

CHAPTER 2

LITERATURE REVIEW

2.1. Microteaching

Microteaching is a very useful tool in developing the skills of student teachers and eventually making them more effective in class. It offers a safe environment that enables student teachers to engage in further practice of new teaching methods, possibly adapting new ideas from their colleagues and lectures, and also encouraging critical reflection on teaching. According to Kilic (2010) cited in Aida & Antoni (2017), microteaching provides the best opportunities for the prospective teachers to develop essential classroom skills. Such as allows teachers to practice engaging students and creating a positive learning environment, learn to use questioning techniques to promote student participation and understanding, help teachers develop the ability to manage time effectively within the constraints of a lesson, and they practice effectively summarizing key points and bringing the lesson to a satisfying conclusion. In addition, Allen & Eve (1986) cited in Saban & Coklar (2013) define that microteaching allows teachers to focus on specific teaching behaviors in a controlled environment, this means that variables such as class size, time constraints, and student diversity can be manipulated to create a focused learning experience for the teachers.

Based on the definition above, microteaching has been found to have a significant impact on teaching behavior, classroom management skills, and time management abilities of student teachers. Through feedback and reflection, the student-teachers gain an insight into the strengths and weaknesses of their teaching practices, thus improving the general effectiveness of their teaching. In line with Park (2022), microteaching is a tool in teacher education that offers many opportunities to the student teacher to improve their teaching practices many times by

reflecting on the feedback. It helps student teachers understand and develop awareness of their strengths and weaknesses, and with that knowledge, improvement in teaching is continuous. In the end of the course, students are expected to be able to: comprehend holistic understanding of reflective practice in microteaching class, practice their teaching properly, reflect their teaching and their peers, and be aware of weaknesses of their teaching to build professional development.

The purpose of microteaching is to equip student teachers with essential teaching skills and confident abilities that make them effective in a real classroom. By providing opportunities to student teachers for practicing various teaching skills in front of peers in an encouraging environment, it helps them to build confidence in teaching. This gets their minds ready, gives them skills that they need, and helps them to combine their performance skills, which help them preparing for real teaching situation. Microteaching was specially designed to provide a supportive atmosphere in which the student teacher could practice and develop his teaching skills without the intimidation and pressure of a full-size classroom (Widiyanti et al., 2020). It makes them practice a variety of teaching techniques in front of their peers and get valuable feedback and guidance, which helps in performance improvement and confidence building. Microteaching is helpful for student teachers before teaching in front of a larger group. It enables them to concentrate on the improvement of specific teaching skills, elimination of errors, and confidence building in a controlled environment. Thus, they are better equipped to face various challenges inside the real classroom.

2.2. Reflective Practice

Reflective practice means that student teachers have to reflect on their teaching performance and students' experiences of learning. Evidence, student work, observation, and feedback all contribute to consideration

about the effectiveness of any teaching approach and how it could be improved. Student teachers can make smart choices about how to change the way how they teach and improve the quality of student learning by thinking about what they do. According to Peechattu (2017), reflective practice plays a crucial role in practice-based professional learning settings. In these contexts, student teachers learn mainly through their own practice. Reflective practice gives a chance for people to look at their practice critically and try to find out the flaws, hence enhancing their professional skills and knowledge. Reflective practice offers continuous benefits, extending beyond the immediate learning experience. It supports a continuous cycle of learning and development, guiding a person toward identifying his or her future learning needs. Reflective practice involves taking time to stand back and consider what has happened to us and those around us recently. This process of reflection goes beyond simply recounting facts and delves into understanding the deeper significance of experiences, both for ourselves and others in our immediate environment (Fatwassani, 2019). The simulation of reflective practice in microteaching class are; the first reflective practice process is to create a group consisting of four people. In a group of four, one of them will do a teaching demonstration. Teaching will be held for 20 minutes. As teachers, we provide material to the students, where the student is our classmate. After providing the material, there will be questions and answers or other interesting activities such as quizzes, games, etc. Following our explanation, we engaged in a clarification process to ensure the student understood all the concepts, addressing any areas of confusion or misunderstanding. Then at the end of the lesson, an assignment will be given for the next meeting. After the reflective practice, oral feedback will be given from both the lecturer and other classmates. From the feedback, we can find out what needs to be improved in how we teach. Gathering feedback from students provides teachers with valuable insights into the

effectiveness of their teaching and helps them identify areas for improvement (Fatimah, 2020).

