

**MICRO TEACHING-LEARNING PROCESS
THROUGH E-LEARNING DURING COVID19
OUTBREAK AT UIN WALISONGO SEMARANG**

A THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor in English Language
Education



By

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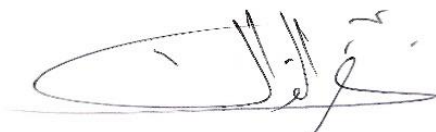
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MOTTO

**“JAK BEUTROEK BAK CEU, MEULAYEU
BEUTROEK BAK PULO”**

"Walk up to the line (destination), sail to the island"

Kalau sudah dimulai, harus di selesaikan.

...

(My father, Sufyan. S.Pd)

M. Firdaus Annur, 1603046009. 2020. *Micro Teaching-Learning Process Through E-Learning During COVID19 Outbreak At UIN Walisongo Semarang*
Thesis. English language education department of Walisongo State Islamic University, Semarang.
Advisor: Dr. Siti Tarwiyah, M. Hum.

This study aims to describe the process of micro-teaching through e-learning during the COVID19 outbreak and also to explain the problems that arose to students during the online micro-teaching process during the COVID19 outbreak. This research is classified as descriptive qualitative research. Data collection was carried out through observation and interviews. To analyze the data obtained, researchers used techniques of collecting data, data reduction, data presentation, and data retrieval or levers. The research subjects were students majoring in English who were taking the micro-teaching course. The results showed there are 7 micro-teaching processes at UIN Walisongo Semarang; The process of making lesson plans, The process of training the skills of prospective teachers in teaching, including learning the application of 8 basic skills in teaching: Asking, Strengthening, Varying, Explaining, Opening & Closing, Guiding Small Group Discussions, Organizing / Managing Classes, Teaching Small Groups or Individuals. Planning process the application of 8 basic skills in teaching, The process of applying the 8 basic skills in teaching, The process of assessing and evaluating competence, The process of writing and compiling the learning module, The process of making video tutorials for online/virtual classes. There are five obstacles during the micro-teaching process difficulties in getting a signal, lack of internet quota, comments from lecturers are unclear, constrained by the video recording process. and time that is not well controlled.

.Keywords: *Online micro-teaching, micro-teaching strategies, Study from Home (SFH)*

DEDICATION

This thesis is dedicated to:

1. My beloved mother (**DAWANI, S.Pd.**) and my beloved father (**SUFYAN, S.Pd.I**), who always send their best prayers and their support to me;
2. My beloved young brother, M. Rizky, who is going to continue his study to university;
3. My advisor, **Dr. Siti Tarwiyah, SS., M.Hum.**, who always guides and supports me during the process of writing my thesis;
4. All of my friends in English Education Department 2016, especially to Alfa, imron, Mahrus, Silvy, Mbak intan, Falah, mila, tika, ninin, ambar who always give me help, support, motivation, and make my days become colorful. Thanks for memorable moments that created together.

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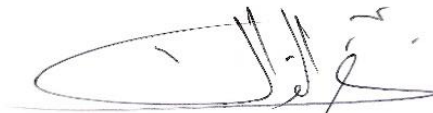
The writer expresses the highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis entitled **“MICRO TEACHING-LEARNING PROCESS THROUGH E-LEARNING DURING COVID19 OUTBREAK AT UIN WALISONGO SEMARANG”** my deepest appreciation to:

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2. Sayyidatul Fadlilah, M.Pd., the head of PBI and Dra. Nuna Mustika Dewi, M.Pd., the secretary of PBI of UIN Walisongo.
3. Dr. Siti Tarwiyah, SS., M.Hum. my advisor, who has kindly guided and supported me during the process of writing the thesis;

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7. All my Family of PBI A 2016, and all of my friends who accompany and accepting me as I am.

Semarang, 12 April 2021

The researcher,

A handwritten signature in black ink, appearing to read 'M. Firdaus Annur', written over a horizontal line.

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Semarang 2020

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research questions, objectives of the study, research focus and scope, and significance of the study. This research is aimed to see and what problems were experienced by students majoring in English education, Walisongo State Islamic University, Semarang during the online micro-teaching process during the COVID19 outbreak.

A. Background of the Study

Microteaching is something that must be faced by all pre-service teachers. In language teaching, the focus on teacher education programs has been of particular concern, many pre-service teachers need an in-depth understanding of an effective program of language education to enable pre-service language teachers to become competent teachers.¹ and according to Celik Microteaching is a technique in teacher education that provides

¹ Burcu Koc and Ali Ilya, 'Exploring Pre-Service Language Teachers' Perceptions and Actual Practices of Giving Feedback in Micro-Teaching', *Procedia - Social and Behavioral Sciences*, 232, April (2016), 421–29 <<https://doi.org/10.1016/j.sbspro.2016.10.058>>.

a theory of shifting from real situations.² And also Microteaching is one of the techniques that can be used for many different types of professional development. Especially, it has been a successful and attractive method of transferring theory into practice for pre-service teachers in teacher education programs.³ So, in Micro-teaching, there are training methods designed to improve the teaching skills of pre-service teachers and develop teacher professional experience, especially skills in teaching.

Microteaching is very useful in many ways, and the microteaching method is proposed in all education lectures⁴ The use of Microteaching also has a positive impact on pre-service teacher teaching competencies.⁵ Improvement can be well identified, if information on student progress and

² Aslihan Saban and Ahmet Naci Coklar, 'Pre-Service Teachers' Opinions About The Micro-Teaching', *The Turkish Online Journal of Educational Technology*, 12.2 (2013), 234–40.

³ Arzu Taşdelen Karçkay and Şeyda Sanli, 'The Effect of Micro Teaching Application on the Preservice Teachers' teacher Competency Levels', *Procedia - Social and Behavioral Sciences*, 1.1 (2009), 844–47 <<https://doi.org/10.1016/j.sbspro.2009.01.151>>.

⁴ Full Length, 'The Evaluation of Micro Teaching Method Used in the Training of Primary School Teachers in Turkey.', *Educational Research and Reviews*, 9.23 (2014), 1315–22 <<https://doi.org/10.5897/ERR2014.1910>>.

⁵ Zeki Arsal, 'The Effects of Microteaching on the Critical Thinking Dispositions of Pre-Service Teachers', *Australian Journal of Teacher Education*, 40.3 (2015), 140–53 <<https://doi.org/10.14221/ajte.2014v40n3.9>>.

competencies can be gathered to demonstrate the improvement in competencies and skills achieved over time, and about basic teaching skills. To achieve this goal, instruments are needed to collect information. Most of the studies have focused on microteaching.⁶

Preparation to become a teacher is not easy, because there are many rules and regulations that we have to learn. educating children is a tough mandate. because it will shape the morals in the future. the duty to become a teacher in the future is very noble. even in the Qu'ran Allah says;

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ

“You are the best people who were born to humans, ordered the ma'ruf, and prevented the evil.” (Surah Ali Imran: 110).

In this verse Allah tells us to convey a truth and prevent evil. this is where the role of an educator is very important. then in the hadith the prophet Muhammad SAW also said;

يَلْعَوَاعِي وَلَوْ آيَةً

⁶ Gusti Astika, 'Reflective Teaching As Alternative Assessment in Teacher Education: A Case Study of Pre-Service Teachers', *TEFLIN Journal*, 25.1 (2014), 16–32
<<https://doi.org/10.15639/teflinjournal.v25i1/16-32>>.

"and the meaning is "Convey from me even if only one verse" (Narrated by Bukhari no.3461).

Teaching activity in groups or small participants, in a short time and a limited classroom situation, is also called microteaching. A Microteaching class is a class used to guide students' systems and methods in preparing the correct way of teaching to students.⁷ This activity is essential for any pre-service English teacher. The purpose of this activity for all students in the faculty of education is to fulfill the demands of the mandatory program in the field of teacher training.⁸ Preparation in microteaching is very important for the teaching profession because its potential is very influential for the relationship between theory and practice in the classroom.⁹ In microteaching, evaluation of students' simple teacher attitudes whose performance is seen is given with peer feedback and counselors. Checklists, class discussions, and making comments were used for this input.¹⁰ Having a good quality in teaching is important because it would make learners have a

⁷ Ana Shofwatur Rohmah, 'Students' Problems In Microteaching Class' 2018

⁸ Nadiyah Ma'mun, 'The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), 143 <<https://doi.org/10.21580/vjv7i23046>>.

⁹ Aslihan Saban and Coklar.

¹⁰ Karçkay and Sanli.

good quality in learning. To obtain the good quality in teaching, a teacher needs to have special training.

An electronic learning system or e-learning (English: Electronic) is a new way of teaching and learning. E-learning is the basis and logical consequence of the development of information and communication technology. Using e-learning, students can search for new information and knowledge freely. Teaching using e-learning is the method of many media that are used today. During the COVID-19 outbreak. On December 31, 2019, the Chinese Health Authority notified the World Health Organization (WHO) of several cases of pneumonia with unknown etiology in the city of Wuhan in central China's Hubei Province. and this is a shocking case that happened in the world.¹¹ On January 7, a new coronavirus, originally abbreviated as 2019-nCoV by the WHO, was identified from a sample of a patient's throat swab. The pathogen was later renamed severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) by the Coronavirus Study Group, and the

¹¹ Harapan Harapan and others, 'Coronavirus Disease 2019 (COVID-19): A Literature Review', *Journal of Infection and Public Health*, 13.5 (2020), 667–73
<<https://doi.org/10.1016/j.jiph.2020.03.019>>.

disease was named coronavirus disease 2019 (COVID-19) by WHO.¹²

With the Covid19 outbreak situation like this, we must carry out online-based learning or what is called e-learning. learning using e-learning has been widely applied in the teaching and learning process because learning has become easier and keeps up with the times. E-learning systems have become popular tools for teaching and learning.¹³ Using e-learning programs can encourage the autonomous learning of the individual student,¹⁴ E-learning is a type of learning material that is portable for use anywhere. Using an e-learning program can encourage the autonomous learning of the individual student.¹⁵ Nowadays e-learning refers to technology. The initial online or virtual learning environment allows students to interact with content, fellow students, and faculty

¹² Harapan and others.

¹³ Keenan A. Pituch and Yao kuei Lee, 'The Influence of System Characteristics on E-Learning Use', *Computers and Education*, 47.2 (2006), 222–44 <<https://doi.org/10.1016/j.compedu.2004.10.007>>.

¹⁴ Warisara Yangklang, 'Improving English Stress and Intonation Pronunciation of the First Year Students of Nakhon Ratchasima Rajabhat University through an E-Learning', *Procedia - Social and Behavioral Sciences*, 91.1999 (2013), 444–52 <<https://doi.org/10.1016/j.sbspro.2013.08.442>>.

¹⁵ Yangklang.

on one site.¹⁶ computers and the internet can help in teaching E-learning. e-learning is also a solution to increasing the efficiency of the teaching and learning process. E-learning will be a solution for a teacher, enabling students to master English easily. mastering language skills is one type of mental skill and requires appropriate pedagogical strategies and training methods.¹⁷

Teaching and learning are being stopped at the time of the pandemic. The COVID 19 outbreak has a huge impact on various education sectors, conventional teaching, and learning, adapting to new learning methods to financial problems for all teaching and learning actors. The COVID19 outbreak has created major problems for education around the world. including one of the special challenges is the order to carry out the learning process carried out online and one of the problems is the pedagogical readiness of university teachers who do not have in-depth online teaching experience.¹⁸ Because of the

¹⁶ Miftakul Nikmah, 'Developing Moodle – Based Interactive Online Media To Teach Narrative Reading in Sma N 13 Semarang', *Vision: Journal for Language and Foreign Language Learning*, 4.1 (2015), 53 <<https://doi.org/10.21580/vjv4i11633>>.

