STUDENTS' EXPERIENCES WITH SYNCHRONOUS E-LEARNING: MICRO-TEACHING AT THE PRE-SERVICE ENGLISH TEACHERS

A THESIS

Submitted in Partial Fulfillment of the Requirements

for gaining the degree of Bachelor of Education

English Education Department



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Assalamu'alaikum wr. Wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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ABSTRACT

Title : Students' Experiences with synchronous E-

Learning: Micro-Teaching at The Pre-Service

English Teachers

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This research is aimed to explain the implementation of online-based micro-teaching and also to describe students' experiences of synchronous e-learning based of microteaching. This research is classified as a descriptive case study, data was carried out through interview and documentation. The research subjects were ten students of the English Education Department at UIN Walisongo Semarang 2018 who had passed the micro-teaching. The results showed there are implementation of online-based micro-teaching in which one onlinebased micro-teaching is utilizing the technology. The implementation of online-based micro-teaching at The English Education Department was beginning on 8 basic skills. Students' experiences of online-based micro-teaching which one of experiences with online-based microteaching ang lack of internet data. The change from offline microteaching to online micro-teaching is a challenging for pre-service teachers to quickly adapt to technology, internet network, and application of online teaching process.

Keywords: microteaching, Pre-service English teachers, synchronous e-learning.

MOTTO

"Hai orang-orang yang beriman, mintalah pertolongan kepada Allah dengan sabar dan shalat . sesungguhnya Allah beserta orang-orang yang sabar"

(Q.S. Al-Baqarah: 153)

Work hard in silence. Success is your noise

(Frank Ocean)

Every day may not be good, but there is good something in every day. Keep smiling and calm down

(Fitri Rahmawati)

DEDICATION

This thesis is dedicated to:

- 1. My beloved parents, Mr. Sudjud and Alm. Mrs. Siti Muzaroah.
- 2. My lovely sister and brother Mayasari Dian Pratiwi, Wisnu Nugroho, and Taufik Ismail.
- 3. All my nephews.
- 4. All of my teacher who has guided and educated me with big gorgeous and sincerity.
- 5. All my friends especially PBI B 2018

Love and respect are always for them.

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Finally, the researcher realizes that this thesis is far the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis.

Semarang, 12 Desember 2022

The writer

Fitri Rahmawati

1803046072

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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, the reasons for choosing the topic, the objective of the study, research questions, limitations of the study, and the significance of the research.

A. Background of the Study

The microteaching experience was found to be a valued chance for student teachers to practice what they learned in theory and gain experience in the teaching profession by furnishing them with essential know-how and skills for effective teaching. Moreover, the microteaching experience in online learning is that the biggest challenge in initial pre-service teacher education was experienced in practice-based, where microteaching learning is done face to face and then changed to online learning.

Online learning has become an important component of education. It is believed to provide unique advantages in the learning process. Therefore, in many countries, instruction has begun to shift from traditional or face-to-face classroom settings to online learning environments. This shift has been occurring in all fields of education, including English language instruction. Online learning is

¹ Ali and Merc, 'Microteaching Experience in Distance English Language Teacher Training: A Case Study', *The Journal of Educators Online*, 13.1 (2015), 194–217

https://www.thejeo.com/archive/archive/2016_131/fishmunajontuepdf.

student-centered because students can control their own learning pace, and activities can be flexible to better suit a student's preferred learning style. Online learning also creates opportunities for active learning. In addition, with good online learning applications or software, students have opportunities to participate in discussions, express opinions, and share knowledge equally regardless of classroom size and time.²

Online Learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interaction.³

Fully online learning is a form of distance education in which all instruction and assessment are carried out using online, internet-based delivery.⁴ In this brief, both teacher's instruction and resources designed to instruct without the presence of a teacher meet

² Settha Kuama, 'Is Online Learning Suitable for All English Language Students?', *PASAA: Journal of Language Teaching and Learning in Thailand*, 52.December (2016), 54–82 https://eric.ed.gov/?id=EJ1134684>.

³ National Center for Education Statistics. U.S. Department of Education, *The Condition of Education* 2005 (Washington, DC: U.S. Government Printing Office, 2005) https://nces.ed.gov/pubs2005/2005094.pdf>.

⁴ Mark Van and others, 'Editor Managing Editor Advisory Board Introduction to the Special Issue on Blended Learning Part 1: Blended Learning in the Classroom', *Journal of the Research Center for Educational Technology (RCET)*, 5.1 (2009) https://www.rcet.org>.

the definition of fully online learning if they include instructional environments accessed exclusively through the internet.

The change of lecture model from offline to online demands the mastery of technology.⁵ In the 2021/2022 academic year there is a change in learning from offline to online UIN Walisongo Semarang, especially in the field of English Education Department in microteaching courses because of the existence of Covid 19 Pandemic outbreak. The change from the face-to-face learning model to online gives big challenges for education, students, and providers.⁶

Synchronous learning environments provide real-time interaction, which can be collaborative incorporating e-activities⁷, such as an instructor's lecture with a facility for the question-answer session. However, a synchronous session requires simultaneous student-teacher presence. On the other hand, asynchronous environments are not time-bound and students can work on activities at their own pace. A hybrid online environment blends synchronous sessions with an asynchronous set of activities. It can be called hybrid as it combines simultaneity with non-simultaneity as

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⁵ M. Iswantir and Zulfani Sesmiarni, 'The Evaluation of Online Learning in Micro Teaching Course in Tarbiyah and Teacher Training Faculty IAIN Bukittinggi', *Journal of Physics: Conference Series*, 1779.1 (2021) https://doi.org/10.1088/1742-6596/1779/1/012044>.

⁶ Iswantir and Sesmiarni, "The Evaluation...", hlm 1.

⁷ Gilly and Salmon, *The Key to Active Online Learning*, 2nd edn (New York: Routledge, 2013) https://doi.org/https://doi.org/10.4324/9780203074640>.

instructional design for both synchronous and asynchronous teaching may have altogether different patterns.

As technology and internet access became more accessible, online learning has expanded worldwide and is a viable alternative to face-to-face instruction. It has evolved to take a variety of forms, spanning everything from completely asynchronous virtual education with discussion posts to synchronous tutorials with one-to-one mentoring⁸.

There is some empirical evidence supporting how synchronous learning has become a bridging way that assists students in online-based Micro-Teaching. The results of a study that synchronous e-language learning was quite beneficial for learners, but with some limitations which could be scaffolded by synchronous sessions. Based on the findings, both synchronous and asynchronous paradigms create an ideal environment for e-language learning in Pakistan. A synchronous virtual classroom is a place for instructors and students to interact and collaborate in real time. Using webcams and class discussion features, it resembles the traditional classroom, except that all participants access it remotely via the internet⁹.

⁸ Valentina Arkorful and Nelly Abaidoo, 'The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education', *International Journal of Instructional Technology and Distance Learning*, 12.1 (2015), 29–42.

⁹ Ayesha Perveen, 'Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan', *Open Praxis*, 8.1 (2016), 21 https://doi.org/10.5944/openpraxis.8.1.212.

Another study shows that there are three factors of activities: communication, lesson material, and study process. The students agreed that they could communicate at ease before the lesson starts, question and answer during the study process, and work collaboratively through the breakout rooms. Through the whiteboard/shared screen feature in zoom conference, students described that they were able to give feedback to each other. Moreover, they mostly agreed that materials for the lesson could be accessed and understood in e-learning.¹⁰

Another study shows that 82.68% of survey respondents agreed that online microteaching improved their professional teaching. Most respondents interviewed admitted that they were more confident in their teaching after their involvement in the online microteaching program. It was generally admitted that online microteaching had strengthened their ability to develop more extensive critical thinking and reflective actions while practicing quality teaching.¹¹

The studies have shown how synchronous learning supports the academic achievement of all students, including students with

¹⁰ Dewi Rahayu, 'Synchronous Zoom Web Conference System: An Exploratory Study on Students' E-Learning Experience', *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 5.1 (2020), 68–79 https://doi.org/10.22236/JER>.

Approach to Teacher Professional Development', *Journal of Interactive Online Learning*, 15.1 (2017), 42–56 https://www.ncolr.org/issues/jiol/v15/n1/3.html>.

distinct education needs, by providing tutors with interactive and engaging learning. It helps teachers provide direct feedback on microteaching courses to students and allow students to interact with one another.

Online learning, focuses on the implementation of microteaching which is carried out online. Micro-teaching is which teacher training technique that helps prospective teachers to master teaching skills. This requires trainee teachers to teach a single concept content, using specified teaching skills, to be very small student members for a short time. In this way, prospective teachers practice their teaching skills in definable terms, a form that can be observed, measured, and controlled by repeated cycles until he attains inner mastery use of skills. Specific skills were defined for student-teachers in term of teaching behavior wants to achieve.