Schön (1991) distinguishes reflection-in-action, reflection-on-action, and reflection-for-action. **Reflection-in-action** is reflection during the ‘doing’ stage. For example, in the classroom, teachers may be teaching a topic they can see the students are not understood. Reflection-in-action enables individuals to understand the reasons behind unexpected events and develop appropriate responses to overcome challenging situations. This type of reflection occurs during the event, allowing for immediate adjustments and problem-solving at that very moment. **Reflection-on-action** concerned with reviewing and learning from teaching practices after the lesson has been delivered. It includes reviewing why students might have failed to understand the topic what we explained and what possible causes were, thereby targeting options and exploring their improvement. **Reflection-for-action** is a proactive approach to reflection that occurring before the action has taken place, specifically in planning for upcoming teaching practices (Auliya et al., 2020). It draws on both insights from reflection-on-action and reflection-in-action in identifying strengths and weaknesses, informing future plans, and enable teachers as agents of change for their own practice. Sulastri et al. (2022) added reflection has been one of the important tools for knowing one’s strengths and weaknesses.

There are several frameworks which can be used when writing reflections. One of which is Kolb’s framework (1984), this model provides a structured approach for individuals to learn and grow from their experiences. It serves as a framework for organizing thoughts and reflections, whether for writing a reflective essay or simply structuring personal reflection. Kolb’s framework is based on four stages: 1) concrete experience, 2) reflective observation, 3) abstract conceptualism, and 4) active experimentation. Concrete experience stage involves actively engaging in an experience, and then reflecting on that experience in writing or another form. The written reflection usually includes a description of the

experience itself and our thoughts and feelings at the time. On the reflective observation stage, we were required to think about the experience. This actually is where the real reflection began since we have to think about our experience and explored its connections with our feelings, skills, knowledge, and past experiences. Abstract conceptualism stage is all about learning from our experience. This stage involves analyzing and explaining our reflection, focusing on the deeper meaning and significance of our experience. We think about the implications of what we see and decide what went well and what did not. In the process, we identify areas that might be worthy of further exploration and growth. The last is active experimentation. This final stage focuses on translating what we learn and the insights we gain into concrete actions and plans for the future. We shall, from analysis and reflection, set targets in terms of goals that are specific, measurable, achievable, realistic, and targeted, making sure this time our learning is translated into obvious improvement.

2.3. Student Teachers

Student teachers is a college student presently enrolled in a teacher preparation program and do a time of supervised teaching experience, gradually assuming increasing responsibility for leading and directing the learning of a group or groups of students over a specified period.. According to (Zhao, 2012) Student teachers are individuals enrolled in college or graduate programs who are studying the necessary coursework in pedagogy, but have not yet formally entered a supervised teaching experience. Student teachers typically have a clear goal of becoming teachers after graduation. To achieve this goal, they participate in supervised teaching experiences under certified teachers. These give them real-world experience and, in the end, prepare them for jobs as teachers. This research focuses on student teachers enrolled in a pedagogy program at a state university in West Java. Specifically, it examines students who

participated in microteaching courses and engaged in reflective practice during the 2020 academic year

2.4. Perceptions

In common terminology, perception is defined by Longman Dictionary of Contemporary English as a) the way people think about something and the idea of what it is like; b) the way that people notice things with their senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly. Perception is the process by which individuals interpret and make sense of the information they receive through their five senses. This interpretation can lead to either positive or negative perceptions, depending on individual experiences, biases, and context. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin & Maharani, 2018). Otter (in Ghadirian et al., (2017) described perception is the active and dynamic process of gathering and understanding information from our surroundings using our senses. Another definition from Nugroho (in Saifuddin, 2020) stated that perception is a complex process that starts with the five senses picking up things from the world around them. This sensory information was organized and interpreted by the brain, resulting in our understanding of what we have sensed. According to Kelendonu & Katemba (2023) stated that perception is the process of interpreting the information based on an individual's unique life experiences. This implies that our experiences, history, beliefs, and cultural background all influence how we perceive the world. The explanation provided above suggests that each of our individual experiences and emotions have a significant impact on how we perceive the world. Because we all have unique backgrounds, perspectives, and emotions, we all interpret sensory data differently, leading to subjective interpretations of the same inputs. Different and subjective perceptions of reality result from each person's unique history, beliefs, and emotions influencing how they interpret and make meaning of

information, leading to diverse and subjective perceptions of reality. Moreover, Rohman (2023), stated that perception is the individual's own way of interpreting and comprehending the data that comes from their own experiences and thought processes. Individuals perceive the world in different ways due to their unique life experiences, beliefs, and mental processes, which are all shaped by their intrinsic subjectivity. Perception was a key factor in this study since data from student instructors were gathered to look into their experiences with reflective practice in microteaching classes. Their brain will process the encounter in ways that lead to distinct impressions that vary from moment to moment.

2.5. Study of Relevant Research

Before the researcher decides to conduct this research, the researcher studied the previous study on microteaching and reflective practice. Five related previous studies will be described by the researcher.

