AN ANALYSIS OF STUDENTS' CHALLENGES IN MICRO TEACHING CLASS: PHENOMENA AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

A THESIS

Intended to Fulfill One of the Award of Sarjana Degree in English Language Teaching and Education

Universitas Islam Riau

BY

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AN ANALYSIS OF STUDENTS' CHALLLENGES IN MICRO TEACHING CLASS: PHENOMENA AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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THESIS

**AN ANALYSIS OF STUDENTS' CHALLLENGES IN MICRO TEACHING
CLASS: PHENOMENA AT ENGLISH LANGUAGE EDUCATION OF FKIP
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LETTER OF NOTICE

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Advisor   : Dr. Sri Yuliani, M. Pd

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CLASS: PHENOMENA AT ENGLISH LANGUAGE EDUCATION OF FKIP

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It has been to be examined. This letter is made to be used as it is needed.

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
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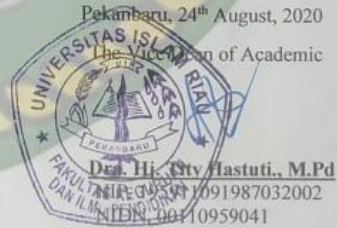
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Clarify that this thesis is totally my own work. I am completely responsible for the data and facts which contains in this thesis.

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Praise belongs to Allah the almighty, the lord of universe, by guidance and blessing. Finally, the researcher finished and completed this academic requirement. Presenting sholawat upon our Prophet Muhammad S.A.W (Allahummashalialla sayyidina Muhammad wa'alaalisayyidina Muhammad).

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5. The researcher's beloved parents, mother and father; Tukiman, Rahayu, Riki Chandra and Rina Devi who always gave me supports and prayers especially giving support to get to this stage. The researcher cannot arrive at this stage and face everything in this world without the hard work. They gave me more than they had.

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Finally, the researcher really realized that there were many weaknesses on this paper. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah almighty, the lord of universe blesses you all. *Aamiin.*

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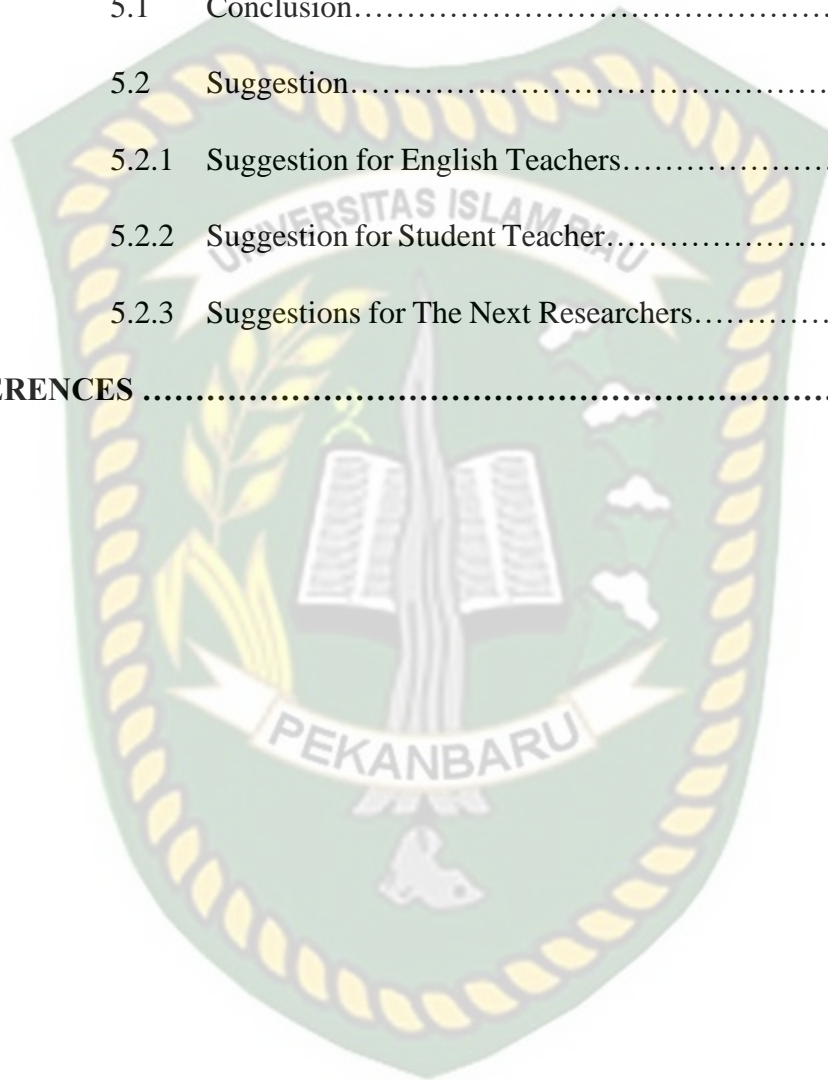NPM. 166311049

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Abstrak

R. A. Tri Ratu Utami,*2020, An Analysis of Students' Challenges in Micro Teaching Class: Phenomena at English Language Education of FKIP UIR*

Tantangan adalah masalah atau kesulitan yang dihadapi oleh guru atau siswa dalam mempelajari bahasa Inggris sebagai bahasa asing. Fungsi Challenges adalah membuat calon guru yang aktif di kelas microteaching tahu bagaimana mengaplikasikan pelajaran saat mereka belajar sendiri. Ada 5 kategori yang diklasifikasikan oleh Bartell (2005); prosedural, manajerial, psikologis, instruksional dan profesional. Penelitian ini bertujuan untuk mengetahui apa yang dihadapi oleh mahasiswa calon guru dan apa yang mereka lakukan dalam menghadapi tantangan.

Untuk memperoleh informasi dari calon guru, peneliti menerapkan metode kualitatif deskriptif dalam menyelidiki data demografi tantangan siswa di kelas micro teaching. Populasi sebanyak 156 calon guru, sampel 14 calon guru diambil secara acak dengan sistem undian. Selain itu juga diterapkan Questionnaires and Interviews yang diadaptasi dari Bartell (2005). Ada 25 item pada kuesioner dan hanya 7 item dalam wawancara yang dijawab oleh siswa guru. Dalam menganalisis data, peneliti mentransfer semua data ke dalam Excel yang memungkinkan data untuk dianalisis.

Jawaban pertanyaan pertama pada pertanyaan penelitian adalah hasil penelitian ini menunjukkan bahwa calon guru sebagian besar menghadapi kesulitan pada kategori manajerial. Hal ini terlihat berdasarkan hasil persentase tantangan siswa pada kelas micro teaching yaitu kategori prosedural sebanyak 49%, kategori manajerial 63%, kategori psikologi 46%, kategori pembelajaran 54%, dan kategori profesional 57%.

Hal ini menunjukkan bahwa calon guru di Universitas Islam Riau secara khusus menghadapi tantangan dalam perencanaan terlebih dahulu isi materi serta kesulitan dalam mengontrol jalannya diskusi dan mengklarifikasi masalah atau pendapat siswa. Jawaban pertanyaan kedua dari pertanyaan penelitian adalah siswa guru menyoroti kesalahan mereka dan belajar dari kesalahan mereka dan melakukan perbaikan pada latihan berikutnya.

Kata Kunci: Microteaching, Tantangan Siswa, Masalah dalam Mengajar.

ABSTRACT

R. A. Tri Ratu Utami,*2020, An Analysis of Students' Challenges in Micro Teaching Class: Phenomena at English Language Education of FKIP UIR*

Keywords: Students' challenges, Difficulties, Problems in teaching, Microteaching.

Challenges are problems or difficulties that were faced by the teachers or students in learning English as a foreign language. Challenges function is to create active prospective teacher in microteaching class know how to apply the lesson when they are learning alone. There were 5 categories that were classified by Bartell (2005); *procedural, managerial, psychological, instructional and professional.* This research aims to investigate that were faced by the student teacher and what they did in dealing with the challenges.

To obtain information from prospective teachers, the researcher applied descriptive qualitative method in investigating the demographic data of students' challenges in micro teaching class. The populations were 156 prospective teachers, samples of 14 prospective teachers were taken randomly by the lottery system. It also applied Questionnaires and Interviews that was adapted from Bartell (2005). There were 25 items on the questionnaires and only 7 items in the interviews that were answered by the student teachers. In analyzing the data, the researcher transferred all of the data into Excel which enables the data to be analyzed.

The answers of the first question in the research question were the results of this study indicated that prospective teachers predominantly faced difficulties in the managerial category. This can be seen based on the results of the percentage of students' challenges in micro teaching class, namely Procedural category as much as 49%, Managerial category 63%, Psychological category 46%, Instructional category 54%, and Professional category 57%. This shown that prospective teachers at Universitas Islam Riau especially faced challenges in planning in advance the contents of the material as well as difficulties in controlling the course of discussion and clarifying students' issues or opinions. The answer of the second question of the research question was the student teachers highlighted their mistakes and learnt from their mistakes and made improvements in the next exercise.

CHAPTER I

INTRODUCTION

1.1   Background of the Problem

Learning is an activity or process of gaining knowledge and skill by studying, practicing, socializing, being taught, or experiencing various things. In the process of gaining knowledge or skill we need other people and various learning medias which all of them help us in the learning process. All the knowledge and skills we have learned will be useful for us in our daily lives. According to Domjan cited in Barron, Hebets *et all*., (2015: 406), learning can be described as altered behavior which is difficult to describe how many behavioral changes result from the learning process both practically and philosophically, such as physiological changes or maturation.

In the sixth semester at English Language Education of FKIP UIR there is a subject which is a micro teaching. In the micro teaching class, the students learn to teach in front of the class like a teacher in a school. Student are asked to prepare lesson plan, media, and learn how to control the state of the class when the learning process takes place.

Micro teaching is a subject that must be given to students before being deployed to school. Training should be a place for mental maturation and character of prospective teachers, but in reality, micro learning has not been explored to the fullest. Students still have difficulty in planning and implementing learning. It will be difficult for

students if they do not know what the needs of new teachers in the education program are.

In micro teaching class there are several phenomena that often occur during class in micro learning, is that students do not yet know what things are needed by new teachers in educational programs. As a new teacher, of course there are several categories that students must know before going directly to school. These things must be known and learned by students in micro teaching class so that they are not surprised by the original conditions at school.

Common challenges that are often faced by students when in the micro teaching class often make students difficult in class practice. This often makes students lose concentration or forget what they are about to explain. such as lack of knowledge about class procedures, how to manage conditions while teaching class, how to appear confident when teaching micro teaching classes, how to make appropriate learning plans, and how they can be professional when practicing in class.

Universitas Islam Riau (UIR) is one of the private campus that is located on Jl. Kaharuddin Nasution Km.11 Simpang Tiga, Bukit Raya, Marpoyan Damai, Pekanbaru. The researcher conducted research in one of the faculties in UIR namely FKIP, English Study Program located in Building C on the second floor. In this campus, micro teaching class is taught once a week with time duration about 150 minutes or three credits. It is not enough for students if they just learning in their classroom but they don't know what the needs of new teachers in the education program are.

In the classroom, the students only focus on how to get high score in their subjects although they do not understand about their lesson yet. They also have problems such as "lack of confidence", "anxiety", "shyness" in learning English. They are not able to speak English fluently and accurately. So, the students have their own challenges in learning English.

Based on the previous description, the researcher is really interested in observing about the students' challenges in microteaching class. In this study, the researcher only focuses at English Language Education of FKIP UIR. There are two reasons in choosing this department. First, they still do not know what things are needed by prospective teachers in the education program. Second, they still have difficulty implementing the categories needed by new teachers in the education program.

Based on the previous explanation, the researcher is interested in analyzing students' challenges in microteaching class. This study is entitled **"An Analysis of Students' Challenges in Micro Teaching Class: Phenomena at English Language Education of FKIP UIR".**

1.2 Identification of the Problem

In this study, the researcher interested in the problems that will be faced by students of English Language Education of FKIP UIR. The problems that will be faced

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by students become challenges that they should face in the microteaching class. In microteaching class, the students will face a variety of different challenges.

According to Bartell's category, there are seven categories of prospective teachers needs addressed in education program. They are procedural, managerial, psychological, instructional, professional, cultural, and political. Based on the seven categories, the researcher will only focus on five categories because these five categories are the most common in the micro teaching class and are in accordance with the character of the sixth semester students. So, in this study the researcher focuses on the 5 challenges that will be faced by students in the sixth semester of English Language Education of FKIP UIR in microteaching class and what will they do in dealing their challenges.

1.3   Focus of the problem

Based on the problems were identified before, the data will be analysed by focusing on the 5 challenges that will be faced by students based on Bartell's theory in the sixth semester of English Language Education of FKIP UIR in micro teaching class and what will they do in solving the problem. In this study, the researcher will focus on only five categories. They are procedural, managerial, psychological, instructional, and professional.

