

The EFL Learners’ Perception of Online Microteaching Program During Pandemic Covid19

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Abstract

This research is entitled The EFL Learners’ Perception of Online Microteaching Program During Covid19. Covid19 forces us to get out of the habit of teaching and learning activities including the implementation of Microteaching. Online Microteaching has to be implemented even though it is still covered with many problems. This study aims to determine Student Perceptions about the Effectiveness of Microteaching Course on Student Pedagogic Competency of EFL Learners’ in the English Education Department. This research is a descriptive quantitative approach. The population in this study is the student majoring in English Education Department in the Academic Year 2020/2021 with a number of samples of 120 people. Data collection techniques used were questionnaires. The data analysis technique uses descriptive percentages by determining the score value and calculating it to the mean value with SPSS. The results showed a final average score of 4.06. As for the average value of each variable, the effectiveness of Microteaching courses has been effective is 4.06, and the pedagogic competency of English Education Department university students has been effective is 4.07. it can be concluded Student Perceptions about the Effectiveness of Microteaching Course on Student Pedagogic Competency of the English Education Department is categorized as effective.

Keywords: *EFL Learner’; Perception; Online Microteaching*

INTRODUCTION

The pandemic that occurred in 2019 changed a lot of the order of human life, including in the field of education. Pandemic conditions make people unable to interact directly which results in the world of education being disrupted. However, over time the world of learning began to adapt to get used to being able to survive in all conditions including pandemics. The problems that occur today one by one are starting to be resolved as in learning several online learning platforms can be used when conditions do not allow for face-to-face learning to be held.

The implementation of online Microteaching in universities has a positive and negative impact. Some of the positive impacts include time efficiency and making the implementation of Microteaching more effective and flexible, but on the other hand,

the use of online Microteaching has an impact on student competence is not by the application of conventional Microteaching because all indicators that show students' teaching ability are not monitored directly by lecturers. Abilities such as how gestures and teaching styles are applied by students also cannot be directly ligated, this is the problem how the views or perceptions of students if Microteaching is held online, so that's why the Researcher raised this research. The researcher himself is one of the participants of the online Microteaching program so the researcher can make direct observations and experiences to obtain information.

Student perceptions are an important part because they are related to the assessment of the effectiveness of online Microteaching courses and in this study, the perception will be that English Education students as EFL learners who are more specific about the development of English language material. This assessment is a form of response to students' perceptions after taking online Microteaching courses in carrying out the learning process. Students' perceptions of the effectiveness of Microteaching courses are responses or observations about the effectiveness of online Microteaching learning activities, especially in language teaching skills that have been carried out. Students observe how the Microteaching activities are carried out and whether they are following the indicators that have been set or not. The purpose of conducting this study is to find out the perceptions of EFL learners about the effectiveness of online Microteaching courses in providing teaching skills for pre-service teacher students at the English Education Department of UIN Banten.

METHODS

This type of research is a survey, while the method is descriptive quantitative. The descriptive survey method is a research method that takes a sample from a population and uses a questionnaire as a collection tool for data. In this study data and information were collected from respondents by using a questionnaire.

The survey was conducted by observing to obtain a clear explanation of a particular problem in research. The research was carried out extensively and sought to find results immediately that can be used for a descriptive action, namely describe things that contain facts whose function is to formulate and describe what happened.

Sample / Participants

The population in this study was all students in the 2018 UIN Banten English Department. This study uses a proportional random sampling technique, proportional random sampling is a sampling technique where all members have the same opportunity to be sampled according to their proportion, large or small population.(Arfi and Fudhla 2021)

Instrument(s)

The instrument used in this study are the Likert Scale, Likert scale is a bipolar scaling method, measuring either a positive or negative response to the statement. The Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the researcher used the

Likert scale, the interval scale also was used for coding the questions.(Beglar and Nemoto 2014)

Likert Scale measurement technique to measure the attitudes, opinions, and perceptions of a person about social phenomena. In research, this social phenomenon has been established by Researcher, which are here in after referred to as research variables. The Likert scale uses alternative answers provided by Researcher so that respondents only answer using a Linear scale on the answers. For quantitative analysis, then the answer can be scored, as follows:

Strongly agree (5), agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

In exploring student perceptions, the first step taken by Researcher is to contrive validated statements and integrate these statements into google forms. After that, Researcher distribute the google form link which contains the questionnaires to each class WhatsApp group in the Class of 2018 students by giving a certain deadline. After the data is obtained, the last step is the process of analyzing the data with a statistical approach and the help of the SPSS version 25 application in finding the results.