In a journal published by Singapore Management University, namely Steven C. H, Doyen Sahoo, Jing Lu, and Peilin Zhaoy are more focused on finding online learning to maximize the accuracy/correctness for of sequence predictions/decisions made by the online learner given the knowledge of correct answers to previous prediction/learning tasks and possibly additional information. This is in contrast to traditional batch or offline machine learning methods that are often designed to learn a model from the entire training data set at once. Online learning has become a promising technique for learning from continuous streams of data

in many real-world applications. This survey aims to provide a comprehensive survey of the online machine learning literature through a systematic review of basic ideas and key principles and a proper categorization of different algorithms and techniques. Generally speaking, according to the types of learning tasks and the forms of feedback information, the existing online learning works can be classified into three major categories; (i) online supervised learning where full feedback information is always available. (ii) online learning with limited feedback, and (iii) online unsupervised learning where no feedback is available. The learning Due space limitations survey will be mainly focused on the first category, but also briefly cover some basics of the other two categories. Finally, we also discuss some open issues and attempt to shed light on potential future research directions in this field.

Based on the research of Steven C. H, Doyen Sahoo, Jing lu, and Peilin Zhao tell this research discusses online learning. However, the research has not yet discussed microteaching experiences conducted online. Therefore, the research was conducted to determine students' experiences in implementing online microteaching. It is hoped if one day the implementation of microteaching is carried out online again, pre-service teachers and teachers will be even more prepared to deal with this situation both in platforms or learning media and learning methods that are better

and more prepared. So pre-service teachers carrying out online microteaching is even more optimal.

This study is a qualitative approach following an analysis of reflection. According to Dewey's study, reflection is a process that involves playing back a period related to previous valued experiences in search of significant discoveries or insight about oneself, one's behaviors, one's values, or knowledge gained. Specific criteria for performance are usually not involved. An important goal in reflection is bringing focus to the indeterminate situation. This study is termed an experience because the current microteaching learning nowadays has already been started in offline learning. Even though it has been offline, online learning especially online-based microteaching is defined as innovative learning with current technology. The main goal is to provide a learning experience that supports the learning process for students.

Every pre-service teacher has online-based microteaching course experiences. Findings revealed that students who practice teaching in online-based microteaching courses experience an impact on them. On this occasion, the researcher wants to know about the online-based micro-teaching course experiences in the English Education Department, UIN Walisongo Semarang. This study aims to describe the experiences of online-based micro-

¹² Desjarlis Melisa and Smith A Comparative Analysis of Reflection and Self-Assessment', *June 2001*

teaching courses through e-learning in the English education department. Data collection was conducted through interviews. The researcher used data collection techniques, interviews, and documentation to analyze the data obtained The research subjects are students majoring in English who had passed a micro-teaching.

B. Research Question

- 1. How is the implementation of online-based microteaching at the pre-service English teachers?
- 2. What are the students' experiences of synchronous e-learning based of microteaching

C. Research Objective

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 implementation of online-based micro-teaching by the pre-service English teachers
- 2. To describe the students' experiences of synchronous elearning based of microteaching.

D. Pedagogical Significance

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

1. Theoretical benefit

The researcher wishes that the result of this study will give additional knowledge about the microteaching learning process to the readers. Also to know about the factors that made students difficulty in the online-based micro-teaching.

2. Practical benefit

a. For the students

The finding of this study can provide students the information about online-based micro-teaching.

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 researcher

The findings of this study can help other researchers to get a lot of information about problems of difficulties in the online-based online micro-teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides information on several previous types of research that were conducted in the same fields related to this research topic and theoretical review related to the research problem.

A. Previous Researches

Steven C.H.Hoi, Doyen Sahoo, Jing Lu, Peilin Zhao (2021). The title of the journal is Online Learning: A Comprehensive Survey. Online learning has become a promising technique for learning from continuous streams of data in many real-world applications. This survey aims to provide a comprehensive survey of the online machine learning literature through a systematic review of basic ideas and key principles and a proper categorization of different algorithms and techniques. The goal of online learning is to maximize the accuracy/correctness of the sequence of predictions/decisions made by the online learner given the knowledge of correct answers to previous prediction/learning tasks and possibly additional information. The similarities contained in this study are online learning but the difference lies in the object of learning. In this study online tends to maximize the

¹³ Steven and others, 'Online Learning: A Comprehensive Survey', *Neurocomputing*, 459.2 (2021), 249–89 https://doi.org/https://doi.org/10.1016/j.neucom.2021.04.112.

accuracy of online learning. While in this research thesis, tends to be about how students experience online learning.

Hilyati Milla1, Erwani Yusuf, Suharmi, Zufiyardi, Riyanto Efendi, Aulia Annisa (2021). The title of the journal is Analysis of the Implementation of Online Learning During Covid-19.¹⁴ This research aims to analyze the implementation of online learning during the Covid-19 pandemic. This research methodology is descriptive research with a qualitative approach. Respondents in this research were 34 respondents who were taken by the total sampling technique. The data analysis technique used the research model of Miles and Huberman. The research results are as follows: 1) The implementation of online learning has been going quite well, 2) Students and educators already have the basic facilities needed, 3) Online learning has flexibility in its implementation starting from learning planning, implementing learning, and learning evaluation, 4) Students are required to be more independent and motivated in learning activities, 5) There are advantages and disadvantages to online learning. The similarities contained in this study are the same as the implementation of online learning while the difference is in the analysis carried out. This study, focuses on analyzing the implementation of online

¹⁴ Hilyati Milla and others, 'Analysis of the Implementation of Online Learning During Covid-19', International Journal of Multicultural and Multireligious Understanding, 8.4 (2021), 538 https://doi.org/10.18415/ijmmu.v8i4.2577>.

learning, while this thesis focuses on students' experience of online-based microteaching courses.

Dwi Rahayu, Pamulang University, Indonesia (2020). The title of the journal is Synchronous Zoom Web Conference System: An Exploratory Study on Students' E-Learning Experience. 15 This study explores students' experiences and what they perceive from the implementation of synchronous e-learning through the zoom conference system. Using the exploratory sequential design, the data were collected from 62 students taking an English subject at a university in Indonesia. Findings from observations show that there are three factors of activities: communication, lesson material, and study process. Findings from the questionnaire indicate positive answers from all three factors. The students agreed that they could communicate at ease before the lesson starts, question and answer during the study process, and work collaboratively through the breakout rooms. Through the whiteboard /shared screen feature in zoom conference, students described that they were able to give feedback to each other. The equations contained in this study are the same as the experiences of students carrying out learning through synchronous learning, while the difference is in the learning object and the platform system used. In this research, only English learning uses the Zoom conference system platform, while this thesis focuses on the

¹⁵ Rahayu. "Synchronous Zoom...".

subject of microteaching using the e-learning platform, Zoom, G-Meet, WhatsApp, and YouTube.

Udan Kusmawan, Universitas Terbuka Indonesia (2017). The title of the journal is Online Microteaching: A Multifaceted Approach to Teacher Professional Development.¹⁶ It was aimed that microteaching may be practiced through online media. A questionnaire was administered in the Smart Teacher Portal intending to seek teachers' opinions on the performance of microteaching. The result of the research indicated that online microteaching enabled them to recognize various teaching approaches and strategies with concerning about the various social and cultural-related backgrounds presented, and they were willing to share their experiences with colleagues of the benefits of their participation in online microteaching. The similarities contained in this study are the same as discussing online microteaching while the difference is that this research tends to approach and teaching strategies in online microteaching while this thesis tends to students experience online-based microteaching courses.

Melissa E. Huson, PhD, Karen. S. Voytecki, PhD, Tosha L. Owens, PhD. And Guili Zhang, Phd (2019). The title of the journal is Preservice Teacher Experiences Implementing Classroom Management Practices Through Mixed-Reality Simulations.¹⁷ This

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¹⁶ Kusmawan. "Online Microteaching:....".

Ali and Merc, 'Microteaching Experience in Distance English Language Teacher Training: A Case Study', The Journal of Educators

research aims The effects of mixed-reality teaching experiences on participants' perceptions of their classroom management ability are evaluated using a mixed-methods design. Mursion, a technology that enables virtual simulations, is used. Participants include 29 undergraduates pursuing a degree in special education for learners with mild or moderate/severe disabilities enrolled in a universitylevel course focused on developing skills in managing the learning environment. Participants teach three different scenarios in the Mursion lab over the semester and complete a 21-statement survey using a 5-point Likert-type scale (i.e., strongly agree–strongly disagree) and reflect about their experience into a video camera. Results indicate that some participant perceptions changed over time because of the Mursion experiences and that the academic program being pursued made no difference in the participants' Mursion experience. Implications for practice with a focus on rural education and limitations of the study are also discussed. The similarities contained in this study are the same as discussing the pre service teacher experiences, while the difference is that this The effects of mixed-reality teaching experiences on participants' perceptions of their classroom management ability are evaluated using a mixed-methods design, while the research thesis discussed pre service teacher in microteaching online.

