

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents and discusses the result of the research based on the data gathered from questionnaire via Google Form and and interview via WhatsApp messenger, This chapter presents and discusses the result of the research based on the data gathered from questionnaire via Google Form, observation was obtain the data through practical video that they uploaded in Youtube application and interview via WhatsApp messenger, which the interview is useful to support the results of the data about the process of online microteaching. In this chapter, the writer presents findings and discussion from the study in order to answer the research questions about how the process of online microteaching practice and pre-service teacher basic teaching skills based on the results of the process of online microteaching practice.

#### **A. FINDINGS**

In this section the researcher would present the data results of the process of online microteaching practice and pre-service teacher basic teaching skills based on the results of the process of online microteaching practice. The process of online microteaching obtained through observations and interview support the data about online microteaching. Basic teaching skills already obtained through questionnaire. There were 23 students who filled the questionnaire via Google form. The questionnaire contains about 25 questions. From 23 students who filled

the questionnaire, 20 students that the video will observe. Thorough the questionnaire and observation, the researcher wanted to find out about the process of online microteaching and pre-service teacher basic teaching. Quantitative data will be analyzed by calculating score in each component. In this research, the researcher using Likert scale method for analyzed questionnaire. There were five alternative answers based on Likert Scale that available in each question namely; strongly agree, agree, disagree, not agree, and totally disagree.

**a. Questionnaire data**

| Table 4.1  |  |                              |           |              |               |                      |       |
|--|--|------------------------------|-----------|--------------|---------------|----------------------|-------|
| Basic Teaching Skills Frequencies and Percentage of 5 <sup>th</sup> Semester Student |  |                              |           |              |               |                      |       |
| No   | Statement  | Frequencies and Percentage % |           |              |               |                      | Total |
|  |  | Strongly Agree (1)           | Agree (2) | Disagree (3) | Not Agree (4) | Totally Disagree (5) |       |
| 1  | Before the lesson starts, you always state the learning objectives.  | 11 (44%)                     | 12 (48%)  | 2 (8%)       | 0             | 0                    | 25    |
| 2  | At the time of learning, you always connect the subject matter with the experience or knowledge of students. | 15 (60%)                     | 9 (36%)   | 1 (4%)       | 0             | 0                    | 25    |
| 3  | You help guide students summarize the essence of learning.   | 13 (52%)                     | 9 (36%)   | 3 (12%)      | 0             | 0                    | 25    |
| 4  | You always give written questions after the learning   | 7                            | 10        | 7            | 0             | 1                    | 25    |

|           |   |                     |                     |                    |                    |                    |           |
|-----------|---|---------------------|---------------------|--------------------|--------------------|--------------------|-----------|
|           | process is complete   | <b>(28%)</b>        | <b>(40%)</b>        | <b>(28%)</b>       |                    | <b>(4%)</b>        |           |
| <b>5</b>  | You always give assignments or homework to students when the learning process finished                              | <b>13<br/>(52%)</b> | <b>6<br/>(34%)</b>  | <b>6<br/>(34%)</b> | <b>0</b>           | <b>0</b>           | <b>25</b> |
| <b>6</b>  | You give a real example in explaining the material.   | <b>14<br/>(56%)</b> | <b>10<br/>(40%)</b> | <b>1<br/>(4%)</b>  | <b>0</b>           | <b>0</b>           | <b>25</b> |
| <b>7</b>  | When asking questions you always provide clear and concise question.  | <b>13<br/>(52%)</b> | <b>8<br/>(32%)</b>  | <b>4<br/>(16%)</b> | <b>0</b>           | <b>0</b>           | <b>25</b> |
| <b>8</b>  | You only give questions to active students.   | <b>8<br/>(32%)</b>  | <b>8<br/>(32%)</b>  | <b>2<br/>(8%)</b>  | <b>4<br/>(16%)</b> | <b>3<br/>(12%)</b> | <b>25</b> |
| <b>9</b>  | After you ask a question, you always give students a few seconds to think before appointing a student to answer it. | <b>16<br/>(64%)</b> | <b>7<br/>(28%)</b>  | <b>2<br/>(8%)</b>  | <b>0</b>           | <b>0</b>           | <b>25</b> |
| <b>10</b> | You always praise your class because all students are active in the learning process.                               | <b>17<br/>(68%)</b> | <b>5<br/>(20%)</b>  | <b>3<br/>(12%)</b> | <b>0</b>           | <b>0</b>           | <b>25</b> |

