>
I-2	:	terkadang berbeda minggu sekarang ee presentasinya langsung minggu besok di videokan <i>sometimes it's different. For example this week is the presentation and the next week we will make a video while teaching</i>

Next, the same information got from informant 3 on Tuesday, November 30<sup>th</sup>, 2021 at at K building on first floor of IAIN Batusangkar. The interview result was :

R	:	Bagaimana cara mempraktekan RPP yang telah dibuat? <i>How do you practice the lesson plan that have been made?</i>
I-3	:	Cara mempraktekkannya ya kita, kita praktekan lewat video mengajar karena microteaching harus membuat video mengajarkan tetap diterapkan yang kita buat diRPP untuk mengajar, videonya kadang ada murid kadang juga ga ada, setelah kirim ke WA grup. <i>How to practice it, we practice it through teaching video because microteaching has to make teaching video that are still applied what we make in the</i>

		<i>lesson plan for teaching, the video sometimes have students, sometimes there are not any students, after that send them to the WA group.</i>
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Next, the same information got from informant 4 on Wednesday, December 01<sup>st</sup>, 2021 at Informant's home. The interview result was:

R	:	Sebelumnya kan Anda mempersiapkan RPP, Terus ada video bisakah anda diceritakan? <i>Previously, you prepared the lesson plan. Then there is a video, can you tell me about it?</i>
I-4	:	kami membuat video yang menarik. Nah, setelah itu videonya kami akan upload ke Youtube kemudian link dari video tersebut akan kami kirim ke WhatsApp Grup dan dilengkapi dengan di Google classroom. <i>We make interesting video. Well, after that, we will upload the video to Youtube, then we will send the link from the video to the WhatsApp Group and complete it in Google classroom.</i>

Next, the same information got from informant 6 on Thursday, December 2<sup>nd</sup>, 2021 at Informant's home. The interview result was :

R	:	Setelah itu apa saja kegiatan yang dilakukan oleh mahasiswa ? <i>After that, what activities do students do?</i>
I-5	:	Setelah itu berdasarkan RPP menerapkannya melalui pembuatan video nah kami mengajar mengajar seolah-olah ada murid di depan kami untuk penerapan RPP yang telah dibuat sebelumnya, seperti itu <i>After that, based on the lesson plan, we implemented</i>

		<i>it through making videos, now we teach as if there were students in front of us for the implementation of the lesson plans that were made earlier, that is how it is</i>
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Next, the same information got from informant 6 on Thursday, December 2<sup>nd</sup>, 2021 at Informant's home. The interview result was :

R	:	Bagaimana cara saudari mempraktekkan RPP tadi ? <i>How did you practice the lesson plans?</i>
I-6	:	Mempraktekkan RPPnya di jaman Pandemi itu dengan cara bikin video-video jadi kita mengajar itu rekam dan videonya dikirimkan kepada dosen melalui Google Classroom <i>Practicing the Lesson Plan during the pandemic by making videos, so we teach, record and send the videos to lecturers via Google Classroom</i>

Next, the same information got from informant 7 on Monday January 22<sup>th</sup>, 2022 at Informant's home. The interview result was:

R	:	Tadi kan saudari mempersiapkan RPP dan mempersiapkan material untuk mengajar di kelas microteaching, Ee bisakah jelaskan bagaimana menerapannya ? <i>Previously, you prepared the lesson plans and prepared materials for teaching in the microteaching class. Ee, can you explain how to apply it?</i>
I-7	:	.... jadi kita prakteknya itu melalui video kita harus

	<p>membuat video dan di video itu kita memang – memang real menjadi seorang guru dan juga dia di kelas di kelas yang real, seperti itu Kak jadi kita harus mempunyai papan tulis kita harus mempunyai siswa seperti itu videonya dikirim ke dosen</p> <p><i>.... so we practice it through videos we have to make videos and in that video we really be real teacher and also in a real class, so we have a whiteboard we should have students and the video is sent to lecturer</i></p>
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Next, the same information was got from informant 8 on Thursday, January 23<sup>th</sup> , 2022 at kamsia boba café . The interview result was:

R	:	<p>Oh seperti itu, lalu bagaimana saudara menerapkan proses mengajar?</p> <p><i>Oh i see, then how do you apply the teaching process?</i></p>
I-8	:	<p>Kalo pas pandemi itu kita membuat video kak, videonya kayak kita mengajar dikelas namun dibuat real, tapi kita tidak diwajibkan pakai siswa jadi videonya kayak mengajar di youtube gitu kak, terus sesekali kita menggunakan zoom kak, kalo zoom kan serasa kita yang mengajar namun virtual ada siswanya kan teman teman, terus ada dosen nya kak...</p> <p><i>During the pandemic, we made videos, the videos were like we were teaching in class but made real, but we weren't required to use students, so the videos</i></p>

	<p><i>were like teaching on YouTube, then occasionally we use Zoom, Sis, if you zoom, it feels like we are teaching but it's virtual. The students are friends, then there is the lecturer...</i></p>
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Next, the same information was got from informant 9 on Monday, January 27<sup>th</sup>, 2022 at UPB Building. The interview result was :

R	<p>: Kalau boleh tahu pada saat pandemic. Bagaimana cara saudara mempraktekkannya anda mempraktekkan?</p> <p><i>If i may know, during a pandemic, how do you practice it?</i></p>
I-9	<p>: Pas microteaching itu kan membuat video saya menjelaskan dan mengajar sendiri, saya di situ sebagai guru seolah-olah ada siswa tetapi tidak ada siswa ....</p> <p><i>When I did microteaching, I made a video of me explaining and teaching by myself, I was there as a teacher, and i make it if there were students but actually there is no students....</i></p>

## 2. Teaching Practice in Zoom Video Conference

During the spread of the COVID-19 virus, there was no face-to-face lecture process, therefore students taught via the Zoom video conference application there they teach like teachers and students are student friends, they teach virtually. Based on the first interview did to the informants, the researcher found implementation. It can be seen from informant 2 on Saturday, November 14<sup>th</sup>, 2021 at Informant's home respond as follows

R	:	Bagaimana mempraktekan RPP tadi? <i>How do you practice the lesson plan?</i>
I-2	:	Ee, saya mempraktikkan nya pada saat pandemic tidak ada Pembelajaran yang seperti face-to-face tema dilakukan kegiatannya dengan <i>video conference Zoom</i> <i>Ee, I practiced it when there was no pandemic. There was no Learning like a face-to-face. It carried out with video conference Zoom</i>

Next, the same information was got from informant 8 on Thursday, January 23<sup>th</sup> , 2021 at kamsia boba café . The interview result was:

R	:	Oh seperti itu, lalu bagaimana saudara menerapkan proses mengajar? <i>Oh i see, then how do you implement the teaching process?</i>
I-8	:	Kalo pas pandemi itu kita membuat video kak, videonya kayak kita mengajar dikelas namun dibuat real, tapi kita tidak diwajibkan pakai siswa jadi videonya kayak mengajar di youtube gitu kak, terus sesekali kita menggunakan zoom kak, kalo zoom kan serasa kita yang mengajar namun virtual ada siswanya kan teman teman, terus ada dosen nya kak, kayak di offline pas pertama sebelum corona kak, tapi virtual .... <i>During the pandemic, we made videos, the videos were like we were teaching in class but made real, but we weren't required to teaching with students, so the</i>

	<p><i>videos were like teaching on YouTube, then occasionally we use Zoom, if in zoom, it feels like we are teaching but it's virtual. The students are our friends, then there are lecturer, like when they were offline the first time before corona, but it is virtual....</i></p>
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### c. Application of feedback from lecturer

Feedback is an important thing to discuss, see, and repeat for the better. Feedback contains criticism, discussion, and evaluation to improve teaching practice. In microteaching online students have a variety of feedback that lecturers give.

#### 1. Feedback is given after a week of video collection

The next finding, the researcher found that the informant after sending the teaching video gave feedback a week after the video was sent. Based on the first interview did to the informants 1, the researcher found implementation. It can be seen from the Informant 1 on Wednesday, November 13<sup>rd</sup> 2021 at 20.19 PM respond as follows:

R	:	<p>Biasanya setelah kegiatan tersebut apa lagi kegiatan yang dilakukan oleh mahasiswa pada saat microteaching online ?</p> <p><i>Usually after these activities, what other activities do students do during online microteaching?</i></p>
I-1	:	<p>Pada saat kita telah mempraktekkan atau kegiatan teaching itu biasanya kita berada pada tahapan feedback, yaitu ketika dosen tersebut memberikan feedback terhadap penampilan kita terhadap video mengajar kita. Tanggapan itu bisa berupa ketikan namun tanggapan itu tidak langsung diberikan pada saat pengumpulan, biasanya seminggu setelah pengumpulan baru dikasih feedback</p>