Online, 13.1 (2015), 194–217 https://www.thejeo.com/archive/archive/2016_131/fishmunajontuepdf>.

Eleni Zalavra and Katerine Makri (2022). The title of the iournal Relocating Online a Technology-Enhanced Microteaching practice in Teacher Education: Challenges and Implications. 18 This research focusing on teacher education, it is worth considering for educational the practices adopted to inform the development of future curricula that cultivate teaching competencies for e-learning. This paper examines microteaching, a well-establised practice realized in teacher education as a learningto-teach experiences. As was the case with other teacher education practices, the forced online transition heavily compromised the vividness of microteaching -a technique inherently connected to face-to-face interaction. On the other hand, this online relocation can be an opportunity to capitalise on online microteaching as a fulfilling e-learning experience in teacher education. In conclusion, this research argue that these insights reveal an unexplored potential for technology-enhanced microteaching in an online context. This research discuss how the implications of shifting microteaching practise online may model future microteaching implementations in teacher education post pandemic. This research support that online microteaching, apart from providing an alternative method when circumstances impose it, should be

¹⁸ Eleni Zalavra and Katerine Makri. Relocating Online a Technology-Enhanced Microteaching practice in Teacher Education: Challenges and Implications. Electronic Journal of e-Learning, 2022 academic-publishing.org integrated within the typical teacher education curriculum to cultivate teaching competencies for e-learning. The similarities in this study are the same as discussing online microteaching. The difference is that this study tends to discuss how the implications of shifting online microteaching practices can model the future implementation of microteaching in post-pandemic teacher education, whereas in the research thesis, the researcher emphasizes student experience in online-based microteaching.

B. Literature Review

1. Online Teaching and Learning Process

A. Online Teaching Process

Liviu Constantian Stan defines online teaching means to conduct a course partially or entirely through the internet, thus the internet is the primary way of communication.¹⁹ Online teaching offers exciting opportunities to expand the learning environment for diverse student populations.²⁰

Online applications are developed and designed to facilitate easy learning and better understanding. Using

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¹⁹ Liviu Constantin Stan, 'Online Teaching Technique in Maritime Learning Process', *Procedia - Social and Behavioral Sciences*, 116 (2014), 4517–20 https://doi.org/10.1016/j.sbspro.2014.01.977.

Matthew and others, 'Online Teaching and Learning', International Journal of Advanced Research in Computer Science and Software Engineering, 8.2 (2018), 73 https://doi.org/10.23956/ijarcsse.v8i2.549.

online teaching techniques, the student or trainee can access more courses at the same time, have the option to take all the information at one time, and cover the curricula in a shorter period than will be done during regular classes.²¹

According to Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa for online teaching to be successful, it is recommended that the instructor should follow the following seven principles 5: 1) Encourage student participation, 2) Encourage student cooperation, 3) Encourage active learning, 4) Give prompt feedback, 5) Emphasize time on task, 6) Communicate high expectations, 7) Respect diverse talents and ways of learning. To these principles one may add seven more, 8) Address individual differences, Motivate the student, Avoid information overload, Create a real-life context, Encourage social interaction, Provide hands-on activities, and Encourage student reflection.²²

Furthermore, Joshua Stern defines online learning as education that takes place over the Internet. It is often referred to as "elearning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across

²¹ Stan. "Online Teaching Teachnique...".

²² Matthew and others. "Online Teaching and Learning....".

distance and not in a traditional classroom. In addition, Mattew said Online learning has been referred to as a form of distance education and as web-based learning, learning, and digital learning. It is offered over the Internet and uses web-based materials and activities.²³

According to Joshua, Online learning is catalyzing a pedagogical shift in how we teach and learn. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructors co-create the learning process. The Instructor's role is changed from the "sage on the stage" to "the guide on the side".

In summary, online teaching, and learning in onlinebased distance learning and teaching are conducted via the internet. The conclusion, online teaching, and learning will make us literate with existing technology.

B. Online Learning Process

Learning processes can be represented as a sequence of conceptions developed by students during instruction. These conceptions do not exclude each other; a student can have more than one conception in parallel at the same time learning to be the development or change of

²³ Matthew and others. "Online Teaching and Learning...".

conceptions as well as the modification of the status and strength of co-existing conceptions. Learning is described as the interaction between the cognitive system of the student (the student's ideas and conceptions) and the contents of the learning environment. She uses both "idea" and "conception" to describe learning. An idea is a description with which a single statement of the student is described in the researcher's own words. A conception can explain two or more of one student's statements.²⁴

A part of the learning processes that occur in organizations are not completely self-planned but directed by organizational needs or another kind of forces external to the individual. Further, the outcomes of the processes influence the capabilities and behavior of the organization. Learning processes have thus an interest in activities inside organizations and this is why there is also an interest – from an Information Systems perspective – "process learning processes". Current learning technology is near to being able to automatically start some learning process that could be interesting for the objectives of a social group or organization.²⁵

²⁴ Roser Pintó and Digna Couso, *Contributions from Science Education Research*, 5th edn (Springer, 2007). hal. 161

²⁵ Militiadis Lytras, Miguel Angel Sicilia, and Ambjörn Naeve, 'Learning Processes and Processing Learning: From Organizational Needs to

2. Synchronous and Asynchronous Online Teaching

A. Synchronous Online Teaching

Synchronous e-learning, on the other hand, refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity of teacher-student and studentstudent interaction. Apart from chat, video-conferencing facilitates face-to-face communication. Web conferences through surveys, polls and question-answer sessions can turn out to be more ineractive than video conferencing. Some of the challengs of synchronous education can be the need for the availability of students at a given time and the necessary availability of a good bandwidth internet. Participants can feel frustrated and thwarted due to technical problems. In addition, a carefully devised instructional design is required as pedagogy is more important thant technologically facilitated media. For example, Murphy et al. (2011) consider synchronous mode more teacher-oriented. Special activities need to be broaden created to the scope of synchronous

Learning Designs', *Journal of Knowledge Management*, 12.6 (2008), 5–14 https://doi.org/10.1108/13673270810913586>.

communication from a lecture or teacher-student discussion only.²⁶

Synchronous tools that are common include Voice Over Internet Protocol (VOIP) to conduct two-way audio conversations; electronic chat rooms and instant messaging for text-based communications, polling and feedback tools for instructors and students, presentation areas for PowerPoint, group break-out rooms, and application sharing. Although challenges exist in using synchronous software in an online course, these tools hold the potential to enhance the distance learning experience with increased interaction, immediacy, social presence, group work, and collaboration.²⁷ In that study, it can be seen that using synchronous software can be a daunting task for even an experienced distance educator. However, learners throughout the world stand to benefit from the use of such tools. Instructors are trained to use synchronous software and the ways the instructors used the system are not limited by the study, rather each

²⁶ Ayesha Perveen, 'Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan', *Open Praxis*, 8.1 (2016), 21 https://doi.org/10.5944/openpraxis.8.1.212.

²⁷ Ann E Barron and others, 'Synchronous E-Learning: Analyzing Teaching Strategies', *Proceedings of Society for Information Technology & Teacher Education International Conference*, 1.January 2005 (2005), 3060–67.

instructor used the system in a way that supported his or her teaching style as well as the learning styles of their students.

B. Asynchronous Online Teaching

The asynchronous mode of teaching has been the most prevalent form of online teaching so far because of its flexible modus operandi. Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations. This material is accessible anytime anywhere via the Learning Management System (LMS) or other channels of the sort. LMS is a set of tools that houses course content and provides a framework for communication between students and teachers like a classroom. Other terms sometimes used instead of LMS are Course Management System (CMS) and Virtual Learning implies basic management of course content, while LMS indicates the system that supports the learning process. The term VLE also implies the support of the learning process, but it is more frequently used to describe systems that support a blended learning environment.²⁸

²⁸ Perveen. "Synchronous and Asynchronous...".

