ENGLISH EDUCATION STUDENTS' EXPERIENCES ON VIDEO RECORDING TO PERFORM TEACHING IN MICROTEACHING CLASS

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education

by

LISTIYANI
2519001

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqasahkan.

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Wassalamu'alaikum Wr. Wb.

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MOTTO

"The distance between dreams and reality is called action"

(Brian Tracy)

"Even if you fall, get up again. Only one ray of light will shine on us, so it's

okay."

(Treasure)

ABSTRAK

Penggunaan video rekaman merupakan salah satu metode yang telah lama digunakan dalam pembelajaran microteaching. Penelitian ini mengkaji tentang bagaimana pengalaman mahasiswa pendidikan Bahasa inggris dalam penggunaan video rekaman untuk menampilkan kemampuan mengajar mereka. Penelitian ini berfokus pada bagaiamana pengalaman mahasiswa selama mengikuti kelas microteaching terkait dengan penerapan (implementation), kepraktisan (practicality), keterjangkauan (affordability), efisiensi (efficiency) dan keandalan (reliability) dari video rekaman. Dalam penelitian ini menggunakan metode inkuiri naratif dengan wawancara semi struktur. Partisipan yang terlibat dalam penelitian ini adalah empat orang mahasiswa pendidikan Bahasa inggris yang telah mengikuti mata kuliah microteaching di sebuah kampus islam negeri di Pekalongan, