CHAPTER I

INTRODUCTION

A. Background

Micro-teaching is a platform where students could practice to be a real teacher in a "real" context but in a simpler environment. It allows the students to design a lesson plan, practice the lesson they have planned to teaching practices, and reflect the teaching practices. Brent, Thomson & Wheatley (1996) pointed out that micro-teaching is a simpler classroom context where students could practice to teach the lesson they have planned to a small group of students controlled by the instructor (i.e. lecturer). In addition, He & Yan (2011) pointed out that micro-teaching is a scaled-down class, time, task, and content in order to provide a "real" environment of regular classroom (i.e. school). Furthermore, they stated that microteaching is a common professional development tool used for pre-service teachers.

In the sixth semester in the academic year of 2019/2020, one of the universities in Indonesia especially in West Java applied micro-teaching as a course, called Reflective Micro-Teaching course. This course required the student teachers two projects, peer teaching and, real teaching. Both projects were conducted in a different context, but the materials taught is the same. The peer teaching project was conducted in the university, while the real teaching project was conducted in the school (i.e. junior high school or senior high school).

A study conducted by Cebeci (2016) on prospective teachers' beliefs about micro-teaching in Teaching English to Young Learners I course revealed that the participants believe that microteaching practice is an appropriate platform regarding their professional development since micro-teaching gave them a chance to practice the theory they have learnt in a real-life situations (i.e. in the kindergartens), help them to develop autonomy learning since they had to design their teaching preparation by their own, beneficial peer-interaction since they learned each other while the peer teaching process. In addition, a study by Kavanoz & Yüksel (2010) revealed that peer-teaching is valuable for student teachers in terms of their teaching and evaluation skills development since the peer-teaching exercise allows them to stimulate teaching practice.

This present study aims to investigate the student teachers' beliefs on a peer teaching project in Reflective Micro-teaching class. The term beliefs in this research refer to student teachers' judgment based on their experiences in conducting peer teaching project. In addition, Raymond (1997) defined the term belief as an individual judgment formed from experiences. Beliefs hold a role in teacher professional development since it affects the teachers' knowledge in designing their teaching activities, including deciding what strategy they use in delivering the materials for their teaching practices Gilakjani & Sabouri (2017).

B. Research Question

What are student teachers' beliefs on a peer teaching project in Reflective Micro-teaching class?

C. Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Student teachers	:	It refers to university students who are studying and practicing to be a real teacher in an educational programme (i.e. Reflective Micro-teaching class).
2. Student Teachers' Beliefs	:	It refers to individual judgment which formed by his/her experiences (i.e. peer teaching experiences; designing a lesson plan, practicing and reflecting the teaching practice).
3. Peer teaching	:	It is where a student teaches one or more students (peers).
4. Micro-teaching	:	It refers to a platform where students could practice to be a real teacher in a "real" context but in a simpler environment.

D. Aim of the Research

This present study aims to investigate the student teachers' beliefs on a peer teaching project in Reflective Micro-teaching class.

B. Uses of the Study

1. **Theoretical**

This study shed light on a theory that micro-teaching (i.e. peer teaching project) is a common tool used for pre-service teachers (i.e. student teachers) regarding their professional development.

2. **Empirical**

This study provides how peer teaching could help student teachers to practice teaching before going to the occupational context in order to give them teaching experience.

3. **Practical**

This study offers the readers of what student teachers' beliefs on a peer teaching project based on their experiences regarding giving them teaching experience before teaching in the real context (i.e. school).