Asynchronous e-learning is the most adopted method for online education because learners are not time bound and can respond at their leisure. The opportunity of delayed response allows them to use their higher order learning skilss as they can keep thinking about a problem for an extended time period and may develop divergent thinking. The spontaneity of expression is replaced by a constructed response. Therefore, asynchronous space leads to a self-pace, independent, student-centered learning. Asynchronous e-learning can be challenging as only a carefully devised set of strategies can keep students engaged and interested in this sort of learning facilitate confidence. environment to motivation. participation, problem solving, analutical and higher order thinking skills. Moreover, it is a self-paced system in which the students have to be self-disciplined to keep themselves active as well interactive to keep track of etivies. Whereas discussion on forums and blogs can keep them active, going off topics can also distract them. Delayed feedback can be another frustrating factor. Moreover, there are insufficient opportunities for socializing and students have to look for ways of networking themselves.29

²⁹ Perveen. "Synchronous and Asynchronous....".

3. Student's Experience in Online Teaching and Learning Process

Students' experiences in Online Teaching and learning process based on research from Allen and Seaman reported that 66% of professors surveyed believed that online learning outcomes were inferior or somewhat inferior to outcomes of comparable face-to-face courses. While the same study found that almost half of those who had taught online felt that learning outcomes were equivalent to face-to-face, 39% of faculty with experience teaching online agreed that online learning outcomes were inferior. Findings from the questionnaire to know students' experiences in online teaching and learning students commented that they like online learning, this is because they do not have to request a 'duty-off' from my workplace for attending class. It is very difficult to apply for study day as their wards are short of manpower. Sometimes they were boring to study. It seems that they talking to the computer, this feeling is particularly strong when they struggle with difficult tasks. They feel lonely and not sure if they were on the right track. Students' overall satisfaction with online learning was found to be slightly positive in this study. Similar to findings in other

studies, the most frequently reported satisfying aspect of online learning was its flexibility in learning, where students were able to study at their own pace and at a time convenient to them.³⁰

From the 198 respondents, 878 narrative comments were received. Among these, 413 commented on the benefits of online learning (47%) and 292 commented on learning hindrances with online learning (33.3%) around 160 addressed suggestions comments (19%)for future improvement. The most frequently identified benefit of online learning was its flexibility in the learning process, i.e. allowing students to study according to their own pace and time (145 comments, 40%). Online learning is time-saving (145 comments, 35%), in particular, saving the traveling time to attend classes as well as the waiting time between classes as a result of a scattered timetable. About 30% of the respondents commented that online learning reduced competing demands from work and study.³¹

From the discussion above, online learning can be an experience for nurses who are shift workers. But the technology does not improve the learning process. To be

³⁰ Janet W dkk, Experiences of online learning: students' perspective, intl.elsevierhealth.com/journals/nedt 2004, https://doi.org/10.1016/j.nedt.2004.11.004

³¹ Janet W dkk, "Experiences of Online...".

successful, one must focus on teaching and learning. Initial preparation and continuous feedback provide a learning environment facility during the learning process all need to be considered. Implementing online learning is a challenge to increase human interaction and provide facilities to support, and develop academic dialogue and socialization.

4. Online Based Micro Teaching

A. Microteaching for Pre-Service Teacher

According to Otsupius, I. Anthonia microteaching is an excellent way to build up skills and confidence, experience a range of lecturing/tutoring styles, and learn and practice giving constructive feedback. Microteaching allows instructors to safely put themselves "under the microscope" of a small group audience, but also to observe and comment on other people's performances.³² In the journal of Mergler, Amanda & Tangenand, Donna Microteaching is one activity where pre-service teachers can engage in both vicarious and mastery learning experiences. Microteaching involves planning and delivering a small lesson to peers in class. Essential elements of the microteaching process are the skills of

³² IA. Otsupius, 'Micro-Teaching: A Technique for Effective

Teaching', *African Research Review*, 8.4 (2014), 183 https://doi.org/10.4314/afrrev.v8i4.15.

being able to implement theory into practice through a lesson, giving and receiving feedback, and engaging in self-reflection.³³ According to Kilic (2010), Microteaching is a teacher education approach in which a student teacher teaches his peers "a minimal part" of a topic while teaching abilities are assessed under "tight supervision," allowing for a smooth transition from theory to practice. Pre-service EFL teachers are expected to be professional teachers in their time. Through a range of activities, i.e. planning, implementing, assessing, and evaluating an English lesson in Micro Teaching class, they are expected to be familiar with and skillful at their duties as teachers which ends up with being professional in their field. To reach the objective, the class needs to maximize the preservice EFL teachers' active participation in class to engage in the planning, implementing, assessing, and evaluating activities through reflective practices and peer learning.34

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http://jurnal.unissula.ac.id/index.php/edulite

DOI: http://dx.doi.org/10.30659/e.6.2.270-286

³³ Amanda G. Mergler and D. Tangen, 'Using Microteaching to Enhance Teacher Efficacy in Pre-Service Teachers', *Teaching Education*, 21.2 (2010), 199–210 https://doi.org/10.1080/10476210902998466.

³⁴ Siti Tarwiyah, Nuna Mustika Dewi, Fatah Syukur. Portfolio assessment in the frame of multi-layered peer coaching: An alternative portfolio for pre-service teachers.

Microteaching is a teacher training teachnique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This Stanford teachnique involved the steps of "plan, teach, observe, re-plan, reteach, and re-observe" and has evolved as the core component in 91% of on-campus clinical teaching development programs, with the significant reducation in the teaching complexties with respect to number of students in a class, scope of content, and timeframe, etc. most of the pre-service teacher education programs widely use microteaching and it is a proven method to attain goes improvement in the instructional experiences. Effective student teaching should be the prime quality of the teacher. As an innovative method os equipping teacher to be effective, skills and practices of microteaching have been implemented.³⁵

B. Online-Based Microteaching for Pre-Service Teacher

Online microteaching necessitates intensive interactions by user (teacher) who aims to improve his/her quality of teaching. Experts are responsible for advising on the practice and colleagues (group discussion

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³⁵ Ambili Remesh. *Microteaching, an efficient teachnique for learning effective teaching.* 2013

participants) who are involved in discussion forums, share ideas and reflective comments on the teaching practices. While reflective thinking and actions in a face-to-face setting occur directly between instructors, lecturers, and teachers, the lecturers function is providing remarks on what is appropriate or inappropriate regarding the teachers' microteaching activities. This accordingly results in suggestions as to what should be done to improve the teachers' strategies and techniques in their teaching. Similar activities occur in video-supported microteaching teachniques following the prolonged analyses of the teachers' microteaching. On the other hand, through online microteaching practices, critical thinking and reflective actions occur among teachers themselves who are observing the practices. By reading the expert and teacher judgemnets presented, the teacher can recognize what is appropriate or inappropriate regarding the teaching practices. The recognition is accompanied by responses or comments from colleagues participating in the discussion forum.³⁶

Online microteaching program is designed of four elements, namely video recording, expert judgment, teacher judgment, and discussion forums, video

³⁶ Kusmawan."Online microteaching..."

recordings are comprised of teaching and learning processes that employ the best-selected methods or strategies. Expert judgment is provided by a lecturer or consultant who is mainly responsible for exposing the strengths and weaknesses of the teaching process delivered in the video. Teacher judgment is provided by colleagues of the teacher who are requested to provide comments on the strengths and weaknesses of the teaching process delivered by the video. Finally, the discussion forum involves the rest of the colleagues or associates of the teacher who also give comments on the teaching practices of the user. The forum may also contain comments from anyone who registers, reads the practices, and comments on the expert and teacher judgments. As this media is open to the public, the more interesting the topics are, the more teachers would be involved, and hence the more comments will be given on the forum, resulting in more positive discussions. As a result, everyone participating in the online microteaching may have access to practice their critical thinking and reflective actions throughout their engagement in the online microteaching portal.³⁷

³⁷ Kusmawan."Online microteaching..."

C. Learning Experiences for Pre-Service Teachers in Online Based-Microteaching

Microteaching for preservice teachers provides a better understanding of how students learn and teachers teach, obtains certain learning outcomes that benefit other teachers in implementing learning, enhances systematic learning with collaborative inquiry, and builds pedagogical knowledge. Microteaching for the pre-service teacher is an alternative for the student teachers to practice their teaching to their peers or real students, and also to improve their teaching experiences and to be more meaningful through improving teaching techniques.³⁸

The researcher focuses on the experiences of students. Through experience, students can learn and find out if what they are doing is really what they want to do. Likewise, with the learning process, students who have good experience in the learning process feel a positive effect on them. The end of an experience is a good time to reflect on learning. With experience, students acquire new

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³⁸ Fitri Budi Suryani, 'Microteaching Lesson Study: The Efl Student Teachers' Perception', *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 4.1 (2016), 311–19.

skills, learn more about teaching, explore further strengths and interests, and test their self-motivation.³⁹

Microteaching is a cycle of events that consists of the performance of micro-skills recorded on videotape and played back for evaluation and improved practice. Video recording and play-back of skills have benefits in teaching. Student reflections on their teaching practices have been enhanced by video recording play-backs. The decision to use microteaching in teacher education should be a calculated one. The selection of microteaching as part of teacher education should be in line with the learning objectives of teacher education. 40 This study shows the experiences of students who participated in microteaching program and concludes that, despite the lack of defined pedagogical objectives, some positive learning were recorded. The argument is further developed that for microteaching to become an effective intervention in teacher education, it should be resolutely student-centered and self-reflexive.

