

stimuli varying, in order to help facilitate the learning process of students, so they can better understand the material learned

THEORITICAL AND PRACTICAL OF MICROTEACHING OF ENGLISH EDUCATION PROGRAM

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i. Judul

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Turn shift	: a way or technique of asking questions not only aimed at certain people, but the questions must be addressed evenly to each student so that each student has the same opportunity to learn by conveying the answers to the questions asked.
Centering	: further questioning techniques to explore and focus students' answers on the substance of the problem being asked.
Increased interaction	: the technique of asking questions and encouraging all students to actively participate in thinking or learning to respond to each other on various stimuli or questions that are submitted and answers.
Use of tracking questions	: the use of other types of questions that are relevant with the intent to further proofread students' answers to arrive at the substance of the problem being asked.
Changing cognitive level demands:	a way of asking questions to learn students using the ability to think from the simple to the more complex and complex.
Interaction pattern	: a learning communication that is done interactively from teacher to student, student to teacher, students with other students and with the wider learning environment
Variation of stimulus	: the activity of explaining learning by using various stimuli or

Social competence	: the ability of educators as part of the community to communicate and mingle with students, fellow educators, education personnel, parents / guardians of students, and surrounding communities
Microteaching	: a learning approach to train basic teaching skills for prospective teachers and to improve the skills of teachers regarding the basic teaching skills that they must master.
Performance	: teaching performance that reflects the performance work as a professional teacher
Teaching skills	: the types of basic teaching skills that must be mastered by every person who occupies a position or teaching profession. The reasonableness of the application of stimulus variations must pay attention to the aspect of reasonableness, that is, stimuli developed in learning are not made up, but are developed with due regard for accuracy with efforts to achieve learning objectives.
Reference	: give a brief study, illustration or example related to the problem to be asked with a view to directing students' understanding of the subject matter asked.

PUBLISHER INTRODUCTION

Reader's Session

The books published by UIR Press are books made from the hard work of UIR lecturers. In this regard, UIR Press is grateful for the trust to publish the book, UIR Press always strives to improve itself and at the same time increase the publication of books in the future.

Theory and Practical Book of Microteaching English Education Program is a teaching material for Lecturers of the Islamic University of Riau (UIR) this book will be used by students to absorb knowledge in related fields.

Hopefully this book can be useful for the interests of the learning and teaching process as well as for the development of science

Pekanbaru, June 2022

Penerbit UIR Press

GLOSSARY

Pre-service training	: educational or training programs aimed at those who will occupy certain positions, in this case for prospective teachers.
In-service training	: educational or training programs aimed at those who have worked with the aim of further improving the competencies that they must master
Professional competence	: abilities related to the main task as teachers, such as mastering the material, methods, media, evaluation and other types of abilities that enable them to facilitate learning activities for students
Pedagogical Competence	: the ability to manage learning, students include an understanding of students, the design and implementation of learning, evaluation of learning outcomes and development of potential students.
Personal competence	: strong, stable, mature, wise and authoritative personality traits, set an example for students, and have good morals

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 ney University.

FORWARD

Thanks to Allah the Almighty who has given me the time and opportunity to finish Theoretical and Practical of Microteaching of English Education Program book. The purpose of this book is to help students in acquiring new knowledge in microteaching.

Hopefully, this book gives a lot source of teaching in preparing to do Practice Teaching (PPL) for their future career.

The writer may say that this book is still far from the expected wish but she will receive some suggestions and comments to improve the quality of content.

Pekanbaru, 20 June 2022

Dr. Sri Yuliani, S.Pd.,M.Pd

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reports, and so forth.

- d. Getting to know personally, that is, teachers to be able to teach through individual approaches effectively, must know personally, the characteristics of students in general and get better in more depth.

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- a. A close relationship between personal (teacher with students, student to teacher and students with other students)
- b. Students carry out learning activities in accordance with the manner, interests, and speed of each
- c. The teacher provides guidance to students according to their potentials.
- d. Students since the beginning of learning are involved in determining the objectives, the material to be learned and the learning process that must be done.

3. The skills required

The teacher's habit of teaching by using a more classical approach, of course in certain things must adapt or adjust the skills in accordance with the characteristics of the approach of small groups and individuals.

