

CHAPTER I

INTRODUCTION

The introduction of the study which consists of background, statement of the problems, objective of the study, significance of the study, and the definition of key terms. In this background, the researcher explain in detail how the background of the occurrence of this research. The description of the subchapter is presented as follows:

A. Background of Study

To produce quality education, it must be balanced with professional teacher. Professional teacher means an educator who has the competencies of a teacher and has full dedication to his professional teacher, it must be done from the lower. Training is one of the supports in order to produce quality and professional teachers. A teacher before teaching must have a mature teaching readiness. Readiness is the most important thing and must be considered when someone does something. Teaching is a process of delivering subject matter or transformation of learning knowledge from teachers to students so that student become aware, understand about subject matter and learning objectives can be achieved.

A teacher must prepare a lesson plan before teaching, mastering the subject matter, has the knowledge of how to assess learning outcomes and student behavior and so on. The readiness to teach a teacher can be seen from how the teacher has four competencies that must be possessed, namely pedagogic

competence, personality competence, professional competence and social competence.

A teacher who has mature teaching readiness and can increase his professionalism as a teacher. Educational institutions have an important role in preparing and providing competent and professional pre-service teachers at various levels of education. According to Anita, (2015, p.383) teacher is a professional position, if someone becomes a teacher, needs to be specially trained and prepared. According to law number 14 of 2005 about teacher and supervisors, in chapter IV, article 3 it is emphasized that the competencies that must be possessed by a teacher include pedagogic competence, personal competence, professional competence and social competence. This competency contains basic teaching skills. Teachers who have basic teaching skills can package the learning process well and attract students so that it can foster students' willingness to learn.

Thorough micro teaching implementation, pre-service teacher expected to build their skill, knowledge and toughness in solving educational problems. The main task of a teacher is to teach, therefore the teaching ability of the teacher must be honed to the maximum and continue to grow. The first and important duty of the teacher is teaching also mention in Firman Allah in Al-Qur'an :

عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

This verse also mention how the main task of a teacher, whose main task to teach. Because of this main task, a teacher must have enough competencies that must be possessed so that the teaching process goes well. Carrying out

microteaching is one of the basic trainings for teachers to have more mature preparation before carrying out the main task. The competence of the teacher affect of the acceptance of information for students. If teacher has good competence and basic teaching skills, then the learning objectives will be easy to achieve. In addition to teaching process, the teacher also has the expertise to overcome the difficulties that students faced if the teacher understand correctly how to teach well. This microteaching practice being one of training to build teacher skills in teaching.

Tarbiyah and pedagogy faculty UIN Antasari Banjarmasin has the obligation to prepare and carry out good education and training for each pre-service teacher who has gone through theoretical and practical preparations so that students not feeling stiff before they teach in real school. Microteaching or PPL 1 is one of the trainings implemented to prepare for pre-service teacher and get real experience in teaching practice. If the implementation of microteaching goes well it will provide many benefits for pre-service teachers. In this microteaching practice, students are expected to be better prepared in carrying out classroom learning, so that they also have more mature preparation in teaching.

The purpose of microteaching also gives pre-service teachers the possibility to acquire a variety of basic teaching skills and understand when and how those skills are applied. According to Allen (1943, p.83) stated that the purpose of learning is provide learning experience and practice several of basic teaching skills separately and pre-service teacher can develop their teaching skills before they teaching in real classroom. Through Micro Teaching, pre-service teacher

trained and taught to mastering basic teaching skill before they do the practical field experiences in educational institution.

In this semester, 5th semester students do teaching practice through online microteaching practice. Microteaching is a form of practical teaching training activity for pre-service teacher, but due to the pandemic, microteaching cannot be implemented directly and this teaching practice conducted in online. On the other hand, this situation also raises its own problems, especially for subject that require practice such as microteaching or PPL 1. Even though microteaching is a form of practical learning training activities that require certain skills. However during the pandemic, as with other lectures the implementation of microteaching is changed to an e-learning based.

The researcher chose English Department as the place of research because the researcher has the goal that later this research can be used as learning and new knowledge or additional knowledge in the implementation of online microteaching, especially in English Department. In this online learning, researchers get a gap in choosing a topic, especially regarding the issue of microteaching which is carried out online as well. In general, teacher training or teaching practices are carried out face to face, but due to the pandemic, this time microteaching is carried out online. Researchers want to explore further how online microteaching is implemented and how 5th semester students apply basic teaching skills in this online practice. Based on the explanation above, researcher interested to investigate “Online microteaching practice based on basic teaching skills practice by English Education Department”

B. Research Question

Based on the background above, research question of this research are :

1. How is the process of online microteaching practice at English Education Department?
2. How is pre-service teacher basic teaching skills based on the process of online microteaching practice at English Education Department?

C. Objective

Based on the research question above, the purposes of this research are:

1. To investigated the process of online microteaching practice at English Education Department.
2. To analyze pre-service teacher basic teaching skills based on the process of online microteaching practice at English Education Department.

D. Significance of Study

1. Theoretical
 - a) The finding of this research expecting can be useful in developing teaching practice implementation in the future.
 - b) The finding of this research can be a basic material for further study or research on the issue of online microteaching practice.

2. Practical

a) For Students

This research expecting can help for developing the knowledge of teacher's professionalism.

b) For Supervisor

This research expecting can be useful as basic material for develop the quality of teaching practice implementation.

c) For College

This research expecting can be an input in the development of a more effective the implementation of online microteaching practice.

D. Definition of Key Term

1. Online Micro Teaching Practice

Online microteaching practice is practical activity carried out online with the help of communication facilities and infrastructure via the internet network. Through microteaching, the students expecting can mastery basic teaching skill. Teaching practice training that is meant is the process of online microteaching practice of 5th semester student English department UIN Antasari Banjarmasin.

2. Basic Teaching Skills

Basic teaching skills are activities that require a lot of expertise and contain a lot of good actions, including techniques for delivering material, using media, using methods and creating conditions that are conducive to students in the learning process. What meant here is the basic teaching skills of fifth semester

students English Education Department in online microteaching practice. These basic teaching skills include, 1) Questioning, 2) Reinforcement, 3) Variation skills, 4) Explaining, 5) set induction and closure, 6) Guide small discussion skills, 7) Manage class kills, 8) Teaching small group or individual skills.

3. 5th Semester Students

In this research, 5th semester students is student that implementing microteaching practice. However, due to the pandemic, microteaching practice was carried out online. In this study, researcher tried to explore more deeply how the process of implementing microteaching practice was carried out and how to apply basic teaching skills in the process of this online microteaching practice.

4. English Department

Microteaching practice studied by the researcher in this research was microteaching practice which was carried out in the English Department. Researcher would to explore further how the process of online microteaching practice in this English Department, especially about online microteaching that implement in this semesters.

5. UIN Antasari Banjarmasin

UIN Antasari Banjarmasin is a university in Banjarmasin. Researchers found a gap regarding the implementation of microteaching which was carried out online on this campus. The researcher conducted research on the English Department at UIN Antasari Banjarmasin.