First, a study was conducted by Nuzulia (2016), this research aimed to understand how reflective teaching practices are integrated into microteaching subjects and to explore student teachers' perceptions of their experiences with this approach, including the challenges, difficulties, and benefits they encountered. This research adopts a case study approach, a common research design employed across various fields. This approach involves conducting an in-depth analysis of a specific case, which could be a program, event, activity, process, or individual(s). For the purpose of data analysis in this research, the researcher has opted to utilize the interactive data analysis model proposed by Miles and Huberman in 1984, as presented in Sugiyono's 2015 work. Engaging in reflective teaching practices during microteaching allows pre-service teachers to gain valuable insights into their readiness for teaching English and develop their teaching skills. Reflective teaching practices helped 91 pre-service

teachers gain self-awareness and reflect on their personal experiences within the context of small-scale teaching, such as microteaching.

Second, a quantitative study by Nasution et al. (2023) investigated the impact of microteaching on the development of basic teaching skills in 32 student teachers enrolled in an Islamic junior high school in Labuanbatu. The study utilized a questionnaire with a Likert scale to assess student performance in various teaching skills, including confidence, experience, lesson effectiveness, communication, lesson closure, classroom management, planning, and time management. The data were analyzed using the Miles and Huberman Interactive Model. The findings of the study revealed that microteaching had a positive impact on student teachers' development of these essential teaching skills. The results indicated that microteaching helped student teachers become more confident in their abilities, gain valuable teaching experience, deliver lessons effectively, communicate clearly, wrap up lessons efficiently, manage classrooms effectively, plan ahead, and manage their time effectively. This study suggests that microteaching is a valuable tool for teacher education, providing student teachers with opportunities to practice and refine their skills in a controlled and supportive environment. By participating in microteaching, student teachers can develop the confidence, knowledge, and skills needed to be successful educators.

Third, Azizah et al. (2018) conducted a qualitative study to explore the experiences of two pre-service English as a Foreign Language (EFL) teachers in utilizing reflective practice during their teaching program. The study aimed to understand how these pre-service teachers integrated reflective practices into their teaching and the challenges they encountered. The researchers used open-ended questionnaires, interviews, and document analysis to gather data from the participants, who were university students enrolled in the English Education Program at an Indonesian university. The data were analyzed using the Miles and Huberman Interactive Model. The findings revealed that the pre-service

EFL teachers found reflective practice to be a valuable tool for improving their teaching skills and developing their understanding of the teaching-learning process. However, they also acknowledged the challenges associated with implementing reflective practice effectively, such as the need for more experience and guidance in reflecting on their teaching experiences. The study suggests that teacher education programs should provide pre-service teachers with more opportunities to engage in reflective practice and develop the skills and knowledge necessary to use it effectively. This will help them become more effective and reflective educators who are able to continuously improve their teaching practice.

Fourth, Majoni (2017) conducted a multiple case study at a Zimbabwe Open University to investigate the effectiveness of microteaching in preparing primary school teachers. The study involved lecturers and student teachers from a teacher's college. Data were analyzed using interpretive analysis. The findings revealed that microteaching was perceived as less effective in preparing student teachers for real-world teaching practice. The study concluded that the quality of teaching practice was negatively impacted by the perceived ineffectiveness of microteaching. The research suggests that further investigation is needed to understand the factors contributing to the perceived limitations of microteaching in the Zimbabwean context. This could inform efforts to improve the effectiveness of microteaching and ensure that it adequately prepares student teachers for the demands of real-world classrooms.

Fifth, Mufidah (2019) investigated the impact of the teaching practice program on the development of pre-service teachers' teaching performance at the English Department of Antasari State Islamic University in Banjarmasin, Indonesia. The researcher employed a mixed-methods approach, combining observation of teaching techniques and media with individual interviews to gather data. The findings revealed that the teaching practice program played a significant role in enhancing pre-service teachers' teaching performance. The program provided

opportunities for student teachers to receive feedback from supervisors, which helped them identify areas for improvement and refine their teaching skills. The study highlights the importance of providing pre-service teachers with opportunities to practice their teaching skills in real-world settings and receive constructive feedback from experienced educators. This approach can significantly contribute to their professional development and prepare them for successful careers in education.

There are differences and similarities between the present study and the previous study. The similarity is that both of present study and the previous study discuss about reflective practice through the microteaching or teaching practice program. From five previous studies, they have different terms to discuss. The first study describes students' perceptions of their experience in terms of the challenges, difficulties, and benefits of reflective teaching. The second study describes the participation performance of students' basic teaching skills in microteaching. The third studies discuss how pre-service EFL teachers in utilizing reflective practice in their teaching program. The fourth studies talking about the effectiveness of microteaching during teacher preparation. The last studies discuss about pre-service teachers' personal self-reflection on what they have achieved and to figure out their problems in teaching through the teaching practice program.