³⁹ Michael Lessard-Clouston, 'Language Learning Strategies: An Overview for L2 Teachers', *The Internet TESL Journal*, 3.12 (1997), 1–16 http://iteslj.org/Articles/Lessard-Clouston-Strategy.html.

⁴⁰ MN Davids, 'Student Experiences of Microteaching: Promoting Reproductive or Innovative Learning', *South African Journal of Higher Education*, 30.1 (2016), 1–16 https://doi.org/10.20853/30-1-549>.

As mentioned above, usually, microteaching is introduced to achieve a higher quality of teaching and learning. Various settings and media are used to strengthen the power of microteaching. Micro-teaching should be done face-to-face because it is to train students' teaching skills in the classroom. Meanwhile, this microteaching is carried out online using platforms such as e-learning, zoom meeting, google meet, WhatsApp, and YouTube. Pre-service teachers get new experiences where they have to develop learning in microteaching online through platforms and online teaching practices in microteaching. As well as utilize platforms such as WhatsApp, YouTube, Zoom Meeting, etc.

5. Teaching and Learning Process based on Permendiknas

Government Regulation number 19 of 2005 concerning National Education standards, one of the standards that must be developed is process standards. Process standards are related to national education standards with the implementation of learning in educational units to achieve the competence of graduates. The process standard contains the minimum criteria for the learning process at primary and secondary education units in all jurisdictions of the Unitary State Republic of Indonesia. This process standard applies to

basic education and medium in formal channels, both in the package system and in the credit system semester.

Based on the Regulation of The Minister of Education (Permendiknas) Number 41 (2007) standards process for primary and secondary education units includes planning of the learning process, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process. The researcher use permendiknas for the guideline of the interview. Implementation of learning is the implementation of the lesson plans. Implementation learning includes preliminary activities, core activities and closing activities. The following is the implementation of learning based on Permendiknas:

1. Preliminary activities

In the premilinary activity, the teacher:

- a. Prepare students psychologically and physically to follow the process learning
- Ask knowledge-related questions beforehand with the material to be studied
- c. Explain the learning objectives or basic competencies to be archieved
- d. Convey the scope of material and an explanation of the description of activities accordingly

2. Core activities

Implementation of core activities is a learning process for achive KD which is done in an interactive, inspiring, fun, challenging, and motivating students to participate actively, as well provide sufficient space for initiative, creativity, and independence according to the talents, interests and physical and pychological development of the participants educate. The core activity uses a method that is adapted to characteristics of students and subjects, which may include processes exploration, elaboration, and confirmation.

a. Exploration

In exploratory activities, the teacher:

- Involveve students looking for extensive and in-depth information about the topic/theme of the material to be studied by applying natural principles
- 2. Facilitating
- 3. Involve students actively in each activity learning

b. Elaboration

- 1. Facilitating students through giving assignments, discussion, etc
- 2. Give an opportunity to think, analyze, and solve problem
- 3. Facilitate students in cooperative learning and collaborative

c. Confirmation

- 1. In the confirmation activity, the teacher:
- provide positive feedback and reinforcement in oral form, writing, gestures, and prizes for the success of students.
- provide confirmation of the participants' exploration and elaboration results
- 4. educated through various sources, facilitate students to reflect to obtain
- 5. learning experiences that have been carried out, facilitate students to gain experience meaningful in achieving basic competence:
 - a) serves as a resource person and facilitator in answering questions students

who face difficulties, listen use standard and correct language;

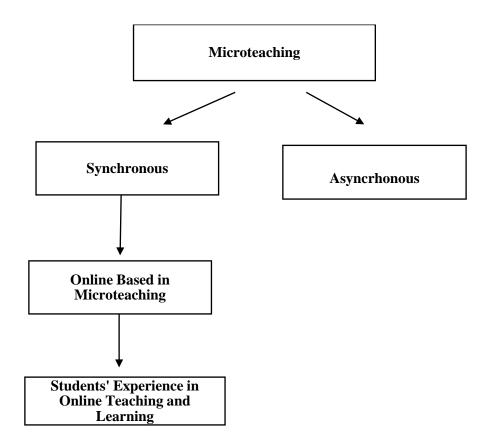
- b) help solve problems;
- c) provide a reference so that students can check the results exploration;
- d) provide information to explore further;
- e) provide motivation to students who are lacking or not Active participation.

3. Closing activities

In closing activities, the teacher:

- Together with students or self-made summary/conclusion of the lesson
- b. Evaluate and/or reflect on past activities carried out consistently and programmed
- c. Provide feedback on the process and learning outcomes
- d. Planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or providing good assignment individual and group assignments according to student learning outcomes
- e. Delivering the lesson plan at the next meeting.

C. Conceptual Framework



CHAPTER III RESEARCH METHOD

This chapter discusses research methods comparising research design, source of data/participants and setting, data collection technique, instrument, and data analysis technique.

A. Research Design

The study use qualitative method using descriptive case study. Descriptive case studies are generally used to provide the researchers with a rich description of the phenomenon being studied⁴¹. This study is a qualitative approach following an analysis of reflection. Reflection is a process that involves playing back a period related to previous valued experiences in search of significant discoveries or insights about oneself, one's behaviors, one's values, or knowledge gained. Specific criteria for performance are usually not involved. An important goal in reflection is bringing focus to an indeterminate situation (Dewey, 1938) by gaining clarity and by fully experiencing what has happened.

 $^{^{41}}$ Yin, R. Case study research: Design and methods (3rd, vol. 5). Thousand Oaks: SAGE, 2003

It is important to gain closure during reflection and not ruminate repeatedly about the experience.⁴²

The researcher conducted a descriptive case study because this research followed the method and as a guide when compiling the interview. therefore the researcher use interviews to make it easier for me to research student experiences in online-based microteaching.

B. Source of Data / Participants and Setting

The participants of this research are students of the English Education Department at UIN Walisongo Semarang 2018. For this sample, ten people in the study had passed the Micro-Teaching. The sample is taken by simple random sampling.

Simple random sampling is the sampling of members of the population done randomly regardless of the strata that exist in the population.⁴³ Participants were selected based on the results of the willingness questionnaire in the interviews that had been distributed.

 43 Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif Dan R&D*, 10th edn (Bandung: Alfabeta, 2016). hal. 120

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 $^{^{\}rm 42}$ Desjarlis Melisa and Smith A Comparative Analysis of Reflection and Self-Assessment', *June 2001*

C. Data Collection Technique

1. Interview

In this research, the researcher uses the interview as the data collection technique. The research will interview ten students English Education Department UIN Walisongo Semarang who had passed microteaching online 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 researcherd, and also if the researcher wants to find out more in depth thing from the information⁴⁴

Interviews are used to gain dept information on the implications of micro-teaching courses on students' teachers' teaching competencies, and skills achieved by student-teacher candidates' microteaching courses through online learning. The type of interview the researcher uses is which semi-structured interview, that is the researcher prepares several questions related to research questions that can be developed during an interview based on answers from participants. Interviews are conducted face-to-face.

Interview procedure:

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⁴⁴ Sugiyono, *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Alfabeta CV: 2013, Hlm 231

- a. Researcher prepared interview guidelines.
- Researchers are looking for participants who will conduct interviews.
- c. After getting the participants, the researcher interviewed with participants one by one conducted face-to-face.
- d. When interviewing participants, the researcher took notes and recorded all interviews
- e. After the interview was completed, the researcher conducted a transcript.
- f. After the transcription process, the data is ready for analysis

2. Documentation

Documentation is a witten legacy such as archievs and also books on opinions, theories or legal laws related to research problems. Such as data on letters, master books and biographical notes⁴⁵. Documents can be in the form of pictures, writing, or other works. Document study is a complement to the use of the interview method.

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⁴⁵Ikhsan Nul Hakim, *Metode Penelitian*, (Curup: LP2 STAIN Curup, 2009), hal. 123

D. Instrument

A research instrument is a tool used to measure observed natural and social phenomena. The instruments in this study were interviews.

1. Interview

The interview was used to obtain data about students' experience with synchronous E-learning: the implementation of online-based microteaching at the English Education Department UIN Walisongo was carried out face-to-face.