Table 4.1 (Continue)

|                      |  |                           |                           |                          |                          |                          |           |
|----------------------|--|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|-----------|
|                      |  |                           |                           |                          |                          |                          |           |
| <b>11</b>            | You approach student during the learning process.  | <b>12</b><br><b>(48%)</b> | <b>11</b><br><b>(44%)</b> | <b>1</b><br><b>(4%)</b>  | <b>1</b><br><b>(4%)</b>  | <b>0</b>                 | <b>25</b> |
| <b>12</b>            | You always praise students when students can do the question correctly.                      | <b>18</b><br><b>(72%)</b> | <b>4</b><br><b>(16%)</b>  | <b>3</b><br><b>(12%)</b> | <b>0</b>                 | <b>0</b>                 | <b>25</b> |
| <b>13</b>            | You only pay attention to one student during the learning process.                           | <b>5</b><br><b>(20%)</b>  | <b>3</b><br><b>(12%)</b>  | <b>8</b><br><b>(32%)</b> | <b>3</b><br><b>(12%)</b> | <b>6</b><br><b>(24%)</b> | <b>25</b> |
| <b>14</b>            | You give a warning to students when they make a mistake.                                     | <b>9</b><br><b>(36%)</b>  | <b>12</b><br><b>(48%)</b> | <b>4</b><br><b>(16%)</b> | <b>0</b>                 | <b>0</b>                 | <b>25</b> |
| <b>15</b>            | You always guide students to work together in completing group assignments.                  | <b>12</b><br><b>(48%)</b> | <b>8</b><br><b>(32%)</b>  | <b>5</b><br><b>(20%)</b> | <b>0</b>                 | <b>0</b>                 | <b>25</b> |
| <b>16</b>            | When explaining the material, you observe the students condition.                            | <b>14</b><br><b>(56%)</b> | <b>10</b><br><b>(40%)</b> | <b>1</b><br><b>(4%)</b>  | <b>0</b>                 | <b>0</b>                 | <b>25</b> |
| <b>17</b>            | In every lesson, you always use the media.   | <b>15</b><br><b>(60%)</b> | <b>6</b><br><b>(24%)</b>  | <b>4</b><br><b>(16%)</b> | <b>0</b>                 | <b>0</b>                 | <b>25</b> |
| <b>18</b>            | You provide opportunities for students to express their opinion during the learning process. | <b>15</b><br><b>(60%)</b> | <b>7</b><br><b>(28%)</b>  | <b>2</b><br><b>(8%)</b>  | <b>1</b><br><b>(4%)</b>  | <b>0</b>                 | <b>25</b> |
| Table 4.1 (Continue) |  |                           |                           |                          |                          |                          |           |

|           |   |                             |                             |                            |                          |          |           |
|-----------|---|-----------------------------|-----------------------------|----------------------------|--------------------------|----------|-----------|
|           |   |                             |                             |                            |                          |          |           |
| <b>19</b> | You always provide the purpose of the discussion and the topic of discussion clearly before the discussion takes place. | <b>14</b><br><b>(56%)</b>   | <b>8</b><br><b>(32%)</b>    | <b>3</b><br><b>(12%)</b>   | <b>0</b>                 | <b>0</b> | <b>25</b> |
| <b>20</b> | In the discussion, you always provide a summary of each opinion of each group.  | <b>9</b><br><b>(36%)</b>    | <b>9</b><br><b>(36%)</b>    | <b>7</b><br><b>(28%)</b>   | <b>0</b>                 | <b>0</b> | <b>25</b> |
| <b>21</b> | You always explain when a student gives an opinion.   | <b>8</b><br><b>(32%)</b>    | <b>11</b><br><b>(44%)</b>   | <b>5</b><br><b>(20%)</b>   | <b>0</b>                 | <b>0</b> | <b>25</b> |
| <b>22</b> | You always ask questions that challenge students to think.  | <b>10</b><br><b>(41,7%)</b> | <b>10</b><br><b>(41,7%)</b> | <b>4</b><br><b>(16,7%)</b> | <b>0</b>                 | <b>0</b> | <b>25</b> |
| <b>23</b> | In selecting members of group, you divide unfair.   | <b>4</b><br><b>(16%)</b>    | <b>0</b>                    | <b>11</b><br><b>(44%)</b>  | <b>3</b><br><b>(12%)</b> | <b>0</b> | <b>25</b> |
| <b>24</b> | When the discussion if finish, you always present the result of each group's discussion.                                | <b>6</b><br><b>(24%)</b>    | <b>14</b><br><b>(56%)</b>   | <b>5</b><br><b>(20%)</b>   | <b>0</b>                 | <b>0</b> | <b>25</b> |
| <b>25</b> | You always guide student individually or in groups.   | <b>11</b><br><b>(44%)</b>   | <b>10</b><br><b>(40%)</b>   | <b>4</b><br><b>(16%)</b>   | <b>0</b>                 | <b>0</b> | <b>25</b> |

Based on the table 4.1 it could be seen that almost all of the students had good enough basic teaching skills. Based on the percentage results which indicate that the answer to each question in the questionnaire show a greater percentage of strongly agree answers to positive questions. Could be seen from the table that the average of each question the answer of strongly agree has great percentage. To make the researcher easy to analyze data more deeply, the researcher present the data for each questionnaire from the respondent individually. The table below is the presentation of the data, the results of the questionnaire scores and the percentage of each answer individually from the respondents. Based on the score obtained from the questionnaire data, then the score is calculated using the formula to find the percentage score on each indicator and respondent. The researcher write the conclusion about the percentage of each basic teaching skills.

