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STUDENTS' PERCEPTION ON MICROTEACHING COURSE
AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA
RIAU



State Islamic University of Sultan Syarif Kasim Riau



BY

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1446H/2025M



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BY

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Thesis

Submitted as partial fulfilment of the requierments
For Bechelors' Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled "Students Perception On Microteaching Course At English Education Department Of Uin Suska Riau" is certainly my own work and it does not consist of others' people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

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EXAMINER APPROVAL

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Pekanbaru, 15 April 2025

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UIN SUSKA RIAU

ABSTRACT

Muhammad Rifki Hamim, (2025) : Students Perception on Microteaching Course At English Education Department Of UIN SUSKA RIAU.

The purpose of this research to describe the students' perception on and determine students' ability in microteaching course microteaching course at sixth semester students of English education department UIN Suska Riau. This research was quantitative design. The sample of this research was taken by random sampling. The population of this research was sixth semester students at English education department of UIN SUSKA RIAU. The total numbers of sample were 266 students (20% from 126 students). In data collection, researcher used questionnaires and interview to collect data. The result of the research shows that the students' perception on microteaching course is $M= 4,68$ which is classified into very good category with students' ability in teaching preparation is $M= 4,36$ which is classified into very high level category, students' ability in preparation process (making RPP) is $M= 4,00$ which is classified into high level category and students' ability in explanation skill which is classified into enough level category.

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ABSTRAK

Muhammad Rifki Hamim, (2025) : Persepsi Mahasiswa Terhadap Mata Kuliah Microteaching Pada Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU.

Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi mahasiswa dan mengetahui kemampuan mahasiswa dalam mata kuliah microteaching pada mahasiswa semester enam jurusan pendidikan bahasa Inggris UIN Suska Riau. Penelitian ini merupakan penelitian kuantitatif. Sampel penelitian ini diambil secara random sampling. Populasi penelitian ini adalah mahasiswa semester enam di jurusan pendidikan bahasa Inggris UIN SUSKA RIAU. Jumlah total sampel adalah 26 mahasiswa (20% dari 126 mahasiswa). Dalam pengumpulan data, peneliti menggunakan kuesioner dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap mata kuliah microteaching adalah $M= 4,68$ yang diklasifikasikan ke dalam kategori sangat baik dengan kemampuan mahasiswa dalam persiapan mengajar adalah $M= 4,36$ yang diklasifikasikan ke dalam kategori tingkat sangat tinggi, kemampuan mahasiswa dalam proses persiapan (membuat RPP) adalah $M= 4,00$ yang diklasifikasikan ke dalam kategori tingkat tinggi dan kemampuan mahasiswa dalam keterampilan menjelaskan yang diklasifikasikan ke dalam kategori tingkat cukup.

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ملخص

محمد رفقي حميم، (٢٠٢٥): تصورات الطلاب حول مادة التدريس المصغر في قسم تعليم اللغة الإنجليزية جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

هدف هذا البحث هو وصف تصورات الطلاب ومعرفة قدرات الطلاب في مادة التدريس المصغر لدى طلاب الفصل السادس في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. هذا البحث هو بحث مسحى. تم اختيار عينة البحث عن طريق العينة العشوائية. المجتمع في هذا البحث طلاب الفصل السادس في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. بلغ إجمالي عدد العينة ٢٦ طالباً (٢٠٪ من طالبًا). في جمع البيانات، استخدم الباحث الاستبيانات والمقابلات لجمع البيانات. أظهرت نتائج البحث أن تصور الطلاب حول مادة التدريس المصغر هو $M = 4.68$ والذى يصنف ضمن فئة جيد جداً، مع قدرة الطلاب في الاستعداد للتدريس وهي $M = 4.36$ والتي تصنف ضمن فئة المستوى العالى جداً، وقدرة الطلاب في عملية التحضير (إعداد خطة الدرس) وهي $M = 4.00$ والتي تصنف ضمن فئة المستوى العالى، وقدرة الطلاب في مهارة الشرح التي تم تصنيفها ضمن فئة المستوى المتوسط.



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CHAPTER I

INTRODUCTION

Background of the Problem

The microteaching course is a course that is applied as an exercise to prepare prospective teachers (students) to become minor teachers in the classroom, before they carry out PPL (Field Practicum) at school (Nasution et al., 2023). The microteaching course will provide teacher candidates with teaching skills and the ability to conduct direct teaching practices on a small (micro) scale. To effectively engage in the learning process, students must be prepared with appropriate information and teaching abilities. Along with an understanding of teaching techniques, prospective elementary school education teachers must possess skills connected to the teacher's responsibilities (Istiq'faroh, 2022).

In micro teaching, teacher candidates find opportunities to develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion (Kilic, 2010). A good way for aspiring teachers to practice their teaching techniques is through microteaching. It entails small-scale instruction, with a future teacher instructing a class of pupils or other participants while an observer watches and offers helpful criticism. Thus, microteaching offers aspiring educators a secure and controlled setting in which to test and improve their pedagogical approaches. Prospective instructors can enhance their instruction prior to entering the classroom by recognizing their areas of strength and weakness.

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Perception is a process of observing, selecting, organizing, and interpreting environmental stimuli. It occurs because every time the five senses (sense of hearing, taste, sight, smell, and touch) are exposed to so many environmental stimuli (N. Diana et al., 2021). Perception is the process of receiving stimuli that can be impacted by a person's motivation, social relationships, mental awareness, knowledge, and experience from the past (Chee et al., 2002). A person's perception is how they make sense of and apply their knowledge, experiences, and beliefs to comprehend and interpret information or events. Subjective thoughts, opinions, and judgments about this teaching approach are referred to as students' perceptions in the context of research on students' perceptions of microteaching. Microteaching is a relatively a new innovation in the field of teacher education; a highly individualized training device to prepare effective teachers (Journal of Gandaki Medical College-Nepal | Editorial Committee, n.d.). Being able to work as instructors and educators is one of the graduation requirements for higher education majors in education (Budiyasa, 2020). According to UU RI No 14 (2005), Teachers must have academic qualifications, competencies, teaching certificates, be physically and mentally healthy, and have the ability to realize national education goals (Indonesian House of Representatives, 2005).

Microteaching has been found to be a highly beneficial method in experience and that of the students enrolled in this course, it has the ability to assist student teachers in developing teaching, assessment, and feedback

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skills in a secure and supportive learning environment (Higgins & Nicholl, 2003). Thus, it's critical to comprehend how students view microteaching since this information may be used to improve teacher preparation programs, design better teaching strategies, and enrich the educational experiences of students. Teachers can create and employ more effective teaching strategies that are tailored to the requirements of their students by taking into account the perspectives of their students.

Based on preliminary interviews with students majoring in English education who have taken microteaching class, the researcher found that there are English Education Department students' perceptions of microteaching course can include various aspects, such as the usefulness of this method in learning, its effect on motivation and participation, the quality of feedback received, the development of teaching skills, and the overall learning experience. A range of factors might influence students' perspectives, including previous experiences, expectations, learning preferences, and interactions with teachers and peers. Individual perceptions might also differ depending on their background, expertise, and personal experiences. This study will conduct at UIN Suska Riau, specifically at the Department of English Education. This study also has a unique subject matter. This research topic consists of UIN Suska Riau students enrolled in the Department of English Education for the 2024 academic year, especially on sixth semester students.

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Some researchers have conducted previous research written by Mutmainnah et al., (2019) and Sadikin & Yelianti (2020). Researchers also examined students' perception which focused on the implementation of microteaching, as results of the study report that the implementation of microteaching is going well but needs to be improved in terms of facilities and infrastructure, additional time to practice and curriculum adjustments needed in schools.