¹⁷ Huiwei Cai, 'E-Learning and English Teaching', *IERI Procedia*, 2 (2012), 841–46 <<https://doi.org/10.1016/j.ieri.2012.06.180>>.

¹⁸ Chrysi Rapanta and others, 'Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence

coronavirus, many strategies and methods in education have been changed, so that there are many obstacles faced by students and teachers in the teaching and learning process. This is a very dangerous disease for all human beings, especially in education one of the best solutions to overcome and avoid this problem is in the setting of "social distancing", and currently education is best achieved virtually.¹⁹

In Indonesia, it is not yet perfect for implementing e-learning programs, for some areas or cities it may be possible to apply e-learning. But it is not certain that such a thing can be done in rural areas. There will be many obstacles. With the total area of the Republic of Indonesia 5,455,675,220, this is what makes Indonesia the largest archipelagic country in the world and it is recognized internationally.²⁰ So that with an area of this site, it is difficult for the government to make policies regarding the teaching and learning system in Indonesia.

and Learning Activity', *Postdigital Science and Education*, 2020, 1–23 <<https://doi.org/10.1007/s42438-020-00155-y>>.

¹⁹ Andrew Schwartz and others, 'Managing Resident Workforce and Education During the COVID-19 Pandemic: Evolving Strategies and Lessons Learned', *JBJS Open Access*, 5.2 (2020), e0045 <<https://doi.org/10.2106/JBJS.OA.20.00045>>.

²⁰ Muhammad ramadhan dan Taslim Arifin, 'PROPORSI LUAS LAUT INDONESIA (Application of Geographic Information System for Assessment of Indonesia Marine Proportion)', May, 2018, 7.

Likewise with the situation being faced by prospective teachers at UIN Walisongo Semarang. I think many obstacles will be faced by students of the English Department of UIN Walisongo Semarang in the micro teaching-learning process. Therefore, this case makes me very curious about the learning system for the micro-teaching course during the COVID 19 outbreak and what are the obstacles faced by students when the learning process is being carried out.

One of the excellent campuses in Indonesia namely Indonesian Islamic University (UII). They issued a statement that based on the data, 65.15% of UII students stated that e-learning is currently needed by students to help their learning process. On average, students admit that they are ready to implement e-learning at UII.²¹

Allen and Eve also define micro-teaching as "a system of controlled practice that makes it possible to concentrate on specific teaching behaviors and practice teaching under controlled conditions".²² In an international journal published

²¹ Syaful Muzid and Mishbahul Munir, 'Persepsi Mahasiswa Dalam Penerapan E-Learning Sebagai Aplikasi Peningkatan Kualitas Pendidikan (Studi Kasus Pada Universitas Islam Indonesia)', *Seminar Nasional Aplikasi Teknologi Informasi 2005 (SNATI 2005)*, 2005.Snati (2005), 8.

²² Jo Griffiths, 'Bridging the School Placement Gap with Peer Micro-Teaching Lesson Study', *International Journal for*

by two well-known universities in Turkey, namely Marmara University and Bahçeşehir University, Turkey, they are more focused on finding solutions for the micro teaching-learning process or preparing the practice of pre-service teachers. Bahçeşehir University and Marmara University, Istanbul Turkey. They devise alternative practices but still maintain the quality of the practicum, namely: "e-practicum" under the supervision of a university supervisor who acts as an "e-mentor". The aim is to improve teaching competence in universities and prepare them for online teaching. In realizing this program, simulations are made. A virtual classroom consisting of twenty-five students, and six students doing practice teaching to their peers who act as students using Zoom. After the e-practicum session, peers provide detailed feedback to the teacher. The university supervisor provides e-mentoring right after each session. Then, each pre-service teacher reflects on the e-practicum and e-mentoring experience. The findings reveal that students who practice teaching experience the benefits of e-practicum as it helps them overcome their fear of teaching online.²³

Lesson and Learning Studies, 5.3 (2016), 227–38
<<https://doi.org/10.1108/IJLLS-11-2015-0035>>.

²³ Pinar Ersin, Derin Atay, and Enisa Mede, 'Boosting Preservice Teachers' Competence and Online Teaching Readiness through e-Practicum during the COVID-19 Outbreak', *International*

On this occasion, the researcher wants to know the online micro-teaching process at the English Language Education Department of Universitas Islam Negeri Walisongo Semarang. This study aims to describe the process of micro-teaching through e-learning during COVID19 in the Department of English Language Education. Data collection was carried out through observation and interviews. To analyze the data obtained, researchers used techniques of collecting data, data reduction, data presentation, and data retrieval or levers. The research subjects were students majoring in English who were taking the micro-teaching course. The results showed online micro-teaching using applications and websites such as the WhatsApp application, e-learning, zoom, google meet, and youtube, and there are several strategies to overcome these problems and obstacles faced by online micro-teaching students.

Therefore, Pre-service English teachers believe that micro-teaching practices play an important role in shaping their teaching methodology and provide them with a great opportunity to transfer the theoretical information they learn

into practice.²⁴ But now, in the micro-teaching process, pre-service are cannot get direct guidance from the lecturer. Then How do students and lecturers carry out the teaching and learning process in the micro-teaching course during the virus pandemic. Due to the current problem, I tried to research how the micro teaching-learning process, and I tried to raise my research entitled **“MICRO TEACHING-LEARNING PROCESS THROUGH E-LEARNING DURING COVID19 OUTBREAK AT UIN WALISONGO SEMARANG”**

B. Research questions

From the background explained above, the problem to be discussed in this final project can be formulated by the researcher :

1. How is the micro teaching-learning process through e-learning during COVID 19 in English Language Education Department of Walisongo State Islamic University.?
2. What are the problems faced by the students during the micro teaching-learning process through e-learning in

²⁴ Nadiah Ma'mun, 'The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), 144

the English Language Education Department of
Walisongo State Islamic University.

C. Objectives of the Research

This study is intended to get a solution dealing with the research problem stated above. The objectives of the research are:

1. To explain the micro teaching-learning process through e-learning during COVID19 outbreak in English Language Education Department of Walisongo State Islamic University.
2. To describe the problems faced by the students during the micro teaching-learning process through e-learning during the COVID19 outbreak in the English Language Education Department of Walisongo State Islamic University.

D. Pedagogical Significance

By doing this study, the writer hopes that the result will be useful for all the participants as follows:

1. Theoretical benefit

The researcher wishes that the result of this study will give additional knowledge about the micro teaching-learning process during the COVID19 outbreak to the readers. Also to know about the factors that made

students difficult in the micro teaching-learning process through e-learning during COVID19 outbreak.

2. Practical benefit

a. For the students

The findings of this study can provide students the information about the micro teaching-learning process through e-learning during the COVID19 outbreak.

b. For the lecturers

From this result of the research, hopefully, the writer can take and give the benefits of this research to many people.

c. For the other researchers

The findings of this study can help other researchers to get a lot of information about problems of difficulties in the micro teaching-learning process through e-learning during the COVID19 outbreak.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the explanation of the related kinds of literature, conceptual framework, and previous research supporting this research to analyze the data and answer the research questions.

A. Previous researches

Ana Shofwatur Rohmah (2018), the student from Muria Kudus University with the title; Students' problems in microteaching class (a case study of the sixth semester of English education department students of Muria Kudus University in academic year 2018/2019),²⁵ The purpose of this study is to describe the problems faced by students who are practicing teaching in front of the class in the sixth-semester students of the English Education Department of Muria Kudus University in the 2017/2018 school year. The author provides some information about student problems in the microteaching class so that students can be better at teaching practice. This research design is qualitative.

The results of the study were that there were several problems faced by students in the microteaching class which were collected through questionnaires, namely personal problems, student preparation problems, class participation

²⁵ Tang and others.

problems, learning problems, and emotional problems. This study has similarities with research researchers, namely the two studies discuss the problems in micro-teaching. However, the two studies also have differences, namely, this study investigates teaching practice directly, while the researcher's research focuses on the online micro-teaching process.

Sari, Neneng Windayani, Asep Jihad, and Dedi Kuntadi (2020). The title of the journal is; *Konsep Praktik Microteaching Berbasis E-learning Pada Masa Pandemi COVID-19*.²⁶ This study aims to explain the concept, phases, and assessment of the E-learning based microteaching practices performed in UIN Sunan Gunung Djati Bandung during the COVID-19 pandemic.

The research method utilized in the study was the systematic literature review with a step-by-step approach through the provision of an exhaustive list of studies, published and unpublished, regarding E-learning and microteaching in natural sciences (MIPA) As for the similarities contained in the research of researchers, the institutional efforts made by UIN Sunan Gunung Djati Bandung to provide E-learning services to students through the LMS.uinsgd.ac.id website as well as the results of research at UIN Walisongo Semarang, through the E-

²⁶ Sari and others, 'Konsep Praktik Microteaching Berbasis E-Learning Pada Masa Pandemi COVID-19', *Artikel Penelitian*, 2020, 1–9.

learning website .walisongo.ac.id, both of which also provide microteaching practice courses. The difference is that in UIN Sunan Gunung Jati Bandung, it only uses one medium to carry out the online micro-teaching process, while at UIN Walisongo it is more likely to apply creative learning methods that utilize several media to support the online micro-teaching process.

The method used in the article is a systematic literature review with a step-by-step approach.²⁷ looking for this reference, (Farida, 2017), namely by providing a comprehensive list of all studies, both published and not, related to e-learning and microteaching in MIPA field. There is something interesting in this study, the researchers used several steps that were taken in the literature review (systemic looking for references about systematic).

Yasa, G. A. A. S. (2012), with the title *Pengembangan Bahan Ajar Online Mata Kuliah Micro Teaching Dengan Model Borg & Gall Pada Program S1 Pendidikan Bahasa Inggris Stkip Agama Hindu Singaraja*.²⁸ Program Studi Teknologi Pembelajaran, Program Pascasarjana Universitas Pendidikan Ganesha, Singaraja. This development research

²⁷ Muhammad Ali Ramdhani and Abdullah Ramdhani, 'Verification of Research Logical Framework Based on Literature Review', *International Journal of Basics and Applied Sciences*, 105, 2014, 1–9.

²⁸ European Environment Agency (EEA), 'Pengembangan Bahan Ajar Online Mata Kuliah Micro Teaching Dengan Model Borg & Gall Pada Program S1 Pendidikan Bahasa Inggris Stkip Agama Hindu Singaraja', 53.9 (2019), 1689–99 <<https://doi.org/10.1017/CBO9781107415324.004>>.

aimed at producing an online teaching instructional material for the sixth-semester students of the English Education Bachelor Degree Program STKIP Agama Hindu Singaraja. The research method used was the research and development Borg & Gall Model. The development steps were as follows: (1) research and data collection, (2) planning, (3) making the initial product, (4) initial trial, (5) revising the initial product, (6) field trials, (7) revising the operational products. The validation of product included: (1) expert judgment of content, (2) expert judgment of media, (3) expert judgment of instructional design, (4) individual trials, (5) small group trials, (6) teacher trials, and (7) field trials. The result of the validation for field trials showed that 83.17% of this online instructional material was qualified. 3 Considering the results above, it can be concluded that this online teaching instructional material has been proven for its feasibility, advantages, and can be used in the process of teaching and learning as an instructional supplement. This research is a development model of Borg & Gall. In developing the model, Borg & Gall contains a systematic guide to the steps taken by the researcher so that the product they design has a standard of feasibility, so that this research becomes more effective.

