

CHAPTER 2

LITERATURE REVIEW

2.1 Micro-Teaching in Education

Originally introduced in the early 1960s, micro-teaching is a method for transferring theory into practice to give pre-service teachers an overview of how to teach and offer them a chance to gain teaching skills. It is a teaching technique commonly utilised in the teacher training program for learning teaching skills. Allen and Eve (1968) stated that micro-teaching is ‘a controlled practice system that focuses on specific teaching behaviour and to practice teaching under controlled situations.’ Koross (2016) stated that micro-teaching is a technique to gain deeper knowledge regarding the art of teaching. Moreover, Adhikari (2020) argued that micro-teaching is a tool for teacher preparation to build up self-confidence and teaching skills.

Micro-teaching consists of several phases, such as planning, teaching, criticising, re-planning, re-teaching, and re-criticising (Koross, 2016; Solanki, 2017; Yong-jik & Davis, 2017; Kimaro et. al, 2021).

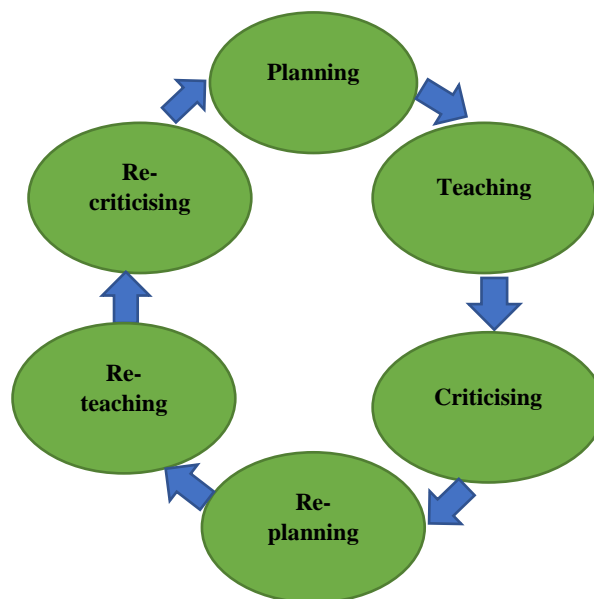


Figure 2.1 Stages of Micro-teaching

1. Planning Stage

In the planning stage, the pre-service teachers determine the topic of the lesson, prepare the instructional media, and are required to create the lesson plan. In line, Yong-jik and Davis (2017) assert that in this stage, pre-service teachers prepare the lesson plan for a predetermined subject.

2. Teaching Stage

In the teaching stage, the lecturer gives a specified amount of time to the pre-service teachers to exhibit their professional skills to their peers, who play the role of students of a specified age group. According to Yong-jik and Davis (2017), in this stage, the pre-service teachers demonstrate the micro-teaching lessons that can be videotaped. Further, as cited in Koross (2016), the duration of micro-teaching is about 5-20 minutes.

3. Criticising Stage

In the critique stage, peers and lecturer give feedback and criticise the micro-teaching performance. Further, the pre-service teachers then reflect their teaching performance based on those feedbacks and critiques. The pre-service teachers are also required to watch their teaching videos and reflect on their performance. In this stage, the lecturer provides the assessment form for pre-service teachers to analyse and evaluate their teaching performance (Yong-jik & Davis, 2017).

4. Re-planning, Re-teaching and Re-criticising Stage

In the re-planning stage, the pre-service teachers re-create the lesson plan for the upcoming performance. After that, the pre-service teachers do the micro-teaching for the second time (re-teaching stage). Through the end of the stage (re-criticizing), the pre-service teachers have a chance to reflect on their second performance by evaluating their strengths and weaknesses, and also writing down the effort to improve future teaching practices (Yong-jik & Davis, 2017).

2.2 Reflective Practice

The term reflection is widely defined as the purposeful and deliberate metacognitive thinking or action in which educators engage to rectify their professional practice (Sellars, 2017). It is a process of how people learn from their actions or experiences, reflect on it, and evaluate it. In line with that, Mathew et. al (2017) stated that reflective practice is a crucial tool in practice-based professional learning settings where people learn from their professional experiences to advance their professional development. Moreover, as cited in Burhan et. al (2016), reflective practice is defined as ‘a systemic process of problem-solving through teachers’ deliberate thoughtfulness on a specific event, incident, or situation’ (Dewey, 1993). Furthermore, Farell (2018) assumes that reflective practice enables teachers to explore their relations with students, their values and abilities, their successes and failures in a real context.