As for some of the skills that must be possessed by teachers in conducting small group and individual learning activities include:

- a. Identifying learning topics; it must be remembered that each topic of the material has different characteristics. In this case there is an effective material topic with a classical learning model and there is also a more effective approach to small groups and individuals.
- b. Organizing, which is required skills in organizing every element or component of learning such as students, material resources, time, media needed, approaches and methods to be used as well as evaluation systems.
- c. Providing culmination, ie each learning activity of small groups and individuals must end with culmination activities, for example in the form of making summaries, stabilization,

- d. Multi methods and media, namely the teacher in teaching not only focused on one particular type of method or media, but to facilitate the occurrence of learning for each student who has a difference that the teacher serves him through the use of methods and media varies.
- e. Learning interaction patterns, namely learning communication should be developed with a fabric of interactive communication. Through interactive communication, students are not only listeners or recipients of learning information delivered by the teacher, but as active learners.
- f. The use of learning resources is wide and varied, namely how in the learning process, students are not only fixated on the teacher or just one book as the source. In the era of science and technology is growing rapidly, especially information and communication technology, then how teachers stimulate students to utilize these resources, so that each student in his own way optimizes the potential, talents, desires for the achievement of higher quality learning processes and outcomes.
- g. Diagnose student learning difficulties, that is looking at or researching the problems faced by students. Through a small group approach and individuals usually students will be easy and free to convey problems so the teacher will be able to conclude the difficulties encountered and alternative solutions to their solutions.

2. Characteristics of Teaching Small Groups and Individuals

Specifically the characteristics of the learning model conducted on Small groups and individuals are characterized by:

CHAPTER 1: THE NATURE OF MICROTEACHING

1.1 INTRODUCTION

Learning is a complex process, in learning to integrate learning components in an integrated manner, such as: learning objectives or competencies that must be achieved by students, materials that will be teaching materials for students, methods, media and learning resources, evaluation, students, teacher and other learning environments. Each of these learning elements each has special characteristics and between one component and other components are interrelated and influence in a learning process in order to achieve the expected learning objectives or competencies.

When you as a teacher stand in front of the class carrying out learning activities, it is not enough just to have mastered the learning material that must be delivered to students. However, there are still many other demands that must be mastered by every teacher, namely managing all the learning elements mentioned above, in order to contract with students so that it makes it easier for students to achieve the expected learning goals. This is where learning is a complex process.

Considering the complexity of the learning process, for every student teacher candidate or for those who have held professional

teaching positions, teaching ability must always be trained and developed, so that maximum and professional skills can be obtained. One effort to prepare the ability of prospective teachers or to improve the ability of teachers to deal with the complex learning tasks, can be done through a process of training or learning by using a simplified or more popular learning model or approach called microteaching.

To broaden your horizons and improve your understanding of microteaching as an approach to preparing and improving teaching skills, this material will be discussed in this study:

1. The students are to understand the background of microteaching as one of the approaches or learning models to prepare and improve teaching skills for prospective teachers and teachers
2. The students are to understand and analyze some understanding of microteaching as a basis to support the smooth process of training through a microteaching approach
3. The students are to understand the objectives and benefits of microteaching as one of the approaches or learning models to prepare and improve the ability of professional teachers

Some of the abilities mentioned above are very important to you as a prospective teacher and for those who have served as a teacher, bearing in mind that the main task of the teacher is to teach students. The task of teaching is very complex and always experiences development along with the development of science, technology and art. To master the complex task, and to be able to adjust to the growing learning demands, prospective students and teachers must prepare themselves and always practice their teach-

mentioned above, there are three elements which are called teaching small groups and individuals, namely:

- a. Small groups; that is, members of study groups are limited in number between 3 to 8 people. But it is not just one group, if there are 20 students in a class, so if you want to apply small group learning, it is divided into 5 people for each group, meaning that in one class there are 4 learning groups. Each group has the same obligations and rights to get maximum learning services from the teacher.
- b. Individual; that is, in the name of the individual, if there are 20 people in the class, the remaining means the teacher must be able to serve students individually for the 20 people. C. Elements of Small and Individual group learning

Following are some activities or components that can be carried out by teachers to provide optimal learning services through small group and individual approaches:

1. The role of the teacher
 - a. As a motivator, the teacher positions himself as a mobilizer, which fosters enthusiasm and power of learning for students. In that way students are stimulated and encouraged to carry out learning activities according to their abilities and styles.
 - b. As a facilitator, the teacher creates a conducive learning environment so that it can support the smooth learning of students.
 - c. Learning organizer, which is managing learning activities by planning well, implementing, monitoring (monitoring) so that the learning process can run effectively and efficiently