The questionnaire is the primary instrument for Researcher to collect data and analyze it directly. In this study, the researcher used a questionnaire to collect data on Students' perceptions of online Microteaching programs during the Covid-19 pandemic. There are two kinds of questionnaires; close-ended and open-ended questionnaires.

Based on the explanation above, this research used the closed-ended questionnaire to find out the reaction of the students to the perception of online learning as an alternative way of learning amid Covid-19. In the close-ended questionnaire, possible answers are mentioned in the questionnaire or schedule and the respondent or investigator ticks the category that best describes the respondent's answer.

The instrument to be compiled in this study regarding "The EFL Learners' Perception of Online Microteaching Program During Pandemic Covid19" and below this following design of the research instrument on the EFL learners' perception of the online Microteaching programs during the pandemic covid19:

After attending the online microteaching courses and teaching practice (PPLK) for the 2020/2021 academic year, students are asked for perceptions of pedagogic competence and language teaching skills. With the pattern statements as below, with the word (I) as the respondent. The data that has been obtained from the results of the questionnaire has been distributed to the respondents and then processed into a table whose contents are classified based on the indicators listed by each question in the questionnaire, the data obtained were described, then a description of the research results was carried out using SPSS, in the process of enumerating Researcher using the help of the IBM SPSS Computer Program Statistics Version 25 For Windows.

RESULTS AND DISCUSSION

The questionnaire was given to English Education Department students who had taken the online Microteaching course for the 2020/2021 academic year totaling 174

people, taken from the research sample data with the calculation of the Slovin formula with a 95% confidence level (5% error rate) with the formula $n = \frac{N}{1 + Ne^2}$ of the number of students per class. The round score of 120 students who were respondents was obtained and given a research questionnaire consisting of 24 statement items that must be answered by students through Google Form.

The following are descriptive results regarding student perceptions of the effectiveness of Microteaching courses on pedagogical competence of students of the English Education Department for the 2020/2021 Academic Year from 24 statements given to 120 students. After attending the online microteaching courses and teaching practice (PPLK) for the 2020/2021 academic year, students are asked of Effectiveness of Microteaching Courses in providing teaching skills.

Based on data analysis, the results of the study show that students' perceptions of the effectiveness of Microteaching courses on the pedagogical competence of students majoring in English language education T.A. 2020/2021 are categorized as effective. The results of this study can be seen in the following table:

Table 5. Research Results Based on Variables, Indicators and Categories of Research Instruments (Adopted from Regulation of Ministry Education Number 16 of 2007 and Udan Kusmawan)

Variables	Indicators	value	Categories
The effectiveness of online Microteaching course in the provision of teaching skills of pre-service teachers	Microteaching course facilities	3,76	Effective
	Implementation of online Microteaching	3,8	Effective
	Performances of recordings in the video.	4,07	Effective
	The practicality of the issues and contents.	4,03	Effective
	Benefits of online Microteaching	4,12	Effective
	Lecturer performance in learning	4,12	Effective
Pedagogic Competence of Students after attending online Microteaching	Evaluation carried out	4,01	Effective
	Mastering the characteristics of students	4,08	Good
	Mastering learning theories and principles of educational learning principles	4,11	Good
	Curriculum development	4,03	Good
	Educational learning activities	4,05	Good
	Development of learner potential	4,12	Good
	Communication with learners	4,12	Good

Source: Research Data Analysis Results

1. EFL Learner Perception Variables About the Effectiveness of Online Microteaching Courses

Based on the results of the study, it is stated that the facilities in Microteaching course are declared good. This is based on the calculation of the average score regarding the existence of a laboratory is used for the implementation of Microteaching course even though in the 2020/2021 academic year it was carried out online and did not use laboratory facilities, but indeed the facility already existed and was deemed sufficient and obtained a score of 3.83 which was categorized as good. Meanwhile, the calculation of the average score regarding equipment in the Microteaching laboratory obtained an average score of 3.69, which means it is quite good.

