

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Teacher education programs often use microteaching as a way for student teachers to get real-world experience and improve their teaching skills by practicing with their peers or real students. According to the microteaching course description, the goal of this class is to give future teachers real-life teaching situations that are very similar to what happens in a classroom. This course involves an environment of openness and continuous learning, encouraging student teachers to critically examine their own assumptions and actively engage in their professional development. The impact of this course will prepare them in facing the real situation of teaching practice.

Microteaching is an effective method for student teachers to enhance their skills with a simulated classroom environment. This approach allows them to apply their classroom knowledge by delivering lessons to their peers. Lessons usually last between 25 and 30 minutes, which gives students time to work on specific skills. By combining elements of microteaching and lesson study, student teachers gain experience teaching small group, managing time effectively, collaborating with peers, and reflecting on their teaching practice. In addition, this course provides core skills of reflective microteaching such as presentation and reinforcement skills that help them gain a deeper understanding of the teaching-learning process, develop effective teaching strategies, and become confident and adaptable educators.

Reflective practice, which is part of the microteaching course, is an important way for student teachers to improve their skills. They have to take the time to think about and make sense of the things that have happened in the past. This process helps student teachers to learn from

their mistakes, build their personal identity and get better at what they do. Reflective practices help student teachers to think deeply about how they run their classrooms and evaluate their strategy and identifying areas where they can manage the classroom well and improve for the next practice. In order to help student teachers develop into practitioners, reflective practice is a must to develop from the preparation to the learning process.

Previous research has explored the perception in terms of the benefits, challenges, difficulties, effectiveness, and development of reflective practice through the experiences of student teachers (Ismail, 2011; Nuzulia, 2016; Aziza et al., 2018; Majoni, 2017); Mufidah, 2019). For instance, Nuzulia (2016) investigate the reflective teaching practice in microteaching subject. The research study aimed to explore how reflective teaching practices are implemented in microteaching subject and to understand the perceptions of participants regarding the advantages and challenges of this approach. The study involves 29 participants and employed qualitative data collection methods, specifically face-to-face interviews, to gather in-depth insights into their experiences with reflective teaching. Nuzulia (2016) prefer to adapt the interactive data analysis model 1984 based on Miles and Huberman in analyzing data. Differently, the current research did the same in a different setting, participants and data analysis. The researcher found the information that student teachers at English Education Department of the State Universities in West Java have microteaching course, the researcher interested to know student teachers' perception of reflective practice at microteaching course. So as the current research take place at English Education Department of the State Universities in West Java. The research used four student teachers to investigate their perceptions during reflective practice in microteaching class through the semi-structured interviews. In order to analyze the data, the current research used six phases of thematic analysis to identify, analyze, and report patterns within data by Braun & Clarke (2006). Based

on the background above, the researcher is interested to do a research which is entitled “Student Teachers’ Perceptions of Reflective Practices: A Case Study at Reflective Microteaching Class”.

1.2. Formulation of the Study

A research question addressed in the present study is “What are student teachers’ perceptions of reflective practice in Microteaching class?”

1.3. Operational Definition

To avoid misunderstanding about the terms used in this study, the researcher presents some definitions related to this study, as follows:

- 1.3.1. Microteaching** : Microteaching offered in the 5th semester of the English Education Department at State Universities in West Java. This course provides student teachers with teaching simulated environment, where they have to teach their peers.
- 1.3.2. Reflective Practice** : Reflective practice is a tool for student teachers to analyze and evaluate their teaching practice. It involves assessing and suggesting areas where improvements or changes can be made for a better teaching practice
- 1.3.3. Student Teachers** : Student teachers are individuals enrolled in college or undergraduate programs who are studying the necessary course in education to prepare for a teaching career

at one of the State Universities in West Java, student teachers in this research means students in 2020 who have taken microteaching course and carried out teaching practice.

1.3.4. Student Teachers' Perceptions : Student teachers' perceptions refer to student teachers' thought regarding their experience during teaching practice in Microteaching class.

1.4. Aim of the Study

This study aims to investigate student teachers' perceptions of reflective practice in microteaching classes.

1.5. Significances of the Study

1.5.1. Theoretical use

This research opens the competency focus of the theoretical lens to verify the theory of student teachers, microteaching, and reflective practice.

1.5.2. Empirical Use

This research provides insights for the student teachers about reflective practice in microteaching class.

1.5.3. Practical Use

This research is an important aspect that helps the student teacher in evaluating their teaching practice.