The similarities contained in this study are the same as discussing online micro teaching while the difference is that

this research is more likely to be the teaching materials that will be taught by prospective teachers, how to attract students' attention with attractive teaching material designs, while in the thesis the researchers are more concerned with the procedures process during online micro teaching.

Ye He (2014) with the journal title is Universal Design for Learning in an Online Teacher Education Course: Enhancing Learners' Confidence to Teach Online. He is a Associate Professor from Department of Teacher Education and Higher Education The University of North Carolina at Greensboro.²⁹ This paper reports a case study of an online teacher education course that was designed based on Universal Design for Learning (UDL) principles. Drawing from survey results and statistics collected through the online learning management system, 24 teacher candidates' online learning experiences were shared. The findings of this study illustrate the impact of the online course on teacher candidates' confidence and self-efficacy in learning in an online environment and potentially teaching online in the future. This course was designed for teacher candidates who are currently teaching or interested in working with English learners. The

²⁹ Ye He, 'Universal Design for Learning in an Online Teacher Education Course: Enhancing Learners' Confidence to Teach Online', *Journal of Online Learning and Teaching*, 10.2 (2014), 283.

main objectives for this course are to introduce the historical backgrounds of English-as-a-Second-Language (ESL), discusses legal issues involving English language learners and their families, engages in the practice of cross-cultural communication and reflection, and explores ideas for family and community involvement in working with English learners. This study uses quantitative data, which is collected from the Blackboard LMS itself through tracking statistics on how often students access all course content.

The equation contained in this journal is an effort to develop online learning methods while the difference is in data collection, in this journal using quantitative data while in the thesis the researchers use qualitative data. This tracking allows the instructor to monitor the amount of time and time frame in which participants interact with course content. This information, which accompanies participant self-reported survey data, is used to describe patterns of participation in the online course environment.

Jared Carpendale, Seamus Delaney, and Emily Rochette (2020), with the journal title *Modeling Meaningful Chemistry Teacher Education Online: Reflections from Chemistry Preservice Teacher Educators in Australia*.³⁰ This

³⁰ Jared Carpendale, Seamus Delaney, and Emily Rochette, 'Modeling Meaningful Chemistry Teacher Education Online: Reflections from Chemistry Preservice Teacher Educators in

research was carried out at three universities, namely Monash University, Deakin University and The University of Melbourne. in this journal When the World Health Organization is Affected by COVID-19 as a global pandemic in March 2020, universities around the world reacted quickly by changing classes online. then For this very rapid change, it requires chemistry teacher educators to re-design units and delivery in teaching. Some educators may find it a good time to reflect on their knowledge of pedagogical technology content (TPACK) and on how to model TPACK through chemistry pre-service teacher education classes.

There is a little similarity in this journal, which is in the form of online learning, but the difference is in the research object, which in this study uses chemistry subjects, while the micro teaching discussed in the researcher's thesis is English.

This paper also presents reflections from three chemistry teacher educators from various universities in Victoria, Australia. Reflections are offered in the form of sketches that illustrate how these educators are imitating the use of digital technology to directly support pre-service teacher learning in chemistry education. After the teachers independently wrote the sketches, they were analyzed for

common themes that have been used to develop recommendations for other chemistry teacher educators who may also find themselves reflecting on their TPACK when they support pre-service teachers in an online environment. In this study they concluded that when pre-service teachers develop their knowledge and skills to teach chemistry, as teacher educators should pay attention to the importance of using a different pedagogical approach that utilizes digital technology, this means reflecting on how digital and non-digital experiences, both synchronous and asynchronous, can be bridged when the preservice teacher invites students into the epistemic practice of chemists in addition to identifying students' alternative conceptions, teaching for conceptual change, and developing metacognitive skills. according to researchers this process is very important for pre-service teachers to develop chemical PCK and TPACK.

B. Literature Review

1. Micro Teaching

Dwight W. Allen defines micro-teaching “as a part of their pre-service training, interns in English and other subject areas take part in a micro-teaching clinic”³¹ Microteaching is a technique applied in

³¹ A. DWIGHT, ‘Book- Micro-Teaching, a Description’, *Stanford University*, 3, 1967.

teacher education in which a student teacher teaches a 'partial' subject to classmates and teaches competencies under close supervision 'and provides a shift from theory to reality'.³² Furthermore, Allen and Eve define micro-teaching as "a system of controlled practice that allows to concentrate on 8 specific teaching behaviors and to practice teaching under controlled conditions"³³

in addition, ismail said that micro-teaching is a program which offers teacher students 'simulated situations' by conducting mini-lessons to practice and transfer the theories they have learned and to increase their confidence and teaching competence.³⁴ Micro teaching is an instrument for teacher training to practice teaching activities under controlled and simulated circumstances. They also add that "micro-teaching is a method for training teachers where explicit use is made of the feedback principle and where the teacher's learning situation remains limited

³² Education Science, 'Learner-Centered Micro Teaching in Teacher Education', *International Journal of Instruction*, 3.1 (2010), 77–100.

³³ Griffiths.

³⁴ Sadiq Abdulwahed Ahmed Ismail, 'Student Teachers' Microteaching Experiences in a Preservice English Teacher Education Program', *Journal of Language Teaching and Research*, 2.5 (2011), 1043–51 <<https://doi.org/10.4304/jltr.2.5.1043-1051>>.

with respect to: the number of students receiving the lesson, given the duration of the lesson, the extent to which the lesson is reviewed in terms of content and presentation.³⁵

According to Allen and Ryan, 1969: as cited in Mahmud and Rawshon, 2013, Microteaching has the following characteristics:

- a) It is a real teaching situation.
- b) It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents.
- c) It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.
- d) It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the training program.
- e) The feedback dimension is expanded considerably because the student can receive meaningful

³⁵ Imran Mahmud, 'Micro Teaching to Improve Teaching Method: An Analysis on Students' Perspectives', *IOSR Journal of Research & Method in Education (IOSRJRME)*, 1.4 (2013), 69–76 <<https://doi.org/10.9790/7388-0146976>>.

feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interact.³⁶

In summary, microteaching is an instrument for teacher training. If it offers students the opportunity to practice teaching activities under controlled circumstances and simulate in such a way that the complexity of the actual teaching situation.

Micro teaching aims to form and develop the basic competencies of prospective teachers to teach as a real provision for teaching in schools or educational institutions in the PPL program. Aggrawal asserts that microteaching aims to simplify the ‘complexities’ of teaching process.³⁷ As for getting the prospective teachers to apply each type of basic teaching skills professionally, it is difficult to control them properly if it is done through a training process or direct teaching practice activities in an actual classroom. Therefore, micro learning (micro teaching) can function as a

³⁶ Mahmud.

³⁷ Tata Umar Sa’ad, Shehu Sabo, and Aliyu Dahuwa Abdullahi, ‘The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education, Azare’, *Journal of Education and Practice*, 6.26 (2015), 109–15 <www.iiste.org>.

vehicle to practice every basic teaching skill that must be possessed, before appearing directly in the real class.³⁸

Subramanian, categorically stated that microteaching has the following benefits to pre-service teachers³⁹:

- It exposes pre-service teachers to the realities of teaching.
- Introduces pre-service teachers to their roles as teachers.
- Helps them to see the importance of planning, decision making, and implementation of instruction.
- Enables them to develop and improve teaching skills.
- Helps them build their confidence for teaching.

The conclusion, it is clear that there are many benefits or advantages of micro learning for prospective teachers, especially if it is well planned and implemented. Therefore, it is one of the best programs in the process of producing teachers who need to be

³⁸ Dadang Sukirman, *Pembelajaran Micro Teaching*, 2012.

³⁹ Sa'ad, Sabo, and Abdullahi.

upheld and maintained and implemented properly in order to get maximum benefits.

Based on the above discussion, micro teaching is very important for the development of a pre-service teacher in teaching, becoming a creative teacher by utilizing existing facilities. There is a lot of theory and good preparation that must be specially prepared for the real class. Therefore, micro teaching is very important and must be passed by a pre-service teacher.

2. E-Learning

According to Vilnova E-Learning is a process that focuses on building and maintaining community networks in private environments using media and technological tools and through continuous dialogical conversation.⁴⁰ In the journals of Syafiul Muzid and Mishbahul Munir, e-learning is a learning system that utilizes the advantages possessed by the internet, which has been used as a medium for knowledge transfer. A

⁴⁰ Gabriela E. Vilanova, 'Modelos de Interacción En Ambientes Virtuales de Aprendizaje En La Educación Superior', *CISCI 2015 - Decima Cuarta Conferencia Iberoamericana En Sistemas, Cibernética e Informatica, Decimo Segundo Simposium Iberoamericano En Educacion, Cibernética e Informatica, SIECI 2015 - Memorias*, 2015, 358–63.

system that gives freedom of time, place and is not only oriented to the teaching staff but also to the students.⁴¹

Moore, Dickson-Deane & Galyen, (2011) define E-learning as online learning, Technology Enhanced Learning (TEL) and distance learning.⁴² According to Meyen et al. (2002) E-learning can be defined as "the acquisition and use of knowledge that is distributed and facilitated through electronic means", and such learning systems rely on networks and computers. This definition focuses heavily on the acquisition of the knowledge held. E-learning can be in the form of courses as well as modules and smaller learning objects in the learning process.⁴³

In simple terms, e-learning can be understood as a learning process that utilizes information technology in the form of computers with telecommunications facilities (internet, intranet,

⁴¹ Muzid and Munir.

⁴² Joi L. Moore, Camille Dickson-Deane, and Krista Galyen, 'E-Learning, Online Learning, and Distance Learning Environments: Are They the Same?', *Internet and Higher Education*, 14.2 (2011), 129–35 <<https://doi.org/10.1016/j.iheduc.2010.10.001>>.

⁴³ John M Gauch and others, 'E-Learning: A Research Construct: Page 1 of 29', *Journal of Special Education Technology*, 17, 37–46., 2002, 1–29 <<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.99.6062&rep=rep1&type=pdf>>.

extranet) and multimedia (graphics, audio, video) as the main media in delivering material and interaction between teachers and learners. In essence, e-learning is a learning process that utilizes electronic media, especially the internet.⁴⁴

This is in accordance with the opinion of Kamarga (2002) as discussed above in utilizing the internet, which essentially emphasizes the use of the internet in education as the essence of e-learning⁴⁵. Even Onno W. Purbo (2002) from the journal Syafiul Muzid, explains that the term "e" or an abbreviation of electronics in e-learning is used as a term for any technology used to support teaching efforts through internet electronic technology.⁴⁶

One of the general definitions of e-learning is given by Gilbert and Jones (in Surjono, 2011) that is the delivery of learning material through electronic media such as the internet, intranet/extranet, broadcast satellite, audio/videotape, interactive TV, CD-Room,

⁴⁴ Budi Harsanto, *Inovasi Pembelajaran di Era Digital*, (Bandung: Remaja Rosdakarya, 2014), h. 9.

⁴⁵ Hansiswany Kamarga, 'Pembelajaran Sejarah Melalui E-Learning', 1996, 12–14.