Researchers examined reflection into three categories, such as reflection-in-action, reflection-on-action, and reflection-for-action (Burhan-Horasanlı, & Ortaçtepe, 2016).

1. Reflection-in-action

Reflection in action occurs when the event or action is happening. Wain (2017) stated that reflection in action is ‘a process of observing thoughts and actions as they occur in order to make adjustments in the moment.’ According to Schön (1983), teachers should not only reflect in their action after the event, but they also need to reflect during and while doing the action in order to face and cope with unexpected situations (as cited in Farell, 2018).

2. Reflection-on-action

Reflection on an action carried out after the event has occurred. It is the process where the teacher is looking back and learning from their past action (Wain 2017).

3. Reflection-for-action

Reflection for action occurs before the action, also known as anticipatory reflection (Burhan, 2016). It is a process of thinking about the future action based on the experience or the past action.

In terms of the reflection methods, reflective journal has been beneficially used by some reflective practitioners (Auliya et al., 2020). According to Farrell (2007), writing a teaching journal can help teachers in clarifying their own thinking, exploring their own beliefs and practices, and finally they become more aware of their teaching styles and be better able to monitor their own practices (as cited in Farrell, 2018). In line, Zulfikar & Mujiburrahman (2018) stated that writing a reflective journal was perceived as an effective way to foster the teacher's awareness of their teaching because it enables the teachers to reflect on their strengths and weaknesses.

2.3 Reflective Practice in Micro-Teaching Course of Higher Education Context

A qualified teacher is expected to have teaching competencies (Özonur & Kamışlı, 2019). Therefore, the urgency of some educational courses that must be learned by the pre-service English teachers has emerged. One of the important courses as preparation for teacher training is a micro-teaching course (Sahardin et al., 2020).

In general, the purpose of a micro-teaching course is to establish and develop basic teaching competencies as the student teachers' preparation before they do the teaching practicum in the schools or real education institutions. Furthermore, as cited in Sahardin et al. (2020), Mawardi (2016) stated that micro-teaching course is an indivisible course in the curriculum structure designed for teacher education programs that aimed to help pre-service teachers to master and have the expected competence required in real-life teaching tasks.

In the micro-teaching course, student teachers are trained to master teaching skills before they are trusted with doing the teaching internship at schools (Sahardin

et.al., 2020). If in the teaching internship the student teachers are required to teach the real students in the real school, in the micro-teaching course, the student teachers are asked to teach their classmates who acted as simulated students, and they were given 20 minutes to deliver their lessons. As cited in Zulfikar et al. (2020), Remesh (2013) argues that micro-teaching courses provide the student teachers an opportunity to teach in a micro-class, which resembles real teaching experience. In addition, during their teaching performance in micro-teaching courses, the student teachers are also observed by other classmates and the lecturers. At the end of the course, the student teachers made a reflection of their teaching performances by re-watched their teaching performance videos. They also wrote the reflections based on the feedback from the classmates and the lecturers.

Furthermore, in the application of micro-teaching, there is always a reflective practice in it, because one of the micro-teaching phases is called criticising, and the reflective practice occurs in this phase before a move to the next phase called re-planning. The purpose of reflective practice in the criticising phase is to ease the pre-service teachers in re-creating a better lesson plan for the upcoming performance (Yong-jik & Davis, 2017).

To sum up, reflective practice and micro-teaching are two things that cannot be separated. The reflective practice in the micro-teaching course plays an important role in creating effective and meaningful teaching practices.

2.4 Studies of Relevant Research

Several relevant studies regarding reflective practice have been done by some researchers. Furthermore, the two previous studies are described as below:

The first research was conducted by Al-Jaro and Asmawi (2018). The title of the research is “Reflective Practice Experience of an EFL Student Teacher during Practicum.” This research focuses on the reflective practice experience of a university student teacher while doing her practicum at a secondary school in an EFL teaching context in Yemen. Al-Jaro and Asmawi (2018) reported 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.

The second research was conducted by Seitova (2019). The title of the research is “Student Teachers' Perceptions of Reflective Practice.” This research aims at engaging English Language Teaching (ELT) student-teachers in reflective teaching practice through the use of reflective diaries during their school internship and finding out their perceptions about reflective teaching. This research has come up with the conclusion that ELT student-teachers agreed that reflective diaries they made during their school internship programme bring a positive effect to their self and professional development.