

CHAPTER 3

RESEARCH PROCEDURES

This chapter covered some of the designs utilized in this study to examine the benefits of microteaching in building student teachers' self-efficacy, including the research design, setting, and participants, data collection method, and data analysis method.

A. Research Design

This research used qualitative methodology with a narrative inquiry design. The primary purpose of narrative inquiry is to get a deeper understanding of individuals' experiences (Clandinin & Caine, 2008; Caine et al., 2018). This aligns with the study that was undertaken on participants' personal experiences regarding their confidence in the teaching practice, which was influenced by the self-efficacy from the microteaching course.

B. Setting and Participants

This research was conducted in the teachers' training faculty in one of the universities in Tasikmalaya, West Java, Indonesia. In the faculty of teachers' training, microteaching was a compulsory course that must be taken before undertaking teaching practice. In the microteaching class, student teachers conducted teaching simulation, starting from making a lesson plan to practicing it in front of their friends, who acted as students.

In this study, the participants consisted of three students from the English Education Department in the 2021 academic year. This academic year refers to those who joined the microteaching course and completed the teaching practice in 2024. The participants were selected by a purposive sampling method. According to Etikan et al. (2016), purposive sampling allows the researcher to select participants who align with the study's objective. In this study, the participants are selected with the following criteria:

1. Registered as a student at the campus and majoring in English Education
2. Have undertaken a microteaching course and teaching practice

3. Felt that the microteaching experience contributed positively to their teaching practice
4. Have photo documentation from the teaching practice.

The requirement process was broadcast through WhatsApp chat because most Indonesian people use this app. Participants were given a detailed description of this research objective, rationale, and method. Thus, participants signed a consent form to be interviewed, and to protect their confidentiality, the researcher was guaranteed the privacy of participants by not revealing their identities or assigning pseudonyms (Wang et al., 2024).

C. Data Collection

There are two data collection techniques that the researcher carried out in this study, namely semi-structured interviews and photovoice. A semi-structured interview is an appropriate choice for collecting data because it is flexible and permits more questions to be asked throughout the interview in response to the interviewee's responses (Ruslin et al., 2022). The interview questions were guided by the self-efficacy theory by Bandura (1997), which has four sources that were adopted as the key indicators for constructing the instrument. Mastery experience focuses on teaching experience, vicarious experience focuses on observing friends' performances, verbal persuasion focuses on feedback, and psychological and emotional states focus on overcoming nervousness. Semi-structured interviews lasting 19 to 24 minutes in the participants' mother tongue, Indonesian, were conducted on February 13th and 16th in one of the universities in Tasikmalaya. The interview data had been recorded using a smartphone voice recorder due to the participants refused to be videotaped.

Besides semi-structured interviews, the researcher also used Photovoice. Photovoice portrays individuals as experts in their own stories (Wang et al, 1996, as cited in Sutton-Brown, 2014). According to Wang and Burris (1997), by using photovoice, participants could show evidence and describe themselves. The participants' photos when teaching practice were utilized in this research, which the researcher had asked and received from participants via WhatsApp. This is an

attempt to trigger their memories of the microteaching contributed to the growth of the participants' sense of self-efficacy.

D. Data Analysis

The researcher used narrative analysis by Labov (1972) to analyze the data gathered through semi-structured interviews. Labov defines a narrative as describing or recapitulating past experiences through a sequence of events. As adapted from Emden (1998), the steps are:

1. Read the entire interview text multiple times to fully comprehend the interview's content.
2. Removing all of the interviewer's remarks and questions from the entire interview to leave only the participant's answers.

R: ~~bisa diceritakan ga apakah ada pengalaman mt yang dirasa membantu anda dalam persiapan sebelum mengajar pada saat plp?~~

P: Dari pengalaman yang saya dapatkan mengikuti kelas microteaching sangat membantu saya dalam mempersiapkan mmm kesiapan mengajar sebelum plp. Hal tersebut membuat saya lebih percaya diri ketika berbicara di depan kelas dan saya mampu mengelola waktu pada saat proses mengajar. Saya jadi tau berapa lama waktu yang dibutuhkan untuk membuka kelas serta bagaimana menyampaikan materi atau bahan ajar lebih jelas dan mudah untuk siswa pahami. Selain itu, saya juga belajar bagaimana menutup kelas dengan baik termasuk hal-hal yang perlu disampaikan di akhir proses pembelajaran dan semua pengalaman ini menurut saya amat sangat bermanfaat bagi saya ketika menjalani plp di sekolah yang telah ditentukan.