⁴⁶ Muzid and Munir. P A-28

and computers. based training (CBT)⁴⁷. The same definition is also stated by The Australian National Training Authority, which includes applications and processes that use various electronic media such as the internet, audio/videotapes, interactive TV, and CD ROM to transmit learning materials more flexibly. The ILRT of Bristol University (in Surjono, 2011:2) defines e-learning as the use of electronic technology to send, support, and improve teaching, learning, and assessment.⁴⁸

In e learning there are several requirements. As following:

- a. Learning activities are carried out through network utilization (networks in this description are limited to internet use. Networks may include LAN or WAN).
- b. The availability of learning support services that can be used by learning participants, for example a CD-ROOM, or printed materials.

⁴⁷ Herman Dwi Surjono, 'Membangun Course E-Learning Berbasis Moodle', *Membangun Course E-Learning Berbasis Moodle*, 2010, 1–66.

⁴⁸ Surjono.

- c. The availability of tutor support services that can help participants learn when having trouble.⁴⁹

Based on the description above, it can be understood that e-learning is a learning system or concept that utilizes information technology in the learning process.

The e-learning methods are as follows:

- a. Instructional Method

The instructional method is a way of presenting material (outlines, provides examples, provides exercises as well give assignment).

- b. Collaborative Learning Methods (collaborative learning)

Collaborative learning method is a learning strategy in which learners with stratified

⁴⁹ Sri Rahayu Chandrawati, "Pemanfaatan E-Learning Dalam Pembelajaran" dalam Jurnal Cakrawala Kependidikan, (Pontianak: Universitas Tanjungpura), Vol. 8 No. 2/September 2010, h. 174.

variations work together in small groups towards one goal.

c. Synchronous Training

Synchronous training is a training method where the training or learning process occurs at the same time when the teacher or tutor is providing material and the learner is learning. Synchronous e-learning training is mostly used at seminars or conferences.

d. Asynchronous Training

Asynchronous means not at the same time. So a person can take training at a different time than the tutor or tutor providing the training.⁵⁰

In this millennial era, children can use the interactivity of new media, and develop their skills, knowledge and perceptions of the world, under the supervision of their parents, of course. Supporters of e-learning believe that everyone should be equipped with basic knowledge in technology, as well as a lot as a

⁵⁰ Erma Susanti and Muhammad Sholeh, 'Rancang Bangun Aplikasi E-Learning', *Jurnal Teknologi IST Akprind*, 1.1 (2008), 53–57 <<http://jurtek.akprind.ac.id/bib/rancang-bangun-website-penyedia-layanan-weblog>>.

medium to achieve certain goals. E-learning is widely used today at various levels of education: continuing education, corporate training, academic courses, etc. There are various learning solutions. There are at least two entities involved in an e-learning system: students and trainers.

Some of the benefits of e-learning are discussed below:

Time: One of the main benefits of studying online is that One can study or take courses via e-learning at any time as it is convenient for them. Downloadable podcasts and lectures mean that students no longer manage conventional class schedules.

Location: With an Internet connection, they can conduct live online tutorials, including in dedicated discussion forums or download course materials and notes wherever they are.
and No students are awakened by their physical location.

Communication: Another major advantage of online studies is that it encourages and supports students to collaborate and communicate with fellow students and their tutors.

Siahaan in Husnul Khatimi states that there are 3 functions of e-learning in learning activities in the classroom namely as a supplement (optional), complementary (complement), or session (substitution).⁵¹

E-learning functions as a supplement, namely students are free to choose, whether to take advantage of e-learning material or not. E-learning functions as a complement, namely material that is programmed to complement the learning material that students receive in the classroom. The third benefit of e-learning is substitution, several alternative learning activity models have existed in several developed countries for students, with the aim that students can be carried out by learning activities organizations according to their time and daily activities.

Related to the meaning, benefits, functions and so on of e learning above, it can be concluded that the discussion of learning is the use of digital technology to simplify the learning process. And of course by using the internet network to access the process.

⁵¹ Husnul Khatimi, 'MENGENAL E-LEARNING SEBAGAI', 7.2 (2006), 72–81.

Tahap dalam micro teaching tahapan micro teaching menurut Halimah⁵² as follows:

- 1). The first stage (cognitive stage) The first stage, pre-service teacher students or practitioners are guided to understand and explore and have a general description of the concepts and meanings of basic teaching skills in the teaching and learning process, use appropriately, synergize one another's skills and the accuracy of when and in conditions which is how the skills of one another are used at this stage, ideally, in addition to being introduced to theoretical concepts, Pre-service teachers must also see examples of practical application of the theory through video shows of the theory application. Thus, student teacher candidates or practitioners can synergize their knowledge to be used in teaching realities combined with basic teaching skills.
- 2). The second stage (implementation stage) This second stage, Pre-service teachers or students practically practice basic teaching skills repeatedly, with the hope that if the practitioner has repeatedly practiced it will find out the deficiencies in the skills they are learning to master and are skilled to use them in the process.

⁵² Halimah, L. (2017). Keterampilan Mengajar Sebagai Inspirasi untuk Menjadi Guru Excellent di Abad ke-21. Bandung: PT Rafika Aditama

learn how to teach. At this stage the practitioner has been able to prepare learning tools starting from the lesson plan, the media to be used and everything that is required for professional teachers in the future.

- 3) The third stage (reversal stage) This third stage is a flashback of the practitioner by studying the results of peer observations who will provide information after seeing firsthand the implementation of teaching practice activities. Colleagues and supervising lecturers or extraordinary lecturers will provide an assessment regarding the advantages and disadvantages of practice which will then be discussed and as material to improve performance as a professional pre-service teacher.

From the above statement, it can be concluded that the micro teaching stage is useful for the professionalism of pre-service teachers, one of which is discipline in preparing everything before and after learning, such as preparing lesson plans, the media to be used, and evaluation after learning is complete.

3. COVID19.

According to virologist Richard Sutejo, the corona virus that causes Covid-19 is a type of virus that

commonly attacks the respiratory tract. But the Covid-19 strain has higher morbidity and mortality due to genetic mutations and possible transmission between species. "This virus, like its predecessors, MERS and SARS, is deadly because it attacks the lungs and causes Acute Respiratory Distress Syndrome which causes sufferers to need a ventilator to survive," said Richard who is also the Head of Master in Bio Management i3L in an official statement that received by Suara.com

In the World Journal of Pediatrics (2020) Corona virus infection is a contagious disease with a new epidemic that infects all populations. 2019-nCoV infection has been legally classified as a category B infectious disease but is managed as a category A infectious disease. It is imperative to implement infection control practices through source control, blocking of transmission routes and protection of vulnerable populations.⁵³

Coronavirus disease 2019 (COVID-19), the disease caused by the SARS-CoV-2 virus, the disease

⁵³ Kunling Shen and others, 'Diagnosis, Treatment, and Prevention of 2019 Novel Coronavirus Infection in Children: Experts' Consensus Statement', *World Journal of Pediatrics*, 16.3 (2020), 223–31 <<https://doi.org/10.1007/s12519-020-00343-7>>.

spreads rapidly throughout the world.⁵⁴ Hospitals and health care providers across the United States are preparing for an anticipated surge in critically ill patients, but few hospitals are ready to deal with this new disease. Nonetheless, we must prepare ourselves to reduce the spread of SARS-CoV-2, or we will risk overloading the capacity of our health care system. According to the Centers for Disease Control and Prevention (CDC), patients > 65 years of age and those with cardiovascular disease, diabetes mellitus, morbid obesity, chronic obstructive pulmonary disease, or liver disease are at increased risk of developing severe COVID-19.⁵⁵

COVID-19 is a zoonotic infectious disease that can be transmitted from animal to human and from human to human.⁵⁶ COVID-19 can be transmitted

⁵⁴ W. Guan and others, 'Clinical Characteristics of Coronavirus Disease 2019 in China', *New England Journal of Medicine*, 382.18 (2020), 1708–20 <<https://doi.org/10.1056/NEJMoa2002032>>.

⁵⁵ Centers for Disease Control and Prevention. Coronavirus disease 2019 (COVID-19): cleaning and disinfection for community facilities. Published February 11, 2020. <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>. Accessed April 2020.

⁵⁶ Peng Zhou and others, 'A Pneumonia Outbreak Associated with a New Coronavirus of Probable Bat Origin',

through the respiratory tract produced by an infected person when sneezing and coughing. This virus can survive for a long time, it can live on surfaces affected by the virus. The typical signs and symptoms of COVID-19 include respiratory symptoms, fever, cough and shortness of breath. Sometimes, symptoms including headache, muscle pain, sore throat, loss of taste or smell, hemoptysis, and diarrhea are observed.⁵⁷

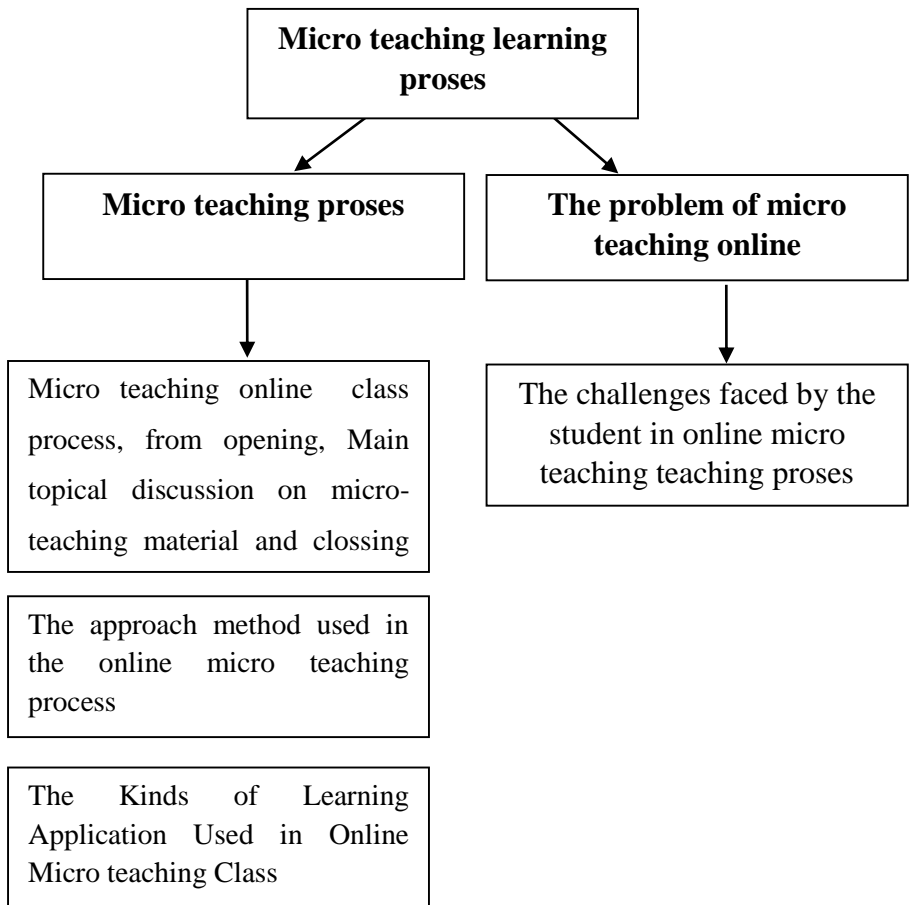
From the discussion above, COVID19 outbreak is a very deadly disease outbreak, which spreads through the air such as sneezing and coughing. This disease can spread quickly, because this epidemic has been going on for a long time, policies have been issued from various educational institutions so they must implement an online learning system to prevent the transmission of this disease. We hope that this pandemic period will end soon and the medical team can find the right vaccine to destroy this virus.