Base on the statement above, the researcher wants to know how students' perceptions of microteaching courses, especially for English education students who take microteaching courses. This study conducted at UIN Suska Riau, specifically at the Department of English Education. This study also has a unique subject matter. This research topic consists of UIN Suska Riau students enrolled in the Department of English Education for the 2024 academic year, especially on sixth semester students.

Problem of the Research

1. Identification of the Problem

Based on the occurrences that are pre-observed among UIN Suska Riau students in the English education department, the problems of this research are identified English Education Department students' perceptions of microteaching course are still general, such as the usefulness of this method in learning, its effect on motivation and participation, the quality of feedback received, the development of teaching skills, and the overall learning



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experience. The researcher wants to research students' perceptions of microteaching course at English education department of UIN Suska Riau specifically and scientifically.

2. Limitation of the Problem

This research focuses on specific perception on microteaching course. Based on the identification of the problem before, the research limits the problem of the research on the student's perception on microteaching course at English education department of UIN Suska Riau.

3. Formulation of the Problem

In light of the problem limitation, the researcher formulated the research problems into:

1. What is students' perception on microteaching course at English education department of UIN Suska Riau?
2. What is students' ability in microteaching course at English education department of UIN Suska Riau?

Objective and Significance of the Research

1. Objective of the Research

The objectives of this research as follows:

1. To describe the students' perception on microteaching course at English education department of UIN Suska Riau.
2. To determine the student's ability in microteaching course at English Education department of UIN Suska Riau.

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2. Significance of the Research

This research has theoretically and practically significance. Theoretically, microteaching is a method for pre-service teachers who want learn how to teach well and correctly. The results of this study are expected to provide information about students' perception on microteaching course at English education department of UIN Suska Riau. Practically, this research will help understanding and knowing students on microteaching which is beneficial to assist student developing teaching. The researcher hope that the results of this study will provide information to English teacher to improve student's microteaching performance. This research can be a resource for further scholars working in the same subject as this study.

D. Definition of Term

In order to avoid misunderstanding and misinterpretation in writing this research, the following terms need to be defined, according to the writer:

1. Students' Perception

Perception is the process of understanding sensory data that originates from the eyes, ears, tongue, or skin. A brain process then takes place, leading to the creation of the perception (English et al., 2019). Students' perception in this study is the perception of students who took microteaching course at English education department of UIN Suska Riau.

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2. Microteaching Course

Microteaching is one activity wherein pre-service teachers can engage in both vicarious and mastery learning experiences. Microteaching entails organizing and giving a brief lesson to classmates. The ability to put theory into practice through a lesson, give and receive criticism, and engage in self-reflection are all necessary components of the microteaching process. Pre-service teachers can reflect on how they will carry out their own microteaching sessions by seeing what others do. (Mergler & Tangen, 2010). Microteaching in this study is a course that are in English education department of UIN Suska Riau which has become a teaching practice program for students majoring in English Education.

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CHAPTER II

LITERATURE REVIEW

Theoretical Framework

1. Perception

Perception is our sensory experience of the world around us, which includes both the awareness of environmental stimuli and the actions we take in reaction to those inputs (Graham, 2012). Perception is a process that comes before sensing, which is the system that gets a stimulus from humans through sensory devices, but the process does not end there; the stimulus continues (Dhamayanti, 2021). Perception is also knowledge received from activities, the environment, and the process of understanding something and can assist those who require the information they want (Maulina et al., 2022).

According to Démuth (2012), Perception is a process for gathering information that is divided into two major groups: the theory of direct perception (bottom-up) and the theory of indirect perception (top-down). Direct perception (bottom-up) is the use of tangible information or facts to determine or influence our ultimate perception. Sensory input refers to people's perspectives on things or experiences that occur to us and influences subsequent processing. Meanwhile, indirect perception (top-down) is an opinion based on what we know without having expertise.



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Based on the foregoing, it is possible to conclude that perception is the process of comprehending something based on information gained from one's own experience and the surrounding environment.

Perception Process

According to Qiong (2017), There are three stages to the perception process: selection, organization, and interpretation. The first stage of perception is selection, in which we translate environmental stimuli into meaningful experience. We are continually inundated with so much information in our daily lives that we may meet these stimuli in a blink of an eye: the words we are hearing, the witness of an accident, the ticking of a clock, to mention a few. Because our universe encompasses everything, there are many inputs arriving to our sensory organs at the same time, waiting to be processed.

Organization is the second stage in the perceiving process. After gathering information from the outside world, we must organize it by identifying meaningful patterns. This level of organization is performed by categorizing items or individuals, which is why some scholars refer to it as classification. The social and physical events or objects we experience at this stage of perception will have shape, color, texture, size, and so on. Perception has two qualities at this stage. First, the organizing process provides structure to human perception. We always structure meaningful experiences out of raw impulses from the outer world. Second, the procedure demonstrates that human perception is stable. That is, after we

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select stimuli and categorize them, the selected stimuli become enduring. The third stage of perception is interpretation, which refers to the process of assigning meaning to the stimuli that have been chosen. After categorizing the selected inputs into structured and stable patterns, we attempt to make sense of these patterns by assigning meanings to them.

In addition according to Walgito & Bimo (1997, p. 90), The perception process can be explained as follows. The stimulus is caused by the object, and the stimulus is received by the sensory organs or receptors. The process of stimulus striking the sensory organs is a physical or natural phenomenon. The sensory nerves transmit the stimulus received by the sense organs to the brain. A physiological process is what we call this. Then there is a process in the brain as the center of consciousness so that individuals realize what they see, or what they hear, or what they feel. The process that occurs in the brain or in the center of consciousness is what is called a psychological process.

Kinds of Perception

According to Qiong (2017), based on perception process analysis, perception of our physical and social worlds is an internal activity in which we choose inputs and process them through our nerve systems and brains until we establish structure, stability, and meaning for them. To understand how we construct structure, stability, and meanings for the selected stimuli, i.e. how perception occurs, we must consider the two

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fundamental components of perception: the physical and the psychological. The physical dimension of perception is primarily concerned with the conversion of a stimulus into a useful form, and it plays a role in people's acquisition of information or knowledge about their surroundings. It encompasses not only the energy properties of stimuli, the nature and functions of human sense organs, but also the transmission of stimuli to brains via neurological systems. The Psychological Dimension of Perception, when intercultural communication is concerned, the psychological component becomes more important. It is because people's views, values, attitudes, wants, interests, and so on have a considerably stronger influence on how they perceive the outer world. During this phase, humans interpret selected stimuli, putting their own particular stamp on the outer world.

According to Rismayanti in (Ningsih & Mahirawati 2022) Positive perception and negative perception are the two types of perceptions. First, positive perception is when someone sees something or the world in a positive light; most individuals with positive perceptions will bring a lot of positive things into their lives in the future; and typically, someone with positive perspectives feels joyful and makes the best of their life. Second, negative perception is one that is opposed to something or the world they view. In general, those with negative perceptions tend to observe the world adversely and negatively observe the world more frequently.

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Factors that Influence Perception

According to Walgito & Bimo (1997, p. 89-90). Perception is influenced by various factors. First is perceived object, the item generates a stimulation that is received by the sensory organs or receptors. Stimuli can come from outside the perceiving individual, but they can also come from within, directly hitting the receiving nerves that act as receptors. Second is sensory organs, nerves, and nerve centers. Sensory organs, often known as receptors, are mechanisms for receiving stimuli. At Furthermore, a sensory nerve must exist as a method of carrying the input received by the receptor to the center of the nervous system, namely the brain as the center of consciousness. A motor nerve is required as a tool for holding a reaction. Third is attention, realizing or holding perception involves attention, which is the initial stage in preparing to hold perception. The concentration or concentration of all individual activities targeted at something or a set of items is referred to as attention.

