

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Micro-teaching is a professional developmental tool for in-service or pre-service teachers. It offers pre-service teachers to connect a gap between theory and practice and also offer them a chance to gain teaching skills (Savic, 2018). To make micro-teaching effective and meaningful, reflective practice is applied in the implementation of micro-teaching. The reflective practice itself is a process when people reflect on their actions and learn from their own experiences. It plays a pivotal role in the development of teachers' professionals (Mathew et al., 2017).

One of Indonesia's public universities in West Java has implemented reflective practice in a micro-teaching course into their teacher training program. Micro-Teaching was a compulsory subject that must be taken by the English student teachers with the minimum grade of B as a prerequisite for conducting teaching practicum in the next semester. In this course, the English student teachers were asked to conduct micro-teaching practices twice. The first micro-teaching practice was peer teaching, and the second micro-teaching practice was real teaching. The student teachers performed the peer teaching in a short duration with fewer students. Meanwhile in real teaching, they performed in a real school and taught the real students.

In recent years, research on reflective practice has varied. In the previous study, Al-Jaro and Asmawi (2018) found that reflective practice can help the pre-service teacher to reflect on her teaching practice independently, such as examining problems they face, consulting with the supervisors and the peers to get suggestions and solutions for better teaching. Furthermore, Seitova (2019) notes that pre-service teachers agreed that reflective diaries they made bring positive effects to their self and professional development. However, those previous studies focus on the reflective practice that occurs during the teaching internship programs. Thus, this

present paper will focus on the reflective practice that occurs in the Micro-Teaching course.

In sum, from the phenomenon and the previous studies described above, this study explores the contributions of doing reflective practice on their micro-teaching practices that the English student teachers were engaged in the Micro-Teaching course. This study contributes to give information and provide empirical evidence of reflective micro-teaching contributions so that it could be a reference for micro-teaching course stakeholders to maximize the application reflective practice in micro-teaching course.

1.2 Formulation of the Problem

The formulation of the problem of this research is:

What are the contributions of doing reflective practice in micro-teaching practices?

1.3 Operational Definitions

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

- 1.3.1 Micro-Teaching Practice : The teaching simulations that were carried out by student teachers in micro-teaching course.
- 1.3.2 Micro-Teaching Course : A compulsory subject where student teachers were assigned to do micro-teaching practices in order to master teaching skills.
- 1.3.3 Reflective Practice : A process in which the 3 English student teachers reflect on their teaching practices to learn and evaluate their teaching strengths and weaknesses to support their professional development.

1.4 Aim of the Research

This research aims to investigate the contributions of reflective practice in micro-teaching practices. Here, the researcher analysed the English student teachers' reflections and interview results in order to highlight the contributions of reflective practice that the English student teachers engaged in the micro-teaching practices.

1.5 Significance of the Research

- 1.5.1 Theoretical : This research is expected to enrich the literature of reflective practice on micro-teaching practices in initial teacher education.
- 1.5.2 Practical : This research will provide valuable information to micro-teaching stakeholders for conducting better reflective practice in micro-teaching practice in the future.
- 1.5.3 Empirical : This research will expand researchers' insight regarding the reflective micro-teaching practice.