	<p><i>When we have practiced or taught activities, we usually come to the feedback stage, it is, when the lecturer gives feedback on our presentation in our teaching videos. The response can be in the form type but the response is not immediately given at the time of collecting the video, usually a week after the collecting the videos is given feedback</i></p>
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## 2. Rarely given of feedback

It seems as previously explained that feedback is very important to improve students' teaching practices in microteaching classes, but one of the researchers' findings is that there are samples that are often given by lecturers. Based on the first interview did to the informants, the researcher found implementation. from informant 3 on Tuesday, November 30<sup>th</sup>, 2021 at at K building on first floor of IAIN Batusangkar. It can be respond as follows :

R	:	<p>Apakah setiap membuat video diberikan feedback? <i>Do you get feedback for every video you make?</i></p>
I-3	:	<p>Ee, jarang sekali sih memberikan feedback, kadang juga ga diberikan feedback. Cuman memberikan komentar terhadap videonya contohnya, yaa nanti saya cek videonya. Tapi kalo feedback yang kita ajari itu tidak ada</p> <p><i>Ee, I rarely got the feedback, sometimes I don't get the feedback. Just commenting on the video, for example, I'll check the video later. But the feedback of our video teaching doesn't exist</i></p>

### 3. Given feedback in zoom video Conference

Feedback on zoom video conference means that when presenting via zoom video conference, lecturers directly assess students according to their presentations. Based on the first interview done with informants 2, the researcher found implementation. It can be seen from informant 2 on Saturday, November 14th, 2021 at Informant's home. It can be responded as follows:

R	:	Setelah kita melakukan kegiatan tersebut bagaimana tanggapan dosen? <i>After we did these activities, how did the lecturer respond?</i>
I-2	:	Ee, kalo presentasinya hari itu langsung melalui video conference dosen langsung menjawab memberikan masukan feedback langsung <i>Ee, if the presentation that day was directly via video conference, the lecturer immediately answered giving direct feedback</i>

Next, the same information was got from informant 6 on Thursday, December 2<sup>nd</sup>, 2021 at the Informant's home. The interview result was:

R	:	ee Biasanya, setelah kegiatan tersebut apalagi kegiatan yang dilakukan mahasiswa pada saat itu? <i>ee Usually, after these activities, what activities did the students do at that time?</i>
I-6	:	selain itu dosen juga memberikan feedback dari video yang dikirimkan, kalau misalkan dosen kita di hari itu bisa bertatap muka misalnya melalui Zoom itu akan

	<p>disampaikan secara langsung oleh dosennya feedback-nya per orang.</p> <p><i>besides that, the lecturer also provides feedback from the video that was sent, our lecturer on that day can meet face to face for example via Zoom it will be delivered directly by the lecturer the feedback per person</i></p>
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Next, the same information was got from informant 8 on Thursday, January 23<sup>th</sup>, 2021 at kamsia boba café. The interview result was:

R	:	<p>Eh bagaimana kalo di zoom?</p> <p><i>How about in zoom ?</i></p>
I-8	:	<p>Kalo zoom langsung diberikan feedback kak, kayak abis menampilkan langsung dapat feedbacknya</p> <p><i>If we use zoom, we will be given the feedback directly, such as after we did presentation and we immediately got the feedback</i></p>

Next, the same information was got from informant 9 on Monday, January 27<sup>th</sup>, 2022 at UPB Building. The interview result was :

R	:	<p>Bisakah saudara Ceritakan bagaimana feedback lewat zoom?</p> <p><i>Can you tell me how to give the feedback via zoom?</i></p>
I-9	:	<p>Dosen memberikan komen melalui Zoom yaitu melalui RPP yang telah kami buat awalnya kemudian apakah RPP itu sesuai dengan video yang kami buat jika tidak sesuai mungkin banyak komen dari dosen-dosen tersebut. Kemudian tadi kan dosen memberi</p>

	<p>memberikan review atau feedback melalui zoom.</p> <p><i>Lecturers provide comments via Zoom, namely through the lesson plan that we made first, then whether the lesson plan is in matching with the video we made, if it doesn't match, there may be a lot of comments from the lecturer. Then the lecturer gave a review or feedback via zoom.</i></p>
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#### 4. Not all students get feedback