In the percentage obtained in set induction and closure skills, as many as 8 respondents' answer from the results with a percentage of 89%-100% with very good criteria, 10 respondent with a percentage of 75%-88% with good criteria, 4 respondent with a percentage of 56%-74% with a enough criteria and 1 respondent with a percentage less than 55%. In explaining skills, as many as 17 respondent from the results with a percentage of 89%-100% with very good criteria, 4 respondent with a percentage of 75%-88% with good criteria, and 1 respondent with a percentage of 56%-74% with enough criteria.

In variation skills, there are 16 respondent from the results with a percentage of 89%-100% with very good criteria, 5 respondents with a percentage of 75%-88% with good criteria, and 2 respondents with a percentage of 56%-74% with

enough criteria. In reinforcement skills, as many as 15 respondents with a percentage of 89%-100% with very good criteria, 8 respondents with a percentage of 75%-88% with good criteria.

In questioning skills, there are 2 respondents with a percentage of 89%-100% with very good criteria, 20 respondents with a percentage of 76%-88% with good criteria, and 1 respondent with a percentage of 56%-74% with enough criteria. In managing class skills, as many as 4 respondents with a percentage result of 89%-100% with very good criteria, 3 respondents with a percentage of 75%-88% with good criteria, 12 respondents with a percentage of 56%-74% with enough criteria and 5 respondents with a percentage of less than 55% with not enough criteria.

In guide small discussion skills, as many as 5 respondents with a percentage result of 89%-100% with very good criteria, 14 respondent with a percentage of 75%-88% with good criteria, 4 respondent with a percentage of 56%-74% with enough criteria. In teaching individual and small group skills, as many as 5 respondents with a percentage result of 89%-100% with very good criteria, 17 respondent with a percentage result of 75%-88% with good criteria and 1 respondent with a percentage result of 56%-74% with enough criteria.

**b. Observation data**

| Table 4.2   |    |           |             |            |
|---|----|-----------|-------------|------------|
| Score and Percentage of Set Induction and Closure of 5 <sup>th</sup> semester students. |    |           |             |            |
| Basic Teaching Skills   | No | Name      | Score Total | Percentage |
| Explaining  | 1  | Student A | 19          | 59,3 %     |
|   | 2  | Student B | 19          | 59,3 %     |
|   | 3  | Student C | 20          | 62,5 %     |
|   | 4  | Student D | 29          | 90,6%      |
|   | 5  | Student E | 20          | 62,5 %     |
|   | 6  | Student F | 21          | 65,6 %     |
|   | 7  | Student G | 23          | 71,8%      |
|   | 8  | Student H | 20          | 62,5 %     |
|   | 9  | Student I | 22          | 68,8%      |
|   | 10 | Student J | 17          | 53,2 %     |
|   | 11 | Student K | 25          | 78,1%      |
|   | 12 | Student L | 21          | 65,6 %     |
|   | 13 | Student M | 21          | 65,6 %     |
|   | 14 | Student N | 20          | 62,5%      |
|   | 15 | Student O | 22          | 68,8%      |
|   | 16 | Student P | 24          | 75%        |
|   | 17 | Student Q | 19          | 59,3%      |
|   | 18 | Student R | 21          | 62,5 %     |
|   | 19 | Student S | 21          | 62,5 %     |
|   | 20 | Student T | 21          | 62,5 %     |
| 404   |    |           |             |            |

| Table 4.3  |    |           |             |            |
|--|----|-----------|-------------|------------|
| Score and Percentage of Explaining 5 <sup>th</sup> semester students |    |           |             |            |
| Basic Teaching Skills  | No | Name      | Score Total | Percentage |
| Explaining   | 1  | Student A | 11          | 68,7%      |
|  | 2  | Student B | 11          | 68,7%      |
|  | 3  | Student C | 13          | 81,2%      |
|  | 4  | Student D | 12          | 75%        |
|  | 5  | Student E | 10          | 62,5%      |
|  | 6  | Student F | 11          | 68,7%      |
|  | 7  | Student G | 10          | 62,5%      |
|  | 8  | Student H | 10          | 62,5%      |
|  | 9  | Student I | 13          | 81,2%      |
|  | 10 | Student J | 9           | 56,2 %     |
|  | 11 | Student K | 13          | 81,2%      |
|  | 12 | Student L | 11          | 68,7%      |
|  | 13 | Student M | 11          | 68,7%      |
|  | 14 | Student N | 11          | 68,7%      |
|  | 15 | Student O | 11          | 68,7%      |
|  | 16 | Student P | 11          | 68,7%      |
|  | 17 | Student Q | 11          | 68,7%      |
|  | 18 | Student R | 11          | 68,7%      |
|  | 19 | Student S | 13          | 81,25%     |
|  | 20 | Student T | 10          | 62,5%      |
| 223  |    |           |             |            |