In the other hand, According to Hasan & Zulaikhah in (Gani et al., 2021, p. 142-143) there are several factors that influence a person's perspective. First internal factors, which include: attitudes, motive, interest, experience, expectations. Second situational factors, which consist of: time or the amount of time available, working conditions, the social setting encountered. Second Internal factors related to targets include: something new or novel, movement or action, sounds or words, size or volume, person's history, one's proximity to items or other people.

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The Function of Perception in Learning

According to Dhamayanti (2021), the teacher can better understand students if he or she is aware of their perceptions. Recognizing students' perspectives is important because it allows teachers or lecturers to evaluate students' perceptions. Students' perception is crucial for evaluating teaching effectiveness (Chen & Hoshower, 2003). Teachers can evaluate their teaching methods because they already know their students' perceptions. In other hand, according Marsh & Roche in (Mart 2017), Student evaluations of teaching effectiveness are frequently used to provide: formative feedback to faculty to improve teaching, course content, and course structure, summary measure of teaching effectiveness for promotion and tenure decisions, and information to students about course selection and teachers.

2. Microteaching

According to Karçkay & Sanlı (2009), Microteaching is a method that can be used for a variety of different types of professional development. Particularly, it has become a successful and intriguing approach for a pre-service teacher in a teacher education program to put theory into practice. learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching (Remesh, 2013). And also Microteaching is a

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style of teaching that consists of a cyclical process with numerous stages that allows pre-service instructors to focus on a specific teaching behavior or learning under controlled settings (Azmina et al., 2018).

In other hand, according to Göçer (2016), Micro-teaching is a cyclical process that includes the following phases: planning activities, teaching, criticizing, re-planning, re-teaching, and re-critiquing. This cyclical process's basic phase contains a number of steps. First, the teacher candidate develops a lesson plan for the subject at hand and offers it to the consulting instructor. Microteaching is a performance-based learning method in which prospective teachers practice the components of basic teaching competencies in the learning process so that they are truly capable of mastering each component one by one or several components in an integrated manner in a simplified learning situation (Untari et al., 2018).

In addition, microteaching is a relatively new invention in teacher education that is utilized as a professional development tool in pre-service or in-service teacher training programs. Microteaching assists teachers in better understanding the processes of teaching and learning and gives opportunities for teachers to gain teaching skills, study their own teaching, and study the teaching of others (*Journal of Gandaki Medical College-Nepal / Editorial Committee*, n.d.).

Based on the facts above, we can conclude that microteaching is a method used by pre-service teachers to practice their teaching skills at a

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tiny scale, beginning with preparation, planning, implementation, and ending with close. Pre-service teachers are also taught how to handle the class and organize it so that it is more dynamic and conducive during microteaching. Microteaching programs have become a popular and efficient means of preparing potential teachers in basic teaching abilities. Microteaching allows student teachers to practice their teaching skills in a controlled and realistic environment. It is an effective method for improving future instructors' teaching abilities.

Characteristics of Microteaching

According to Shoffa (2017, p. 2) Microteaching has two characteristic. First, all of the components of basic teaching skills will be easily mastered if you first master the components of basic teaching skills individually (separated) one by one. Second, simplifying the scenario and practice conditions allows attention to be focused on the abilities being practiced. Pay close attention to the techniques being practiced.

In other hand, according to Kumar et al., (2018). There are several characteristics of microteaching. First, a technique for teacher education rather than knowledge transmission. Second, a method of training trainees or pupils that is analytical in nature. Third, will correct flaws in traditional education methods and improve teaching abilities, a single topic or concept is chosen for better understanding in a limited amount of time, and any given time, only one talent can be practiced. For example, just a small



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number of students are chosen 5 to 7 students. Four, Time is shortened by 5-7 minutes, videotapes can be used to record the class and each class will be followed by a feedback session from both the supervisor and the students.

Objective of Microteaching

Based on (*Journal of Gandaki Medical College-Nepal / Editorial Committee*, n.d.), The main objectives of microteaching. First, it allows trainee teachers to study and practice new teaching techniques under controlled conditions. Second, it allows trainee teachers to learn a variety of teaching techniques. Third, the trained instructors build confidence in their teaching abilities and comprehend the concepts and principles underpinning microteaching. Fourth, in addition student can deconstruct the complex process of teaching into fundamental microteaching skills and know the microteaching procedure for building teaching skills.

According to Karçkay & Sanlı (2009) microteaching has four basic goals when used to teacher training. First, assess student instructors' overall teaching skills. Second, identify skills that need work. Third, provide a system for practicing the skills. And fourth, monitor the skill development process.

In other hand, according to Shoffa, (2017, p. 3) there are several objectives of microteaching: Instructors and potential instructors are adept at creating Teaching Preparation, developing a professional mindset as a teacher or potential teacher, experiment with being a responsible



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teacher/potential teacher who follows teacher ethics, can clarify what Microteaching means, can speak in front of a class in a cohesive and linear manner that the audience or pupils can readily understand, can open and conclude the class with ease and ask the appropriate questions, can inspire student learning Can vary instruction and Can use learning tools/media wisely and appropriately.

In addition, according to Pinasti (2015) in general, micro teaching strives to create and improve core abilities in teaching as a provision for teaching practice (actual microteaching) in a school/educational institution. The following are the specific goals of micro teaching. First, establish and strengthen fundamental teaching skills Basic teaching competencies. Second, establish and improve basic integrated and whole-person competencies for numerous basic teaching competencies.

Components of Microteaching

According to Shoffa (2017, p. 7-9), microteaching consists of numerous components. First is teacher trainee, when the teacher trainee performs the role of a teacher, he or she must truly establish himself or herself as a teacher. Second is observer, the role of the observer is to see, pay attention, and carefully observe. Third is student, students in microteaching are expected to follow the learning process as usual. Even when they are in a classroom with cameras, pupils must act as if there are none. And fourth is supervisor, the supervisor's role is to oversee and

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supervise the entire microteaching implementation process. Supervisors must guarantee that all individuals participating in the organization of microteaching work in accordance with their particular obligations and roles.

In other hand, according to Remesh in (Kumar et al., 2018), there are several components that are in microteaching itself. First lesson preparation, micro lesson preparation should establish a clear purpose and a logical sequence that is appropriate and relevant. Second induction setup, teachers used to gain students' attention at the start of class by developing rapport with them. Examples, devices, and references to previous experiences. Third presentation and clarification, presentation entails narration with appropriate visuals and examples that should be given effectively for the students' correct understanding and stimulus change, it is critical to maintain and gain attention during the session. Fourth the proper application of audiovisual aides, audiovisual aids play an important role in learning in the modern day. Reinforcement, teachers should utilize positive verbal and nonverbal cues to increase learner participation. Fifth inquiry questions, teachers should provide correct instructions and explanations with appropriate examples prior to teaching. Classroom administration, this is accomplished by setting correct norms and regulations, calling kids by their names, and eliminating superfluous conduct. Last is closure, it is a means of wrapping up or consolidating the topics raised throughout the micro session.



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Microteaching Phases

According to (Remesh, 2013), microteaching has various phases.

First is knowledge acquisition phase, through presentation and conversation with examples, the trainees or students will get both practical and theoretical understanding about the specific skill. Later, the professional explains and clarifies any doubts in each and every part of the talent. Second is phase of skill acquisition, skills learnt during the knowledge acquisition phase are planned as a micro lesson for practicing the skill throughout this phase. Third is phase of transfer, following demonstration and discussion, trainees or students apply these abilities in the classroom.

In other hand, according to T. J. Diana (2013) microteaching is divided into three stages: planning, teaching, and reflecting. First, during the first stage of microteaching, each pre-service student creates a 30–45 minutes lesson plan that exemplifies optimal teaching methods. Second, less focus should be placed on the actual teaching of the lesson when assessing this step of the microteaching cycle. It is critical to remember that the overall goal of this level of microteaching is for teacher candidates to gain teaching experience and ultimately learn from their mistakes. Third, this self-reflection is essential for all beginning teachers. Reflective thinking is required for identifying, assessing, and solving the complex problems that define 21st-century classroom teaching. This reflective teaching analysis can begin throughout students' teacher-

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preparation programs with professional development exercises such as microteaching.