3. Delete all words that reduce the main idea of each sentence or group of sentences spoken by the participants to more easily understand the direction of the participants' discussion.

P: Dari pengalaman yang saya dapatkan dari mengikuti kelas microteaching, ada beberapa momen ketika mengajar dengan lancar ~~ketika saya berhasil melakukan semua main activity di kelas dengan lancar~~, tetapi saya juga

membuat sedikit kesalahan ~~dimana salah satu kesalahan yang saya alami~~ adalah saya tidak memberikan kesempatan yang cukup bagi siswa untuk melakukan diskusi atau bertanya ketika proses pembelajaran, saya terlalu focus pada penjelasan tentang materi sehingga interaksi di kelas itu menjadi kurang antar siswa dengan hal tersebut saya menjadi belajar untuk lebih melibatkan siswa dalam proses pembelajaran untuk mendorong interaksi siswa di kelas agar menjadi lebih aktif lagi.

4. Reading the remaining text for sense. Researchers reread to understand the modified text.

P: Dari pengalaman yang saya dapatkan dari mengikuti kelas microteaching, ada beberapa momen ketika mengajar dengan lancar tetapi saya juga membuat sedikit kesalahan. Saya tidak memberikan kesempatan yang cukup bagi siswa untuk melakukan diskusi atau bertanya ketika proses pembelajaran. saya terlalu focus pada penjelasan tentang materi sehingga interaksi di kelas itu menjadi kurang antar siswa dengan hal tersebut saya menjadi belajar untuk lebih melibatkan siswa dalam proses pembelajaran untuk mendorong interaksi siswa di kelas agar menjadi lebih aktif lagi.

5. Identifying structures from Labov

Narrative structure	Narrative content	Data source	Original data
Abstract	Participating in the microteaching class has been highly beneficial for me as preparation for undertaking the teaching practice (PLP). Through the experiences I gained in the microteaching class, I felt greater confidence in teaching, as well as improved my ability to manage learning time and classroom management effectively during my teaching practice at the assigned school.	Interview data	<i>“Dari pengalaman yang saya dapatkan mengikuti kelas microteaching sangat membantu saya dalam mempersiapkan kesiapan mengajar sebelum plp. Hal tersebut membuat saya lebih percaya diri ketika berbicara di depan kelas dan saya mampu mengelola waktu pada saat proses mengajar”.</i> <i>“kelas microteaching itu membuat saya bisa manage waktu pembelajaran di real kelas ketika PLP”</i> <i>“microteaching sangat membantu saya dalam mengembangkan keterampilan management kelas saya.”</i> <i>“semua pengalaman ini menurut saya amat sangat bermanfaat bagi saya ketika menjalani PLP di sekolah yang telah ditentukan”</i>

Orientation	I am currently in my eighth semester. In the sixth semester, I conducted my teaching practice at a junior high school in the 7th-grade level in this city. The microteaching class, which I joined in the fifth semester, was highly valuable in supporting my preparation for this practice. During the microteaching class, I learned how to create more structured lesson plans. Starting from formulating appropriate learning objectives, selecting suitable teaching methods, and designing engaging learning activities for students. In addition to lesson planning and teaching practice, I also had the opportunity to observe my peers during their teaching simulations. These experiences served as valuable examples for me, providing insights into classroom teaching practices and boosting my confidence that I can do that too. Furthermore, by observing my classmates, I could identify both effective teaching strategies and common mistakes to avoid. These observations increased my awareness of potential challenges in classroom teaching and helped me	Interview data	<i>“Semester 8”</i> <i>“saya mengambil kelas microteaching di semester 5”</i> <i>“untuk PLP, saya mengambilnya pada semester 6”</i> <i>“pada saat PLP kan waktu itu saya di junior highschool ya di tingkat SMP kelas 7”</i> <i>“Menurut saya melalui microteaching membuat saya belajar bagaimana membuat rencana pembelajaran yang lebih terstruktur. mulai dari menentukan tujuan pembelajaran, lalu metode pembelajaran yang sesuai, dan bagaimana merancang aktivitas belajar yang menarik bagi siswa”</i> <i>“menurut saya, tentu saja gitu. Karena dengan mengamati teman saya mengajar memberikan saya gambaran dan pengetahuan how to teach gitu ya. Tentu saja ini membangun kepercayaan diri saya juga ketika akan melakukan kegiatan</i>
-------------	--	----------------	--