| Table 4.4  |    |           |             |            |
|--|----|-----------|-------------|------------|
| Score and Percentage of Variation Skills of 5 <sup>th</sup> semester Student |    |           |             |            |
| Basic Teaching Skills  | No | Name      | Score Total | Percentage |
| Variation  | 1  | Student A | 9           | 56,2%      |
|  | 2  | Student B | 7           | 43,7%      |
|  | 3  | Student C | 9           | 56,2%      |
|  | 4  | Student D | 10          | 62,5%      |
|  | 5  | Student E | 10          | 62,5%      |
|  | 6  | Student F | 8           | 50%        |
|  | 7  | Student G | 8           | 50%        |
|  | 8  | Student H | 9           | 56,2%      |
|  | 9  | Student I | 9           | 56,2%      |
|  | 10 | Student J | 6           | 37,5%      |
|  | 11 | Student K | 11          | 68,7%      |
|  | 12 | Student L | 9           | 56,2%      |
|  | 13 | Student M | 12          | 75%        |
|  | 14 | Student N | 9           | 56,2%      |
|  | 15 | Student O | 7           | 43,7%      |
|  | 16 | Student P | 9           | 56,2%      |
|  | 17 | Student Q | 8           | 50%        |
|  | 18 | Student R | 9           | 56,2%      |
|  | 19 | Student S | 9           | 56,2%      |
|  | 20 | Student T | 7           | 43,7%      |
| 175  |    |           |             |            |

| Table 4.5  |    |           |             |            |
|--|----|-----------|-------------|------------|
| Score and Percentage of Reinforcement of 5 <sup>th</sup> Semester Students |    |           |             |            |
| Basic Teaching Skills  | No | Name      | Score Total | Percentage |
| Reinforcement  | 1  | Student A | 10          | 62,5%      |
|  | 2  | Student B | 11          | 68,7%      |
|  | 3  | Student C | 11          | 68,7%      |
|  | 4  | Student D | 10          | 62,5%      |
|  | 5  | Student E | 10          | 62,5%      |
|  | 6  | Student F | 10          | 62,5%      |
|  | 7  | Student G | 10          | 62,5%      |
|  | 8  | Student H | 9           | 56,2%      |
|  | 9  | Student I | 9           | 56,2%      |
|  | 10 | Student J | 8           | 50 %       |
|  | 11 | Student K | 10          | 62,5%      |
|  | 12 | Student L | 10          | 62,5%      |
|  | 13 | Student M | 8           | 50%        |
|  | 14 | Student N | 11          | 68,7%      |
|  | 15 | Student O | 10          | 62,5%      |
|  | 16 | Student P | 10          | 62,5%      |
|  | 17 | Student Q | 7           | 43,7%      |
|  | 18 | Student R | 12          | 75%        |
|  | 19 | Student S | 10          | 62,5%      |
|  | 20 | Student T | 9           | 56,2%      |
| 195  |    |           |             |            |

| Table 4.6   |  |  |  |  |
|---|--|--|--|--|
| Score and Percentage of Questioning Skills of 5 <sup>th</sup> Semester Students |  |  |  |  |

| Basic Teaching Skills | No | Name       | Score Total | Percentage |
|-----------------------|----|------------|-------------|------------|
| <b>Questionning</b>   | 1  | Students A | 18          | 56,2%      |
|                       | 2  | Students B | 21          | 65,7%      |
|                       | 3  | Students C | 19          | 59,3%      |
|                       | 4  | Students D | 23          | 71,8%      |
|                       | 5  | Students E | 26          | 81,2%      |
|                       | 6  | Students F | 20          | 62,5%      |
|                       | 7  | Students G | 20          | 62,5%      |
|                       | 8  | Students H | 25          | 78,1%      |
|                       | 9  | Students I | 27          | 84,3%      |
|                       | 10 | Students J | 19          | 59,3 %     |
|                       | 11 | Students K | 24          | 75 %       |
|                       | 12 | Students L | 24          | 74%        |
|                       | 13 | Students M | 22          | 68,7%      |
|                       | 14 | Students N | 22          | 68,7%      |
|                       | 15 | Students O | 20          | 62,5%      |
|                       | 16 | Students P | 24          | 75%        |
|                       | 17 | Students Q | 21          | 65,7%      |
|                       | 18 | Students R | 21          | 65,7 %     |
|                       | 19 | Students S | 21          | 62,5%      |
|                       | 20 | Students T | 21          | 62,5%      |
|                       |    | 438        |             |            |