Implementation of online Microteaching courses in the English language education department is also categorized as good. This can be seen from the seriousness of students majoring in English Language Education in participating in online Microteaching courses. Based on the results of the study, almost all students stated that they are always attend in online Microteaching course. In addition, in the implementation of online Microteaching, there are colleagues who are placed as students. Based on the results of the study, the placement of peers as students was declared quite effective.

Nowadays, people use social media to share their feelings, gather knowledge, and make new friends.(Tarihoran et al. 2022) In making teaching videos, the content already contains the essence of actual classroom teaching by practicing teaching skills that have been previously oriented by lecturers and through discussions. This shows that even though the Microteaching course is held online, the issues and content of the campaign are still in line with the essence to be achieved. The technical process is almost the same as study by Rozela the video conferencing application Zoom was used for theory sessions on Microteaching skills, while YouTube was the channel for student teachers to post their video-recorded Microteaching lessons. (Roza, Incorporating Both Zoom and YouTube, 2021)"

course also make students ready to take part in the PPLK program and online Microteaching course make students more proficient in teaching because among the benefits of Microteaching courses is develop and foster certain skills of pre-service teachers in teaching and better mastery of teaching skills by pre-service teachers. Teaching, Microteaching. Based on the results of the research, the benefits of this Microteaching course are included in the good category. Microteaching online also makes students ready to take part in the PLP program.

In addition to the learning process related to students, lecturer performance is also an indicator to determine the effectiveness of online Microteaching course. Based on the results of research, lecturers who teach courses have fulfilled their duties very well in guiding students in online Microteaching course. The duties or performance of

lecturers in Microteaching course include managing the management of Microteaching course in the classroom, guiding the preparation of Learning Implementation Plans (RPP), evaluating the results of student exercises, and so on. And it must be posted on social media or similar platforms, in line with the study by Veni Roza, the video conferencing application Zoom was used for theory sessions on Microteaching skills, while YouTube was the channel for student teachers to post their video-recorded Microteaching lessons. Veni Roza, "Incorporating Both Zoom and YouTube in Microteaching Class during the Covid-19 Pandemic: An Effectiveness Investigation," *Journal of Physics: Conference Series* 1779, no. 1 (2021).

Furthermore, the evaluation is carried out in Microteaching course. The evaluation is carried out thoroughly starting from the preparation of the lesson plan, assessment of students' teaching skills in the learning process, appearance (style, clothing, voice) and peer assessment. The evaluation is carried out thoroughly with the aim of being able to measure the ability of students as a whole and can detect weaknesses from students so that they can be used as evaluations for improvement. Based on the results of the study, the evaluation carried out by lecturers who teach courses and colleagues in Microteaching course is stated to be very good.

Overall, the perception of English education students about the effectiveness of Microteaching courses in providing teaching skills for Pre-service Teacher students has an average total of 4.06 which is included in the effective category.

2.EFL Learners' Perception Variables About Pedagogic Competence of Students of the Department of English Language Education

Pedagogical competence is the ability of teachers to manage learning, at least including: understanding the character of students, mastery of educational learning theories and principles, curriculum/syllabus development, implementation of educational and dialogical learning, development of student potential, communication with students, and assessment and evaluation.

Based on the results of the study, it was stated that the mastery of student characteristics by English Education Department students was categorized as good, this is known from the average score of 4.04 which was in the interval of 3.43-4.23. This shows that the pedagogical competence of students English Education Department mastery of student characteristics in learning activities at school is declared good. These characteristics are tied to physical, intellectual, social, emotional, moral, and socio-cultural background aspects. A teacher or Pre-service Teacher must be able to record and use information about the characteristics of students to help the learning process of his students.