According to Kumar et al (2018), a six stages evaluation process follows each individual instruction session:

1. Stage I: Micro lesson plan, in which teachers make a plan to explain a particular skill to the students and lecturers will be completed with predesigned evaluation form.
2. Stage II: Teachers will give demonstrate the skill to the small unit of students.
3. Stage III: Feedback session-The students will be asked to give verbal feedback on the session.
4. Stage IV: Re-plan – From the feedback, the teachers will have an opportunity to plan another model strategy for demonstration.
5. Stage V: Reteach another group-The students were advised to review the sessions and to reflect on their learning.
6. Stage VI: Re feedback-After completion of micro lessons, the session will end by another feedback to discuss the link between the theoretical content of the module and the student's practical experiences during the sessions.

UIN SUSKA RIAU

Function of Microteaching

Microteaching for pre-service teachers provides a new experience in teaching and learning. in learning to teach, while for teachers

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microteaching serves to refresh their skills and as a means of feedback on their teaching performance (Shoffa, 2017). According Allen & Asril in (Shoffa, 2017), suggests that microteaching for prospective teachers serves the following purposes: provide real teaching experience and practice a variety of basic teaching skills, prospective teachers can develop their teaching skills before entering the field, and prospective teachers can obtain a variety of basic teaching skills. Microteaching functions for teachers to refresh the education program and get individualized teaching experience in order to grow the profession and establish an open attitude for teachers toward renewal.

Microteaching for teacher allows you to improve your teaching skills and conquer your nervousness. It improves certain teaching skills and helps students understand concepts more easily. According to the study, teachers' knowledge increased considerably before and after microteaching. This is obtained by comparing microteaching to one another. It aids in the development of teaching skills and classroom management. Skills such as reinforcement and probing questions can be enhanced in addition to teaching abilities. Microteaching for students the training program aims to make a skill or topic understandable and simple for all, regardless of age. It reduces class size, improves problem-solving skills, encourages critical thinking, and provides rapid feedback. It also allows trainees to improve their teaching abilities (Kumar et al., 2018).

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Based on the perspectives of the professionals listed above, it is possible to infer that microteaching can be used to gain feedback on one's teaching performance. Microteaching allows both prospective teachers and teachers to learn about their own teaching weaknesses and skills. in the classroom. Furthermore, using microteaching, teachers can test novel learning approaches or models before implementing them in the classroom.

Advantages of Microteaching

Micro-teaching assists teachers in improving both content and methods of instruction, as well as developing specific teaching abilities such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement tactics, and effectively introducing and ending lessons (Göçer, 2016).

According to Allen & Ryan in (Baştürk & Taştepe, 2015):

1. Micro-teaching provides a genuine teaching environment for pre-service instructors. As a result, the roles of the teacher and the student are clearly defined.
2. In each micro-teaching session, pre-service teachers only focus on one teaching skill. It allows them to focus only on their teaching by eliminating the complexity of traditional classroom instruction.

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3. Pre-service teachers' lessons are videotaped and reviewed in order to improve practice monitoring. It has the potential to greatly broaden the standard knowledge-of-results or feedback component.

According to (Autilya Dayanindhi et al., 2018) the following are some significant benefits of microteaching. First, it was more practical in nature because it required the teacher to do the assignments. Second, it was a scaled-down method with a small number of children and 4-6 peers that could be utilized to instill confidence in new teachers. Third, teachers could try out new strategies without putting their children in danger. Fourth, viewing one's own instructional videos for effective feedback and self-reflective learning was encouraged. And fifth, positive criticism delivered in the appropriate spirit has the potential to improve a teacher's teaching abilities.

A microteaching session is far more comfortable than a traditional classroom setting because it avoids the strain caused by the length of the lecture, the extent and complexity of the material to be delivered, and the necessity to confront large groups of students, some of whom may be inattentive or antagonistic (*Journal of Gandaki Medical College-Nepal / Editorial Committee*, n.d.). Another advantage of microteaching is that it gives qualified supervisors who can provide assistance and guide the session in the right path, according to Ananthakrishnan & Koross in (*Journal of Gandaki Medical College-Nepal | Editorial Committee*, n.d.). It aids in the achievement of specific teaching competencies, more effective

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in understanding and modifying important teacher behaviors in the classroom, boosts trainee teacher confidence. Then, it is a vehicle of continuous training applicable at all stages, not only for teachers at the beginning of their careers, but also for more senior teachers, enables the projection of model instructional skills. And also, provides expert supervision and constructive feedback to the trainee instructor or one of his or her students. Because it is a simplified teaching method, it decreases the complexity of the teaching process, aids in gaining a deeper understanding of the art of teaching, accommodates potential teachers' specific variances in their training. The last, assists in the development, sharpening, and mastery of certain teaching abilities, exploits genuine teaching situations for the development of teaching skills and places the teacher under the microscope, and all of the instructor's flaws are noted; and it controls the discipline problem.

In addition according to Nurlaila (2009), Here are some advantages of micro teaching and its use in the classroom. First, resolving challenges encountered by teacher preparation program implementers, such as a high number of instructors or a shortage of mentors, or the lack of actual classrooms, or the difficulty of executing a teacher preparation program. classrooms, or the difficulty of coordinating study and training time, or missing out on topics to be trained from the instructional program. Micro teaching saves time and effort by allowing teachers to swiftly train vital skills rather than spending time on mastered skills. It reduces the

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requirement for every practicing teacher to be trained in all skills, which benefits both the viewer and the teacher.

Second, teachers receive training in critical teaching skills such as presentation accuracy, time management, lesson plan follow-up, controlled technology use, and teaching body motions. Train instructors to prepare and lesson content, because the material offered for microteaching is usually fresh material prepared by the practicing teacher himself or vary from the existing material to adjust the skills with the time available. The discussion emphasizes the difficulty of permitting supervisors to intervene in the middle of a lesson, especially while teaching peers, in complex teaching settings, particularly in real-world classrooms. Micro teaching splits down skills into bits, preserving teacher differences by training them in areas that comprehensive education programs sometimes ignore.

Third, the program allows practicing teachers to discover their strengths and weaknesses in science, practice, and art while receiving feedback and reinforcement from supervisors and peers. This enables self-evaluation via videotapes, preparing them for the teaching profession. Teachers can engage in peer teaching by communicating with students, which allows them to interchange roles and identify teaching problems from a distance, resulting in a more interactive learning environment. Because of the link between theory and application, any theory, school, or method can be applied in the learning environment, either during or after explanation.

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Limitation of Microteaching

The main barrier for microteaching sessions is time. Because of this barrier, neither all skills nor re-planning and re-teaching activities can be completed. It is possible that teachers will object. There may also be apprehension of being mocked for one's teaching abilities. Aside from that, integrating many abilities in a lesson may be tough (Bajaj et al., 2014).

According to (*Journal of Gandaki Medical College-Nepal | Editorial Committee*, n.d.), there are various limitations to microteaching, it is a skill-oriented technique; content is not stressed. A large number of trainee instructors cannot be provided the opportunity for re-teaching and re-planning. And also, necessitates a customized classroom setting, focuses on only a few specific abilities, deviates from traditional classroom instruction and may cause administrative issues when planning micro-lessons.