Table 4.7

Score and Percentage of Managing Class of 5<sup>th</sup> Semester Students

| Basic Teaching Skills | No | Name       | Score Total | Percentage |
|-----------------------|----|------------|-------------|------------|
| <b>Managing Class</b> | 1  | Students A | 9           | 56,2%      |
|                       | 2  | Students B | 8           | 50%        |
|                       | 3  | Students C | 9           | 56,2%      |
|                       | 4  | Students D | 10          | 62,5%      |
|                       | 5  | Students E | 9           | 56,2%      |
|                       | 6  | Students F | 9           | 56,2%      |
|                       | 7  | Students G | 9           | 56,2%      |
|                       | 8  | Students H | 9           | 56,2%      |
|                       | 9  | Students I | 8           | 50%        |
|                       | 10 | Students J | 8           | 50%        |
|                       | 11 | Students K | 7           | 43,7% %    |
|                       | 12 | Students L | 12          | 75%        |
|                       | 13 | Students M | 9           | 56,2%      |
|                       | 14 | Students N | 9           | 56,2%      |
|                       | 15 | Students O | 11          | 68,7%      |
|                       | 16 | Students P | 11          | 68,7%      |
|                       | 17 | Students Q | 10          | 62,5%      |
|                       | 18 | Students R | 7           | 43,7%      |
|                       | 19 | Students S | 9           | 56,2%      |
|                       | 20 | Students T | 9           | 56,2%      |
|                       |    | 182        |             |            |

Table 4.8

Score and Percentage of Guide Small Discussion

| <b>Basic Teaching Skills</b>  | <b>No</b> | <b>Name</b> | <b>Score Total</b> | <b>Percentage</b> |
|-------------------------------|-----------|-------------|--------------------|-------------------|
| <b>Guide Small Discussion</b> | 1         | Students A  | 18                 | 56,2%             |
|                               | 2         | Students B  | 18                 | 56,2%             |
|                               | 3         | Students C  | 19                 | 59,3%             |
|                               | 4         | Students D  | 20                 | 62,5%             |
|                               | 5         | Students E  | 18                 | 56,2%             |
|                               | 6         | Students F  | 18                 | 56,2%             |
|                               | 7         | Students G  | 19                 | 59,3%             |
|                               | 8         | Students H  | 19                 | 59,3%             |
|                               | 9         | Students I  | 17                 | 53,2%             |
|                               | 10        | Students J  | 15                 | 46,8 %            |
|                               | 11        | Students K  | 20                 | 62,5 %            |
|                               | 12        | Students L  | 22                 | 68,7%             |
|                               | 13        | Students M  | 19                 | 59,3%             |
|                               | 14        | Students N  | 20                 | 62,5%             |
|                               | 15        | Students O  | 19                 | 59,3%             |
|                               | 16        | Students P  | 20                 | 62,5%             |
|                               | 17        | Students Q  | 19                 | 59,3%             |
|                               | 18        | Students R  | 17                 | 53,2%             |
|                               | 19        | Students S  | 18                 | 56,2%             |
|                               | 20        | Students T  | 23                 | 71,8%             |
| 378                           |           |             |                    |                   |

Table 4.9

Score and Percentage of Teaching Individual and Small Group

| <b>Basic Teaching Skills</b>               | <b>No</b> | <b>Name</b> | <b>Score Total</b> | <b>Percentage</b> |
|--|-----------|-------------|--------------------|-------------------|
| <b>Teaching Individual and Small Group</b> | 1         | Students A  | 26                 | 65%               |
|  | 2         | Students B  | 26                 | 65%               |
|  | 3         | Students C  | 27                 | 67,5%             |
|  | 4         | Students D  | 24                 | 60%               |
|  | 5         | Students E  | 21                 | 52,5%             |
|  | 6         | Students F  | 23                 | 57,5%             |
|  | 7         | Students G  | 23                 | 57,5%             |
|  | 8         | Students H  | 25                 | 62,5%             |
|  | 9         | Students I  | 22                 | 55%               |
|  | 10        | Students J  | 24                 | 60% %             |
|  | 11        | Students K  | 26                 | 65 %              |
|  | 12        | Students L  | 23                 | 57,5%             |
|  | 13        | Students M  | 20                 | 50%               |
|  | 14        | Students N  | 27                 | 67,5%             |
|  | 15        | Students O  | 22                 | 55%               |
|  | 16        | Students P  | 23                 | 57,5%             |
|  | 17        | Students Q  | 21                 | 52,5%             |
|  | 18        | Students R  | 23                 | 57,5%             |
|  | 19        | Students S  | 25                 | 62,5%             |
|  | 20        | Students T  | 26                 | 65%               |
| 477  |           |             |                    |                   |

## 1. The Descriptions of The Results of Observations Data

Based on the 4.2 table, the percentage data of set induction and closure that get from total score of observation there is as many as 16 students with a percentage of 50%-69% with good criteria, one student with 90,6 % percentage and 6 students with a percentage of 70%-100% with very good criteria. The average of students' percentage is with good criteria. That means their basic teaching skills about set induction and Closure good enough based on the results of observation data.