Furthermore, before conducting interviews, the researcher first made a grid of interview guideline as follow:

Grid of interview guideline about students' experiences with synchronous: the implementation of online-based microteaching at the English education department UIN Walisongo⁴⁶

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⁴⁶ Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

| Variable | Indicator | Instrument | Instrument |
|-----------------|-------------------------|------------|------------|
| | | | Number |
| Students' | • Knowing students' | Interview | Question |
| experiences | implementation of | | Interview |
| with | learning preparation | | number 1 |
| synchronous e- | | | |
| learning: the | | | |
| implementation | | | |
| of online based | | | |
| micro-teaching | | | |
| at the English | | | |
| education | | | |
| department UIN | | | |
| Walisongo | | | |
| | • Knowing students' | | Question |
| | implementation of | | Interview |
| | interaction in learning | | number 2-3 |
| | activities such as pre- | | |
| | activity, main | | |
| | activity, and closing. | | |
| | • Knowing students' | | |
| | implementation of the | | |
| | facilities and | | |
| | infrastructure needed | | |

| in learning. | III learning | | |
|--------------|--------------|--|--|
|--------------|--------------|--|--|

Grid interview guideline about students' experiences with synchronous: the implementation of online-based microteaching at the English education department UIN Walisongo⁴⁷

| Variable | Indicator | Instrument | Instrument |
|-----------------|-----------------------|------------|------------------|
| | | | Number |
| Students' | students' experiences | Interview | Question |
| experiences | | | Interview number |
| with | | | 4 |
| synchronous e- | | | |
| learning: the | | | |
| implementation | | | |
| of online based | | | |
| micro-teaching | | | |
| at the English | | | |
| education | | | |
| department | | | |
| UIN | | | |

⁴⁷ Manuela Paechter & Brigitte Maier, *Online or face-to-face? Students' experiences and preferences in e-learning.* Department of Psychology, University of Graz. 2010

| Walisongo | | |
|-----------|------------------------------------|-------------------------------------|
| | learning outcomes | Question Interview number 5-6 |
| | • satisfaction with e- learning | Question interview number 7 |

2. Documentation

Documentation aims to obtain authentic information or evidence from interviews about students' experiences with synchronous e-learning: the implementation of online-based microteaching at the English education department UIN Walisongo. Researchers will record and take photos to support data collection from interviews.

E. Data Analysis Technique

According to Bogdan, Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others.⁴⁸

The researcher analyzed the transcription qualitatively using the data analysis model of Miles and Huberman. The steps are as follows:

a. Data Reduction

Data reduction is the selection process, focusing on and simplification, abstraction, and transformation of raw data that emerged from the written records on the field. In this process, the researcher analyzes the responses of the participants during the interviews and helps the participants to answer the interviews more clearly. the function of data reduction is as a theme that summarizes, selects, and focuses on the main data.

b. Data Display

At this stage, the presentation of the data is carried out in the form of a narrative structured with logical, systematic, and easy-to-understand sentences. The researcher described the data obtained from the interview. Through the interview the researcher was able to know, What are the students' experiences of online-based micro-teaching in the English Education Department UIN Walisongo.

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⁴⁸ Sugiyono, *Metode Penelitian & Pengembangan* (Bandung: Alfabeta, 2017). hal . 224

c. Conclusion Drawing/verification

At this last stage, the researcher concludes his research, the conclusion of qualitative research is to carry out further verification during the research process, at the time of data collection. The researcher drew the conclusion on his last research. In this study, the conclusion would be students' experiences of online-based micro-teaching in the English Education Department UIN Walisongo.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research findings and discussion of this research related to the problems. In other words, it presents the discussion based on the theories to clarify the findings.

A. Research Findings

To answer the research question, the finding is based on the result of the interview. In this research, the data was a transcript of the interview conducted with 10 students of UIN Walisongo in response to online-based microteaching.

The interview data were conducted on 12th August, 2^{nd,} and 7th September 2022 with participants of UIN Walisongo. The researcher got the data by interviewing 10 participants to answer both research questions. Each participant was given a similar question that could answer the research question and fulfill accomplish the goal of this research. The findings present the analysis of the research by categorizing the data into two sections: the first section discusses the implementation of online-based microteaching. The second section discusses the students' experiences of online-based microteaching.

1. Implementation of online-based microteaching

In the implementation of online-based microteaching, the pre-service teacher used kinds of platforms. Those are WhatsApp, Zoom Meetings, Youtube, and E-learning. The first pre-service teacher began learning through WhatsApp groups for the opening of the learning. Then, the main activity and the closing use through E-learning. The E-learning pre-service teacher was the beginning of 8 basic skills of teaching and indicators of planning competence in other students' lesson plans and mini microteaching videos. The preservice teacher used YouTube to share the mini microteaching video. After that, each pre-service teacher discussed it in the discussion forum in E-learning and did the peer-check. Online-based microteaching at UIN Walisongo was effective, but the students can not practice effectively. The monotonous task actively leads students to boredom, and can not in active maximally because teaching practices to do face-to-face the other hand, the implementation of online-based microteaching so far is good. Because lectures are good strategies for teaching and utilizing various platforms. So, the implementation of microteaching continues.

2. Students' experiences of online-based microteaching

Regarding the second research question, the interview result shows students' experiences of online-based microteaching. After interviewing the participants, it was found that there were some experiences with online-based microteaching. There are several points in the interview. The following are:

a. Experiences with online-based microteaching

In the online learning micro-teaching process, they felt was not optimal because the task or the atmosphere of online teaching practice and the teaching practice that is done face to face is different, although online learning carried out by the lectures in the course was efficient

b. Lack of internet data

The most important thing is the internet data and signal in the online learning micro-teaching process. Almost all of the respondents complained about the internet data and signal because, in the online micro-teaching process, students should upload video tasks on YouTube. On the other hand, the problem is the teaching

and learning process did not optimal because it is not face-to-face.

B. Discussion

1. Implementation of online-based microteaching

This study aim to determine how the implementation of online-based microteaching in UIN Walisongo. Based on the theory of implementation micro-teaching should be planning, implementing, assessing, and evaluating an English lesson in miro-teaching class⁴⁹

The researcher interviewed the participant in implementing online-based microteaching. The interview result shows that online-based microteaching is utilizing the technology. The platform used in the learning process were zoom and E-learning. The implementation of online-based microteaching at the English Education Department began with 8 basic skills and how to create a good lesson plan. To get a great lesson planning and teaching video, the participants were ordered to do a *peer assessment*.

http://jurnal.unissula.ac.id/index.php/edulite

DOI: http://dx.doi.org/10.30659/e.6.2.270-286

⁴⁹ Siti Tarwiyah, Nuna Mustika Dewi, Fatah Syukur. Portfolio assessment in the frame of multi-layered peer coaching: An alternative portfolio for pre-service teachers.

According to Jawaher Mohammed Al Zaid, this way is very useful because peer assessment aims to describe the assessment process that fosters learning and mitigates difficulties expected to occur. It also aims to transform students from more receivers of knowledge from teachers to memorize and recall on tests to active learners and participants in the learning and evaluation process, interest explores relationships between objects to generate new knowledge characterized by critical thinking and creativity. 50

Beside zoom and E-learning, the platform used in the learning process was also Youtube and WhatsApp. Participants communicate the assignment by using WhatApps while discussing and presenting the material using Zoom Meeting. In E-Learning, participants collect the assignment, consisting a of learning video, and identify 8 skills of teaching according to the learning video. There were some activities such as observing, identifying 8 skills of teaching and the indicators of planning competence in other students' lesson plans, and mini microteaching videos.

This finding is in line with Settha Kusama's study, she states that online learning provides useful information that can help students understand and they could become

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⁵⁰ Jawaher Mohammed Alzaid, 'The Effect of Peer Assessment on the Evaluation Process of Students', *International Education Studies*, 10.6 (2017), 159 https://doi.org/10.5539/ies.v10n6p159>.

successful online learners and how the instructors might help them in this mode of learning. Moreover, online learning becomes an important component of education and it creates opportunities for active learning.⁵¹

2. Students' experiences of online-based microteaching

The interview result show there are about their opinions on the learning process, obstacles during participating in the learning, evaluation of the learning, and their satisfaction during learning. From the interview, the researcher can conclude that some students assume online-based that microteaching is innovative. communicative, and ineffective. It's innovative learning because it uses helpful applications during the learning process, such as Zoom meetings and E-Learning. In the past, Google Meet was used by employees and agencies but now it can be the personal user. It's communicative because the teacher and students can discuss the material through a platform on online microteaching. The teacher was doing a discussion in every meeting and answered all students' questions. Moreover, students are going to do peer assessments on every assignment that they made.

⁵¹ Kuama. "Is online learning..."