1.4   Research Questions

Based on the previous explanation, the researcher decides to formulate the following problems as follows:

1. What are the most challenges that sixth semester students of English Language Education of FKIP UIR are facing in microteaching class?

2. What are they do in dealing their challenges in microteaching class?

1.5   Objective of the Research

Generally, the objectives of the research are to find out the answer of the problems above. The main purposes of conducting this research are:

1. To investigate most challenges that students in the sixth semester of English Language Education of FKIP UIR facing in microteaching class?

2. To investigate what the students are do in dealing the challenges in microteaching class.

1.6   Significance of the Research

The results of this study are expected to contribute:

1. *Students or learners of English* Language Education *of FKIP UIR:*

a. To make students know what challenges they will be facing in the micro teaching class.

b. To provide some information about the appropriate solutions that can be used by students in learning micro teaching class.

2. *Lectures of FKIP UIR:*

    a. To give some meaningful information about most challenges that will be faced by students in the sixth semester of English Language Education of FKIP UIR.

    b. To raise awareness about the importance of micro teaching solutions and how teachers can apply them in English classroom.

3. *Other Researcher*

    a. To provide the other researchers with some valuable information or references, especially for another researcher who would like to conduct a much deeper research about challenges in microteaching class.

    b. To consider the result for further study

1.7   Definition of the Key Terms

To make clarity of the title and avoid misunderstanding and misinterpretation, it is necessary to define the operational definition of the terms composed in this study:

1. Challenges : Leo Sutanto (2013: 8) argued that challenges were something new that we want to do but we felt things like insecurity, shame, difficult to express what is on our minds, hard to say a word, and many other difficulties. So, what is meant by challenges in this research are the problems that will be faced by students as prospective new teachers who should know what things were needed by prospective teachers in education programs.

2. Micro Teaching : According to Cooper & Allen (1970) cited in Utami, Mashuri *et all*., (2016: 10), microteaching is a practice of teaching settings where teachers receive a lot of feedback in their performance and the normal complexity of the class is reduced. So, with the existence of micro teaching classes, students have the opportunity to better understand about teaching procedures, make learning plans, how to organize classes, etc. before entering directly to school.

3. English Language Education of FKIP UIR : Universitas Islam Riau (UIR) is one of the private campus that is located on Jl. Kaharuddin Nasution Km.11 Simpang Tiga, Bukit Raya, Marpoyan Damai, Pekanbaru. The researcher conducted research in one of the faculties in UIR namely FKIP, English Study Program located in Building C on the second floor. So, in this campus the researcher will conduct research on the challenges that will be faced by sixth semester English students.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Relevance Theories

2.1.1   Definition of Micro Teaching

According to Kucukahmet (2004) cited in Bilen Kadir (2015: 610), micro teaching is a method that aims to instill the personality of teacher candidate as well as to develop their skills.

Meanwhile, Allen and Eve (1968) cited in Saban and Coklar (2013: 234) define that microteaching as possible to concentrate on teaching with certain behaviors and is a controlled practice system in which teaching practices are under the control of conditions.

On the other hand, according to Kilic (2010: 82) cited in Aida and Antoni (2017: 102), micro teaching provides opportunities for prospective teachers to attract the attention of students in the class, ask questions, using and managing time effectively and bring the lessons to a conclusion.

Akalin (2006) cited in Punia, Miglani *et all*., (2016: 70) supports it, the microteaching session was related to practical experience for training teachers be effective and reflective in teaching profession.

Furthermore, according to Kieviet (1972) cited in Majoni (2017: 32), micro teaching is a teacher training method that uses feedback where the principle is explicitly used.

Closely, Brown (1975), Baytekin (2004) cited in KILIC (2010: 82), micro teaching enhances teacher behavior in a learning environment, it can be used for various functions such as courses, and teacher education.

There are so many definitions of micro teaching. Based on the definition of micro teaching above, it can be concluded that micro teaching is a small teaching practice conducted by prospective teachers where it can change the teacher's behavior in handling students in the class and find ways to manage time and lessons in the class.

2.1.2 Benefits of Micro Teaching

Sukirman Dadang (2012: 37-38) argued that, the benefits of micro teaching will primarily be felt by parties as follows:

1. Benefits for prospective teacher students (pre-service education)

   a. Every prospective teacher candidate can train part by part of each teaching skills that must be mastered in a more controlled manner.

   b. Every prospective teacher candidate can know the level of strength as well the disadvantages of each type of teaching skills that must be under his control.

c. Every prospective teacher candidate can receive complete information, objective and accuracy of the training process that they had done goes through the observer.

d. Every prospective teacher can do the re-training process for improvement against shortcomings and to further improve the ability he already has.

2. Benefits for teachers (in-service education)

a. Teachers both independently and together can practice to further enhance the teaching abilities they already had.

b. Knowing the advantages and disadvantages they have associated with teaching skills that must be mastered

c. Can be used as a trial process for new things, such as in the application of methods, media, new material, or other type of teaching skills before it is applied in the real learning process

3. Benefits for supervisors

a. Can obtain objective and comprehensive level data of the ability of prospective teachers and teachers in terms of teaching ability which must be mastered in accordance with the demands of his profession

b. Can provide input, suggestions and solutions that are accurate because based on complete data or information according to observations from coaching through micro learning that he has done.

c. As input for making policies that are more appropriate for career development of every student and teacher who becomes fostered.

d. As input for making policy in doing so the process of fostering efforts to improve quality of teacher's appearance.

2.1.3 Characteristics of Micro Teaching

Helmiati (2013: 26-27) says that, micro teaching takes place in its true form, it's just held in micro (small) form with characteristics as follows:

1. The number of students ranging from 5-10 people

2. The teaching time is limited to about 10-15 minutes

3. Training focuses on basic teaching skills.

4. Showing only 1 or 2 basic teaching skills, which are part of complex teaching skills.

5. Limiting the focus or scope of subject matter accordingly with time availability.

6. Judging from the practitioner, prospective teachers / educators will learn while friends become students will be able to observe how peers' teaching styles are and can assess whether or not basic skills are appropriate for learning, such as the use of methods and learning strategies, use of instructional media, assessment, etc.

7. Micro teaching is actual teaching. The practitioner must make a learning plan, implement learning in accordance with the learning plan that has

been created, manage classes and prepare a defender that can support the learning process.

8. Micro teaching is not a simulation. Because of that, friend colleagues, not treated as students but they remain true friends with both not as a student. This is to avoid friend behavior artificial counterpart that results in an uncontrolled this is the learning process between peers.

9. Learning is expected to be recorded so that the results of the recording can be used as discussion material between teachers / prospective teachers to be corrected and provided input (feedback) for improvements due to the lack of practice.

2.1.4 Phases of Micro Teaching

According to J C Clift et all (1976) in Aggarwal (2014: 214) There are three phases in micro teaching: knowledge acquisition phase, skill acquisition phase, and transfer phase. These phases include:

1. **Knowledge acquisition phase.** In this phase, prospective teachers try to gain knowledge about their thinking skills, their role in the class, and the behavior of their components. For this, they will read the relevant literature. They will also observe demonstration lessons for presentation mode (modeling) skills. Student teachers will gain theoretical and practical knowledge about these skills.

2. **Skill acquisition phase**. On the basis of the model presented to prospective teachers, they will prepare micro lessons, practical skills and conducts a micro teaching cycle. There are two components to this phase: feedback and micro-teaching arrangements. Micro learning arrangements include conditions such as micro class size, micro learning duration, supervisors, student types, and others.

Figure 2.1. The three phases of micro teaching by J C Clift et all (1976)
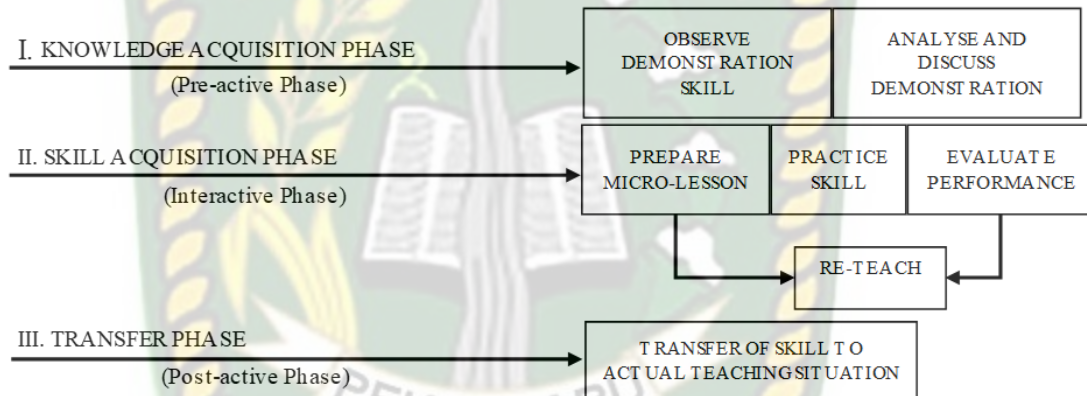
3. **Transfer phase.** This is where prospective teachers integrate various skills. In place of artificial situations, they will teach in real classes and tries to integrate all skills.

2.1.5 Steps of Micro Teaching

According to Higgins and Nicholl (2003) cited in Ozonur and Kamish (2019: 1227-1228), micro teaching is like a cycle. The stages of micro teaching are described as follows:

Figure 2.2. Micro Teaching Stages Higgins and Nicholl (2003)
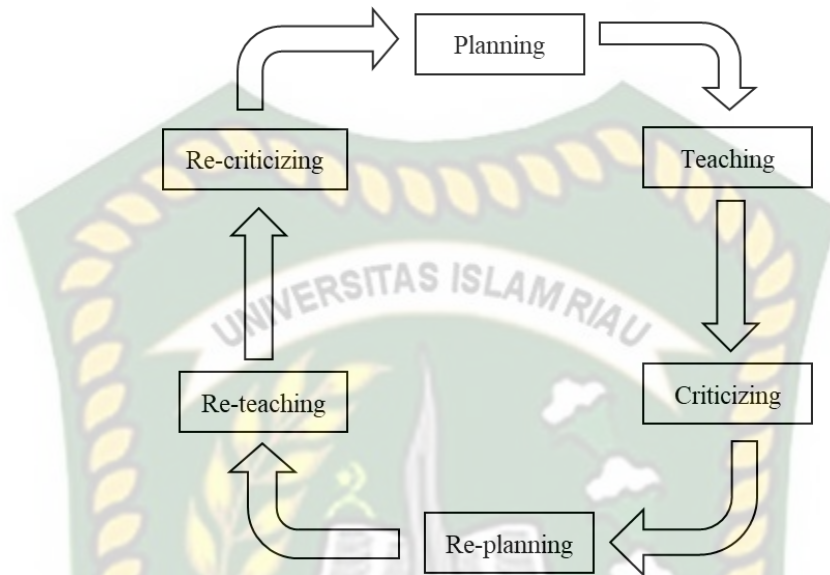
Kalaimathi and Julius (2015: 11-12) says that, there are six steps generally in micro teaching cycle, the steps are:

1. **Plan.** This involves the selection of topics and related contents which is where the use of the skills component is being carried out which can be made easily and conveniently. The topic will be analyzed in various teacher and student activities. Activities are planned in a logical sequence where maximum application of the skill components is possible.

2. **Teach.** This involves the efforts of teachers who are trained to use the skills component in appropriate situations that will arise in the teaching-learning process in accordance with the planning of their activities. If the situation is different and not visualized in planning activities, the teachers must modify their

behaviors according to the situation in the classroom. Trainees must have the courage and confidence to deal effectively with situations that arise in class.

3. **Feedback**. This term refers to providing information to student teachers about performance. Information includes strength points as well as weaknesses related to performance. This helps teachers who are trained to improve their performance in the desired direction.

4. **Re-plan.** prospective teachers re-plan their lessons by including strength points and eliminating points that were not handled skillfully during teaching in an earlier effort either on the same topic or on other topics suitable for teacher trainees for improvement.

5. **Re-teach.** This involves teaching to the same group of students if the topic is changed or to a different group of students if the topic is the same. This is done to eliminate the boredom or boredom of students. prospective teachers teach classes with new courage and confidence to do better than previous efforts.

6. **Feedback.** This is the most important component of Micro-teaching for modification of learner's behavior in the desired direction in each skill exercise.

Prayitno (2019: 7-9) argued that, basically, micro teaching is pursued through steps following:

1. Introduction / understanding of the concept of Micro Teaching.

2. Presentation of the model and discussion.

3. Learning planning / preparation.

4. Implementation / learning practices.

5. Discussion and feedback.

6. Learning Reflections

7. The practice of re-learning for those who have not succeeded.

When teaching practice needs to be observed by observers (observers) from friends or other observers. Observations can also be made after teaching practice through recording, video recording, tape recorder, and the like (in the Micro Learning Laboratory FKIP-UMS has been computerized). From the results of the observation, a discussion will be held on the skills he had practiced. Then from the conclusions of this discussion and observation, a re-teaching practice will be held by the same prospective teacher with the same teaching skills component, and so on. This repetition certainly depends on the availability of time.