Based on the 4.3 table, the percentage data of explaining skills that get from total score of observation there is as many as 17 students with a percentage of 50%-69% with good criteria, 4 student with a percentage of 70%-100% with very good criteria. The average of students' percentage is with go God criteria. That means their basic teaching skills about explaining skills good enough.

Based on the table 4.4, the percentage data of variation skills that get from total score of observation there is as many as 16 students with a percentage of 50%-69% with good criteria, 1 student with a percentage of 70%-100% with very good criteria, and 2 students with a percentage that less than 50%, the percentage is about 37,5% and 43,7%. The disadvantages in this skill are in their style teaching variation and using media and the material of learning variation that less variety.

Based on the table 4.5, the percentage data of reinforcement skills that get from total score of observation there is as many as 18 students with a percentage of 50%-69% with good criteria, 1 student less than 50%, the percentage is about

43,7%, and 1 students with a percentage of 75% with a very good criteria. In this online micro teaching, especially in reinforcement skill, the students are pretty good at applying it. The pre-service teachers give appreciation to their students as a form of verbal reinforcement.

Based on the table 4.6, the percentage data of Questioning skills that get from total score of observation there is as many as 12 students with a percentage of 50%-69% with good criteria and 8 students with a percentage of 75%-100% with a very good criteria. There are no students that get percentage less than 50%. In this online micro teaching, especially in questioning skill, the students are pretty good at applying it based on the percentage data that the researcher got.

Based on the table 4.7, the percentage data of managing class skills that get from total score of observation there is as many as 16 students with a percentage of 50%-69% with good criteria, 3 students less than 50%, the percentage is about 46,8%, and 1 students with a percentage of 75% with a very good criteria. In this skill, there are some of students that more focus with their explanation and material, but less focus on building relationship at their class.

Based on the table 4.8, the percentage data guide small discussion skills that get from total score of observation there is as many as 17 students with a percentage of 50%-69% with good criteria, 2 student less than 50%, the percentage is about 43,7%, and 1 students with a percentage of 71,8% with a very good criteria.

### **c. Interview**

After finished collected questionnaire and observation data, the researcher interviewing 10 respondents with 8 questions to know more deeply about the process of online microteaching practice. Based on the results of respondents' answer, from 1<sup>st</sup> question of interview, the researcher found out that similarities benefit that students get from those online microteaching based on the question about what they get after online microteaching.

One of respondents' answer claim the benefit they get is teaching experience. From the 1<sup>st</sup> question of interview about what they get after taking online microteaching. Respondents F said, *“I know how to make a proper materials for teaching and learning process, know how the steps in giving material and have more experiences in teaching and learning”*

The other respondent answer with different words, but with same meaning that they get experience in teaching and the preparation with provision for them as pre-service teacher before they teaching in real school. Based on respondents' answer about the benefit they get from online microteaching practice, this is in accordance with the general purposes of microteaching practice according to Allen's theory (2013,p.27), the first purpose of microteaching is provide a real learning experience and practice basic teaching skills separately.

The second is pre-service teacher can develop their basic teaching skills before they teaching into the real class. Third, giving the opportunities for pre-service teacher for mastered basic teaching skills and understanding when and how that basic teaching skills applied. In the question of interview, the researcher

also would investigate how supervisors' role in guiding students in online microteaching practice.

From respondents' answer, the researcher can concluded that the average of their supervisor giving them good suggestion and instruction, and feedback about their online teaching practice. Respondents C said, *"The supervisors guide and evaluate us carefully. In each meeting the supervisor always giving suggestion and instruction, especially about good learning method"*.

The answer of respondent C represents some of the answer from other respondents regarding the role of supervisors in guiding them. But, the researcher found out there are one of respondents, answer that their supervisor less performance in guiding them. Respondents H also said, *"The supervisor not really giving us feedback and less guide us. The supervisor giving us once feedback only"*

According to the researcher, the lack of supervisors' suggestion and instruction it will affect of students learning experience and their basic teaching skills. Cause, the supervisors' suggestion and instruction, and feedback for students after they finished do practice it's important for students to know, where is their lacking in their teaching performance. Before carrying out online microteaching practice, students must also prepare various things. Especially the preparation of facilities in online microteaching practice.

According the results of interview, all of respondents have the availability of facilities that are quite good. This answer of respondents representative the answer of the other respondents. Respondents E said, *"For the facilities is good"*

*enough, we're prepare the facilities by own self*". The availability of sufficient facilities will help smooth the implementation of online microteaching practice. Cause this practice implement by online, so the students prepare the facilities by their own self.

The researcher also want to explore further about the obstacles that student faced in online microteaching. The result showed all of interview had various answer. This respondents' J answer "*In my opinion, the perceived obstacle is the network so that is less effective in learning teaching*". The researcher found out the most obstacles that they faced is about internet interference connection, and the rest about time that not efficient for them. Because of the limited time, and internet disturbances that occur, so the effectiveness of time is reduced.