Then, the ineffective thing is that online microteaching is not optimal to apply because they can not teach directly face to face. The atmosphere of practicing online teaching and face-to-face is different even though online learning carried out by the teacher was efficient. It helped students to understand the material and formed independent learning. The majority of students assume that the internet connection was one of the main obstacles. Some of them live in an area with bad signals. They had been affected by a lack of access to a quiet space to study and a slow or unreliable internet connection had hampered their learning. The teacher should give more various activities because so far learning process was a monotone activity. The students had some difficulties when doing the assignment, especially in teaching activities without any students.

This research is in line with Markus Deli Girik Allo's study. During this online learning, some habits of learning interactions began to be eliminated. Lecturers only submit materials accompanied by coursework assignments. Acceptance ability in terms of understanding learning problems is very different. With this online learning, the impact is certainly different in terms of the learning process. Although those are good in

midst of the COVID-19 pandemic. It was proved by the investigation that the learner perceived online learning was very helpful in the middle of a pandemic.⁵²

From the discussion above, the researcher believes that the use of online-based microteaching is very important in the process of understanding the material during the COVID-19 pandemic.

⁵² Allo Markus Deli Girik, 'Is the Online Learning Good in the Midst of Covid-19 Pandemic? The Case of EFL Learners', *Jurnal Sinestesia*, 10.1 (2020), 1–10.

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the researcher presents a conclusion and suggestion related to data analysis and discussion results:

A. Conclusion

This study aims to find out the implementation of online-based microteaching and to explain the students' experiences of online-based microteaching. Based on the research findings, it can be concluded that online-based microteaching is utilizing the technology. The platform used in the learning process were zoom and E-learning. The implementation of online-based microteaching at the English Education Department began with 8 basic skills and how to create a good lesson plan. To get a great lesson planning and teaching video, the participants were ordered to do a *peer assessment*.

Students' experiences of online-based microteaching are innovative, communicative, and ineffective. It's innovative learning because it uses helpful applications during learning processes such as Zoom meetings and E-Learning. In the past, Google Meet was used by employees and agencies but now it can be the personal user. It's communicative because the teacher and students are able to discuss the material through a platform on

online microteaching. The teacher was doing a discussion in every meeting and answered all students' questions. Moreover, students are going to do peer assessments in an onery assignment that they made. Then, the ineffective thing is that online microteaching is not optimal to apply because they can not teach directly face to face. The atmosphere of practicing online teaching and face-to-face are different.

Based on the research results, online microteaching has always been used as part of teacher training, its outcomes are often taken for granted and it becomes an intervention in teacher education. This research concludes that students' experiences were of a varied nature covering general pedagogical issues such as lesson plans and reflective action. Teaching practice provides opportunities for students to learn how to teach and during online microteaching, they are initiated into professional knowledge and pedagogy

B. Suggestion

Based on the conclusion above, there are some suggestions as follow:

1. Teacher

For the teacher, this study may enhance students' learning related to online microteaching. So, the teacher ought to give more various activities to maximize their learning in microteaching as far as the material they got. E-learning media is very important for learning for the next generation, it is hoped that this research can encourage them to consider better ways of teaching through online classes if in the future they are required to use e-learning.

2. Other researchers

For other researchers, this study may create other researchers reviewing further, sharp, critical, and comprehensive related to this investigation to reveal many aspects of enhancing learning quality.

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APPENDIXES

Appendix 1 Interview Guideline

- How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?
- 2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?
- 3. What did you feel about the implementation of online-based micro-teaching?
- 4. How was your experience with online-based microteaching, and was it effectively applied?
- 5. Are there any problems in implementing online-based microteaching?
- 6. Is there any feedback on the implementation of onlinebased micro-teaching between lecturer-students, preservice teacher-students, and students-pre-service teacher?
- 7. Are you satisfied with your results after carrying out online-based microteaching?

Appendix 2 Transcript of Interview

Interview 1

Name: Ziqma Mar'atus S

Nim : 1803046058

1. How to implement of online-based micro-teaching at the

English Education Department, UIN Walisongo?

Answer: The implementation of online-based microteaching at English Education Walisongo used platform online such as google meet, zoom, google classroom, and group WhatsApp. The undergraduate students are allowed to choosed the platform they want to used.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: I used YouTube to share my video, and I ask my sister to be students, so I explain the material to them and I used a whiteboard, some picture, and videos to teach them, and after I explain the material to them, I gave the exercise

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3. What did you feel about the implementation of online-based micro-teaching?

Answer: I feel dissatisfied during online microteaching because the microteaching was conducted online, so we can not feel to teach students, so we can not know how to teach well directly.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: Based on my experience, I got little new material and new method to teach students by online. And also I can feel be the real teacher, because before I make a video I have to prepare my material and property to teach them (students). I think by online strategy it is not effective to apply, because I can not feel teach directly face to face.

5. Are there any problems in implementing online-based microteaching?

Answer: Yes of course, from signal to upload the task until looked for the students to be my students in real. And because the task is video, I got problem at my phonecell too. My memomy in my phonecall was not enough to save some of my videos, so I think it is problem too.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and students-pre-service teacher?

Answer: Feedback that I got when I did online microteaching were I got the comment, advice, and correction from the lecturer, my other friends about my video that I have made.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: Just little satisfied, because I can not feel teach the students directly, so I did not get experience to teach the students face to face. But, I can feel to be a real teacher before teach the students, I have to prepare the material and media to teach.

Name: Khofifah

Nim : 1803046058

1. How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: The implementation of online-based microteaching is utilizing the technology, for learning meeting using the zoom platform and for the practice teaching, we make learning videos and upload them on youtube and e-learning

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: the platform we use are zoom meetings, youtube, WhatsApps. E-learning, and for the activities, we communicate the assignment by using WhatApps, and we discuss and present by using Zoom Meeting. In E-Learning we collect our assignment, consisting of our learning video, and identifying eight skills of teaching according to the learning video.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: I think online-based microteaching so far is good. Because our lecturer has good strategy for teaching. But, it will be optimal if microteaching is implemented directly.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: My experience with online-based microteaching is quite effective although often bored because just looking at the laptop screen constantly.

Because I live in an area with poor signal, it takes more effort for online meetings.

5. Are there any problems in implementing online-based microteaching?

Answer: Yes of course. The problem are: poor access, and lack of knowledge because of the limited communication between lecturer and stdents.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and students- pre service teacher? Answer: Yes, the is. The feedback includes peercheck, work sheet/check list given by the lecturer.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: No, I am not. I am not optimal of there is same skills forgotten on my learning video.

Name: Fista Pujiyani

Nim : 1803046060

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: The implementation of online-based microteaching at the English Education Department from my experience as beginning with learning the 8 basic skills in learning, and how to make a good lesson planning. After that each students were ordered to make an individual teaching video according to the lesson planning they made by considening the implementation of 8 basic skills in teaching. Then, the students were ordered to peer check the teaching video they made.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: we used three kinds of platforms. Those are WhatsApp, Zoom Meeting, and E-Learning. The activities were: first, we began the learning through WhatsApp group for the opening of the learning. Then, the main activity and the closing use did through E-learning. In the

E-learning we did some activities like observing and identifying the 8 skills of teaching and the indicators of planning competence in other students' lesson plan and mini microteaching video. After that, we discussed it in the discussion forum or peer-check the result of our task.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: I felt bored.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: I felt the implementation of online-based microteaching was not optimal, because the task or the atmosphere of online teaching practice and teahing practice that's done face to face is different, although online learning carried out by the lecturers in the course was efficient, helping students understand the material, forming independent learning, increasing active student in the learning activities. But it's not effective, there for the achievement was not optimal.

5. Are there any problems in implementing online-based microteaching?

Answer: Yes, there are problems. The problems are: first signal, second boring study, third the lack of knowledge because the limited communication access between lecturer and students. And the achievement of teaching practice online is not optimal.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and students-pre-service teacher?

Answer: Yes, the is.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: No, I am not.

Name: Delia Fatchiatul Inayah

Nim : 1803046062

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: The implementation of online-based microteaching is carried out entirely online from the beginning to the end of the meeting using the Zoom platform for presentation and discussions while for collecting assignment using YouTube and E-learning.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: The platform used is YouTube, whereas college make teaching videos consisting of opening activities-core activities-closing activities and then uploaded them to YouTube.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: In my opinion, the implementation of onlinebased microteaching is boring because we can not teach students directly, so there is no direct interaction with students. On the other hand, learning that requires feedback is also difficult to implement.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: Online-based microteaching is not effective because the teacher can not support and manage the course of learning directly. Students also get bored easily all day there are signal problems or inadequate gadgets.