Based on the results of the research, it can be seen that mastery of learning theory and learning principles that educate students majoring in English Education Department in school learning activities is declared good. This is known from the calculation of the average value of 3.9 which is included in the good category. Mastery of learning theory and educational learning principles means that a teacher or Pre-service Teacher must be able to establish various approaches, strategies, methods, and learning techniques that educate creatively in accordance with teacher competency standards. Teachers

must also be able to adapt learning methods that are in accordance with the characteristics of learners and motivate them to learn.

Based on the results of the research, the pedagogical competence of students majoring in English regarding curriculum development is very good. This can be known through the calculation of an average value of 4.11 which is on an interval scale of 3.43-4.23 meaning it is very good. In curriculum development, a teacher or Pre-service Teacher must be able to compile a syllabus in accordance with the curriculum and use RPP in accordance with the purpose of learning and select, compile, and organize learning materials that suit the needs of students. The fourth pedagogic competence is educational learning activities.

Based on the results of the study, pedagogic competence regarding educational learning activities is stated to be very good. This can be known through the calculation of an average value of 4.08 which is on the interval scale of 3.43-4.23 meaning good. In learning activities that educate a teacher or Pre-service Teacher, it is required to carry out learning that aims to help the learning process of students, carry out learning in accordance with the content of the curriculum, and utilize information communication technology (ICT) for learning purposes.

Based on the results of research, pedagogic competence regarding the development of student potential is declared good. This can be known through the calculation of an average value of 4.03 which means good. In developing students, a teacher or pre-service teacher is required to be able to identify the talents, interests, potentials of each student and support students to actualize their potential.

Communication with learners. The results showed that pedagogic competence regarding curriculum development was good. This can be known through an average calculation of 4.12 which means good. In building communication with students, a pre-service teacher must be able to communicate effectively, empathically and politely with students. Teachers can use some questions to maintain learners' participation in learning.

Based on the results of the research, the pedagogical competence of students majoring in English regarding assessment and evaluation is declared good. This can be known through the calculation of an average value of 4.04 which is included in the good category. In conducting assessments and evaluations, teachers or Pre-service Teachers must be able to carry out an assessment of learning processes and outcomes on an ongoing basis. As well as evaluating student learning outcomes and using information on assessment and evaluation results to design remedial and enrichment programs.

Overall EFL learners' perception of pedagogic competence of students majoring in English language education has a final average score of 4.06 which falls into the effective category. The EFL learners' Perceptions of the Effectiveness of Microteaching Courses on Student Pedagogic Competencies for the 2020/2021 Academic Year are declared effective.

Likewise, the research conducted by Etty Nurbayani on "Effectiveness of Microteaching in STAIN Samarinda" which shows that the Effectiveness of Microteaching in STAIN Samarinda is declared effective. This conclusion is divided into

2 large groups. First, the Effectiveness of Microteaching at STAIN Samarinda.(Nurbayani 2012) Second, the Effectiveness of Microteaching in the Formation of Basic Teaching Skills, and the interpretation of the values of each group is 71% which lies in the category of "effective.

CONCLUSION

Provide a brief summary of the findings. Give a reasonable and justifiable commentary on the importance of your findings.

1. Based on the results of the research and data analysis carried out, it can be concluded that: EFL Learners' perception of the effectiveness of Microteaching courses in debriefing Pre-service Teacher students is declared effective. This is evidenced by the acquisition of the average value of the questionnaire, which is 4.07 which is on an interval scale of 3.43-4.23 and is categorized as effective.
2. EFL Learners' perception of the pedagogical competence of English Language Education students for the 2020/2021 Academic Year is included in the good category. This is evidenced by the acquisition of the average value of the questionnaire, which is 4.06 which is on an interval scale of 3.43-4.23 and is well categorized.

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