From the steps of observation, discussion and repetition will benefit in particular for the practitioner, following:

1. The practitioner can find out the advantages and disadvantages of learning practices that had been implemented;

2. Practices can further enhance and develop their skills during actual learning;

3. Students can understand teaching skills that are isolative in nature.

Figure 2.3. Scheme of the steps of Micro Learning Prayitno (2019)
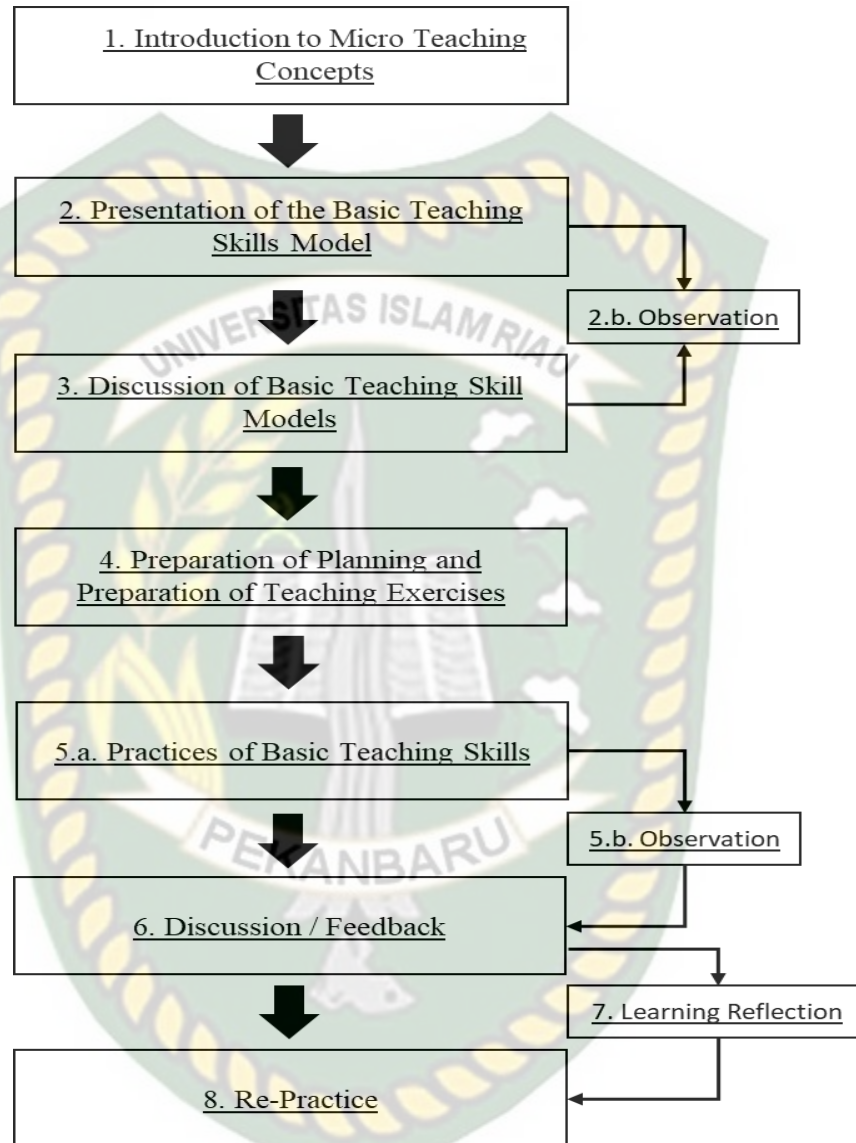
2.1.6 Definition of Challenges

Many definitions of challenges are put forward by experts. According to Roozenburg (1995) cited in Saeed and Jafar (2016: 54), the problem is a feeling of dissatisfaction in a particular situation.

Green (1993), and Wenden (1987) cited in Tabatabaei and Pourakbari (2012: 103), the students' attitudes towards procedures and in learning common languages are also important, the students' negative perceptions can damage the whole of learning program.

Furthermore, Kannan (2009) cited in Ali, Hassan *et all*., (2015: 313), there is a contextual relationship between the problem of English teachers and the students.

On the other hand, Ur (1995, p. 121) cited in Yusuf and Zuraini (2016: 543), there are some problems in teaching speaking such as being scared of making mistakes, shyness, some dominating learners in the group, the learners find it hard to find motives to speak and they more natural to express themselves in their native language.

Based on some previous opinions above, it can be concluded that challenges are problems or difficulties that will be faced by the teachers or students in learning English as a foreign language.

2.1.7 Kind of Challenges or Problems

For prospective teachers they usually do not know what things they should know before teaching practice in the class. Not only that, many things are needed by prospective teachers to be able to become a good teacher. Therefore, we should know what we need as a prospective teacher. Bartell (2005:16-17) argued that new teachers have special needs that come from their beginner status.

They must be familiar with their own school and district procedures. They need to learn how to manage their classroom and take care corresponding notes. They need help with psychological adjustment related to work demands and pressures. They have many needs such as being on the internet, the field of curriculum and teaching, and in knowing what to teach and how to teach it well to their own students. They need to learn the norms and their professional practice. They need to understand and be able to relate with the life and culture represented in their class. They need to know how to navigate the politics of the school where they work and broader contexts that affect the profession.

Table 2. 1. New Teachers needs addressed in Education Program

(Bartell: 2005)

Category	Examples
Procedural	Familiarity with school and district procedures and expectations for personnel
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records
Psychological	Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well-being
Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs

Category	Examples
Professional	Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts

2.2   Relevance Studies

The first previous research was conducted by Herlina Dhika Meigawati (2016) from English Language Education Faculty of Language and Arts Universitas Kristen Satya Wacana Salatiga. This research entitled "The Analysis of Students' Perceived Problems in Microteaching Class as Depicted in the Students' Teaching Journals". This research aims to know the prospective teacher problems in micro teaching class as depicted in their teaching journals. This research used teaching journals as an instrument.

The result of this study shows that the prospective teachers faced several problems in their micro teaching practice. Those problems that were revealed in their teaching journals are largely from the weaknesses section. That problems categorized based on Bartell (2004) problems categorized are faced by prospective teacher. There are two main issues discussed along with possible solutions. The problems are nervousness and time management. other issues are discussed briefly, such technical issues, class management and preparation. Meigawati's research equation and the

researcher are equally researching about the difficulties experienced by students, but in Meigawati's research using student teaching journals while the researcher focuses on what problems most students face.

The second previous research was done by Yuliana Rolanda (2019) from Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh. This research entitled "An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class". The purpose of this research is to analyze students' problems in designing lesson plans during micro teaching class and to find out the students' perspective of it. This study uses a qualitative research design.

The result of this study is the students' perspective on lesson plan in micro teaching are as teaching guidelines, teaching planning, and important aspects of teaching and the students' problem in in designing lesson plan is in terms of formulating indicators/targets, analyze basic competencies (KD) against indicators, and choose evaluation/assessment. The difference between Rolanda's research and the researcher's research is that Rolanda focuses on the problem of the design of the learning plan and how students stand on it while the researcher focuses on the problems faced by students and how students overcome these challenges.

The third previous research was conducted by Ardiansyah (2018) from Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam Banda Aceh. This research entitled "The correlation Between the Students' Micro

Teaching Grade and Their Teaching Ability During Preservice Teaching". This study aims to investigate the correlation between micro teaching scores and teaching practice ability during the pre-assignment teaching of English Language Education students UIN Ar-Raniry Faculty of Education and Teacher Training. This study used quantitative method.

The result of this study implies micro teaching score instead only factor that influence students' teaching skill in teaching practice during pre-school teaching in school. This study differed from the researchers' research because Ardiansyah aimed to investigate the correlation between micro teaching scores and students' practical abilities, while the researchers focused on the problems faced by students during micro teaching classes.

The last previous research was conducted by Tiaz Rahma Tari (2017) from English Department Faculty of Teacher Training and Education Mataram University. This research entitled "An Analysis on EFL Student Teachers' Difficulties During Teaching Practice: A Case Study at Junior and Senior High Schools in Mataram". The aims of this study were to identifying the EFL's prospective teachers during PPL and find out how they dealt with the difficulties. This study used descriptive qualitative research.

The results were classroom management, students' evaluation and learning material aspects. Then, difficulties associated with participation in teaching assignments, supervisors and teachers working together were considered as small

difficulties. Initiative given by EFL student teachers in solving difficulties encountered during teaching training program addressed problems and difficulties with friends teachers who worked together and supervisors, learned from books and internet, preparing everything needed before coming to class, making use of the internet and other resources, always communicating with students when problems occur, utilizing several techniques in dealing with students distributing attitudes, such as using silence, punishment, appreciation and threats. Tari's research was almost similar to the researcher's research but, Tari focused on students' difficulties when PPL while the researcher focused on students' difficulties when learning in micro teaching class.

Based on the relevant studies above shown the differences between the result research and those above. The researcher focused on the challenges in microteaching and what the students do to solve it.

2.3   Operational Concept

The operational concept is a concrete explanation for a theoretical concept, so that it is easy to understand and can be applied in the field as a reference in research. This is necessary to avoid misunderstanding in the study of this research thus the theoretical concept needs to be operated as a benchmark in this research.

In relation to the title and the problem under study, this study deals with the category of new teachers needs addressed in education program designed by Bartell

(2005) uses as tools for data collection. The category questionnaire consists of twenty-five questions divided into five parts. The list is as follows:

1. Part A enlist 5 questions are related to procedural categories.
2. Part B enlist 5 questions are related to managerial categories.
3. Part C enlist 5 questions are related to psychological categories.
4. Part D enlist 5 questions are related to instructional categories.
5. Part E enlist 5 questions are related to professional categories.

Procedural category is the first category that must be known by prospective teachers because there are procedural procedures in their own schools and districts so that this is one of the important things that must be known to prospective teachers or new teachers.

In the second category prospective teachers need to learn how to manage their classes and take care of the notes accordingly. This includes things like classroom management strategies, time management, setting up the classroom, getting materials and supplies, scheduling. taking attendance, grading practices and keeping records.

Prospective teachers need help with psychological adjustments related to work demands and pressures. Some things that include this psychological category such as managing stress, gaining self-confidence, handling challenges and disappointments, transitioning from student to teacher roles, attending to physical and emotional well-being.

The next category is Instructional. The things contained in instructional categories such as grade-level curriculum standards and expectation, lesson planning, instructional resources, assessing students' progress and using results to shape instruction, using a variety of instructional practices, adapting instruction to meet individual student needs. They have many needs on the internet in the fields of curriculum and teaching, and in knowing what to teach and how to best teach it to their own students.

They need to learn their professional norms and practices. In the category there are several things that prospective teachers must know, namely teaching norms and practices, appropriate boundaries and relationships between faculty and students, legal issues, the role of professional organizations, professional development opportunities. So, prospective teachers also need to know this category because they have to prepare themselves before going directly to school and dealing with reality in the field.

2.4   Assumption

Assumption of this research is to know the challenges or problems that were faced by the sixth semester students of English Language Education of FKIP UIR in micro teaching class. The researcher assumes that managerial problem is the most problem that faced by the students in micro teaching class.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

This research was conducted to describe challenges in micro teaching class at Universitas Islam Riau. The researcher focused on what kinds of challenges that will be faced by students at English Language Education of FKIP UIR and what they did dealing with their challenges in microteaching class. This study applies descriptive qualitative method. Creswell (2014: 152) says that qualitative research is exploratory, and researchers use it to investigate a topic when the variables and theoretical basis are unknown. In order to collect the data of this research, the writer uses questionnaire and interview as instrument of the research.

3.2   Location and Time of the Research

This research was conducted at English Language Education of FKIP UIR that located on Jl. Kaharuddin Nasution Km.11 Simpang Tiga, Bukit Raya, Marpoyan Damai, Pekanbaru. The study began in April 2020 until May 2020.

3.3   Population and Sample of the Research

3.3.1 Population

Creswell (2012: 142) says that a group of individuals who had the same characteristics is called a population. According to NGU cited in Hassan, & Madugu,

(2015: 50) stated that survey population is aggregation of elements from which the survey sample was actually chosen. The population of this research was the sixth semester students of English Language Education of FKIP UIR semester academic 2019/2020.

Table 3.1 The Total Population of the Sixth Semester Students at English Language Education of FKIP UIR

No	Classes	Total
1	6A	39
2	6B	38
3	6C	39
4	6D	40
Total		156

3.3.2   Sample of the Research

Creswell (2012: 142) says that the target population subgroups that will be studied by researcher to be generalized about the target population is called a sample. According to Tailor (2005) cited in Etikan, Musa, *et all*., (2016: 1) sample is a part of a population or universe. In this research, the researcher will use simple random sampling technique. Sugiyono (2011: 82) says that simple random sampling is a simple technique in which the sampling of the members of the population are carried out

randomly without looking at the strata in the population. The researcher took 14
students randomly using the lottery method as sample.