Nature, 579.7798 (2020), 270–73 <<https://doi.org/10.1038/s41586-020-2012-7>>.

⁵⁷ Mulusew Andualem Asemahagn, ‘Factors Determining the Knowledge and Prevention Practice of Healthcare Workers towards COVID-19 in Amhara Region, Ethiopia: A Cross-Sectional Survey’, *Tropical Medicine and Health*, 48.1 (2020) <<https://doi.org/10.1186/s41182-020-00254-3>>.

C. Conceptual Framework

In order to give the guidance for the writer and the readers in understanding the research proposal, the writer makes a conceptual framework about the content of the research, as follow:



D. the componen of learning system

In learning, there are components related to the learning process, and that is;

1. Curriculum

Etymologically, the curriculum (curriculum) comes from Greek, curir which means "runner" and currere which means "place to run". Which is the distance the runner must cover from the start line to the finish line. Terminologically, the term curriculum means a number of knowledge or subjects that students must take or complete to achieve a level or diploma. The broad definition of curriculum is not only in the form of subjects or fields of study and student learning activities, but also anything that affects the personal formation of students by the expected educational goals. For example, campus facilities, a safe environment, an atmosphere of intimacy in the teaching and learning process, adequate media and learning resources. The curriculum here is one component of the learning component.

The curriculum as an educational design has a very strategic position in all aspects of educational activities. Given the importance of the role of the curriculum in education and in the development of human life, curriculum preparation cannot

be done without using a solid and strong foundation. With the implementation of a government policy (Depdiknas) namely, the development of an operational curriculum carried out by each education unit, all levels in each educational unit must have a broad and deep understanding of the foundation for curriculum development, and operationally it must be used as a reference in implementing the curriculum in each educational unit managed.

2. Teacher

The next is the learning component itself, the name is a teacher. The word teacher comes from the Sanskrit word "guru" which also means teacher, but the literal meaning is "heavy", that is, a teacher of science. In Indonesia, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students.

In society, from the most backward to the most advanced, teachers play an important role. The teacher is an important learning component of the learning itself. Teachers are one of the main formers of prospective citizens of society. The role of the teacher is not only limited to a teacher (impartor of knowledge), but also as a guide, developer, and manager of

learning activities that can facilitate student learning activities in achieving predetermined goals.

3. Student

The third component of learning itself is students. Student or Pupil is usually used for someone who follows an educational program at a school or other educational institution, under the guidance of one or several teachers. Which means that students are also a component of learning. In a religious context, pupil is used as a term for someone who follows the guidance of a wise figure. Even so, students should not always be considered as ignorant learning objects. He has different backgrounds, interests, and needs and abilities. For students, as a natural effect in the form of the application of knowledge and or abilities in other fields as a transfer of learning that will help their development achieve wholeness and independence.

4. Learning methods

The next learning component, namely, the learning method is a way that can be done to help the teaching-learning process run well, these methods include:

a. Question and answer method

There are so many learning methods, these methods are an important learning component in determining success in an

education. The question and answer method is a student-centered active learning method in accordance with the curriculum we currently use, namely the student-centered curriculum. The question and answer method is a method in which the teacher uses or gives questions to students and students answer, or vice versa students ask the teacher and the teacher answers the student's questions.⁵⁸

b. Discussion Methods

The discussion method is also a method used in curriculum learning which requires students to be able to work together in groups. that is why the method is also important in learning and becomes a component of learning. Muhibbin Syah, defines that the discussion method is a teaching method that is closely related to solving problems.⁵⁹ This method is also commonly referred to as group discussion and socialized recitation. The discussion method can also be interpreted as a strategy of "delivering" teaching materials that involves students to discuss and find alternative solutions to a problematic topic of discussion. Teachers, students or groups

⁵⁸ Soetomo, *Dasar-dasar interaksi belajar mengajar* (Surabaya : Usaha Nasional 1993:150)

⁵⁹ S Muhibbin *Psikologi pendidikan dengan suatu pendekatan baru* (Bandung: PT. Remaja Rosdakarya, 2000)

of students have the same attention to the topics discussed in the discussion.

5. Learning materials

The next learning component is Learning Materials. The material is also a determining factor for student involvement. The characteristics of good material according to Hutchinson and Waters⁶⁰ are:

- There is an interesting text.
- The existence of activities or activities that are fun and include students' thinking abilities.
- Give students the opportunity to use the knowledge and skills they already have.
- Material that is mastered by both students and teachers.

From the above opinion, there are 4 points that can support the learning process properly and correctly. So that with the characteristics of the learning material above, it can make the learning system good and orderly.

6. Learning media

⁶⁰ A. Hutchinson, T., & Waters,
'English_for_specific_purposes_hutchinson.Pdf', 1987.

Media are intermediary tools to convey messages or information. A teacher cannot be separated from learning media. That is why the media is a component of learning. The word media comes from Latin and is the plural form of "medium" which literally means intermediary or introduction. So the media is an intermediary or messenger from the sender to the recipient of the message. Learning media is software (soft ware) or hardware (hard ware) that functions as a learning tool or learning aid. Media is essentially a component of the learning system. As a component, the media should be an integral part and must be in accordance with the learning process as a whole. The final tip of media selection is the use of the media in learning activities, allowing students to interact with the media we choose.

7. Evaluation

The last learning component is learning evaluation. The term evaluation comes from English, namely "Evaluation". According to Wand and Brown, evaluation is an action or a process to determine the value of something.⁶¹ There is another opinion that says that evaluation is the activity of collecting data as widely as possible, as deeply as it is concerned with the

⁶¹ Dana Linnell Wanzer, 'What Is Evaluation? Perspectives of How Evaluation Differs (or Not) From Research', *American Journal of Evaluation*, 2020 <<https://doi.org/10.1177/1098214020920710>>.

capabilities of students, in order to find out the cause and effect and student learning outcomes that can encourage and develop learning abilities.

CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, time and setting of the research, source of the data, focus of the research, data collection technique, data analysis technique.

A. Research Design

The design of this study is qualitative research. The qualitative method is to offer descriptions, interpretations, and clarifications of natural social contexts. Qualitative research draws on the data collected by the writer to make sense of human behavior within the researcher contexts (Anne: 22-23)⁶² In my research, I chose qualitative because this research was following the method, and in this study, therefore I used questioner to make it easier for me to research the micro-teaching during COVID19 outbreak. Jhon W also said; Qualitative research is best suited to address a research problem in which does not know the variables and needs to explore. The literature yield little information about the phenomenon of the

⁶²Anne Curzan, *The Secret Life of Words: English Words and Their Origins*. (US. The Great Courses. 2012)

study, event, social activity, posture, belief, perception, and the person thought exploration.⁶³

Qualitative research is about immersing oneself in a scene and trying to make sense of it – whether at a company meeting, in a community festival, or during an interview. Qualitative researchers purposefully examine and make note of small cues to decide how to behave, as well as to make sense of the context and build larger knowledge claims about the culture. Data collection techniques are the main step in research because the purpose of the research is to obtain data. Without knowing data collection techniques, researchers will not get data that meets established data standards.⁶⁴

The online learning process was carried out by students during the COVID19 outbreak in the English language education department of Walisongo State Islamic University, in this online micro teaching process, many applications are needed to support the micro teaching process, a learning application that is used to facilitate students in the micro teaching process online, therefore this research uses descriptive qualitative research. Qualitative research is research that aims

⁶³John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (England: Pearson Education Limited, 2014), p. 30

⁶⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R dan D*, (Cet. 21; Bandung: Alfabeta, 2014), hlm 224

to describe and analyze a phenomenon, event, social activity, belief, perception, or the opinion of an individual or group. Understanding of facts and phenomena is not only from the point of view of the researcher, but previous understanding is based on the subject or the observed participants. Researchers conducted participant observation to get a grounded theory. Descriptive research is research that is directed at phenomena, facts, or events systematically and accurately.

B. Participants

The participants are Fifth-semester students of the English Language Education Department at Universitas Islam Negeri Walisongo Semarang

C. Research Setting

1. Place : Micro teaching class at Universitas Islam Negeri Walisongo Semarang
2. Time : 28 August – 18 December 2020

The research took place in a micro-teaching class at Universitas Islam Negeri Walisongo Semarang in August until Desember 2020.

D. Data Collection Technique

1. Documentation

In this study, researchers deliberately used data retrieval techniques using documents. This technique was applied to make it easier for researchers to process data during the COVID19 outbreak. Documentation is a written legacy such as archives and also books on opinions, theories or legal laws related to research problems. Such as data on letters, master books and biographical notes.⁶⁵

Research results from interviews will be more reliable if supported by a document. Documents can be in the form of writing, pictures or other works. Document study is a complement to the use of the interview method. In this study, to determine the micro teaching process during the COVID19 pandemic in UIN Walisongo, researchers will take data from the Semester Learning Design (RPS) used by lecturers. There, researchers will reveal how the micro teaching process took place at UIN Walisongo Semarang during the COVID19 outbreak.

2. Interview

⁶⁵ Ikhsan Nul Hakim, *Metode Penelitian*, (Curup: LP2 STAIN Curup, 2009), hal. 123

In this research, the researcher uses the interview as the data collection technique. The researcher will interview some students of fifth-semester students English Education Department at Universitas Islam Negeri Walisongo Semarang. The interview is a data collection technique that will involve several students to obtain the data desired by the researcher. The questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. According to Sugiyono, the interview is used as a data collection technique if the researcher will carry out a preliminary study to find problems that must be researched, and also if the researcher wants to find out more in-depth things from the informant.⁶⁶ Interviews are used to obtain in-depth information regarding the constraints faced by students in the online micro-teaching process. The skills achieved by pre-service teachers from microteaching subjects, and the experiences of teaching students from microteaching subjects. The type of interview the researcher uses is a semi-structured interview, meaning that the researcher prepares several questions about research questions that can be developed during the interview based on the answers of the

⁶⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta CV: 2013, Hlm 231

participants. When interviewing participants, researchers recorded all interviews to make it easier for researchers to obtain data some questions in the interview have been prepared by the researcher fifteen respondents.

E . Data analysis technique

According to Sugiyono, the Data analysis technique is activities after data from all respondents or other data sources collected.⁶⁷ In general, data analysis is an effort or way to process data into information so that the data can be used and useful to solve problems, especially problems related to my research. Another definition of data analysis is activities that can transform the results of research into information that can be used in drawing conclusions.

The research data were analyzed in several stages

1. Researcher take the information from a document of lecture in micro-teaching class
2. Researchers transcribe recordings obtained from interviews
3. Researchers analyzed qualitative transcription using the concept of Miles and Huberman The steps are as follows:

a. Data reduction

⁶⁷ Sugiyono: Alfabeta CV:2013, Hlm 80

Data reduction is the selection process, focusing and simplification, abstraction and transformation of raw data that emerged from the written records on the field. This data reduction takes place during the research carried out, from the beginning to the end of the study. In the reduction process, researchers are really looking for valid data. The data that got from the field was so many. So, it needs to be reduced. The data reduction function is to summarize, choosing and focusing the main data as a Theme.

b. Data display

Presenting the data is a set of structured information that gives the possibility of drawing conclusions and taking action. This stage is an attempt to reassemble all the data obtained from the field during the activity. The data is taken during the activities of simplified data in data reduction. The presentation of data is done by assembling information organization. The description in narrative form which allows the conclusion of this research can be done by arranging sentences logically, systematically, and making them easy to be read and understood.

c. Conclusion Drawing /Verification

Conclusions are the essence of research findings that take understanding based on previous analysis or conclusions obtained based on deductive and inductive thinking methods. Thus the conclusions from qualitative research can answer research questions and maybe not. Because the research questions are temporary and will be developed after the researcher has collected field notes.⁶⁸

⁶⁸ Hardani, Helmira Andriani, Jumari Ustiaty, etc. (2020, March). "Metode Penelitian Kualitatif & Kuantitatif". Yogyakarta: CV. Pustaka Ilmu Group, p.163-171.