	reflect on the aspects I needed to improve. As a result, I became more mindful of avoiding similar mistakes during my teaching practice, ensuring that instructional time would be used efficiently and that the intended learning objectives could be successfully achieved.		<i>mengajar di kelas karena saya sudah mendapatkan gambaran oh seperti ini toh mengajar tuh, kaya gitu”</i> <i>“Hal yang saya pelajari itu tentang bagaimana menjelaskan materi kepada siswa agar siswa itu mampu memahami dan menangkap apa yang sedang saya jelaskan pada mereka. Lalu juga membuang improvisasi yang tidak perlu seperti bercerita terlalu banyak agar tidak ada waktu yang terbuang sia-sia, sehingga capaian pembelajaran itu bisa tercapai oleh siswa”</i>
Complicating action	In this microteaching class, I have received feedback from my lecturer regarding the lesson plan that I designed. This was caused by my lack of interaction with students. In the lesson plan that I made, the activity phase only contained the delivery of the materials. In addition, I had the experience of success and mistakes in my teaching simulation. On the day that I finished my	Interview data	<i>“Mmm ada, jadi waktu itu dosen saya memberikan feedback terkait activity dalam proses pembelajaran. itu sebisa mungkin harus menonjolkan keterlibatan siswa daripada terus menerus menjelaskan materi gitu, ketika membuat lesson plan”</i> <i>“dari pengalaman yang saya dapatkan dari mengikuti kelas mt ada beberapa momen ketika</i>

	performance as a teacher, I received feedback from my classmates that I was too focused on explaining the materials so I did not give my classmates who played the role of students the opportunity to ask questions which resulted in less active interaction in the classroom.		<i>mengajar dengan lancar tetapi saya juga membuat sedikit kesalahan saya tidak memberikan kesempatan yang cukup bagi siswa untuk melakukan diskusi atau bertanya ketika proses pembelajaran, saya terlalu focus pada penjelasan tentang materi sehingga interaksi di kelas itu menjadi kurang antar siswa”</i>
Evaluation	I realized that verbal support from my peers and feedback from my lecturer were very beneficial for me. I feel confident when I get verbal support and feedback. I feel feedback is very helpful for the improvement of my teaching skills. If I do not get feedback from my friends and lecturers, I will not be able to know what is good and what is still lacking in my teaching. If there is no feedback, maybe my teaching will remain the same and less effective.	Interview data	<i>“Selain itu juga, dukungan verbal contohnya dari teman-teman sejawat gitu ya itu memberikan saya dukungan moral terutama ketika saya merasa gugup atau kurang percaya diri. “</i> <i>“menurut pendapat saya, feedback itu amat sangat penting ya. Karena jika tidak ada feedback contohnya dari dosen atau teman sejawat tidak akan membuat saya atau kita menjadi tau apa yang kurang dari penampilan kita dikelas, karena kan kita tidak bisa melihat ya penampilan kita di kelas bagaimana gitu.</i>

			<i>Apanya yang harus di perbaiki, apa yang harus di tingkatkan dan lainnya. Kalau tidak ada feedback mungkin saja proses pembelajaran di kelas tidak akan menjadi efektif. Sehingga menurut saya feedback itu penting sekali untuk membuat kita berkembang, memperbaiki dan membuat proses mengajar yang sesuai bagi peserta didik”</i>
Resolution	The feedback I got from this microteaching class was certainly used as a reference to improve in the future, especially in the teaching practice that was in front of my eyes at that time. All the positive feedback made me more confident in my teaching skills, while the corrective feedback I used as a reference so that I would not repeat the same mistakes. This also applies to the feedback I got about my lesson plan and my teaching process. This experience of failure in the classroom made me maximize my performance during my	Interview data	<i>“ketika saya mendapatkan feedback positif itu membuat saya menjadi lebih yakin gitu dengan kemampuan mengajar saya dan membuat saya lebih termotivasi untuk terus berkembang lagi. Sementara itu juga, feedback yang sifatnya korektif yang mengoreksi saya amat sangat membantu saya juga dalam menyadari kesalahan dan aspek yang perlu saya perbaiki sehingga saya menjadi lebih siap dalam menghadapi kelas”</i>