Table 3.2 The Total Sample of the Sixth Semester Students at English

Language Education of FKIP UIR

No	Classes	Total
1	6A	3
2	6B	3
3	6C	4
4	6D	4
Total		14

3.4   Instrument of the Research

To collect the data in this research, the researcher used questionnaires and
interviews as instruments. In this research, the researcher asked the students to fill out
a questionnaire that was provided by the researcher. In this questionnaire, the students
at English Language Education of FKIP UIR were asked to choose one of five available
answers alternatives. The students' score was numbered by in the following
classification 5,4,3,2, and 1. The researcher then used open-ended questions for the
interview because the researcher wanted to know the difficulties that were faced by

students in micro teaching classes and how they deal with these challenges. The classification can be seen below:

Table 3.3 Students' Respond of the Questionnaire

No	Respond	Scale
1	Strongly agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
53	Strongly disagree	1

Table 3.4 The Blue Print of Questionnaire of the Sixth Semester Students at

English Language Education of FKIP UIR by Bartell (2005)

No	Indicator	Item	Number of Item	Total
1.	Procedural	1. Familiarity with college and class procedures and expectations for personnel.	1-5	5
2.	Managerial	2. Classroom management strategies.	6-10	5
3.	Psychological	3. Student engagement and behaviours	11-15	5
4.	Instructional	4. Allotment of time to instructional activities.	16-20	5
5.	Professional	5. Teacher interaction with students, lecturers, and professional development opportunities.	21-25	5
Total				25 Questions

Table 3.5 The Blue Print of Interview of the Sixth Semester Students at English

Language Education of FKIP UIR by Bartell (2005)

No	Questions
1	What are your perceptions on the class procedures and expectations for the micro teaching personnel?
2	In your opinion, what do you think about classroom and time management strategies?
3	What do you feel during teaching practice in micro teaching class?
4	From your point of view, what your opinions on grade-level curriculum standards and expectations in micro teaching class?
5	What do you think about the teaching norms and practices in micro teaching class?
6	Based on questions one to five above, what number that is your difficulty in the micro teaching practice?
7	What do you think that you can do to overcome the challenges in micro teaching practice?

3.5 Data Collection Technique

First of all, the researcher asked permission to the head of English Language Education of FKIP UIR to do the research. Secondly, the researcher asked for the agreement from 14 students who will be chosen from the lottery to let the researcher give out questionnaires and interview them. Then, the researcher made a schedule with the students to conduct the questionnaires and interviews. After collecting the data, the researcher analysed it.

3.6   Data Analysis Technique

In this research, there were several steps that the researcher conducted. Firstly, the researcher highlighted the problems that the students faced in their micro teaching practice. After that, the data was coded and classified according to the subthemes in the students' questionnaire and interview. Furthermore, the data was presented in the table form to show the categories of the problems that were revealed in students' questionnaire and interview. After collecting the data, the researcher transferred all of data into Excel which enables the data to be analysed. Then, classified the percentages based on Bartell's categories of new teacher needs addressed in induction programs; they are procedural, managerial, psychological, instructional, and professional. After that, the researcher will make conclusions from the results of the analysis.

To analyse and calculate the data, the researcher used formula of percentage:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Number of percentages

F: Frequency of found percentage

N: Number of data or respondent

To get the score of students' challenges in microteaching class, it will be processed by using a percentage formula, Anas Sudijno (2004:43).

$$X = \frac{\sum X}{N} \times 100\%$$

Where: X = Individual score of the students' challenges in microteaching class

$\sum x$ = Total score of the students' challenges in microteaching class

N = Number of items

CHAPTER IV

RESEARCH FINDING

4.1 **Research Findings**

This chapter discussed and explained about data from respondent based on the rules that had been explained in the chapter three. This data consisted of questionnaires and interviews. Both instruments had the same goal, which is to describe each indicator in the study, but the interviews had additional information for the researcher in analyzing students' challenges in microteaching class.

4.2 **Data Analysis Based on Students' Questionnaires and Interviews**

In this study, the questionnaires and interviews were distributed to 14 students. There were two instruments that were done by students. First, Questionnaires by Bartell, it consisted of 5 indicators. Second, Interviews, it consisted of 7 questions based on 5 indicators and what they did in dealing with their challenges. It shown that questionnaires and interviews that students undergone had different characteristics and absolutely they had different choice on challenges in microteaching class.

To see the description of procedural, managerial, psychological, instructional and professional category, more details were shown as per the tables shown below:

4.2.1 **Procedural Category**

Table 4.1 Procedural category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Difficulty adapting in the classroom	2	14	3	21	0	0	6	43	3	21	14	100
2	Trouble getting students' attention	2	14	4	28	0	0	7	50	1	7	14	100
3	Difficulty in giving references	1	7	5	36	0	0	7	50	1	7	14	100
4	Difficulty in making connections materials	3	21	5	36	0	0	2	14	4	28	14	100
5	Difficulty in creating the lesson	1	7	8	57	0	0	2	14	3	21	14	100
	Total	**9**		**25**		**0**		**24**		**12**		**70**	
	Average		**13**		**36**		**0**		**34**		**17**		**100**

4.2.1.1 Difficulty adapting in the classroom

The table above revealed procedural category of the 14 students. It suggested that in micro teaching classes, prospective teachers faced a practice where each of them got a turn to become a teacher who taught in class. Although in this practice the students were their own classmates, the student teachers still experienced the process of adaptation in the class because the situation that occurred during the practice of micro teaching was different. They must be able to adjust as teachers and students in micro

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teaching practice. Based on the data of the table above, 64% of them felt that there were no difficulties in adapting to the classroom.

4.2.1.2 Trouble getting students' attention

At point 4.1, it has been explained that the students who practice micro teaching in class are classmates of prospective teachers. It could be difficult for prospective teachers when teaching if they were unable to get the attention of students. Submission of boring material made students reluctant to pay attention to the material that will be delivered by student teacher. Therefore, preparing all aspects before teaching practice in class was very important especially in getting the attention of students. If the prospective teacher had been able to get the attention of students, then the delivery of material was easier to do. But, based on the table above, about 57% of the prospective teachers felt that they did not faced difficulties in getting the students' attention.

4.2.1.3 Difficulty in giving references

Besides being able to adapt to the classroom environment and get the attention of students, providing references related to the material to students was also a point that must be done by prospective teachers. If the prospective teacher did not prepared many references about the material to be taught, it will be difficult for them when practicing in the classroom. Meanwhile, based on the table 4.1 above, 57% of the prospective teachers agreed that they faced no difficulties in giving references to the class.

4.2.1.4 Difficulty in making connections materials

Understanding and preparing the material properly was something that must be done by every prospective teacher before teaching practice in class. However, if they cannot make material connections between the material and students, then it will be quite difficult to make students understand the material that will be delivered by prospective teachers. Making connecting material was a bridge for prospective teachers in delivering their material when teaching practices are in the classroom. So, based on the table 4.1 above it could be seen that prospective teachers faced which was beyond 50% was that they had difficulties in making connection material.

4.2.1.5 Difficulty in creating the lesson

Before teaching practice in class, prospective teacher had learned how to make a lesson. However, this also remained a problem for some prospective teachers who do not understood how to make lessons well. When prospective teachers found it difficult to make lessons, it will have an impact on their performance in micro teaching classes. It suggested that 64% of the prospective teachers had difficulties in creating the lesson, this led to weak performance in microteaching classes. So, it could be concluded that prospective teachers at Universitas Islam Riau fairly faced difficulties in micro teaching.

Diagram 4.1. The Percentage of Students' Challenges in Micro Teaching Class in Procedural Category

PROCEDURAL CATEGORY

■ Number of items   ■ Percentages
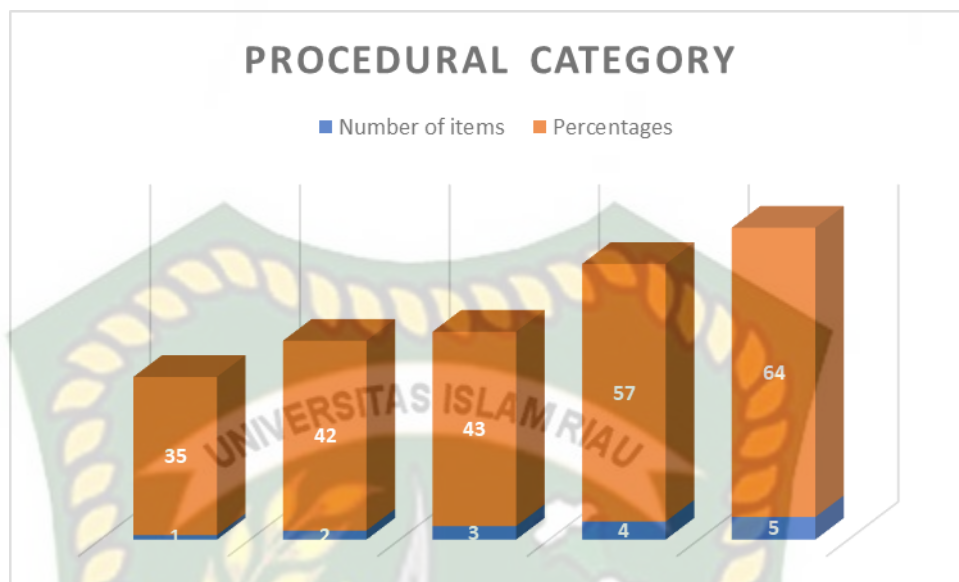
4.2.2   Managerial Category

Table 4.2

Managerial category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
6	Difficulty in planning in advance the contents of the material	3	21	6	43	0	0	3	21	2	14	14	100
7	Difficulty in explaining the material	3	21	3	21	0	0	3	21	5	36	14	100
8	Difficulty in asking questions	1	7	7	50	0	0	6	43	0	0	14	100

9	Difficulty in using series of strategies	3	21	6	43	0	0	2	14	3	21	14	100
10	Difficulty in controlling the course	2	14	10	71	0	0	2	14	0	0	14	100
	Total	**12**		**32**		**0**		**16**		**10**		**70**	
	Average		**17**		**46**		**0**		**23**		**14**		**100**

4.2.2.1 Difficulty in planning in advance the contents of the material

Planning and creating lesson were the most important items in managerial category, before completing a material that will be given to students, the prospective teacher must first be able to plan the contents of the material to be taught in class. Therefore, clear and complete material content planning was able to make it easier for prospective teachers to deliver content to students when practicing micro teaching. This was the basis of planning a learning so it must be planned carefully and thoroughly. Student teachers' responses on this category based on the table 4.2 above were more than half (64%) of them had difficulty in planning in advance the contents of the material that will be given to students.

4.2.2.2 Difficulty in explaining the material

After the prospective teacher plans the contents of the learning material, they must also be able to explain or convey the contents of the material to students. Submission of good material will make learning more easily absorbed by students. When the material delivery was good, then the student teacher will be easier to make

students focus on learning. Based on the table 4.2 above, 57% of the prospective teachers had sufficient ability in delivery material in the class through the provision of examples that were easily accepted by students and able to provide questions that made students be able to develop their understanding of the material being taught.

4.2.2.3 Difficulty in asking questions

When prospective teachers deliver material in class, they also need to ask questions related to the material to ascertain whether their students had understood or not the material that has been delivered. In doing so, the prospective teacher must be able to choose what questions were appropriate to the abilities of their students. The selection of the right questions will make students not feel afraid to answer the questions given by the prospective teachers. Asking questions clearly and using simple words so that students could easily understand the material presented was also one of the difficulties faced by prospective teacher in micro teaching classes with a percentage that reached 57% based on the table 4.2 above.

4.2.2.4 Difficulty in using series of strategies

In the process of teaching in the classroom, there were many learning strategies that can be used by prospective teachers. The selection of the right strategy will make it easier for prospectiveteachers to deliver material that will be taught to students. However, choosing the wrong strategy will make it difficult for prospective teachers to deliver the material to be taught in class. Based on the table 4.2 above, close to 65% of

them still had difficulty in using various strategies in the micro teaching classrooms, they did not really, understood what strategies were suitable for the character of students in their class, so it was difficult for them when delivering material in class.

4.2.2.5 Difficulty in controlling the course

In addition to delivering the material and choosing the right strategy, the prospective teacher must also be able to control the course when practicing micro teaching. This can also be difficult during the first prospective teacher practice. However, if the prospective teacher was able to choose the right materials and strategies, then controlling the course can be overcome when teaching in class. Furthermore, based on the data of the table 4.2 above, difficulties in controlling the course of the discussion and clarifying problems or opinions of students so that there was no misunderstanding about the material conveyed by prospective teacher reached a percentage of 85%. So, it could be concluded that the majority of prospective teachers had difficulty in the managerial category.