CHAPTER IV

FINDING & DISCUSSION

In this chapter, researchers report the results of research conducted on students who took online micro-teaching classes on the campus of the State Islamic University of Walisongo Semarang during the COVID19 outbreak.

A. Findings

To answer research questions, researchers explain the micro teaching-learning process through e-learning during the COVID19 outbreak in the English Language Education Department of Walisongo State Islamic University and describe the problems faced by the students during the micro teaching-learning process through e-learning during the COVID19 outbreak in English Language Education Department of Walisongo State Islamic University.

From the results of data collection in the form of literature review obtained from the results of document analysis carried out by researchers, there are several stages carried out by lecturers and prospective teachers in accordance with the meetings that have been implemented in the online micro-teaching class.

In this study, in the micro-teaching process at UIN Walisongo, the researcher found that there was a relationship between lecturers and pre-service teachers.

The process of micro-teaching between lecturers and pre-service teachers is an activity of guidance from a lecturer to students or called pre-service teachers. This relationship is carried out to fulfill the micro-teaching course taken by students in the English language education department. This course is compulsory because after taking this course students will be confronted with students in school. This guidance process goes through certain stages that have become standard in the micro-teaching class.

The micro-teaching process at UIN Walisongo aims to; Pre-service English teacher must have been able to identify their learning needs, identify 8 basic skills in teaching and implement them in video-mediated teaching sample (micro-teaching practice), build their planning competence; identify the appropriateness of teaching method to build the implementing competence, identify the appropriateness of assessment to build the assessment and evaluation competence, develop teaching tutorials for online/virtual class, and write a self-reflection on their learning experience.⁶⁹

⁶⁹ 'RPS Microteaching 2020 Micro Teaching IBU TARWIYAH'.

To achieve the objectives that have been applied to the Semester learning design that has been designed by UIN Walisongo's micro-teaching lecturers during the COVID19 outbreak, pre-service teachers must fulfill a list of basic targets in learning or can be called 8 skills in micro-teaching and pre-service teachers are expected to master 8 these skills.

The targets are:

1. planning competence
2. teaching methods
3. implementation competence
4. competency assessment
5. competency evaluation
6. material development
7. preparation of teaching for online classes
8. Reflection on learning to write.

After the documents have been examined, the micro-teaching process at UIN Walisongo Semarang includes several processes that adjust to the 8 target skills that must be mastered by pre-service teachers. In this implementation, the researcher concluded that there were 7 core processes contained in the RPS micro-teaching document.

1) The Learning Process of Micro Teaching Class through E-Learning During COVID19 Outbreak

The micro-teaching process during the COVID19 outbreak at UIN Walisongo includes:

1. The process of making lesson plans

In planning competency, The teaching lecturer directs pre-service teachers to prepare learning designs used in micro-teaching practice. Of course, in accordance with the material that has been determined. In this stage, students are expected to make learning designs properly and correctly. In this process, prospective teachers are required to be able to master the first learning target, namely planning competence.

At this stage, after all the learning designs have been made by prospective teachers. Then all complete lesson plans will be corrected in class, to determine a good and correct lesson plan.

2. The process of training the skills of pre-service teachers in teaching, including learning the application of 8 basic skills in teaching: asking, strengthening, varying, explaining, opening & closing, guiding small group discussions, organizing/managing classes, teaching small groups or individuals.

In this section, the lecturer focuses on teaching techniques or is often referred to as basic skills in teaching so that later pre-service teachers will be regular in class management which is done correctly. In the introduction of basic skills, the lecturer provides a video to pre-service teachers. After the video is watched, pre-service teachers will be directed to identify the video. After finding out where or how much the 8 basic skills match, then pre-service teachers will be discussed together.

3. Process planning the application of the 8 basic skills in teaching.

In this process, pre-service teachers are required to be able to compile a complete lesson plan using scientific instruction, project-based learning, inquiry learning, problem-based learning for various levels of junior high and high school students. After that, the lecturer will check the student lesson plans using the planning competency indicator. This process also involves other pre-service teachers who have checked each other's lesson plans using the same instrument. After all, the lesson plans have been checked properly, then the lesson plans are distributed and discussed to find out the lesson plans with the class.

4. The process of applying the 8 basic skills in teaching

In the micro-teaching class at UIN Walisongo Semarang, during the COVID19 outbreak, pre-service teachers who have designed lesson plans and checked together until they are correct. pre-service teachers make a video that has been designed for 15 minutes demonstrating 8 basic skills based on the lesson plans that have been prepared. Then after the videos are collected, the lecturer checks the rules by identifying 8 basic skills used in the teaching demonstration: which part, how appropriate, why is there / appropriate.

At this stage, pre-service teachers experience a long process. Because here it is demanded to get maximum results. At this stage, the lecturer again gives assignments to students in the form of:

- a. Identify the suitability of the teaching method shown through the student teaching videos
- b. Identify the learning stages based on the implementing competency indicator.

The two targets above are expected to be maximally mastered by pre-service teachers.

5. The process of assessing and evaluating competence

At this stage, after the overall practice is complete, the

lecturer focus on how to assess pre-service teachers towards students. After observing then the lecturer returned to check the planned assessment based on the indicators of Assessing and evaluating competence. This way of assessing students is an important part of teaching because it relates to the value students received.

At this stage, the lecturer will invite discussion again to explore the findings of problems in each individual. All methods of assessment were discussed together with the class. In this assessment process, it is hoped that pre-service teachers be able to check the planned assessment based on the assessing and evaluating competency indicators.

6. The process of writing and compiling the learning module

In the next micro-teaching process, pre-service teachers are directed to learn about how to write and compile learning modules. This task is carried out in pairs. According to Purwanto, modules are learning materials that are systematically designed based on a certain curriculum and are packaged in the smallest learning unit and allow them to be studied independently in a certain time unit.⁷⁰ The process of

⁷⁰ Nurma Izzati and Ismu Fatikhah, 'Pengembangan Modul Pembelajaran Matematika Bermuatan Emotion Quotient Pada Pokok

making this module is important, Purwanto added that the purpose of the module itself is so that participants can master the competencies taught in training or learning activities as well as possible. Its function is as a learning material used in the learning activities of students.⁷¹

In this process, pre-service teachers can write /compile learning modules for one basic competency in secondary schools by meeting the following criteria:

- a) self-learning package - can be used without a teacher
- b) consider individual learning differences.
- c). have specific learning goals
- d) arranged systematically
- e) maximizing the use of communication media,
- f) focus on active user participation.
- g) evaluation of scaffolded learning; conduct peer check based on module criteria and present the findings in-class discussion.

The task of making learning modules in pairs is then discussed in class, then the lecturer checks or guides pre-service teachers, so that the module is written by the basic competencies that exist in the school.

Bahasan Himpunan', *Eduma : Mathematics Education Learning and Teaching*, 4.2 (2015) <<https://doi.org/10.24235/eduma.v4i2.29>>.

⁷¹ Izzati and Fatikhah.

7. the process of making video tutorials for online/virtual classes

The next process is project-based learning, in this process pre-service teachers are expected to be able to make video tutorials for online classes. At this stage, the researcher found that before being directed to make micro-teaching video tutorials, the lecturer prepared a video tutorial to be an example for pre-service teachers.

In this process, each pre-service teacher will produce a teaching practice video which will be collected for the lecturer, then the lecturer can provide an assessment of the teaching practice video that the teacher candidate has collaborated with.

These are 7 things that researchers found in the micro-teaching process at UIN Walisongo Semarang. Researchers feel that the 7 processes above were the most influential in micro-teaching this semester during the COVID19 outbreak. All processes in Micro Teaching at UIN Walisongo Semarang are conducted virtually.

In this study, which used document data, the researcher found the division of tasks for prospective teachers, while these tasks were independent tasks and structured tasks.

INDEPENDENT TASK

1. Complete individual portfolio documents
2. Creating learning modules for secondary schools

STRUCTURED TASKS

1. Make videos of basic teaching skills and upload them to www.youtube.com no later than one week before the final semester examination
2. Making active learning tools for micro-teaching (rpp, lkpd, media, assessment instruments, teaching materials)
3. Practicing active learning according to the active learning plan prepared

2. Students Problems On Micro Teaching-Learning Process Through E-Learning During COVID19 Outbreak

To answer the second research question, researchers have prepared several results from interviews regarding what obstacles students faced during the online micro-teaching process at UIN Walisongo Semarang. Apart from the constraints, there are several factors that affect online micro-teaching. The interview participants were students majoring in English education who are currently receiving the Micro Teaching course. This interview is also carried

out through the WhatsApp application through private chat so that researchers can completely document the answers of the respondent, and also to make it easier for students to answer questions that have been prepared by the researcher directly.

This interview included several questions, and the researcher had prepared six questions, and each question had sub-points. From these interviews, the researchers obtained data to answer research questions. In this interview, question number 1 is intended to find out the names and identities of the students who answered the interview. Question number 2 is intended to find out how deep the students define the meaning of micro-teaching itself. Then, questions 3 and 4 asked about the obstacles the students faced during the online micro-teaching process. And the fifth question, the researcher prepared more detailed questions in order to find out what factors caused problems during the online micro-teaching process at the Department of English language Education at UIN Walisongo Semarang.

Constraints faced by students when the online micro-teaching process, Big Indonesian Dictionary defines the notion of constraints as obstacles with circumstances that limit, hinder or prevent the

achievement of targets. According to Pius Abdillah and Danu Prasetya⁷² in their complete Indonesian dictionary, an obstacle is a hindrance, something that limits the achievement of a target; hurdle, hitch.

From some of these opinions, it can be concluded that an obstacle is a condition that limits, blocks, or prevents the achievement of goals.

From the results of the interview, the researcher found the obstacles faced by students majoring in English education who were taking the online micro-teaching course.

The following are some of the obstacles that have been summarized by the researcher;

a. Difficulty getting Signal

According to Zymon Machajewski, a computer network is a set of computers that are simultaneously connected with the main objective, namely to share resources or share resources. One of the resources that are currently widely used in a computer network is the internet resource.⁷³

⁷² He.

⁷³ Afit Muhammad Lukman - AMIK BSI Purwokerto and Yusuf Bachtiar - AMIK BSI Purwokerto, 'Analisis Sistem Pengelolaan, Pemeliharaan Dan Keamanan Jaringan Internet Pada IT Telkom Purwokerto', *Evolusi : Jurnal Sains Dan Manajemen*, 6.2 (2018), 49–56 <<https://doi.org/10.31294/evolusi.v6i2.4427>>.