5. Are there any problems in implementing online-based microteaching?

Answer: The problems that often arises is that there is no direct questions and answer session from students to the teacher or vice versa so the communication that occurs is one way and the teacher explains the material continuously. Another problem is when students do not have internet data packages or the mobile phone used are inatequate or get a signal problem.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students,

Preservice teacher-students, and students- pre service teacher?

Answer: the teacher must have an interesting online learning method, not online using videos every time. So students will be interested in the learning material and easily understand the material.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: Not satisfied, because we can not feel experience teaching directly and can not apply the method optimally if learning is carried out online.

Name: Zuliya Istiqomah

Nim : 1803046063

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: I experienced the online-based microteaching at campus. In my opinion, it was effectiveless learning as it was online-based learning. The students can not practice effectively. The monotonous task or activity easily leads students to boredom, and can not in the activity maximally.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: the platform we various such as WhatApps, E-learning and Zoom. the activities were well structured. First, the opening was done through WhatsApps group. Then, students are asked to check the E-learning to do their presence checklist, doing the task which written already there. If the lecturer needs to do a presentation, we will had a Zoom video meeting. Lastly, students should complete the task and submit it to E-learning

3. What did you feel about the implementation of online-based micro-teaching?

Answer: It less effective and easily to the boredom. I feel that I have not practice the materials I learned maximally because it was an online-based subject.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: It was structured activities but bored. It was not effectively applied

5. Are there any problems in implementing online-based microteaching?

Answer: Of course there are. Such as signal, as this kind of learning was accessed through internet. Then, in monotonous activities, students lack knowledge which happened because there were a lot of materials but less explanation from the lecturer. This condition lead to the students teaching practices which were not optimal.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students,

Preservice teacher-students, and students- pre service teacher?

Answer: Yes, the is.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: No, I am not.

Name: Khaerotun Nisa

Nim : 1803046071

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: The implementation of online-based microteaching at the English Education Department at UIN Walisongo was run by daring using E-learning and Zoom Meetings. For the teaching practice, we online-mode some learning videos that were uploaded on the YouTube platform.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: Platforms used in the online-based microteaching course are WhatsApps, Zoom Meeting, YouTube, and E-learning. The lecturer connected to us by WhatsApp so that we can open the E-learning and do the activities through Zoom Meeting. YouTube is a platform we used to upload learning videos

3. What did you feel about the implementation of online-based micro-teaching?

Answer: it is not quite optimal cause sometimes I missed the lecture and for the teaching practice we were not doing the teaching by face to face.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: quite effective but sometimes I felt bored and felt confused about the task given by the lecturer.

5. Are there any problems in implementing online-based microteaching?

Answer: Yes, there are. That are: signal, time, the materials did not maximally delivered.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and students- pre service teacher?

Answer: Yes, the is. That are peer check worksheets, video correction between the students, and lecturer's correction.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: No, I am not.

Name: Alimiyah

Nim : 1803046073

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: The implementation of online-based microteaching at the English Education Department UIN Walisongo was implement by online learning using Elearning platform and Zoom Meeting.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: Platforms that used in the online-based microteaching courses are E-learning platforms, YouTube, Zoom Meeting, and WhatsApp groups. The activities: the first, lecturer gave instructions on WhatsApp, and then the lecturer delivered the material and explained was students had to do. After the lecturer give the assignment, the students uploaded it on YouTube. This assignment is usually in the form of a teaching-learning video or microteaching.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: I feel enjoy in this lesson, but also sometimes I feel pressured from the assignment but I can handle it

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: I think, based on my experience with online based microteaching for almost a semester was less effective because it was online learning. It made the teaching-learning activities did not optimal, because the material presented by the lecturer was not maximally delivered due to online learning constraints.

5. Are there any problems in implementing online-based microteaching?

Answer: There are some problms in implementing online-based microteaching, there are:

- Some students are have problems with their signal.
- The material presented by the lecturer did not maximally deliver.
- The teaching-learning process did not optimal because it was not face-to-face.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and students- pre service teacher?

Answer: Yes, there is. Some feedback on the implementation of online-based microteaching. It is provided by peer-check, worksheet/checklist that is given from the lecture.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: After carrying out online-based microteaching for a semester satisfied enough with my result.

Name : Septiana Dwi Praptiwi

Nim : 1803046078

1. How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: I think that was a good enough because that was my first doing microteaching online.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: E-learning walisongo, Zoom, and YouTube. E-learning to attendance, assignment. Zoom to describe material from the lecturer. YouTube to send our videos of teaching online.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: Not bad but not good.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: That was a great experience because I think something can happen unexpectedly. That was effectively applied when we were doing it online, when it does not it can not.

5. Are there any problems in implementing online-based microteaching?

Answer : *The problem is I faced difficulties when* doing the assignment, especially with teaching activities without students, also with the internet

6. Is there any feedback on the implementation of onlinebased micro-teaching between lecturer-students, Preservice teacher-students, and students- pre service teacher?

Answer: Yes

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: I was satisfied with my result

Name: Gita Charlinta

Nim : 1803046083

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: The implementation is consistent on schedule in the process of online-based microteaching at the UIN Walisongois well implemented, although still constrained by the time limit, and not meeting face to face.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: We used media platforms like Zoom
Meeting, WhatsApp, YouTube and learning. Activity in
zoom presentation, WhatsApp to communications.
YouTube to video assignment. E-learning to be absent,
asses friends' assignments, and put my assignment.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: I feel that the online implementation is not optimal for practice.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: The experience of online learning is not effectively applied because unstable internet network, a slow laptop, and a lack of focus.

5. Are there any problems in implementing online-based microteaching?

Answer: The problems with implementation online are unstable internet network, and limited use of free Zoom.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and students- pre service teacher?

Answer: There is any feedback between like get knowledge learning online.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: The result is not satisfied because there is no face-to-face and practice teaching between student-teacher.

Name: Yusri Marliana

Nim : 1803046057

 How to implement of online-based micro-teaching at the English Education Department, UIN Walisongo?

Answer: because of covid-19 we did micro-teaching online classes via WhatsApp, Zoom meetings, Elearning, and YouTube.

2. What platforms are used in the online-based microteaching courses? What are the activities? How are the activities structured?

Answer: we used WhatsApp group, E-learning, YouTube, and zoom meeting. My lecturer informed the class on WhatsApp group, she gave materials on PPT, and E-learning and explained it in a zoom meeting. We also had task on E-learning and made some videos and then upload them on YouTube.

3. What did you feel about the implementation of online-based micro-teaching?

Answer: Actually, sometimes I felt confused because I had miss understanding with what my lecture said.

4. How was your experience with online-based microteaching, and was it effectively applied?

Answer: I faced many problems with online-based microteaching. But my lecture taught us effectively

5. Are there any problems in implementing online-based microteaching?

Answer: yes, because in online classes we had to have problems, such as signals, I can't follow the meeting well because of my signal and some miss understanding of the material that my lecture gave to me.

6. Is there any feedback on the implementation of online-based micro-teaching between lecturer-students, Preservice teacher-students, and student-pre-service teachers?

Answer: yes, it is proved by peer check or checklist worksheet that my friend did.

7. Are you satisfied with your results after carrying out online-based microteaching?

Answer: yes, because I did my PPL also well.

Appendix 3 Documentation















Appendix 4 Documents of The Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-7615387 www.walisongo.ac.id

Semarang, 28 Juli 2022

Nomor: 3565/Un.10.3/D.1/D.A.06.04.C/07/2022

Lamp :-

Hal : Mohon Izin Riset a.n. : Fitri Rahmawati NIM : 1803046072

Yth.

Kepala Jurusan Pendidikan Bahasa Inggris UIN Walisongo Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama

mahasiswa:

Nama : Fitri Rahmawati NIM : 1803046072

Alamat : Krasaksari RT 01 RW 07 Koripan, Kec. Susukan, Kab. Semarang Judul Skripsi : Students' Experiences with Synchronous E-Learning: The

Implementation of Online-Based Microteaching at The English

Education Department UIN Walisongo

Pembimbing

Dra. Nuna Mustikawati Dewi, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersang*kutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

CURRICULUM VITAE

A. Personal Data

Name : Fitri Rahmawati
 Place of Birth : Kab. Semarang
 Date of Birth : January, 23st 2000

4. Religion : Islam5. Gender : Female6. Civic : Indonesia

7. Address : Krasaksari, Koripan, Kec. Susukan, Kab. Semarang

B. Formal Education

- 1. SDN Koripan 02, Kab. Semarang
- 2. MTsN Susukan, Kab. Semarang
- 3. MAN Salatiga
- 4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

C. Non-Formal Education

- 1. Ponpes Al-Hasan Salatiga
- 2. Rumah Tahfidz Darul-Ilmi Salatiga (PPPA)

Semarang, 12 Desember 2022

Fitri Rahmawati

NIM. 1803046072