Diagram 4.2. The Percentage of Students' Challenges in Micro Teaching Class in Managerial Category

MANAGERIAL CATEGORY

■ Number of items ■ Percentages
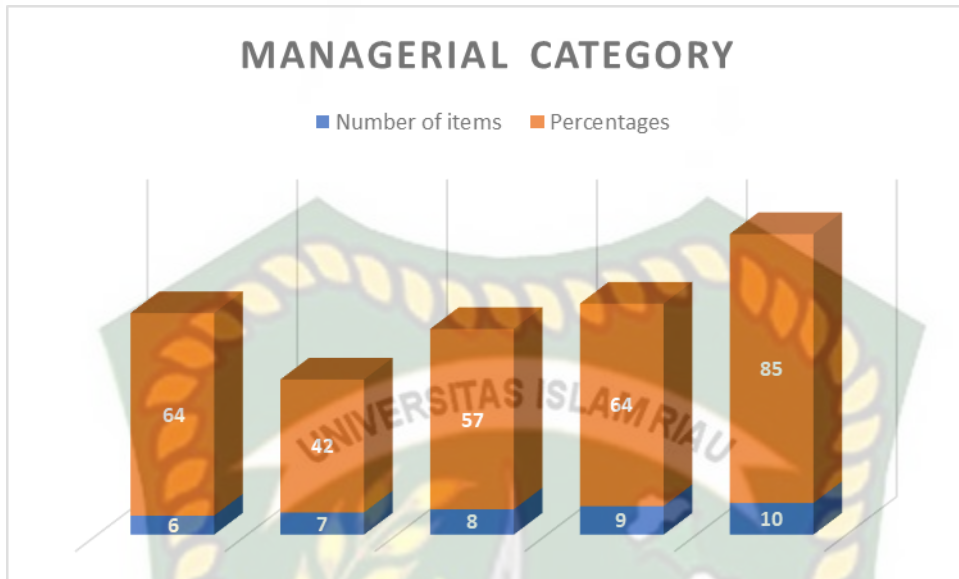
4.2.3   Psychological Category

Table 4.3

Psychological category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	Difficulty in creating and maintaining comfortable classroom conditions	2	14	6	43	0	0	4	28	2	14	14	100
12	Difficulty to reduce students' behavior	2	14	5	36	0	0	6	43	1	7	14	100

13	Difficulty in giving verbal reinforcement and non-verbal	1	7	5	36	0	0	3	21	5	36	14	100
14	Difficulty in showing warmth and sensitivity	2	14	4	28	0	0	5	36	3	21	14	100
15	Difficulty in giving advice and motivation	2	14	3	21	0	0	6	43	3	21	14	100
	Total	**9**		**23**		**0**		**24**		**14**		**70**	
	Average		**13**		**33**		**0**		**34**		**20**		**100**

4.2.3.1 Difficulty in creating and maintaining comfortable classroom conditions

As previously explained that the students in the practice of micro teaching are classmates of student teachers. This is a factor that is quite helpful to them in creating and maintaining comfortable classroom conditions. If the condition of the classroom is comfortable, then the provision of subject matter will be easier to do. The table 4.3 above revealed about psychological category. This category was different to another category. About 57% of the student teacher had difficulty in creating and maintaining comfortable classroom conditions for students.

4.2.3.2 Difficulty to reduce students' behavior

Even though the classroom atmosphere was comfortable, prospective teacher must be able to reduce student behavior. The habit of students who found it difficult to focus or easily get bored while studying in class became a challenge that must be faced by prospective teachers. This is indeed common during the teaching and learning process in the classroom. Therefore, prospective teacher must be able to regulate classroom conditions in order to reduce student behavior when the learning process takes place. There was an interesting fact that appeared on this table of finding. 7 of student teacher (50%) had difficulty in using a series of strategies to reduce students' behavior that disturbed their friends and did not want to be involved in class assignments, but a half of prospective teachers were able to do that point.

4.2.3.3 Difficulty in giving verbal reinforcement and non-verbal

After the material is conveyed by the prospective teacher, then the material must be given reinforcement again so that students remember more about the material being taught. Strengthening that can be given by prospective teachers is in the form of verbal reinforcement such as the words spoken, as well as nonverbal reinforcement such as body movements, symbols and so forth. This is also an important factor to support the delivery of material very well. About 57% of prospective teacher were able in giving verbal reinforcement (with words) and non-verbal (with expressions, movements, touches, activities and fun symbols or objects) to students.

4.2.3.4 Difficulty in showing warmth and sensitivity

As good teacher candidates, prospective teachers must not only be able to teach in class, but they must also be able to provide warmth and sensitivity to the conditions of their students. If there are students who were sick, the teacher must act, as well as other students' conditions. The teacher also played the role of guardian of the students while at school. Therefore, student teachers must also learn about the warmth and sensitivity of students in class. They could show the warmth and sensitivity to the needs of students in small groups and individuals, the percentage obtained from this point was more than half of prospective teachers (57%) were able to practice this to students in micro teaching classes.

4.2.3.5 Difficulty in giving advice and motivation

Conditions in the class will always be different every day, but the prospective teacher must still be able to teach in all class conditions. when the learning process ends, prospective teacher must be able to provide advice and motivation to students. Suggestions and motivations can be in the form of suggestions about the material just learned or motivation to study harder. Providing advice and motivation is also important because as prospective teachers, student teachers will face these conditions on the ground. Based on the table 4.3 above, close to 65% of prospective teacher were able to give advices and motivations to students, they provided motivation through their personal experiences in order to motivate students. So, in the psychological category it could be seen that more than half of prospective teachers were able to practice this category well in micro teaching practices.

Diagram 4.3. The Percentage of Students' Challenges in Micro Teaching

Class in Psychological Category

PSYCHOLOGICAL CATEGORY

■ Number of items ■ Percentages

57	50	43	42	35
11	12	13	14	15
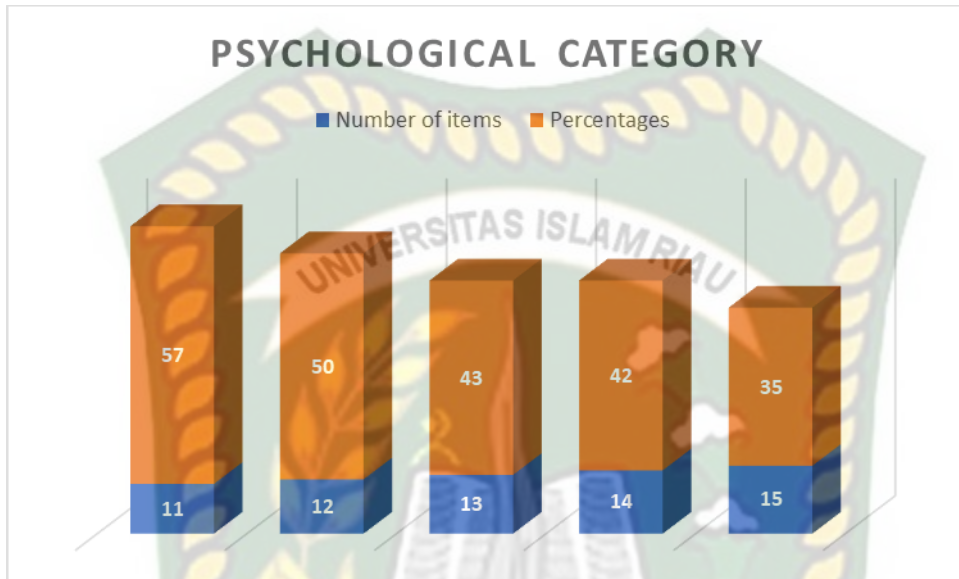
4.2.4 Instructional Category

Table 4.4

Instructional category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
16	Difficulty using variations in sounds and others	2	14	4	28	0	0	6	43	2	14	14	100
17	Difficulty in using	3	21	4	28	0	0	6	43	1	7	14	100

	various models and method											
18	Difficulty in applying various tools and materials	3	21	6	43	0	0	5	36	0	0	14	100
19	Difficulty in asking questions	2	14	4	28	0	0	5	36	3	21	14	100
20	Difficulty in directing students	4	28	6	43	0	0	3	21	1	7	14	100
	Total	**14**		**24**		**0**		**25**		**7**		**70**	
	Average		**20**		**34**		**0**		**36**		**10**		**100**

4.2.4.1 Difficulty using variations in sounds and others

Prospective teachers must be able to understand about different class conditions and different atmosphere on daily basis. The use of sound variations or other things such as using media in teaching and learning was also very important. For example, when the teacher wanted to give a little joke in class, the tone of voice used will be different from when the teacher presents the material. The table 4.4 above showed that more than a half of prospective teacher (57%) were able to use variations in sound, concentration, silence, making eye contact and changing positions in micro teaching practices.

4.2.4.2 Difficulty in using various models and method

The variety of models and learning methods make prospective teachers have a variety of choices to use when teaching in class. However, the many learning models and methods can also create prospective teacher confusion in the selection of models and what methods were appropriate for use in the classroom. This was certainly a serious consideration for novice prospective teachers. Even 50% of prospective teacher were able to use various models and methods to avoid the boredom of students.

4.2.4.3 Difficulty in applying various tools and materials

In English there were a variety of learning materials that must be taught in class. One example is "text procedure", this material was a lesson that deals with how to make or do something. The material that was usually used was about how to make food or drinks. This certainly required practice. Sometimes this also became a difficulty for the prospective teacher in determining what food or drink to make, because there were many tools and materials that can be used on this material. The instructional category had 64% of prospective teachers had difficulties in applying various tools and material in teaching based on the data of the table 4.4 above.

4.2.4.4 Difficulty in asking questions

Asking questions to find out to what extent students' ability to understand the material being taught is also important. This can be done by prospective teachers by giving questions that can arouse students' memories or knowledge about the material. This method will be very effective to stimulate students' memories about the material that has been taught. About close to 60% of the prospective teacher could ask questions

that could change the level of students' knowledge from knowledge questions to analysis questions and use tracking questions.

4.2.4.5 Difficulty in directing students

Stimulating student knowledge by giving questions about the material being taught was a very effective way for prospective teachers. However, to direct students to the purpose of the question is not easy. That will be one of the challenges for prospective teachers too. They must be able to direct their students to be able to understand the questions given by prospective teachers. Based on the data of the table 4.4 above, the prospective teachers also found it hard to direct students to be able to analyze the questions that were given by the prospective teacher, about more than a half of prospective teacher (71%).

Diagram 4.4. The Percentage of Students' Challenges in Micro Teaching

Class in Instructional Category

INSTRUCTIONAL CATEGORY

■ Number of items ■ Percentages
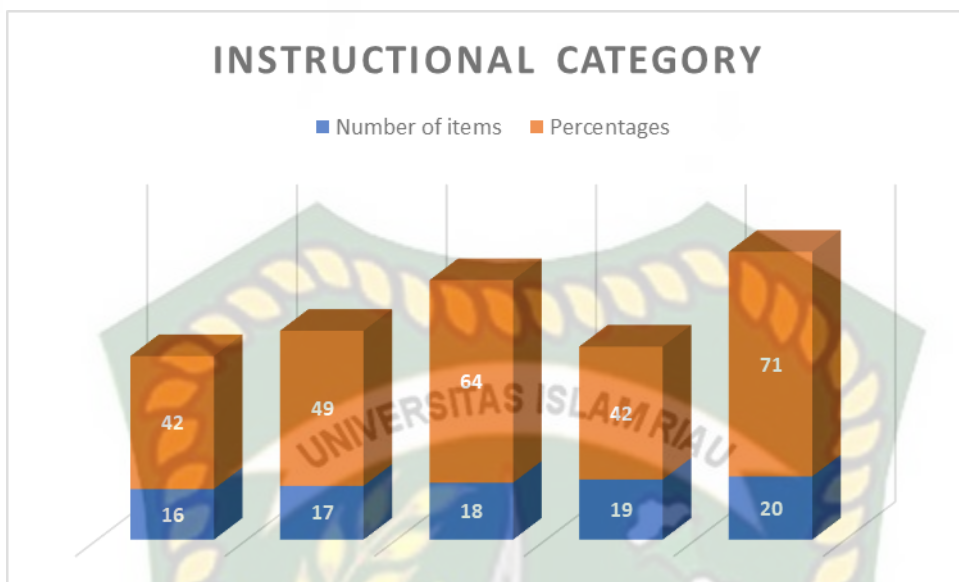
4.2.5 Professional Category

Table 4.5

Professional category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
21	Difficulty directing students to work together	2	14	4	28	0	0	6	43	2	14	14	100
22	Difficulty instilling a sense of responsibility	7	50	4	28	0	0	3	21	0	0	14	100
23	Difficulty teaching	2	14	3	21	0	0	7	50	2	14	14	100

No	Statement											
	students the values of life norms											
24	Difficulty in explaining the function and position	5	36	4	28	0	0	5	36	0	0	14	100
25	Difficulty explaining to students about the goals and tasks	2	14	7	50	0	0	4	28	1	7	14	100
	Total	**18**		**22**		**0**		**25**		**5**		**70**	
	Average		**26**		**31**		**0**		**36**		**7**		**100**

4.2.5.1 Difficulty directing students to work together

In the classroom there were various students with various characters. There are students who like to hang out, some were closed, some were very focused when studying, and various other characters. This also applied to the level of student ability, some were smart, some were a little less able to understand the lesson and others. This sometimes made it difficult for prospective teachers to direct students so that they were able to work together. The table above revealed about professional category of the 14 student teachers. It explained that close to 8 prospective teachers (57%) were able to direct students to work together.