Furthermore, Respondents giving their opinion about how effective online microteaching practice should be. According to Helmiyati (2013, p.19) Microteaching practice aims to equip pre-service teacher with various basic teaching skills. The researcher wanted to see various opinions from respondents regarding how effective online microteaching should be. There is a lot of various answer from them. Several respondents gave their opinion that online microteaching is effective if it has a stable internet connection. This allows time effectiveness for them.

They also gave an opinion that during online microteaching practice, all participants must be open the camera so that communication can be established well. Regarding this matter, students who act as teacher must provide firm policies regarding this matter. Some respondents also have the opinion that before



they practice teaching, they all have to prepare and study first before conveying information to students about the material being taught. During online microteaching practice, surely there are difficulties they face.

In this case, the researchers want to know how they overcome the difficulties. One of the respondents answered how they overcome the difficulties during this online microteaching practice. Respondents B said, *“Often provide feedback to students or give them the opportunity to ask what they don’t understand, then, at the end of learning give the, an evaluations such as giving question to them and discussed together.”*

The researchers found out that there are various difficulties that they faced and they are overcome the difficulties based on the problems and they try to solve it. The researchers conclude, in this section, pre-service teacher required how to manage class well and overcome the difficulties faced by students and help them solve it.

The researcher also would explore how the students implementing variations skills in this online microteaching practice with media and learning methods they are applied in teaching practice. The respondents answer the media and method they applied in online microteaching practice. Respondents G said, *“Using various media such as visual media (PPT, Chart, Picture) and visual audio(music, Youtube video, etc) and various method such as discussion, question and answer, audio lingual method, GTM and adjust based on condition of the learning that will teach.”*

Based on the various answer of respondents, the researcher found out there are various media and method that they using in online microteaching. They are usually adapted the method based on the material they will be taught and adapted the method in accordance online practice. Lesson plan is very important in the process of learning teaching.

According to the result of interview, the researchers conclude the opinion of respondent about their opinion why lesson plan is very important. This answers of respondents L representative the other answer of respondents ; *“I think lesson plan is very important before teaching because lesson plan can facilitate the teaching process in the classroom so that the learning process is more effective and structured”*

In this lesson plan, surely the student set induction and closure and give the detail about how they teaching while 15 minutes. All of respondents answer lesson plan is very important with the different reasons they give. The researcher can conclude almost all of the respondents giving same reasons that the lesson plan was important because with the lesson plan teaching learning process was directed and structured, there by reducing the possibility of pre-service teachers deviating from the material to be delivered.

## **B. Discussion**

This part presents the discussion of the research findings. This research proposed the research question, which is about online microteaching practice and pre-service teachers basic teaching skills.

The first part of the observation was used to conduct the data about the of process of online microteaching practice at English Education Department. In the part of observation the researcher analyzed respondents' video practice there are analyzed teaching video of each respondents. In this observation, the researcher would explore more about the process of online microteaching practice. The researcher analyzed 2 teaching video of each respondents and as many as 20 respondents, so the total number of videos analyzed is 40. In the observation, there are 8 indicators and 25 items as reference material in conducting observations. Based on the result of data that get from observations, in set induction and closure, and explaining skills, all of respondent have very good and good criteria with percentage of 59,3% and 78,1%- 90,6 %.

In variation skills, there are 1 respondents with a percentage 75% with very good criteria and 15 respondents with a percentage of 50%-67% and the last, in this variation skills there are 4 respondents that have not enough criteria in this basic teaching skills with a percentage of 37 5% and 43,7%. In reinforcement skills, almost all of student implementing this skill very well, it can be showed based on the results data of observation that only 1 respondents with a percentage of 43,7%. That's mean, 5<sup>th</sup> semester student implementing very well reinforcement skill in online microteaching practice. This reinforcement skills including this skill, such as: giving verbal reinforcement likes appreciation sentence, nice words, etc.

Most of 5<sup>th</sup> semester student implementing reinforcement with giving verbal reinforcement. In questioning skills all of students have high percentage in this

skills based on the data result of observation that analyzed by researcher. The percentage showed 8 respondents have 71,8% - 84,3% with very good criteria and 12 respondents with a percentage 56,2%- 68,7% with a good criteria. In managing class skills, there are 1 respondent with a percentage of 75% with a very good criteria, 16 respondents with a percentage 50%- 68,7% and 3 respondents with a percentage of 43,7% with a not enough criteria.

In this managing class skills, some of respondents not implemented optimally. They have not really mastered how to control optimal learning conditions such as overcoming the silence that interferes with the learning process and unnecessary repetition of explanations. In this Guide small discussion based on the data results of observation, there are 1 respondent with a percentage of 71,8 % with a very good criteria, 17 respondents with a percentage of 53% - 68,7% with a good criteria and 2 respondents with a percentage of 46,8% with not enough criteria. In this skills, based on the observation, they have not really mastered guide small discussion skills. This can be seen from several students, that in the guide small discussion skills there are several points that must be considered.