	teaching practice. In my teaching practice, I became more involved the students in the teaching process, such as discussions, questions and answers, and group activities. I have also implemented ice breaking, such as simple games to refocus students in my class.		<i>“Oleh sebab itu, ketika PLP, saya lebih melibatkan siswa melalui berbagai activity seperti mungkin diskusi ya, terus juga tanya jawab, dan kegiatan berkelompok untuk membuat pembelajaran di kelas itu menjadi lebih interaktif lagi”</i> <i>“menangani siswa yang mungkin menjadi kurang fokus dengan memainkan sebuah game sederhana agar mereka fokusnya kembali lagi kepada saya”</i>
Coda	Microteaching is a class that really helped me to prepare myself for the real teaching situation during my teaching practice. By being prepared with experiences ranging from preparing lesson plans, teaching, managing time and classes, to ending with teaching reflections, I became confident when doing my teaching practice. Although the situation when teaching in microteaching and teaching practice is different, I am grateful to have a real teaching simulation experience from this class. The feedback I got	Interview data	<i>“Menurut pendapat saya dan yang saya rasa bahwa kelas microteaching itu sangat efektif dalam mempersiapkan mahasiswa dengan tahu bagaimana membuat lesson plan, bagaimana mengajar, dan mengatasi kecemasan ketika berada di kelas, nah dengan adanya kelas microteaching kita akan diajarkan bagaimana membuat lesson plan ya yang terstruktur dengan baik dan sesuai dengan kaidah penulisan lesson</i>

	from my lecturers and peers was very helpful in the development of my teaching skills during my teaching practice. Microteaching also made me able to manage my emotions and anxiety during my teaching practice because I already had experience practicing teaching before. Therefore, I was able to complete my teaching practice with confidence.	<i>plan, mempraktikan teknik-teknik mengajar di depan kelas, serta kita kan menerima feedback yang membantu kita menjadi lebih percaya diri lagi. Nah dalam hal ini tuh membuat kita terutama saya sebagai mahasiswa dalam mengurangi kecemasan dan memberikan gambaran nyata tentang bagaimana kita menjadi seorang guru atau pengajar yang efektif terutama saat plp”</i> <i>“menurut saya cukup membantu. Nah pengalaman microteaching ini membuat saya dalam mengelola emosi dan kecemasan ketika di kelas hal ini tentu saja di akibatkan mungkin ya karena saya sudah berlatih mengajar gitu di hadapan teman-teman saya, jadi ketika mengikuti PLP saya merasa tidak terlalu cemas ketika berbicara di depan kelas, di depan siswa. Namun tentu saja yang menghadapi situasi ketika mt dan PLP itu kan berbeda ya, tidak</i>
--	--	---

			<i>menghadapi siswa langsung ketika mt. karena hal tersebut dengan adanya mt juga cukup memberikan saya kesempatan untuk tau bagaimana mengontrol emosi dan kecemasan sehingga membuat saya tetap fokus saat menghadapi situasi yang tidak terduga”</i>
--	--	--	---

Besides that, data gathered through participants' photovoice was analyzed using the SHOWED method. As cited on MacEntee and Flicker (2023), Wang (1990) recommends utilising the SHOWED method to analyse photos. Thus, this is an attempt to reflect the situation from the photos. After the interview questions were answered, the researcher continued to ask about the participant's photo. The result of the photovoice analysis was integrated into Labov's narrative framework in the resolution part to gain deeper insight into the participants' stories. The researcher showed the participants the photos they had sent before, with the following questions:

1. What can you see in this photo?
2. What is really happening here?
3. How does this relate to our lives? Your life, especially?
4. Why does this situation exist?
5. How can this educate people?
6. What can we do about it?

E. Research Schedule

Table 1. Research Schedule

No	Description	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2024	Feb 2024	Mar 2024
1	Submission of Tentative							
2	Tentative Approval							
3	Writing Research Proposal							
4	Seminar Proposal Examination							
5	Data Collection							
6	Data Analysis							
7	<i>Telaah komprehensif</i> Examination							
8	Thesis Examination							