

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains basic information of the study. This chapter is divided into (1) background of the study, (2) research problem, (3) objective, (4) theoretical framework, (5) limitation and scope, (6) significance of the study, and (7) definition of key terms.

### **1.1 Background of the study**

Frimpong (as cited in Ababio, 2016) defines teaching as the process whereby a teacher should deliver knowledge, skills, and attitudes to students in order to enhance their intellectual capacity with the aim of changing their bad behavior. I should ensure every material is used and guide their students so that the classroom will be effective and beneficial. Other than that, I also have a very important role in the process of teaching and learning. Benson (2007) argues that there are three teacher roles. The first role is a facilitator, which means that the teacher is seen as providing support for learning. The second is a counsellor who guides their students in academic, career, and self-development at school. Last but not least, teacher is to be seen as the source of knowledge and master it. Therefore, I need to have well-prepared teaching strategies in order for students to grasp better English learning. The English Language Education Study Program of Teaching Training Faculty of Widya Mandala Surabaya Catholic University provides some teaching courses for example TEFL A, TEFL B, TEYL, and also Micro Teaching. From the beginning, I tend to be like a chef who gain the recipe that we create from any other sources

like books, internet, or even in a real cooking class (in TEFL A and TEFL B class) in order to make a delicious and nutritious food. After improving all of the ingredients, getting some advices from the experts and peers, I will deliver all of my food and knowledge for the consumer. Therefore, they can be knowledgeable and absorb the ingredients also the taste well. This is where the Micro Teaching course works.

Micro Teaching is one of the courses offered by the English Language Education Study Program, Widya Mandala Surabaya Catholic University, that every student must take. It provides me with the ability to practice with my students using different methods and techniques based on the skills used in teaching demonstrations that they have learnt in the previous semester. Moreover, the Micro Teaching class also prepares me to be a good teacher who has knowledge, capacity, and strategy in teaching. It can also help me to create a good atmosphere in every class. Due to the online learning that we are facing right now, I have to use my imagination and creativity to enhance their teaching learning. Therefore, I have to be well-prepared when facing a real teaching situation in class.

With the Covid-19 situation worsening, I tend to learn from home using an online platform. According to Clay (as cited in Nabilah, 2020), distance learning is a place for an institution or formal education where teachers and learners are in partitioned areas so that they require an interactive telecommunications system to connect teachers and students to gain a learning activity outside the classroom. However, Suartama (2014) stated that through e-learning, students can obtain their materials at any time and any place. Apart from that, e-learning can also support

other applications in order to make it more interactive so that teachers can improve their learning materials. Therefore, this study will focus on examining my experience of online teaching demonstrations in micro teaching classes as a pre-service teacher from preparation until the practical.

I did a lot of improvement during the Online Micro Teaching Course. I know that through online teaching, I can be more creative in the teaching activities also the assignment for students. Not only that, there are tons of applications or website that can enhance your teaching learning for example Kahoot, Google Jamboard, Quizziz, etc. Besides, I really figure out on how to be connected more with students through online discussion. I have to put my mood in a cheerful way and it is not like piece of cake. Different from the offline learning in which I can use the group discussion and the activity easily, I have to think more on how to build such an interesting atmosphere while online. Therefore, I am attracted to give the narration of my effort that I did during Micro Teaching Course and I will focus more on my teaching competencies on it (Pedagogical, Professional, Personal, and Social).

## **1.2 Research Questions**

Based on the background of the study above, two research questions are formulated as follows:

1. What efforts did I make to develop my teaching competencies through Micro Teaching Class?
2. How did my teaching competencies support my peer-teaching through Micro Teaching Course?

### **1.3 The Objective of the Study**

In line with the research questions above, this study aims to describe my effort that I made to develop my teaching competencies and the impacts I got from my effort to develop my teaching competencies through Micro Teaching.

### **1.4 Scope and Limitation**

This study focuses on my reflection on my effort in developing my teaching competencies through online Micro Teaching course and the impact I got from my effort to develop my teaching competencies through Micro Teaching.

### **1.5 Theoretical Framework**

This study uses several theories to accommodate the later findings. The first theory is the theory of narrative inquiry along with the principles and characteristics of it. According to Lyons (as cited in Chan, 2017), narrative is more than reading and telling stories. She also states that this method could be very useful, especially in teaching learning activities and classroom practice. Narrative inquiry can also be used as an evaluation in order to create a better teaching activity. In this case, the collection of the memories is the important key to create a narrative inquiry. There are three general uses of narrative inquiry: to comprehend a series of event in a holistic way, to visualize the circumstances within context, and to underline immersion and comprehension of human meaning (Lincon as cited in Savin-Baden 2007).

Besides, this study also needs support from the theory of teaching. Teaching is defined as the connection between the mature personality and the less mature one

that has been created in order to provide education for students' future (Freeman, 1973). In addition, this study also refers to the concept of Micro Teaching. Micro teaching is a place for pre-service students as a trial to be a teacher. Basically, there were several students in a class and they have to conduct a teaching demonstration one by one. The main reason of micro teaching class is preparing a pre-service teacher with the great skills and confidence in order to become a well-prepared educator. Planning is the first step to create a teaching learning activity. It can be used as a note for pre-service teachers to lead the class activity in a good order. After planning the lesson plan, they practice it orally in class and other students will give feedback as an evaluation of their teaching demonstration. It does not stop here; they have to learn from the previous mistakes and conducting a new teaching demonstration. Further description of the above theories is written in Chapter II.

### **1.6 Significance of the study**

The researcher hopes that the outcome of this study will give the students attending Micro Teaching class a deepen insight of making online teaching demonstration. On the other hand, lecturers also get an insight from this research because it is still new for both side due to the pandemic situation.

## 1.7 Definition of Key Terms

To avoid any misconceptions, the key terms used in this study are defined as follows:

- Narrative Inquiry:

Clandinin, and Connelly (as cited in Chan, 2017) state that narrative inquiry was acknowledged as a powerful tool for what someone has done and reflecting after it.

- Effort

Massin (2017) stated that how are the worthiness of the task (the rewards), the chance of success, the difficulty of the task, our own skill, and so forth, weighted against each other so as to determine whether an effort should be undertaken.

- Teaching Competencies

Teacher competence is determined by mastery of tasks (teaching and educating), skills, attitudes and rewards needed to support the success of the process existing education, therefore, it includes the professionalism, social, personal, and also pedagogical competencies.

- Micro Teaching

Micro teaching is a place for pre-service teacher to gain their knowledge of teaching both theoretically and practically in order to prepare them to be a successful teacher when they teach in a real class as a fully teacher and it uses peer teaching (evaluation from students and also lecturer) as feedback for them to evaluate their teaching in a class.

## **1.8 Organization of the Study**

This study is organized into three chapters. The first chapter presents the (1) background of the study, (2) research questions, (3) objective of the study, and (4) theoretical framework, (5) limitations and scope, (6) significance of the study, and (7) definition of key terms. The second chapter contains a review of related literature and previous studies. The third chapter presents methodological things such as (1) research design, (2) subject, and (3) instrument. The fourth chapter presents the (1) findings and (2) discussion and last but not least in the chapter five contains (1) the conclusion and (2) suggestions.