4.2.5.2 Difficulty instilling a sense of responsibility

One of the difficulties often faced by prospective teachers when teaching in class is instilling a sense of responsibility in students. The striking difference in student abilities in a group usually made it difficult for students to work together. This also affected the sense of responsibility possessed by students. Therefore, as prospective teachers, student teachers must be able to train themselves to be able to make students feel responsible for the group and themselves. About close to 80% of prospective teacher had difficulty in instilling a sense of responsibility to students.

4.2.5.3 Difficulty teaching students the values of life norms

Aside from a sense of responsibility, teaching norm values were also very important in class. As a good teacher candidate, prospective teacher must not only be proficient in teaching academic values to students. Prospective teacher must also be able to instill norm values to their students. Because in social life we must also be able to understand the values of the prevailing norms. Based on the table 4.5 above the prospective teachers were also able to teach the students the values of life norms, it was about 64% of prospective teachers.

4.2.5.4 Difficulty in explaining the function and position

When students are asked to study in groups in the classroom, of course there are positions that must be filled such as chairperson, secretary, and others. Before

determining these the prospective teacher must be able to explain in advance the parts
and functions of each of these positions. This need to be done so students understood
their assignments within the group. About 64% of prospective teacher also had
difficulties in explaining and to make students understand the function of the position
in the group.

4.2.5.5 Difficulty explaining to students about the goals and tasks

After the prospective teacher explained about the positions and tasks of each
position in a group, then the prospective teacher must be able to explain about the goals
and tasks of each group. By knowing the objectives and assignments that will be given
by the prospective teacher then students can be given assignments that they must
complete in groups with a sense of responsibility. Based on the table 4.5 above, the
prospective teacher also had difficulty explaining to students about the goals and tasks
that were carried out, it was more than a half of the prospective teachers (64%).

Diagram 4.5. The Percentage of Students' Challenges in Micro Teaching

Class in Professional Category

PROFESSIONAL CATEGORY

■ Number of items ■ Percentages

42 / 21 | 78 / 22 | 35 / 23 | 64 / 24 | 64 / 25
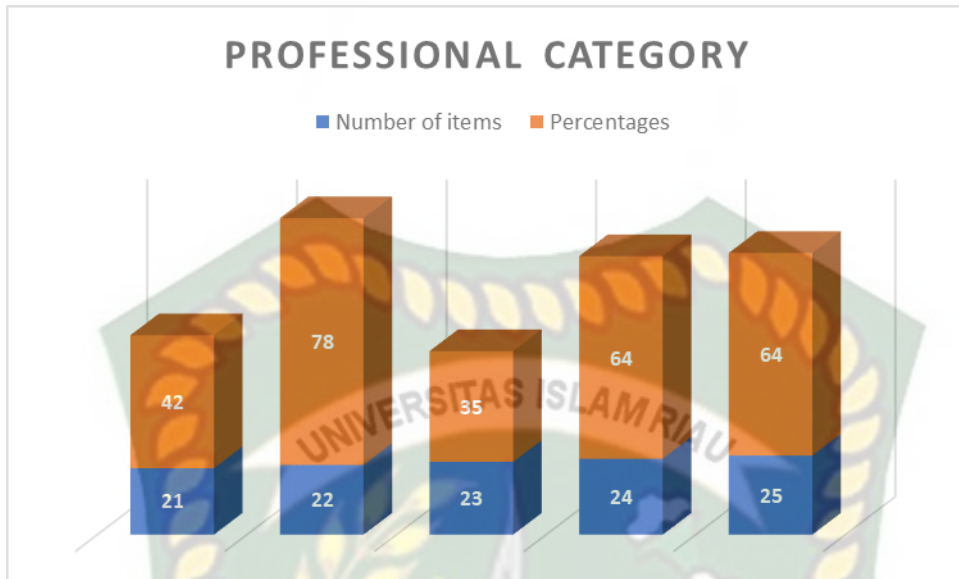
4.3   Students' Challenges in Microteaching Class Recapitulation

Table 4.6

The Recapitulation of all Students' Challenges in Microteaching Class

No	Indicators	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		%	%	%	%	%
1	Procedural	13	36	0	34	17
2	Managerial	17	46	0	23	14
3	Psychological	13	33	0	34	20
4	Instructional	20	34	0	36	10
5	Professional	26	31	0	36	7
Total		89	180	0	163	68
Average		18	36	0	33	14

Table 4.7

The Recapitulation of all Students' Challenges in Microteaching Class

No	Indicators	Strongly Agree	Agree	Total
		%	%	%
1	Procedural	13	36	49
2	**Managerial**	**17**	**46**	**63**
3	Psychological	13	33	46
4	Instructional	20	34	54
5	Professional	26	31	57

Table 4.7 showed that prospective teachers dominantly faced difficulties in **managerial category**. It indicated that prospective teachers at Universitas Islam Riau mainly faced difficulties in planning in advance the contents of the material as well as difficulties in controlling the course of the discussion and clarifying problems or opinions of students.

Diagram 6

The Recapitulation of all Students' Challenges in Microteaching Class

The Recapitulation of all Students' Challenges in Microteaching Class
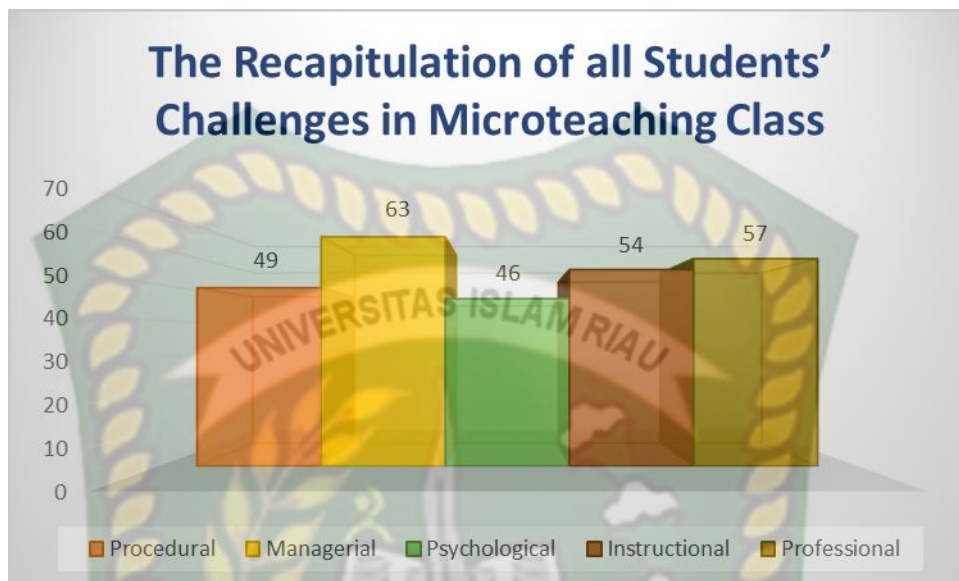
4.4   The Data of Students' Interview

The purpose of this paper was to find out the problems faced by prospective teachers during teaching practices in micro teaching classes. In this section, several explanations were used to answer research questions related to problems in the micro teaching classroom. This finding was developed from the results of prospective teacher interviews. The following below was a transcript of the results of the prospective teachers' interviews.

● **Question 1:** What are your perceptions on the class procedures and expectations for the micro teaching personnel?

Student A answered: In my opinion the procedures in class and expectations look very far. Which, the procedure is very good class and discipline in carrying out teaching and learning activities and expectations that are experienced very much different.

Student P answered: I feel that it is important to get the student teachers to be ready for the real teaching in classes through microteaching practices such as on how they convey the theory that they want to teach to the class.

Student D answered: In my opinion, the first of the class procedures is very good. Secondly, the performance of the personnel when they were early was interesting and pleasant, but over time it seemed ineffective because with the same performance style, it looked boring.

Student AI answered: According to my perception the class procedure was very good and in accordance with my expectations.

Student Y answered: In my opinion, regarding the class procedure is still unclear, dividing groups to practice micro teaching with the provisions of 1 teacher and 5-6 students in the group is less to present the state of the class, moreover my expectations of each mc personnel who play their role as volunteers and the teacher should indeed represent actual field conditions where in one class there are more than 20 children not 5 children.

Student AM answered: Microteaching is one of the subjects that must or can be called mandatory to be followed by students who are under the Education and Teacher Training programs. With micro teaching, students

as prospective teachers can begin to learn how to organize classes, start learning, to how to end classes properly and correctly. However, the experience I gained when attending a micro-teaching course was far from meeting the standard, this was due to the ineffective distribution of time given, so that not every teaching practice was teaching prospective teachers.

Student DA answered: In my opinion the class procedure is very clear because before starting the practice of micro teaching the lecturer will give instructions to the student teacher. Then my expectation for micro teaching personnel is that student teachers can learn while teaching.

Student PA answered: I feel that it is important to make student teachers ready for real teaching in the classroom through micro teaching practices such as how they convey the theory they want to teach to the class.

Student AS answered: In my opinion, first-class procedures are very good. Second, the appearance of young people when they are young is very interesting and enjoyable, but over time it seems ineffective because with the same appearance style, it looks boring.

Student C answered: In my opinion, class management is good because lecturers have created and maintained classroom conditions so that they remain conducive, so students can learn optimally, actively, and fun effectively and efficiently to achieve learning goals. And time management is good because the lecturer is always on time in teaching.

Student CN answered: In my opinion, first-class procedures are very good. The second, the appearance of young people when they are young is very interesting and enjoyable, but over time it seems ineffective because with the same appearance style, it looks boring.

Student E answered: I think it is very important to make student teachers ready for real teaching in the classroom through micro teaching practices such as how they convey the theory they want to teach to the class.

Student I answered: In my perception, the class procedure is very good and in accordance with my expectations

Student R answered: In my perception, the class procedure is very good and in accordance with my expectations.

● **Question 2:** In your opinion, what do you think about classroom and time management strategies?

Student A answered: Classroom management and time management are very much needed in teaching and learning activities. Where if class management and time management can be run well it can create a harmonious classroom atmosphere.

Student P answered: I personally think that it is crucial to have a good time management strategy as we are able to impart more knowledge to the crowd within the determined timing.

Student D answered: In my opinion, the classroom management is good because the lecturer has created and maintained classroom conditions to remain conducive, so that students can learn optimally, actively, and fun effectively and efficiently to achieve the learning objectives. And time management is good because lecturers are always on time in teaching.

Student AI answered: The management strategy & time is also very good, when teaching can adjust and the material can be delivered properly, in accordance with the specified time.

Student Y answered: For the classroom management strategy micro teaching teachers are not too serious in micro teaching because they still consider students to be friends and for time management, practice time that is less than 15 minutes cannot represent what real learning is like, which directly anything can happen during field learning but it cannot be predicted because the time spent is only under 15 minutes so the mc teacher becomes less prepared to jump into the field.

Student AM answered: Class management strategy and time management are two things that are very related to one another, if a prospective teacher or teacher himself is able to manage his class well with the intention, the learning material is delivered, and students understand what has been conveyed or discussed, according with the teaching time that has been given, therefore a teacher has mastered the class well.

Student DA answered: In my opinion, management strategies and time management are important factors that must be fulfilled by student teachers because this determines the processing in the classroom when practicing micro teaching.

Student PA answered: I think that it is very important to have a good time management strategy because we can provide more knowledge to many people in the allotted time.

Student AS answered: In my opinion, management and time management strategies are important factors that must be met by student teachers because this determines the process in the classroom when practicing micro teaching.

Student C answered: In my opinion, the class management strategy is how to struggle as an educator in controlling the classroom atmosphere so that it remains conducive, and not boring so that students can easily absorb the material presented and are not easily bored. While time management is how we try to manage the time during our class, starting from pre-teaching, while teaching, and after teaching.

Student CN answered: In my opinion, class management is good because lecturers have created and maintained classroom conditions so that they remain conducive, so students can learn optimally, actively, and fun effectively and efficiently to achieve learning goals. And time management is good because the lecturer is always on time in teaching.

Student E answered: Classroom management and time management are needed in teaching and learning activities. Where if class management and time management can run well it can create a comfortable atmosphere.