B. Relevant Research

There have been many previous studies that relevant with this research:

First, research entitled “Student Perception towards Microteaching Subject by the English Education Study Program of Makassar Muhammadiyah University” that conducted Mutmainnah et al., (2019). The researcher used a descriptive method. The population was the seventh semester students from English Education Study Program of Makassar

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Muhammadiyah University of in the academic year of 2018/2019 which consists of 10 classes. It was used purposive sampling as the technique for selecting sample. The data were collected through questionnaire and interview. As a result of study, it shown that most of the students are categorized as agree and strongly agree from each of statement. The grand mean, total average divided by number of statements is 3.54 and 88.75 % it means that students had a positive perception based on interval scale. In addition, the students felt a positive experience after studying microteaching subject and it is supporting their teaching skills before doing teaching practice in school and minimizes the mistake when teaching practice in the future it will be successful.

Second, Joni Wilson Sitopu (2020) conducted study entitled “Perception of Biology Students of Simalungun University towards Microteaching Courses in the Implementation of Field Experience Programs”. This study's population consisted of biology education program students from the class of 2015 who had completed the microteaching course. A questionnaire with 30 items was utilized as the tool. The ideal score formula, Product Moment Correlation test, hypothesis tested using statistics (t test) at a significant level = 0.05, and determination test were used to analyze the data. According to the findings of this study, there is a relationship between the perceptions of Biology students at Simalungun University towards microteaching courses on the implementation of field experience programs, which means that

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microteaching courses are categorized as very well used in implementing field experience programs, and there is a significant correlation between student perceptions of microteaching courses on the implementation of field experience programs.

Third, the study by Sadikin & Yelianti (2020) entitled “Biology Student's Perception of the Implementation of Microteaching”. The researcher used descriptive quantitative method with an instrument in the form of a questionnaire. The number of respondents was 270 students. The results of the study report that the implementation of microteaching is going well but needs to be improved in terms of facilities and infrastructure, additional time to practice and curriculum adjustments needed in schools.

Fourth, Padmadewi & Mardani (2020) conducted study entitled “The Perception of Japanese Language Education Students About Microteaching”. This study employed qualitative research, with data gathered via questionnaire and interview. The findings of the study revealed that students have a positive overall opinion of microteaching as a tool for improving student teachers' teaching skills. The instruments utilized are not only significant for assessing the progress and achievement of student instructors, but they may also serve as a guidance for students on how to improve their teaching skills.

Fifth, Jamaluddin et al., (2023) conducted study entitled “Perceptions of STAI Jam'iyah Mahmudiyah Students About

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Microteaching Activities in Teaching Practice Skills at Islamic Boarding Schools in Tanjung Pura District". This study is a descriptive quantitative descriptive study. The population in this study consisted of 35 students from the PAI STAI Jamiyah Mahmudiyah study program who had participated in the PPL program. Questionnaires, interviews, and documentation were utilized to collect data. Simple linear regression analysis is the data analysis technique utilized to answer the hypothesis. According to the findings of this study, there is a 0.945% influence of microteaching learning on teaching practice a Skills in Islamic bordering schools.

Based on the preceding research, it is clear that there are some similarities and differences with the prior study. The similarities from the previous study on the limitation of the research are perception and microteaching. On the other hand, the differences from the previous study are on the location of the research, subject of the research, method of the research, and also content and context. The gap in previous research is this research will analyze the student's perception on microteaching: case study at English education department UIN Suska Riau.

C. Operational Concept

To avoid misinterpretation and misunderstanding of this research, the operational concept was employed to elucidate the theoretical framework. The operational idea is the conclusion of the linked theoretical concept on the variables that should be empirically and practically tested

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in an academic research article. As a result, the researcher focuses solely on students' perceptions of the microteaching at English education department of UIN Suska Riau. Therefore, there is one variable that is used in this research. According to (Padmadewi & Mardani, 2020), there are several indicator of students' perception on microteaching course:

1. The content of book microteaching course.
 - a. Microteaching books and guides are easy to understand.
 - b. Microteaching books and guides help students to understanding microteaching course.
 - c. Instruments needed in complete microteaching learning.
2. The implementation of microteaching course.
 - a. The microteaching materials created are very meaningful for students studying microteaching.
 - b. Microteaching trains students to prepare for teaching properly and correctly.
 - c. Microteaching improve skills in teaching.
3. Assessment of microteaching course.
 - a. Assessment of teaching preparation.
 - b. Assessment of the preparation process.
 - c. Assessment of explanation skill.

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CHAPTER III

METHOD OF THE RESEARCH

Design of the Research

This study is quantitative research with a survey design. Quantitative research is a method for research proposals or studies, with emphasis on survey and experimental design (Creswell, 2018). This method is a scientific method or scientific because it fulfills scientific principles, namely concrete or empirical, objectively, measurable, rational, and systematic (Sugiono, 2016). Based on statement quantitative research is research used to obtain numeric data from samples. A survey design analyzes a sample of a population to provide a quantitative description of its trends, attitudes, and views. It also checks for relationships between variables (Creswell, 2018). This a type of research quantitative method that aim to assist researchers with descriptive questions, connections between variables, and prediction relationships in longitudinal studies with repeated survey designs (Creswell, 2018.).

According to Creswell (2018), the survey technique plan section provides an overview of the purpose and reasons for survey research. Specially: Determine the goal of survey study, explain why a survey method is the ideal strategy for this investigation, please specify whether the survey will be cross-sectional (data obtained at a single moment in time) or longitudinal (data collected over time), specify the method of data collecting. Based statement before the primary purpose of this study to describe student's

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perception on microteaching course at English education department of UIN Suska Riau. An experimental design was not adopted to explain about students' perceptions of microteaching courses due to the incompatibility of using experimental design methods to find out about students' perceptions. The survey will be cross-sectional (data obtained at single moment in time), in this research the data will be obtain by questioner and interview.

Based on the explanation above, the researcher can conclude that quantitative descriptive research is a method used to obtain numerical data from respondents or samples by giving explanation to describe or support the numerical data.

B. Time and Location of the Research

This research conducted on December 2025 at State Islamic University of Sultan Syarif Kasim Riau which is located at Jl. HR. Soebrantas No. 155, KM. 15, Tuah Madani, Panam, Pekanbaru, Riau, Indonesia.

Subject and Object of the Research

1. Subject of the Research

The subject of this research involved the sixth semester English education department students' of UIN Suska Riau academic year 2024/2025.

2. Object of the Research

The object of this research is students' perception on microteaching course at English education department.

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D. Population and Sample of the Research

1. Population of the Research

According to Sukmawati et al., (2023), Population is not only the number of objects or subjects, but all the characteristics possessed by objects or subjects. Based on the statement before population is a general field consisting of subjects or objects with certain qualities and characteristics that will be subject of the research.

The population of this research was the sixth semester English education department student's of UIN Suska Riau in the academic year of 2024/2025. The population was student's, consisted of classes. The following is the list of the population:

Table III.1
Total Population

No	Class	Total
1	A	28
2	B	33
3	C	34
4	D	31
Total		126

2. Sample of the Research

The research sample is some of the population taken as a data source that represents the entire population (Sukmawati et al., 2023). As

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a result, it is possible to conclude that the sample is a subset of the data pertaining to the population under study.

As a method of selecting sample, the researcher used random sampling. Random sampling is individual in the population has an equal probability of being selected (Creswell, 2018). In addition random sample is the sampling of the population is carried out periodically without taking into account the existing strata in the population (Sukmawati et al., 2023). Descriptive method, minimum 10% of the population, for small size population minimum 20% (Agung & Yuesti, 2019). Therefore, the researcher will take 20% from the total population.

Table. III. 2
Sample of the Research

Class	Total	Sample (20%)
A	28	6
B	33	7
C	34	7
D	31	6
Total		26

Technique of Collecting Data

The researcher used a survey as an appropriate technique to collect the data. The researcher employed questioner to get data from the sample and the data has been support using interview.