The first obstacle during the online micro-teaching process at UIN Walisongo Semarang is the signal. Because of learning from home, many students live in rural areas so that which can cause difficulties in getting a good signal. From the results of the interview, the researcher detected this obstacle in each respondent. And for the signal problem, it is felt to be very influential on the micro teaching-learning process in the English education department of UIN Walisongo Semarang.

learning process from home is also an obstacle for students whose homes are far from urban areas which cause difficulty in reaching signals. not only in rural areas but sometimes in urban areas also experience poor signal interference and it has a huge impact on students who receive the micro-teaching course during the COVID19 outbreak.

b. Lack of internet quota

In the online learning process, the most important thing is the internet quota. The use of internet quotas during the COVID19 outbreak for the teaching and learning process was enormous. The course that students are taking is not only one course, but all

courses taken in this semester must be carried out online or study from home. And that requires a lot of internet quota. In obtaining research data, almost all of the respondents complained about the internet quota, because in the online micro-teaching process, students majoring in English language education use a lot of applications to support the smooth learning process of micro-teaching online.

c. Comments from lecturers were not very clear

It turns out that in the micro-teaching process, there are still many students who are confused about the instructions from the lecturers, so there is often miscommunication that makes online classes less conducive.

d. Constrained in the video recording process

In recording the video, it turned out that the students encountered serious obstacles. Respondents faced two obstacles;

- Noise with the sound of vehicles, because the house is too close to the national road, and it disturbs the process of taking videos of teaching practice. So that the results are not so optimal.

- Constraints in recruiting students for the teaching practice video shooting process.

e. The time that can't be controlled properly

From the results of the interview, the respondent also mentioned that time is still inefficient, with a lot of discussion in the online micro-teaching process, so that often time becomes a problem for students majoring in English education.

From some of the obstacles above, the researcher can conclude that the online micro-teaching process also faces many obstacles, so that it can hinder the online micro-teaching process in the English language education department of the State Islamic University of Walisongo Semarang.

B. Discussion

This study aims to determine how the online micro-teaching process and to find out what obstacles the students face during the online micro-teaching process in UIN Walisongo Semarang. From the theory that explains that the micro-teaching process must go through several stages called the component of the learning system, this component

discusses the complete learning process to fulfill the requirements to carry out the learning process. In the process of micro-teaching, the place used is very special, so that Supiyanto explained micro teaching designed using a small scale to develop teaching skills so that it can increase a teacher's knowledge, skills, and professional attitude.⁷⁴

After harmonizing and researching them, the researcher found 7 micro-teaching processes and 5 student obstacles during the micro-teaching process at UIN Walisongo Semarang. The micro-teaching process at UIN Walisongo runs according to the existing components and stages during the COVID19 outbreak as it is today.

In the findings of researchers, the micro-teaching process during the COVID19 outbreak was more than usual. Based on Halimah's theory, there are only 3 stages of the micro-teaching process⁷⁵;

⁷⁴ Supiyanto, Y. d. (2017). Pengembangan Model Pembelajaran Microteaching Berbasis Experiential Learning Untuk Meningkatkan Keterampilan Mengajar. Prosiding Ekonomi dan Bisnis.

⁷⁵ Halimah, L. (2017 hlm 90). Keterampilan Mengajar Sebagai Inspirasi untuk Menjadi Guru Excellent di Abad ke-21. Bandung: PT Rafika Aditama

Tabel 1

Micro Teaching	Cognitive stage
	Implementation stage
	Reverse stage (assessment and evaluation)

From the research results, the researcher found some compatibility with the theory that the researcher adopted and there were also some that did not match the existing theory.

a. Cognitive stage

From the findings, the micro-teaching stage at UIN Walisongo Semarang begins with the making of a learning design. In this first process, the researcher is in line with Halimah's theory, in which in his presentation he explains that guidance and preparation for the learning design start at the beginning of the meeting in the micro-teaching course. The point is that at the beginning of the semester meeting the lecturer will focus on the cognitive stage. Which here is a stage that focuses on initial guidance from lecturers to prospective teachers.

Of the 7 micro-teaching processes at UIN Walisongo Semarang, 3 processes are included in the cognitive stage.

Tabel 2

Cognitive stage	The process of making lesson plans
	The process of training the skills of pre-service teachers in teaching, including learning the application of 8 basic skills in teaching.
	Process Planning the application of the 8 basic skills in teaching.

The researcher found that there were 3 stages of micro-teaching that were suitable to be included in the cognitive stage, from the process of making learning designs then followed by a process of guidance for training skills in teaching, and continued with the application design process of the 8 basic skills in teaching.

At the cognitive stage popularized by Halimah in this process, pre-service teachers will be given an overview of their teaching. Halimah also emphasized that the appearance of video clips to pre-service teachers it can make it easy for pre-service teachers to understand how the teaching process is correct. This researcher found in one of the micro-teaching processes at UIN Walisongo in the second stage, where pre-service teachers were guided by a lecturer by showing a video

about teaching or more specifically a video about 8 basic skills that a teacher must have and then the video is discussed. and discussed together until the pre-service teacher understands the 8 basic skills and knows the differences of each basic skill.

b. Implementation stages

Based on the Halimah theory, the second activity in the micro-teaching process is the implementation stage. After all, preparations have been carried out by pre-service teachers. This is where pre-service teachers will practice their skills in teaching.

From the theory that the researcher adopted, that the researcher found a match or similarity in the fourth process that was found by the researcher in the micro-teaching process at Walisongo Semarang during the Covid19 pandemic, namely the implementation process.

Table 3

From theory	From the findings
Implementation stages	The process of applying the 8 basic skill in teaching

From the table above, pre-service teachers are expected to be able to carry out teaching practices well in this process, and also from the findings, in this process, pre-service teachers can

identify learning stages based on the implementing competency indicator.

At this stage, it is categorized as a long process. Which is where students are guided intensely to be able to teach as expected. From the results of this process, students are expected to master proper and correct teaching methods.

c. Reverse stage (assessment and evaluation)

In the results of research on the micro-teaching process at UIN Walisongo, researchers also found the same stages in the micro-teaching process. The final stage in Halimah's theory with the findings can be concluded that the third stage or in Halimah's theory is called the inverse stage is an activity where colleagues and supervisors will provide an assessment when implementing microteaching so that they can find out the strengths and weaknesses of prospective teachers during teaching practice. so that the results of the assessment can be used as evaluation material for further practical activities and improve performance as professional teacher candidates.

Table 4

From theory	From the findings
Reverse stage	The process of assessing and evaluating competence

The three stages above, the researcher concludes that this activity is very much in accordance with Halimah's theory, which begins with the cognitive stage then is practiced at the implementation stage and is evaluated or jointly assessed at the reverse stage.

In the micro-teaching process at UIN Walisongo Semarang, the researcher found a process that was not found in the theory that the researcher adopted. In the micro-teaching process at UIN Walisongo, the researcher found that there was a further process of the 5 processes that had been carried out above, namely; **The process of writing and compiling the learning module and the process of making video tutorials for online/virtual classes.**

During the COVID19 outbreak, many activities must be changed from the first direct teaching and learning process to learning from home, this process is no exception on campuses in Indonesia. UIN Walisongo took the first steps so that pre-service teachers were not neglected during the COVID19 outbreak.

The two processes above are important needs of pre-service teachers in the process of implementing online micro-teaching. Pre-service teachers are expected to be more independent and to be more creative with the development of great technology. In these 2 processes, the implementation of

mico teaching at UIN Walisongo during the pandemic was a step further, because UIN Walisongo tried to adjust to one of the campus missions, namely Realizing international standard professional institutional management.⁷⁶

In taking interview data with pre-service teachers, researchers found the obstacles faced by pre-service teachers during the micro-teaching process, while these problems were difficulties in getting a signal, lack of internet quota, comments from lecturers are unclear, constrained by the video recording process and time that is not well controlled. The researcher concluded that the problems faced by students during the pandemic were very influential in the online micro teaching-learning process, this can be seen from the results of the interviews which revealed some of the core problems in the micro-teaching process at the Department of English Education, Walisongo State Islamic University, Semarang.

From the results of research on the second problem formulation, the researcher found several obstacles, after being explained by pre-service teachers about the micro-teaching process during the COVID19 outbreak through online interviews, the researcher concluded that the obstacles faced by

⁷⁶ Manihar Situmorang Penerbit, 'Kimia Lingkungan', *Fax*, Telp.061061 (2022), 6613319–2.

prospective teachers were technical problems. So the researchers have discussed it in brief and easy to understand.

the first problem is the difficulties in getting a signal. As for this constraint, it is caused by the distance of the pre-service teacher's house from cities or places that are easy to get good signals. So that the online micro-teaching process is hampered by bad signals.

Problems like this can make the online micro-teaching process between lecturers and pre-service teachers uncomfortable. When giving directions or guidance, lecturers are forced to repeat them many times so that pre-service teachers understand what they are learning.

The second problem also arises from the internet, the lack of internet quota in the learning process. In the process of micro teaching, many applications are used to support the teaching and learning process during the Covid-19 pandemic. The application is in the form of WhatsApp, Zoom Video Conference, Google meets, Walisongo e-Learning, and YouTube facilitates online Micro teaching classes in an environment similar to that of a traditional classroom living environment. Teachers and students can integrate into an online classroom setting. Zoom and Google meet able to integrate teachers and all students face-to-face in online micro-teaching class meetings. This online class The environment meets the

needs of the micro-teaching classroom requirements for young learners.⁷⁷

As for the next problem in the form of unclear guidance during the micro-teaching process, this problem is not spared from the 2 problems above. The three of them are related to each other, disrupting the online micro-teaching process during the COVID-19 outbreak. Then from the 5 problem findings during the micro-teaching process, almost all of the speakers were constrained by technical learning problems. Here the researcher concludes that all the problems faced by pre-service teachers are not related to the content of the material in the micro-teaching process itself but problems that come from the supporting side in explaining the micro-teaching process during the COVID19 outbreak.

There are many things that pre-service teachers feel when the practice begins since planning is held, whether it is related to the making of lesson plans, how many times they practice using different materials, preparing materials, how to use various methods, strategies, managing classes and not having enough self-confidence use the media when practicing.

⁷⁷ Farzaneh Kalantari & Mahmood Hashemian. (2016). "A Story-Telling Approach to Teaching English to Young EFL Iranian Learners". Canadian Center of Science and Education, English Language Teaching, 9, 221.

However, pre-service teachers have been required in this faculty to become professional teachers, so pre-service teachers must be able to handle the difficulties they face as provisions for real classroom teaching preparation. Even though during the pandemic there were many difficulties faced by students but the difficulties that were felt which became obstacles in the micro-teaching process would be even less with repeated practice and serious training, as well as be special assistance from the lecturers would be a solution. which is good for pre-service teachers.

From the results of data collection through literature study and interviews that the online micro-teaching process in UIN Walisongo has been running well even though it must be constrained by 5 obstacles. Micro-teaching needs to be done by education faculty students. Because preparation for entering the field and dealing directly with students is not easy. M. Ozonur, who said that the micro-teaching process can be carried out through stages the existence of planning, micro-teaching practice, feedback discussion, micro-teaching practice again, and feedback discussion.⁷⁸ By mastering all things in the

⁷⁸ Ozonur. M, K. H. (2019). Evaluation of Pre-service Teacher's Views Related to Micro Teaching Practic. Universal Journal of Education Research, 1226-1233.

micro-teaching process it makes it easier for pre-service teachers in the teaching process.

In the conditions of the COVID19 outbreak, the application of microteaching practices continues to run smoothly, by utilizing technology, namely through e-learning. Based on the online micro-teaching process up to now, microteaching practice efforts with various techniques and methods have been improved. These techniques and methods provide opportunities for pre-service teacher students to improve their teaching skills. In this condition of the COVID-19 outbreak.