In the discussion, teacher should stimulate students to think and express opinions and provide opportunities for those who have not spoken, but in this online microteaching practice, 5<sup>th</sup> semester students are less than optimal guide small discussions. In the last skills is teaching individual and small group. Based on the result of observation data, all of students have good enough percentage. In

this skill, none of them have less than 50% percentage and they have the average percentage well.

Based on the result of interview, researcher would like to explore more deeply how the description of online microteaching practice, it can be drawn conclusion that from the first question the student were asked what that they got from those online microteaching. The results of the answer, most of them tell that they got experience in teaching and preparation before they enter in the real conditions. In the second question for interview, the researcher try to investigated how supervisor's role in implementing this online microteaching course and evaluating the basic teaching skills of students after they carry out the practice. Based on the answer of respondent, the researcher found out that the average their supervisor giving them good suggestion and instruction, giving them feedback about their online microteaching. But, some of respondent, they are answer that their supervisor less performance in guiding them.

According to the researcher, the lack of supervisors' suggestion and instruction it will affect of students learning experience and their basic teaching skills. Cause, the supervisors' suggestion and instruction, and feedback for students after they finished do practice it's important for students to know, where is their lacking in their teaching performance. In the third question for interview, the researcher investigated how students' preparation in online microteaching practice. Based on the answer of respondents, the researcher concluded that the facilities are sufficient for the implementation of online microteaching, cause this practice conducted in online, so the facilities from their self. In the fourth

question of interview, the researcher want to know what are the obstacle that students faced during online microteaching practice. Based on the answer of respondents, most of the obstacles that they faced is about connection of the internet and the rest about time that not efficient for them. Because of the limited time, and internet disturbances that occur, so the effectiveness of time is reduced.

Based on the answer of respondent above, there are a lot of variations answer from them. There are respondent answer if internet connection stable, open the camera, feedback and comment from supervisor, and the respondent also answer that before pre-service teacher teaching in the class, they should study first about the material that they will teach. The pre-service teacher should carry out what they should prepare before teaching in order to they can implementing the basic teaching skills well. The researcher found out there are many opinions about effective online microteaching according to them. In this sixth question of interview, the researchers would investigate the problem solving of student in online microteaching. How they overcome that difficulties during teaching learning. Based on the answer of respondents, the researcher found out that there are variations difficulties that they faced and they are overcome the difficulties based on the problem that they faced and solve it.

The researchers conclude that, based on this question, it can be showed how they implement basic teaching skills, that is guide small discussion skills. Some of them implement those basic teaching skills very well. In this seven question for interview, the researcher would investigate how they implementing variations skills with media and learning methods they are applied in online microteaching.

Based on the answer of respondents above, the researcher found out there are various media and method that they using in online learning microteaching and they are usually adapted the method based on the material that they will teach. In this eight question for interview, the researcher would to explore how the student preparation before they do online microteaching practice. In this lesson plan, surely the student set induction and closure and give the detail about how they teaching while 15 minutes. Based on the answer of respondents, the researcher can conclude that all of respondents answer lesson plan is very important with their various reasons. The most reasons are in order to teaching learning directed well and learning process is more effective and structured.

In the part of questionnaire was asked to the students about their basic teaching skills. The results of questionnaire that given to 20 respondents, get average with good criteria with a percentage of 55%-75% in their basic teaching skills. It means 5th semester students have fairly good basic teaching skills in the online microteaching practice that has been implemented, although there are some basic teaching skills that are not implemented optimally, for example in variation skills.

Based on the results of the data has been collected by the researcher, 5<sup>th</sup> semester students are not very skilled in creating varied teaching styles and using varied learning media and tools. The researcher explained more detail each basic teaching skills based on the result of the data based on the technique of the data collection:

In set induction and closure, there are 8 respondents with a percentage of 80%-100% with very good criteria, 10 respondents with good criteria, 4 respondents get percentage with enough criteria, and 1 respondent with not enough criteria with a percentage of less than 55%. In explaining skills, based on the questionnaire data only 2 respondents get a percentage of 56% with enough criteria. The rest, respondents get very good criteria and very good criteria.

Based on the result of the data researcher can conclude 5<sup>th</sup> semester students good enough in this basic teaching skills. In all of eight basic teaching skills, based on questionnaire data that have been analyzed by researcher that have enough and not enough criteria with a percentage of 56% and less than 55% is managing class skills. That is mean, from eight basic teaching skills, managing class skills is the most skills that least mastered by 5<sup>th</sup> semester student. Which means they have to learn more and do study about managing class well. According to Helmiati (2013,p.30), managing classroom skills are the skills of teachers to create and maintain optimal learning conditions and return them to optimal conditions if things happen that might interfere with learning activities.