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1. Survey

According to Creswell (2018), survey is provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. In additional Singh (2006), survey is concerned with the present and attempts to determine the status of the phenomena under investigation. In this research, survey used to collecting data with the instrument is questioner and interview. In the collecting data, the researcher conducted by use questioner and interview to sixth semester student to see students' perception on microteaching course. The researcher then used the SPSS 25 application to analyze the data from questioner. Then, researcher will use oral recordings to collect data. This method of data collecting is based on self-report or self-report, or at the very least on personal knowledge and or belief (Sugiono, 2016). During the interview, students are asked to answer many questions based on specific themes in order to assess their ability to explain, and they are given 5 minutes to think about what they will say.

Table III. 3
Blueprint of Students' Perception on Microteaching

Indicator	Table	Number
Content of the book	VI.1	1,2,4,5,7,8,10,11,13,15
Implementation	VI.1	3,6,9,12,14,16,17,18
Assessment:		

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a) Assessment of teaching preparation.	VI.4	All numbers
b) Assessment of preparation process.	VI.6	All numbers
c) Assessment to improve explanation skills.	VI.8	All numbers

2. Validity

In this research there is measurement that use for validity of the data. According to Creswell (2018), survey is provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. To use an existing instrument, describe the established validity of scores obtained from past use of the instrument (Creswell, 2018). Valid means that the instrument can be used to measure what should be measured (Sugiono, 2016). It implies that the validity of the measuring instrument is the most crucial factor to take into consideration. According to Creswell (2018), the three traditional forms of validity to look for are content validity, predictive or concurrent validity, and construct validity.

In this research, the researcher used content validity. Content validity measured how well a test or instrument's questions, assignments, or items captured the general and proportional behavior of the sample that was used for the survey. Therefore, to obtain data validity from the instrument, the researcher compiled topics based on the previous research of experts to ensure that the instrument was valid.

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3. Reliability

Reliability in this context refers to the consistency or repeatability of an instrument, this is important because your instrument scale items should be assessing the same underlying construct, so these items should have suitable intercorrelations (Creswell, 2018, p. 215). After having tested the validity of the instrument, the next step was to examine the reliability. The reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. The term "reliability" refers to an instrument that can be relied upon while using a collection tool. It meant reliability related to consistency of a measurement.

F. Technique of Data Analysis

The researcher used descriptive statistics to analyze the data from questioner that have given to samples. Descriptive statistics of a specific group are the focus of descriptive statistical analysis, and any resemblance to individuals outside the group cannot be taken for granted (Singh, 2006). In this research the researcher will be use SPSS to analyze the data, then the data will be presented into descriptive statistic. Descriptive statistics were used to characterize the results, including frequency and percentage tables. Tabulating data involves inserting information into a table for analysis purposes (Rahmania & Mandasari, 2021).

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The researcher used central tendency to calculate percentage scores and created a tabulation to draw conclusions using the formula below:

$$P = \frac{f}{n} \times 100\%$$

P = percentage

f = frequency

n = total number

100% = constant of value

(Hartono, 2015).

Riduwan (2009) indicated the scale to classify the level of percentage questionnaire as follows:

1. 81% - 100%	= categorized into very good level
2. 61% - 80%	= categorized into good level
3. 41% - 60%	= categorized into high passable level
4. 21% - 40%	= categorized into poor level
5. 0% - 20%	= categorized into very poor level

The researcher analyzed the data by using statistical analysis with descriptive. It was used to analyze the instrument result (questioner). The mean was employed to examine students' perception on microteaching course. The criteria used to interpret mean values as follows:

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Table III. 4
Interpretation Students' Perception Criteria Mean

Category	Mean
Very low	1.00 – 1.80
Low	1.81 – 2.60
Enough	2.61 – 3.40
High	3.41 - 4.20
Very High	4.21 - 5.00

(Banditvilai, 2016)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to describe students' perception on microteaching course and what students' abilities in microteaching course at the sixth semester of English education department of UIN Sultan Syarif Kasim Riau. Based on what have been presented and analyzed in the previous chapter, the researcher concludes that firstly, for students' perception on microteaching at the sixth semester of English Education Department of UIN Sultan Syarif Kasim Riau course were classified into very good level category with ($M= 4,68$) and students comments are positive for students' perception on microteaching. Second, students' abilities in microteaching course. Students' ability in teaching preparation were classified into high level category with ($M= 4,36$), students' ability in preparation process were classified into high level category with ($M= 4,00$), and students' ability in to improve explanation skill were classified into enough level category.

B. Suggestion

Based on the research conclusion above, the researcher would like to give some suggestions especially to the teachers, students and other researchers as follow:

1. Suggestion for the Teacher

The researcher has suggest giving guide book that easy to understand for students' that can make students' more interesting to read the guide

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book, so the students can have foundation before learn and teach.

2. Suggestion for the Students

The students should practice more often for explain material with foreign language, so the students are more confident and clearly to explain material in teaching in classroom.

3. Suggestion for the Other Researcher

For upcoming researchers, who want to conduct the similar concept as this research. It would be better to apply in different methodologies, issues, learning goals, subject, and location.

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APPENDIX 1

Research Instruments

UIN SUSKA RIAU



Name: **Hakim**
Hakim
Semester: **3**
Major: **English**

:
: :
:

Name: **Hakim**
Hakim
Semester: **3**
Major: **English**

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Fill in this question properly and correctly by checking (✓) the “YES” or “NO” option in the

Question	YES	NO
Microteaching book and its Guide easy to understand		
Microteaching book and the Guide uses the information that easy to understand.		
Microteaching materials what was made was very meaningful to him students studying microteaching.		
Assessment instruments on each basic skill relevant to assess each basic skills		
All instruments used are in accordance with the skill objectives teaching basics.		
Through microteaching, students become confident that they will have adequate skills for become a teacher.		
This microteaching book and guide helps students to understand microteaching lessons with faster.		
Steps for using the implementation stages microteaching clear.		
<i>Microteaching</i> improve skills students in inserting character education and literacy in learning.		
Instruments needed in microteaching learning complete.		

11	Instrument which used give opportunity for students to assess themselves and colleagues.		
12	With microteaching the basic skills of being a English language teacher are expressed as follows to be improved.		
13	The instrument used to guide students in making plans (RPP), implementing learning and conduct an evaluation.		
14	Through microteaching students' skills to innovative teaching to increase.		
15	Guide microteaching this gives students the opportunity to do reflection.		
16	With my microteaching trust me to be skilled in teach.		
17	<i>Microteaching</i> also train students to make teaching preparations properly and correctly.		
18	<i>Microteaching</i> also improve the abilities of prospective students teachers to assess learning.		
19	<i>Microteaching</i> also improve skills students looking for source material.		

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No	Statement	Already	Not yet
1.	Hak Cipta Dilindungi Undang-Undang		
2.	Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.		
3.	a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisankarya ilmiah, penyusunan laporan, penulisan kritisik atau tinjauan suatu masalah.		
4.	b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.		
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No	Statement	Already	Not yet
10	c. Stimulating high level thinking.		
	d. Provide opportunities for students to practice using language. foreign studied.		
	e. Using class management which is effective.		
	f. Giving opportunities for students to experience for themselves and formulate their new knowledge based on the experience.		
	g. Interesting.		
11	Assessment		
	a. Assess according to the material taught.		
	b. Relevant.		
	c. Authentic.		
	d. In accordance with indicator.		
	e. Accompanied by examples.		
	f. There is an assessment rubric.		
	Closing		
	a. Guiding participants educate to summarize the material who is taught.		
	b. There are closing activities		

Fill in this question properly and correctly by checking (✓) the “YES” or “NO” option in the table.