From the discussion above, The 7 micro-teaching processes implemented at UIN Walisongo Semarang are running well even though the process is considered during the COVID19 pandemic. in the process, there are also several obstacles. Even though the researcher believes that having complete facilities, namely in the form of adequate learning tools, large internet quota, and easy signals, will be able to support the micro-teaching process to run smoothly.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and gives suggestions related to the research problem.

A. Conclusion

Based on the results of research on the concept of e-learning-based microteaching practice during the COVID-19 outbreak, from the findings of this research theory, the online micro-teaching process was running well.

As for the findings, based on the theory from Halimah, there are 5 micro-teaching processes at UIN Walisongo Semarang under this theory. Two more stages that researchers found at UIN Walisongo are adjusting the learning design during the COVID19 outbreak.

From the research results, there are 7 main processes in micro-teaching at UIN Walisongo Semarang and there are 5 obstacles faced by pre-service teachers during the online micro-teaching process.

The 7 micro-teaching processes are:

- 1) The process of making lesson plans
- 2) The process of training the skills of prospective teachers in teaching, including learning the application of 8 basic skills in teaching: Asking, Strengthening, Varying, Explaining, Opening & Closing, Guiding

Small Group Discussions, Organizing / Managing Classes, Teaching Small Groups or Individuals.

- 3) The planning process the application of 8 basic skills in teaching
- 4) The process of applying the 8 basic skills in teaching
- 5) The process of assessing and evaluating competence
- 6) The process of writing and compiling the learning module
- 7) The process of making video tutorials for online/virtual classes

In this study, the researchers concluded that the micro-teaching process at Uin Walisongo has been running according to the theory of the experts, even supported by additional processes from the campus. The problems that were in the micro-teaching process during the COVID19 outbreak were technical problems related to the online and online learning process carried out using the internet and technology. Constraints that are known to pre-service teachers are during the online lecture process. If the micro-teaching process has returned to normal or is done face-to-face, then the problems or challenges that arise from the results of this research will never exist.

After analyzing the research results, the researcher concluded that online micro-teaching would be maximized if the supporting factors for the learning process were fulfilled, in this study there were 4 factors as a solution in the online micro-teaching process at the State Islamic University of Walisong Semarang, namely; Adequate signal factors, supporting equipment factors in the form of cellphones and laptops, adequate internet quota and informal guidance outside of lecture time, conducted personally.

From the two results of research objects, the micro-teaching process during the COVID19 pandemic at UIN Walisongo Semarang went well. The obstacles faced by students can also be overcome by several things that have been discussed above. The introduction of the online micro-teaching process at UIN Walisongo Semarang is very good, students who carry out their duties as prospective teachers have also prepared teaching materials that are in accordance with the components in the theory of this research.

B. Suggestion

1. For colleges

College is one of the place to prepare professional teachers in the future. Institutions should provide support and skills appropriate for teachers in pre-service programs. They must

be supported by a relevant continuing professional development program. by maximizing existing technology so that pre-service teachers can train more creatively in designing the online micro-teaching process.

2. For the next researchers

To produce more optimal research the researchers suggest that future research should also discuss ways or strategies to solve problems in the online micro teaching-learning process during the COVID19 outbreak. The researcher hopes that the next researcher can do better research. It is suggested that further researchers continue this research by focusing more on more effective strategies for dealing with the challenges previously described.

3. For the governments

Researchers hope that the government will find the best solution for the COVID-19 outbreak. so that the teaching and learning process can run back to normal and there are no more problems that arise during the teaching and learning process, especially in the micro teaching process in all universities in Indonesia.

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APPENDIX 1

File RPS Micro teaching UIN Walisongo Semarang 2020

APPENDIX 2
ONLINE INTERVIEW GUIDELINE FOR
LEARNERS

1. What do you know about micro-teaching?
2. What do you think about micro teaching online?
3. What are the problems faced by students during the online micro-teaching process?
4. What are the factors that can make the online micro teaching-learning process better?
5. What are the weaknesses did you face during online micro-teaching?

APPENDIX 3

ONLINE INTERVIEW TRANSCRIPTION

Respondent 1

Nama : Mhelinda Desryan Farhani

NIM : 1803046100

Kelas : PBI 5C

1. What do you know about micro teaching?

Micro teaching is an educational training method to improve teaching and educational skills.

2. What do you think about micro teaching online?

No, because we can't see the students directly. Although some children apply face-to-face videos with students. However, many use online students. Or it could be called not face to face.

3. What are the problems faced by students during the online micro teaching process?

Lectures are not effective, because sometimes many students are blocked by signals.

4. What are the factors can make the online micro teaching learning process better?

In my opinion, the signal factor and electronic devices are adequate. Because if both are balanced we can attend lectures smoothly.

5. What are the weaknesses did you face during online micro-teaching?

Actually, I am not very good at speaking. So in making videos I am still stiff in speaking and still reading the text

Repondent 2

Nama : Muhammad Nashrullah

NIM : 1803046094

Kelas : PBI 5C

1. What do you know about micro-teaching?

Micro teaching is a subject that education students should have in a college. Micro easily means detail, so basically it talks about the method/manner teacher teaches in the class. Starting from the preparation, then doing in the class, and assessing students.

2. What do you think about micro teaching online?

If I can choose which better between online and offline class, I will choose offline class. Why? Because this subject is a chance for every student to learn how the teacher actually works. It should be practice and practice in real life with the real person and real guidance. If it works in the offline class, the lecturer can directly says which one is correct and wrong, then students can fix it. But in online class, I worried about it.

3. What are the obstacles faced by students during the online micro teaching process?

I actually don't know which one is the best method to teach in the real class, facing real students, which me myself is afraid to act in front of people. I don't know about it.

4. What are the factors can make the online micro teaching learning process better?

Unpreparedness mentally, materially, methods, and abilities.

5. What are the weaknesses did you face during online micro teaching?

My weakness is talking English fluently especially explaining something too much. I'm also still confused which method is actually match with me to teach others.

Respondent 3

Nama : Ar Rozaq Maulana

NIM : 1803046079

Kelas : PBI-5B

1. What do you know about micro teaching?

Micro-teaching according to my opinion is a subject lesson that studies how to practice teaching activities. it's a shorter version of the process that you go through to prepare and teach a lesson.

2. What do you think about micro teaching online?

I'm not sure the online lesson is effective. Because I think it important to get a comment in our assignment. And because online activities just use video, it's can't look like in the classroom.

3. What are the problems faced by students during the online micro teaching process?

. - Quota Internet

- Internet Speed

- Comment from lecture about our teaching practice

4. What are the factors can make the online micro teaching learning process better?

Although the learning activities are done online, we can understand the use of RPP and how to make them work. We have made a video teaching practice so that we understand the general picture of the learning process from a teacher's point of view.

5. What are the weaknesses did you face during online micro teaching?

- Understanding gained through online learning is not perfect. it's hard to understanding.

- My quota and internet speed.

- Quality phones that have an impact to take video learning practice.

- and distraction between home activities and micro-teaching lesson. it's decreased my focus.

Respondent 4

Nama : Sugiyanto
NIM : 1803046055
Kelas : PBI 18B

1. What do you know about micro teaching?

Micro teaching is how we can apply the material we get before to teach student

2. What do you think about micro teaching online?

No, not effective. Because we feel confuse about the practice of the material and the teacher can't fixed the student practice directly

3. What are the problems faced by students during the online micro teaching process?

Media, the teacher can't teach us clearly, the task can't be fix by teacher student by student

4. What are the factors can make the online micro teaching learning process better?

Media and material from teacher, fixed task from teacher

5. What are the weaknesses did you face during online micro teaching?

The teacher can't give example directly, the example of task just one and we cant get other example

Respondent 5

Nama : Putri Ulandari

Nim : 1803046016

Kelas : PBI 5A

1. What do you know about micro teaching?

Micro teaching is a guide for training or the practice of being a good teacher

2. What do you think about micro teaching online?

No, online micro teaching learning is not effective because this is the first time to learn online so there are many obstacles that have caused me to not understand the material presented.

3. What are the problems faced by students during the online micro teaching process?

Constraints experienced during the online micro teaching process were difficulties at the time of making videos due to the noisy atmosphere at home, constraints in recruiting students for teaching practice, and constraints on signal and internet quota.

4. What are the factors can make the online micro teaching learning process better?

Signals, materials, internet quotas

5. What are the weaknesses did you face during online micro teaching?

The weakness is when there is a bad signal when teaching online micro teaching, so it causes a lot of material that I cannot understand.

Respondent 6

Nama : Wafidatul Azizah

NIM : 1803046048

Kelas : PBI 5B

1. What do you know about micro teaching?

Micro teaching is a concept or procedure in the teaching process that is good and correct according to the concepts of 8 basic skills

2. What do you think about micro teaching online?

I am confuse Because we cannot meet face to face directly with students so that it makes the learning process not run conducive

3. What are the problems faced by students during the online micro teaching process?

lectures cannot be effective because of the busyness and signal constraints experienced by students

4. What are the factors can make the online micro teaching learning process better?

If in my opinion the signal factor, because from various regions which in fact have different networks, it makes it difficult for us to follow the online micro teaching process.

5. What are the difficulties did you face during online micro teaching?

Difficulties when making videos and discussions because this online micro lecturer only gives assignments not explaining like when micro offline

Respondent 7

Nama : Salsabila Widya

NIM : 1803046034

Kelas : PBI 5A

1. What do you know about micro teaching?

courses containing detailed teaching training. And the maturation of teaching concepts and methods.

2. What do you think about micro teaching online?

Not effective. The teaching practice should be carried out directly. In order to better understand the material presented. Also gets an overview of the classroom situation which is certainly more accurate than just making teaching videos.

3. What are the problems faced by students during the online micro teaching process?

Which is certain the material cannot be understood 100%. Because they only read the theory, it was explained online and then they were given a task and had a discussion.

4. What are the factors can make the online micro teaching learning process better?

Which is certainly guidance outside of course hours as well as patience and tolerance from lecturers. Because they both have limitations in teaching and studying, the relationship outside the course as lecturers and students is very important for current conditions

5. What are the weaknesses did you face during online micro teaching?

Do not understand 100% the same material. Floating every time you do your job. And there is no detailed view of the atmosphere in the classroom because during the online class the task is to make teaching videos. So just like that. By the way, there are no respondents. And when I tried virtual meetings in teaching it was not effective and maximal because of the signal factor, etc.

APPENDIX 4

DOCUMENTS OF THE RESEARCH



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Number : B-5203/Un.10.3/D.1/PP.00.9/11/2020

Attachments :-

Subject : Permission Research

Designation. The lecturer who teaches PBI's fifth semester of micro-teaching class
In Universitas Islam Negeri Walisongo Semarang.

Dean of the Faculty of teacher training and education of the Islamic State University of
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Thesis title : Micro Teaching-Learning Process Through E-Learning During
Covid 19

To carry out research start from 25th November - 10th Desember 2020 at Universitas
Negeri Walisongo Semarang especially for fifth semester students of the English
Education Department as a condition of completing his studies.

The Supervisors:

1. Dr. Siti Tarwiyah, S.S., M.Hum
2. Dr. Lulut Widyaningrum M.Pd
3. Dr. Nursyafaah M.Pd

Thus the permission request letter, thank you for your attention and cooperation.

Semarang, 25th November 2020



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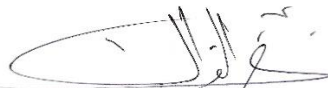
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