Student I answered: I do not really understand about how to manage the class.

Student R answered: I think this is the most important things that we should apply during micro teaching practices.

● **Question 3:** What do you feel during teaching practice in micro teaching class?

Student A answered: Very nervous, moreover I am an unusual type of person and do not like to speak in public.

Student P answered: I feel that good teaching practice is compulsory for efficient learning of the students.

Student D answered: What I feel, I can get knowledge from the teaching styles displayed by each personnel starting from the approach to students and the style of delivery of the material applied in front of students.

Student AI answered: The first feeling was a little scared, but after that it was very fun when teaching in the microteaching class.

Student Y answered: What I feel is that the teaching of micro teaching does not really represent what is happening in the real field, much less from

the emotional side of the actual students and the micro teaching teacher who does not take micro teaching seriously.

Student AM answered: There is something new that I got while attending a micro-teaching course. When my colleagues appear or start teaching practice, I get new things that have never been known before, for example, the methods used, strategies, media, or how to arrange classes while learning takes place, and also some of the input given by lecturers to the lecture courses to who have appeared, can be self-improvement and preparation to be better prepared when teaching.

Student DA answered: I feel happy because I can learn new things.

Student PA answered: I feel, I can get knowledge from the teaching styles displayed by each personnel starting from the approach to students and the style of delivery of the material applied in front of students.

Student AS answered: I feel that good teaching practices are mandatory for efficient student learning.

Student C answered: During teaching practice in class, I feel less confident to explain the material in front of students.

Student CN answered: I feel shy when I do it.

Student E answered: I feel nervous but, it is not a big deal for me.

Student I answered: I feel nervous.

Student R answered: I feel happy when I teach in the class.

● **Question 4:** From your point of view, what your opinions on grade-level curriculum standards and expectations in micro teaching class?

Student A answered: From my point of view, the curriculum meets the standards. But there are still many advantages and disadvantages to what has been learned in micro teaching. Like, the current curriculum that relies on technology based on independent students in learning. In my opinion, this expectation is very far due. When micro teaching doesn't really use that technology.

Student P answered: It is important to have such system in order for the student teachers to know what they should improve on.

Student D answered: Elementary, junior high, and senior high school curriculum have different styles so that microteaching personnel can take the appropriate standard to be practiced according to the level of their respective personnel. Because with the standard, each level has a challenge for microteaching personnel so that they can train their quality according to the standard taken. But as far as I saw during the microteaching practicum, some personnel had the same teaching style / goals with different competency standards.

Student AI answered: A good curriculum, because they can add knowledge in their own way, without having to be given a lecture by the

teacher, so they can find themselves what they want to know, in accordance with existing lessons.

Student Y answered: At this time the curriculum applied for elementary and junior high school is still too tight, the number of tasks given is not effective in improving students' abilities and knowledge. The good curriculum is revised again and more practice than assignments. And my expectations regarding the curriculum in micro teaching, I hope micro teaching teachers can prepare learning according to the school level curriculum seriously, not just teaching without knowing the actual curriculum. So that when in the field micro teaching teachers have gotten an overview of the micro teaching classes before.

Student AM answered: When attending micro-teaching courses, because the time given to appear teaching is very minimal, so the curriculum standards are not optimal at each level. As we know that, the teaching time in the class given to the teacher is, 2X45 minutes, whereas when the practice of micro-teaching is only given a maximum of about 15-20 minutes, in terms of time alone, it has been seen that, teaching practice in the classroom micro-teaching is very lacking to train prospective teachers to be ready at PPL.

Student DA answered: I think the curriculum made by the government is very good, but the curriculum is still difficult to be applied in the world of

Indonesian education. My expectations in the micro teaching class with the practice are a little different.

Student PA answered: I think the curriculum made by the government is very good, but the curriculum is still difficult to apply in the world of Indonesian education. My hope in the micro teaching class with practice is a little different.

Student AS answered: I think the curriculum made by the government is very good, but the curriculum is still difficult to apply in the world of Indonesian education. My hope in the micro teaching class with practice is different.

Student C answered: I think it is good and in real situation it is a little different.

Student CN answered: It is important to have such a system so that student teachers know what they need to improve.

Student E answered: From my point of view, the curriculum meets the standards. But there are still many advantages and disadvantages to what has been learned in micro teaching. Like, the current curriculum that relies on technology based on independent students in learning. In my opinion, this hope is very far away. When micro teaching doesn't really use that technology.

Student I answered: Good curriculum, because they can add knowledge in their own way, without having to be lectured by the teacher, so they can find out for themselves what they want to know, according to the lessons.

Student R answered: In my opinion, curriculum standards in primary, secondary, and secondary schools are very good if applied. But in reality, not all schools / classes can apply this standard. This is because of the condition of the school and also the students themselves.

● **Question 5:** What do you think about the teaching norms and practices in micro teaching class?

Student A answered: In my opinion, norm teaching is very necessary in micro teaching classes because when facing students in real situations it will be very different in micro teaching classes.

Student P answered: I think that it is crucial as such system will get the students teacher more prepared for the real teaching in class.

Student D answered: The purpose of teaching norms and practices is to pursue a minimum standard of success so that it can be used as a guide by teachers in evaluating the results of teaching and learning activities which will then be used as feedback to improve instructional teaching systems. But if it is implemented in microteaching, it seems not good, because only a few personnel only apply the norm system in practice.

Student AI answered: Teaching norms and practice is very good, can train me to become a better teacher.

Student Y answered: For teaching norms and practices in micro teaching, each is very lacking, as far as I monitor only a small percentage of micro teaching teachers provide norm teaching and practice to micro teaching students. Even though the norms and practices should be more numerous, because the curriculum itself requires the attitudes and norms of students not just grades.

Student AM answered: A person who will become a teaching staff is not only required to provide learning materials in the form of knowledge values, but also must teach character education which greatly affects the growth and development of students when adapting in the classroom or the school environment.

Student DA answered: In my opinion, teaching the values of norms is very important when teaching in class and its practice in actual practice is also appropriate.

Student PA answered: I think, teaching the values of norms is very important when teaching in class and practice in practice which is also appropriate.

Student AS answered: I think this is very important because such a system will make student teachers better prepared for actual teaching in class.

Student C answered: Someone who will become a teaching staff is not only required to provide learning material in the form of knowledge values, but also must teach character education which greatly influences student growth and development when adapting in the classroom or school environment.

Student CN answered: I think this is very important because such a system will make student teachers better prepared for actual teaching in class.

Student E answered: Teaching norms and practices is very good, can train me to become a better teacher.

Student I answered: I think it is important and suits.

Student R answered: In my opinion, teaching norms are very important to be taught to students in the current era, where the existence of norm teaching is expected to make students have respect and courtesy especially to educators. But in real there are still students who oppose and are not polite during class.

● **Question 6:** Based on questions one to five above, what number that is your difficulty in the micro teaching practice?

Student A answered: The difficulty is that I just can't express myself because I'm not confidence.

Student P answered: I feel that number 5 is the most important as with great knowledge of the norms and practices in micro teaching, student teachers can perform better in the future.

Student D answered: Actually, number 1, because it's hard to me to know the technical of the micro teaching.

Student AI answered: Actually, nothing has become a problem for me, all of that we learn and get better. But, number 4 is a little bit hard because it's not easy to make a lesson plan.

Student Y answered: From number 1 to 5, the difficulty I experienced was in class management, because I don't have enough time to do it. I have many activities out of classroom.

Student AM answered: One of the things that is difficult in my opinion is that of class management because this is difficult to synchronize, considering the large number of participants with different backgrounds and different head contents.

Student DA answered: Number 2, because it is not easy to make a management and time management strategy. That requires very careful and careful planning.

Student PA answered: Number two. Number two. It is hard to me to manage the class because I do not have sufficient knowledge in micro teaching practice.

Student AS answered: 2. Because so hard manage the classroom when I give the material.

Student C answered: Number 2. It is hard to me to manage the time in the class because when I delivered the material, my student disturbed their friend.

Student CN answered: Number 3. Because I feel shy.

Student E answered: Number two. It is hard because I still confuse about management classes.

Student I answered: 2. Because hard to prepare myself because I still don't understand about the material.

Student R answered: Number 2. It's not easy to set the time when we practicing.

● **Question 7:** What do you think that you can do to overcome the challenges in micro teaching practice?

Student A answered: Try to calm down and master the material as possible. So that my confidence rose. And not too nervous.

Student P answered: I think that strengthening more on norm and practices in microteaching will build a good foundation for better performance of the student teacher as the other factors can be strengthen as it goes.

Student D answered: Learn more and practice at home so you can overcome these challenges.

Student AI answered: Learn more and practice at home so you can overcome these challenges.

Student Y answered: Better prepare everything before the practice of micro teaching, starting from what curriculum is used, tucking in norms and teaching the practice to micro teaching students, moreover managing the time of micro teaching practice by achieving the true standard of learning.

Student AM answered: Some things that in my opinion should be prepared to face challenges When practicing micro teaching, namely:

● Prepare lesson plans as interesting as possible, if necessary, we note what things we should do during the learning process, by making notes, so that when teaching we will not forget or fail to focus and the material is not delivered.

● Second, study the material presented as fully as possible, in the learning process, there are a number of questions that will arise outside of what we think, so we must learn before teaching.

● Prepare the media that needs to be used for teaching, try not to prepare it before entering the class. Because we will not know the conditions on the field.

● Dress nicely, in the sense; neat, pleasing to the eye, clean, and don't forget to check our physical condition, our mouths may be smelly or our eye's dirt will come out. This little thing really needs to be noticed, if not we will lose confidence and learning might just not run optimally.

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● Finally, pray. Hopefully this will be carried out until the teaching and learning process is finished.

Student DA answered: I will learn from my mistakes and correct it.

Student PA answered: I will learn from my mistakes.

Student AS answered: I will watch the micro teaching video from youtube and I will learn from it.

Student C answered: I will try again until I can do well.

Student CN answered: I will write my weaknesses and practice a lot.

Student E answered: I will learn from social media and ask my senior to get the practice more.

Student I answered: I want to learn from my weaknesses.

Student R answered: I will learn from my weaknesses.

Table 4.8

Students' Challenges in Microteaching Class

Code	Question	Answer

SA	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● The difficulty is that I just can't express myself because I'm not confidence.
SP	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● I feel that number 5 is the most important as with great knowledge of the norms and practices in micro teaching, student teachers can perform better in the future.
SD	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Actually, number 1, because it's hard to me to know the technical of the micro teaching.
SAI	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Actually, nothing has become a problem for me, all of that we learn and get better. But, number 4 is a little bit hard because it's not easy to make a lesson plan.
SY	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● From number 1 to 5, the difficulty I experienced was in class management, because I don't have enough time to do it. I have many activities out of classroom.
SAM	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● One of the things that is difficult in my opinion is that of class management because this is difficult to synchronize, considering the large number of participants with different backgrounds and different head contents.
SDA	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Number 2, because it is not easy to make a management and time management strategy. That requires very careful and careful planning.
SPA	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Number two. Number two. It is hard to me to manage the class because I do not have sufficient knowledge in micro teaching practice.
SAS	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● 2. Because so hard manage the classroom when I give the material.

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SC	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Number 2. It is hard to me to manage the time in the class because when I delivered the material, my student disturbed their friend.
SCN	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Number 3. Because I feel shy.
SE	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Number two. It is hard because I still confused about management classes.
SI	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● 2. Because hard to prepare myself because I still don't understand about the material.
SR	● Based on questions one to five above, what number that is your difficulty in the micro teaching practice?	● Number 2. It's not easy to set the time when we practicing.

Table 4.9

The Recapitulation of all Students' Challenges in Microteaching Class

No	Indicators	Challenges	Total

1	**Procedural**	Technical	1
2	**Managerial**	**Time management**	**2**
		Class management	**6**
		Preparation	**1**
3	**Psychological**	Nervous/anxious	2
		Confused	-
4	**Instructional**	Lesson planning	1
5	**Professional**	Teaching norms	1
		Group control	-

From the data collected, there was one main problem that the researcher can draw as the main theme by calculating the biggest rank and briefly explained in the overall challenges with the following numbers. The main theme was managerial category. Each of these challenges were presented and discussed below:

4.4.1 Classroom management

The first biggest challenges found in the prospective teachers' interview was classroom management. Six prospective teachers experienced classroom management problem. Bartell (2005) based on table 4.6, categorized classroom management as managerial category. Therefore, Marzano (2003) cited in E. Shamina, Mumthas (2018:41) suggested that classroom management as a meeting of teacher actions in four different fields: i) establishing and enforcing rules and procedures, (ii) taking disciplinary action, (iii) maintaining effective teacher and student relationships, and (iv) maintaining device the right mentality for management.