2. I check the table. (C)

Cipta Hak Cipta Indonesia Jurnal Kependidikan Sekolah	Statement	Yes	No
	Time available for do preparation teach enough.		
	I am skilled at searching for materials by online.		
	I found many sites that relevant for develop materials for my teaching materials.		
	Among them are (write an example): <i>sites you've tried</i> :		
	a. https://www.nhk.or.jpb .		
	b. https://siriusshades.wordpress.s.com		
	c. https://kelaskita.com		
	d. http://erlangga.co.id/component/content/article9579.html .		
	e. http://erlangga.co.id/component/content/article9578.html .		
	f. http://erlangga.co.id/component/content/article9577.html .		
	For me making preparations in a group is better than work alone.		
	I have no problems in making preparations		
	For me making this preparation is inefficient.		

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kary

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- a. Dilarang mengutip hanya untuk kepentingan penelitian, penilaian, penyelesaian tugas akhir, penyusunan laporan, berita dan informasi
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisasi karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Fill in this question properly and correctly by checking (✓) the option in the table.
(4:Often, 3:Usually, 2:Sometimes, 1:Rarely,
0:Never).**

No	Question	Assessment				
		4	3	2	1	0
1	I practice the foreign language I am learning for 30 minutes every day to improve my explaining skills. increase.					
2	I read a book or articles in foreign language the one I study to improve vocabulary I said.					
3	I like to do independent activities to practice the foreign language I am learning without being told. Teacher.					
4	I like watching broadcasts in foreign language that I studied for increase insight into the target language culture.					
5	I like to communicate with a native speaker of a foreign language that I am learn.					

Adopted from Padmadewi & Mardani (2020)



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State Islamic University of Sultan Syarif Kasim

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX II

Transcription of interview

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Transcription of interview

student	Question	
	How your opinion about guide book in microteaching course?	Can you tell me about the benefits of microteaching?
1	It is very good to stimulate the learning process so that it can produce professional teachers.	Can understand the teaching and learning process.
2	this is very helpful for students in increasing student understanding so that it can facilitate the learning process later.	Can manage the class well so as to increase self-confidence.
3	Understanding and enabling students to effectively apply learning experiences.	Become an initial experience for prospective teachers.
4	This book teaches you the fundamental skills you need to master and how to become a competent teacher.	Can provide a debriefing before practicing at school so that prospective teachers are prepared to interact with pupils in class.
5	Very helpful in making teaching preparations for students	Can learn to teach well and correctly



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX III

Thesis Guidance Letters

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Pekanbaru, 19 Januari 2024

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Muhammad Rifki Hamim

NIM / HP : 12010414584/085834409583

Tempat / tanggal lahir : Kota Bangun/03 Februari 2002

Semester / Tahun : VIII/ 2024

Jurusan : Pendidikan Bahasa Inggris

Dosen Pembimbing : Idam Syahputra, S.Pd.I, M.Pd.

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari "The Effect of Using Sustained Silent Reading in Descriptive Context at Senior High School 1 Tapung Hilir" Menjadi "Student Perception on Microteaching Course: Case Study at English Education Department of UIN SUSKA RIAU" Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan

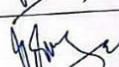
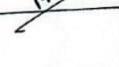
Dr. Fauzna Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Muhammad Rifki Hamim
NIM.12010414584

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : *Proposal*
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : *Ibrahim Syahputra, M.Ed*
 a. Nomor Induk Pegawai (NIP) :
 3. Nama Mahasiswa : *Muhammad Rifqi Hamim*
 4. Nomor Induk Mahasiswa : *100914584*
 5. Kegiatan :
 :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	07/12-23	Cek Judul dan Revisi		
2	15/12-23	Revisi Bab 1-2		
3	19/12-23	Revisi Bab 1-3		
4	25/12-23	Revisi Bab 3		
5	20/1-2024	Acc.		

Pekanbaru, 20 Januari 2024
Pembimbing,
Ibrahim Syahputra, M.Ed

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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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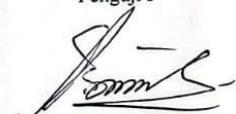
**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

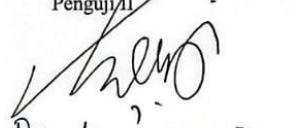
Muhammad Rifki Hamam
1210414584
06 Januari 2025
Student's Perfection on Microteaching Course of
Case Study in English Education Department of
UIN Suska Riau

NO	URAIAN PERBAIKAN
1.	Mau di teruskan dengan judul yang sebenar tetapi dosen menjadi bantuan teknis dalam halnya mau menggunakan kualifikasi dengan Case Study tetapi dosen merasa "Student's Experience"

Pengaji I


Abdur Hadi, Ph.D.

Pekanbaru, 06 Januari 2025
Pengaji II


Dedy Wahyudi, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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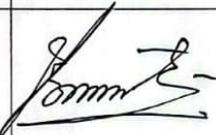


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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Muhammad Rifki Hamim
Nomor Induk Mahasiswa : 12010414584
Hari/Tanggal Ujian : Senin/06 Januari 2025
Judul Proposal Ujian : STUDENTS PERCEPTION ON MICROTEACHING COURSE AT
ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Abdul Hadi, Ph. D	PENGUJI I		
2.	Dedi Wahyudi, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Pekanbaru 3... Januari 2025
Peserta Ujian Proposal



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Muhammad Rifki Hamim
NIM. 12010414584

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SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : *Idham Syahputra, M.Ed.*
 a. Nomor Induk Pegawai (NIP) :
 3. Nama Mahasiswa : *Muhammad Rifki Hamim*
 4. Nomor Induk Mahasiswa : *17010414584*
 5. Kegiatan : *Bimbingan Skripsi*

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	23-11-2024	Instrument		
	08-01-2025	Instrument		
	015-02-2025	Ace Instrument		
	08-04-2025	Bab I-V		
	08-04-2025	Bab VI-V		
	08-04-2025	Ace Muaridah		

Pekanbaru, *08 April 2025*
Pembimbing,

Idham Syahputra, M.Ed.
NIP. *19821226200912004*

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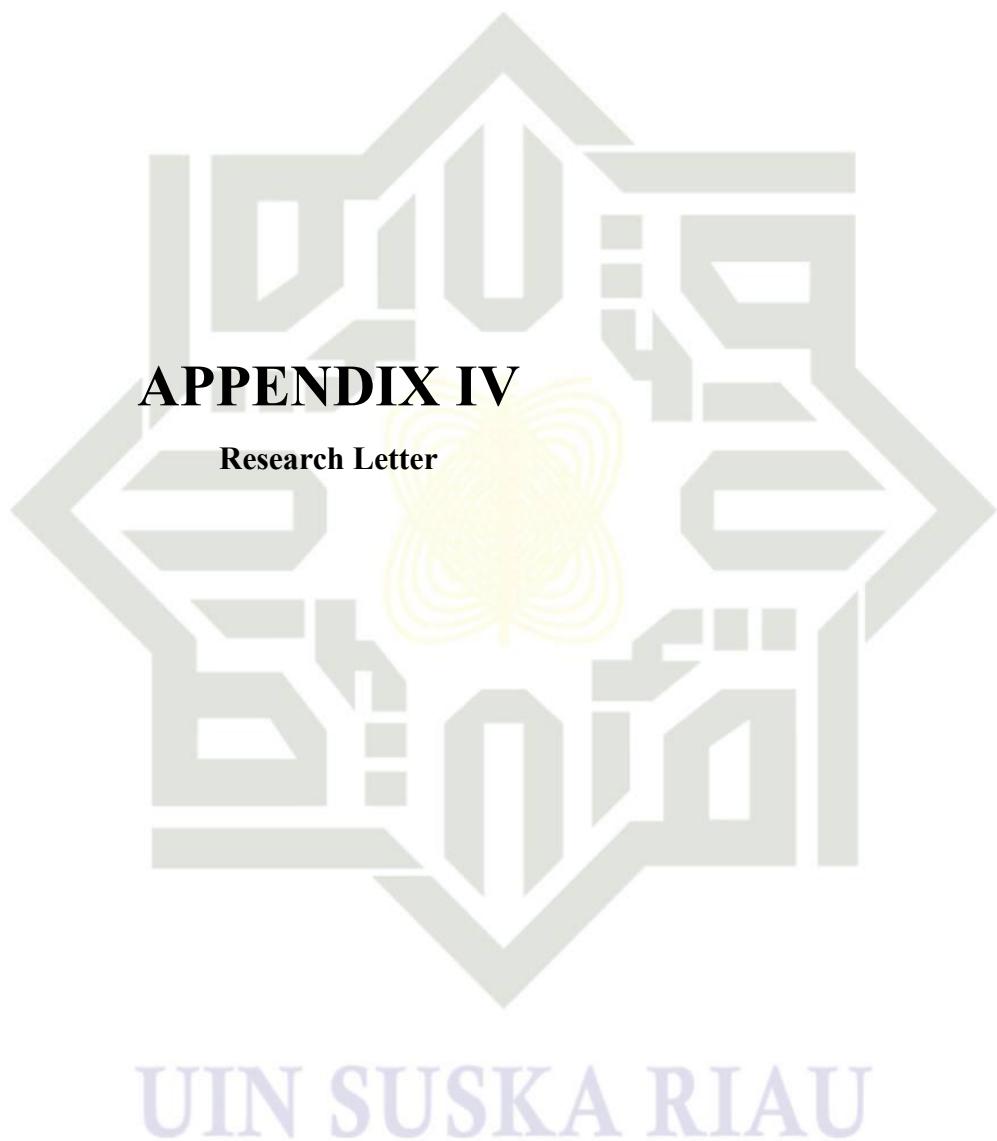
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@rlau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/71562
TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-660/Un.04/F.II/PP.00.9/01/2025 Tanggal 15 Januari 2025, dengan ini memberikan rekomendasi kepada:

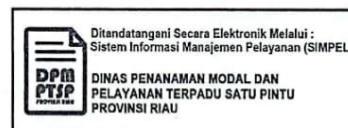
1. Nama	:	MUHAMMAD RIFKI HAMIM
2. NIM / KTP	:	120104145840
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	STUDENTS PERCEPTION ON MICROTEACHING COURSE AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU
7. Lokasi Penelitian	:	JURUSAN PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 16 Januari 2025



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/24674/2024
Sifat : Biasa
Lamp. : -
Hal : Mohon Izin Melakukan PraRiset

Pekanbaru, 10 Desember 2024

Kepada
Yth. Kepala Jurusan
Pendidikan Bahasa Inggris UIN Suska Riau
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Muhammad Rifki Hamim
NIM : 12010414584
Semester/Tahun : IX (Sembilan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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tan Syarif Kasim Riau



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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 561647
Fax. (0781) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : B-660/Un.04/F.II/PP.00.9/01/2025 Pekanbaru, 15 Januari 2025 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Muhammad Rifki Hamim
NIM : 12010414584
Semester/Tahun : IX (Sembilan) / 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students Perception On Microteaching Course At English Education Department UIN Suska Riau

Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris UIN Suska Riau

Waktu Penelitian : 3 Bulan (15 Januari 2025 s.d 15 April 2025)

Seluruh dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Suska Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



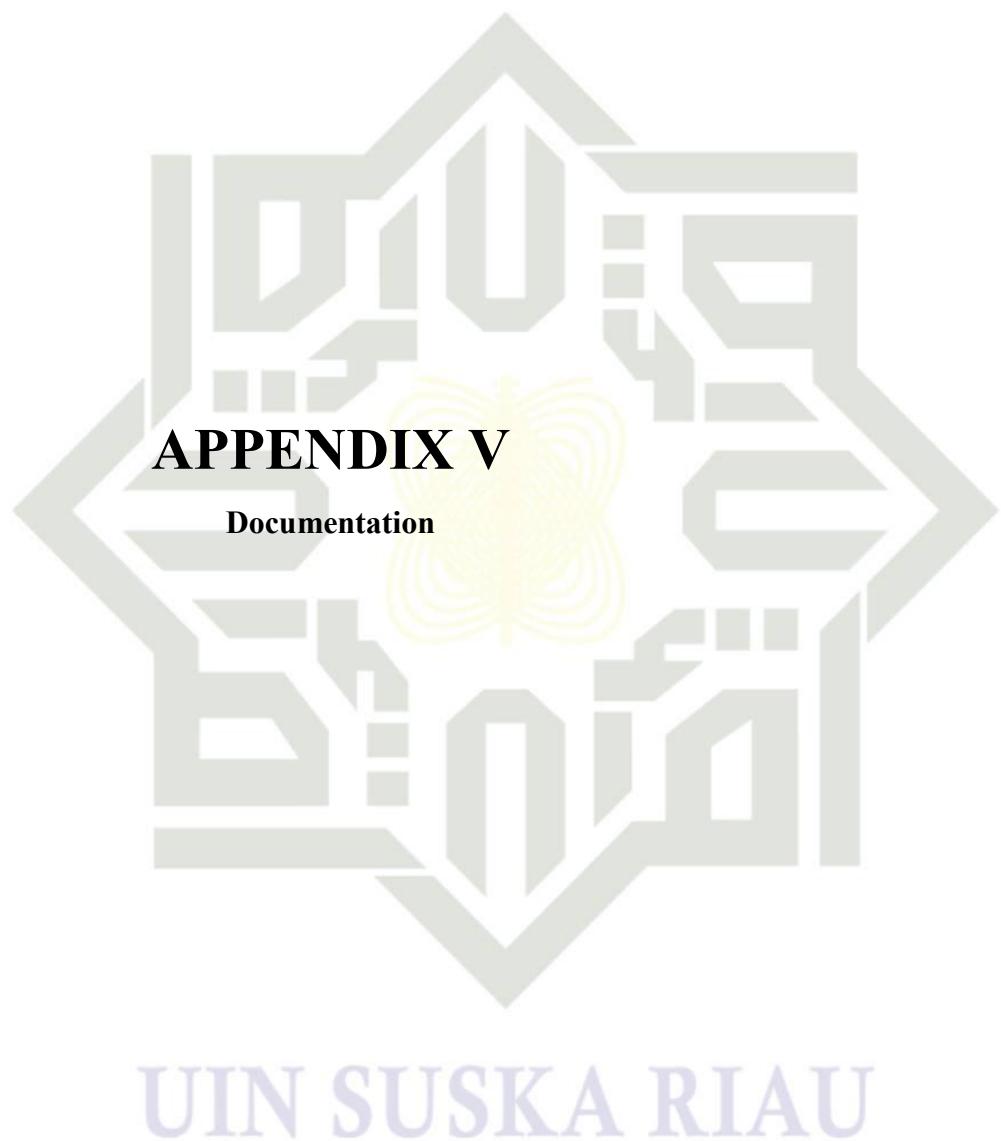
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CURRICULUM VITAE

Muhammad Rifki Hamim is the first son of Mr. Jamani and Mrs. Suliati. He was born on February 03th, 2002 in Kota Bangun, Prov. Riau. He Lives at Pondok 1 RBKE, Kec. Tapung Hilir, Kab. Kampar, Prov. Riau. In 2014 he was graduated from SDN 008 Beringin Lestari, Prov. Riau and continued him study at MTS Jabal Nur Kandis, Prov. Riau. In 2016, he entered SMA N 1 Tapung Hilir for continuing him study and he finished in 2020. In 2020, he was accepted as one of students in Departement of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On Oktober 2023, he did KKN (Kuliah Kerja Nyata) in Desa Penarikan, Kec. Langgam, Kab. Pelalawan. Then, he did Pre-Service Teacher Practice (PPL) at SMA N 4 Pekanbaru. Finally, he passed skripsi examination for him Bachelor Degree in English Education by the skripsi entitled “Students’ Perception on Microteaching Course at English Education Department of UIN SUSKA RIAU”.