Not all students get feedback from the lecturer, they just change to get feedback from the lecturer. Based on the first interview done with the informants, the researcher found students' difficulty. It can be seen from the Informant 1 (I-4) on Monday, November 30th, 2021 respond as follows:

	R	:	Ok Setelah mengirim video Bagaimana tanggapan dosen terhadap video mahasiswa ? <i>Ok After sending the video What is the lecturer's response to the student's video?</i>
5.	DI-4	:	kemudian feedback dari dosen tersebut tentunya di setiap minggu tidak mungkin semua siswa akan berikan kami akan diberi feedback itu ganti-gantian setiap minggu salah satu siswa itu akan dikomentari penampilannya. <i>then feedback from the lecturer, in every week but it is impossible for the lecturer to commented all student, alternately there is one of the students will be commented on our performance.</i>

o

vide feedback

Based on the first interview done with the informants, the researcher found implementation from informant 5 on Thursday, December 2<sup>nd</sup>, 2021 at Informant's home. It can be responded as follows:

R	:	Apa yang dimaksud dengan menunggu feedback tadi ? <i>What does waiting for feedback mean?</i>
I-5	:	jadi nanti di dalam video kami itu tuh tersebut dikasih respon oleh dosen tersebut, Apakah ini sudah pas dalam materinya atau belum dan <i>feedback tersebut di pada hari itu juga</i> <i>so in our video, the lecturer will give a response, is this appropriate in the material or not and the feedback is on the same day</i>

## **B. Discussion**

After analyzing the data, the researcher got a study of microteaching class during covid 19 pandemics. the researcher got the result of this research that the study of microteaching class, they were : 1) Preparing before microteaching class preparing lesson plan, preparing mentally, preparing material, and preparing signal, 2) Application teaching practice making a video teaching practice dan teaching practice in zoom video conference. 3) Application of feedback from lecturer feedback is given after a week video collection, rarely given feedback, given feedback in zoom conference, not all students get feedback and direct provide feedback.

The explanation to discuss this research finding is that many factors can implementation a study of microteaching during covid 19 pandemics that possible to make the finding and theories were different. M Iswantir (2021) found that implementation of online microteaching during covid 19 pandemic using several applications such as WhatsApp, google classroom, zoom, and youtube. Three out of them had similarities with previous research. They were using WhatsApp, google classroom, zoom, and youtube. However, the result of this research did not find microteaching online by using several applications. The result of this study showed implementation study of microteaching during covid 19 pandemics are preparing lesson plans, teach and feedback by a lecturer.

Next, research by sari (2020) found three steps of microteaching practice are carried out through the planning stages as preparation for the implementation of microteaching practices, teaching, providing feedback, from good feedback given by observers or supervisors, students plan learning again, re-teaching, and provide feedback. The similarities previous research with this study same research implementation. However, the result of this research differences step implementation like lecturer feedback about the practice teaching did not support by the previous study.

Last, research by utami (2016) This research focuses on the

implementation of microteaching Forward-looking History Teacher Education. The micro lecture learning model implemented in this study includes. Three phases: plan, execute, and review. The similarities the research both found the implementation of the plan, but in her research, it was different because this research explained the implementation of microteaching from the plan, the application of teaching and feedback given by lecturer, this research was also different because it was carried out during the covid 19 pandemic.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, it can be shows that there are three implementation in microteaching online class during covid-19 pandemics. The implementation were; 1) Preparing before microteaching class preparing lesson plan, preparing mentally, preparing material, and preparing signal, 2) Application teaching practice making a video teaching practice dan teaching practice in zoom video conference. 3) Application of feedback from lecturer feedback is given after a week video collection, rarely given feedback, given feedback in zoom conference, not all students get feedback and direct provide feedback.

#### B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. English Students

This research is suggest to the English students department in IAIN Batusangkar, especially students who have been taken English microteaching online subject and also students who will take English microteaching subject to know it implementation microteaching class during covid 19 pandemic.

2. English microteaching Lecturer

This research is suggest to English microteaching Lecturer of English Teaching Department in IAIN Batusangkar to implementation study of microteaching during covid 19 pandemics especially feedback of videos students collecting.

### 3. Other Researcher

Based on the result of the research, the researcher hopes know that implementation this study can motivate the next researcher to continue the research in English microteaching class.

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