"….. From number 1 to 5, the difficulty I experienced was in class management, because I don't have enough time to do it. I have many activities out of classroom. (SY, 2020)

The above quotation shows that SY had a lot of activities to do and did not consider time sharing. This problem also occured in peers. That made SY difficult in managerial category.

"….. One of the things that is difficult in my opinion is that of class management because this is difficult to synchronize, considering the large number of participants with different backgrounds and different head contents. (SAM, 2020)

Based on the quote above, SAM found it difficult to manage her class because of the differences in the various backgrounds and characters of students in the class. Even though SAM was a classmate in his class as a student, it still gave her difficulty.

"….. Number 2, because it is not easy to make a management and time management strategy. That requires very careful and careful planning. (SDA, 2020)

Based on SDA's answer above, she had difficulty making her class management strategy because of her lack of proper planning, it would disturb her performance in the classroom. Therefore, she tried very hard to plan her class management strategy very carefully.

"….. Number two. It is hard to me to manage the class because I do not have sufficient knowledge in micro teaching practice. (SPA, 2020)

The excerpt above shown that SPA had a lack of knowledge about how to manage classes in the practice of micro teaching, so it made SPA difficult to manage her class with a compilation of micro teaching classes.

"….. 2. Because so hard manage the classroom when I give the material. (SAS, 2020)

The excerpt above shows that SAS had difficulty focusing on two things at once when teaching class. This can be seen from SAS' statement that she had difficulty managing her class when she was delivering the material.

"….. Number two. It is hard because I still confused about management classes. (SE, 2020)

The excerpt above shown that difficulties experienced by SE were almost experienced by every new prospective teacher. SE was still confused about what class management was so that it will be difficult for SE in the practice of micro teaching.

Based on an analysis of the challenges in classroom management above, the researcher provided a number of suggestions, below:

a) Discuss problems and difficulties with friends, or lecturers.

b) Prepare everything needed before coming to class

c) Utilizing the internet and available resources.

d) Always communicate with students when problems occur during class.

The above suggestion is in line with research conducted by previous researchers namely Tiaz Rahma Tari (2017) about EFL Student Teachers' Difficulties During Teaching Practice.

4.4.2 Time management

The second biggest problem found in student teacher interviews was time management. Two student teachers experience time management problems.

> "….. Number 2. It is hard to me to manage the time in the class because when I delivered the material, my student disturbed their friend. (SC, 2020)

The excerpt above shows that SC found it difficult to arrange time when delivering material in class because her students did not focus on the lesson and preferred to disturb other friends. This made SC found it difficult to manage time effectively when practicing micro teaching.

> "….. Number 2. It's not easy to set the time when we practicing. (SR, 2020)

The excerpt above shows that SR has difficulties similar to Cindy's. SR also had difficulty in arranging material delivery time with class time in class so that it made SR difficult in time management.

Based on the problems faced by SC and SR above, the researcher provides several suggestions that were in line with previous studies by Herlina Dhika Meigawati (2016) about Analysis of Students 'Perceived Problems in Microteaching Class as Depicted in the Students' Teaching Journals, below:

3. Practice often at home to adjust the duration to class time.
4. Use some techniques in dealing with students' bad attitudes, such as using silence, punishment and other techniques.

4.4.3 Preparation

The third problem found in prospective teacher interviews was preparation. One prospective teacher experience preparation management.

"….. 2. Because hard to prepare myself because I still don't understand about the material. (SI, 2020)

The excerpt above shows that SI had obstacles regarding preparation before the practice of micro teaching. This made it difficult for SI to deliver material in class because SI still did not understand the learning material.

Based on the difficulties faced by SI above, the researcher suggested SI to prepare everything before teaching in class. Understanding and planning teaching material was very important because when student teachers were in class, they must be able to deliver the subject matter correctly. Suggestions from the researcher were in line with research conducted by previous researchers namely Tiaz Rahma Tari (2017) about the Difficulties of EFL Student Teachers During Teaching Practice.

Table 4.10

What the Students did in Dealing the Challenges in Microteaching Class

Code	Question	Answer

SA	● What do you think that you can do to overcome the challenges in micro teaching practice?	● Try to calm down and master the material as possible. So that my confidence rose. And not too nervous.
SP	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I think that strengthening more on norm and practices in microteaching will build a good foundation for better performance of the student teacher as the other factors can be strengthen as it goes.
SD	● What do you think that you can do to overcome the challenges in micro teaching practice?	● Learn more and practice at home so you can overcome these challenges.
SAI	● What do you think that you can do to overcome the challenges in micro teaching practice?	● Learn more and practice at home so you can overcome these challenges.
SY	● What do you think that you can do to overcome the challenges in micro teaching practice?	● Better prepare everything before the practice of micro teaching, starting from what curriculum is used, tucking in norms and teaching the practice to micro teaching students, moreover managing the time of micro teaching practice by achieving the true standard of learning.
SAM	● What do you think that you can do to overcome the challenges in micro teaching practice?	● Prepare anything
SDA	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will learn from my mistakes and correct it.
SPA	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will learn from my mistakes.
SAS	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will watch the micro teaching video from youtube and I will learn from it.
SC	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will try again until I can do well.
SCN	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will write my weaknesses and practice a lot.

SE	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will learn from social media and ask my senior to get the practice more.
SI	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I want to learn from my weaknesses.
SR	● What do you think that you can do to overcome the challenges in micro teaching practice?	● I will learn from my weaknesses.

Table 4.11

The Recapitulation of What the Students did in Dealing the Challenges in

Microteaching Class

No	Students' Action	Total
1	Master the materials	1
2	Learn teaching norms	1
3	Practice a lot	2
4	Prepare themselves	2
5	**Learn from mistakes**	**6**
6	Learn from another media (youtube and social media)	2

Based on data from the above table, it can be seen that there were six prospective teachers who answered learnt from their mistakes. Most of them examined their mistakes when practicing micro teaching and corrected their mistakes in various

ways, ranging from giving a highlight to their mistakes, learning from YouTube, to asking seniors.

4.5   Discussion

After analyzing the data of questionnaires and interviews above, to answer the research questions raised in the first chapter, the researcher intended to discuss the results of data analysis and how to answer the research questions.

The results had answered the first question in the research presented in the first chapter. Based on the results of the questionnaire data analysis, prospective teachers dominantly faced difficulties in the managerial category. The data shown that prospective teachers at Riau Islamic University especially faced difficulties in classroom management, that was they had difficulty managing time due to the many other activities they did, then they also had difficulty organizing students because they had different student characters, and they still don't understood how to organize classes properly. Then, time management, i.e. they had difficulty in dividing the time between delivering the material by adjusting the subject hours because their students were busy disturbing other friends. The last problem in the preparation section, namely they were still confused with the material to be taught so that they had difficulty in preparing teaching material. This also agreed with Herlina Dhika Meigawati's research that the problem was nervousness and time management. Other issues were discussed briefly,

such as technical issues, class management and preparation. On the other hand, the results of this study were also in line with research from Tiaz Rahma Tari as explained in chapter two. The result was classroom management, student evaluations and aspects of learning material. Then, the difficulties associated with participation in teaching assignments, supervisors and teachers who worked together were considered to be minor difficulties.

Thus, these results had answered the second question in the research presented in the first chapter. Then, the results of the student teacher interviews shown data that 6 prospective teachers examined their mistakes when practicing micro teaching and then corrected their mistakes in various ways, from highlighting their mistakes, learning from YouTube, to asking their seniors.
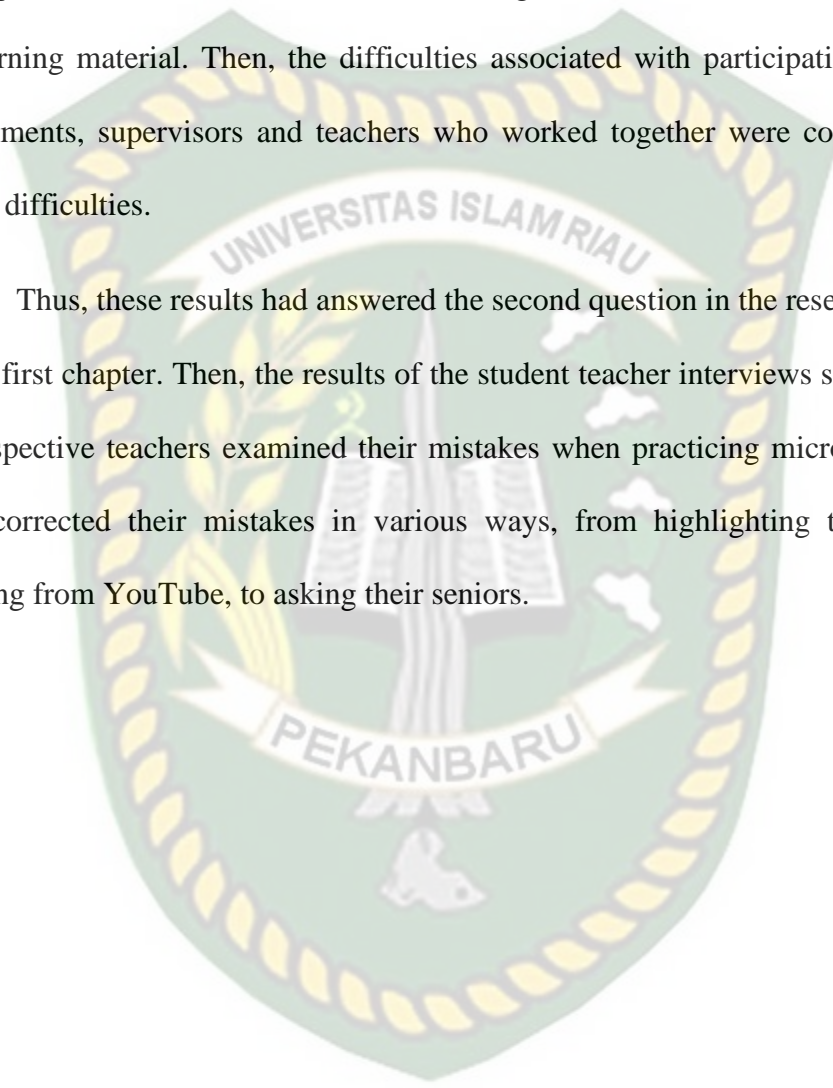
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher had analyzed questions from the research question in chapter I that were most challenges that were faced by the students in the sixth semester of English Language Education of FKIP UIR and what the students did in dealing the challenges in micro teaching class. To analyze the data, the researcher used descriptive qualitative method by using questionnaires and interviews as instruments. However, some conclusions can be drawn based on the results of this study:

- By looking at the result of students' challenges in micro teaching class, it showed that students at English Language Education of FKIP UIR dominantly faced difficulties in **managerial category**. It could be seen from all of the students' responses on questionnaires and interviews. Procedural category as much as 49%, Managerial category 63%, Psychological category 46%, Instructional category 54%, and Professional category 57%. This shown that student teachers at Universitas Islam Riau especially faced challenges in planning in advance the contents of the material as well as difficulties in controlling the course of discussion and clarifying students' issues or opinions.

These results had answered the first question in the research presented in the first chapter.

- The result of students' interview was shown on table 4.9. The table shown that there were more than half of the prospective teachers who had difficulty in the managerial category. There were also a small number of them found difficulties in controlling their nervousness and embarrassment when practicing micro teaching. Then, teaching norms in the classroom was also one of the problems faced by prospective teachers during micro teaching practice.

- Most of the prospective teachers examined their mistakes when practicing micro teaching and corrected their mistakes in various ways, ranging from giving a highlight to their mistakes, learning from YouTube, and asking seniors. These results had answered the second question in the research presented in the first chapter.

5.2 Suggestion

Based on the research finding above, the researcher would like to give some suggestions are offered for the peoples with concern about challenges in micro teaching class with hope that this suggestion can be seriously applied by the sixth semester students at English Language Education of FKIP UIR.

5.2.1 Suggestion for English Lecturers/Teachers

The suggestion for English teachers is the teachers should apply any new media that can facilitate the students to be good student teacher. It should match with students' characteristics or knowledges. The teachers are better to present kinds of challenges in micro teaching. It will help the students in applying the categories when they study alone. All of items on every category should be informed to the prospective teacher. It is useful for students in using the varieties of categories such as procedural, managerial, psychological, instructional and professional.

5.2.2 Suggestion for Prospective Teachers

The suggestions for 14 prospective teachers at Universitas Islam Riau are that the prospective teacher should find and practice kinds of challenges. After that, they have to know and make sure the challenges that should be applied in different situations.

5.2.3 Suggestions for The Next Researchers

The researcher expects that this thesis can guide the next researchers who want to conduct the research about challenges in microteaching class in the next chance. The next researchers may carry out the research about other challenges that are different

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Dokumen ini adalah Arsip Milik :

with challenges by Bartell. Many challenges were classified by English experts. However, this research is expected to give some valuable references and information about challenges in micro teaching class if other researchers intend to do the similar research.

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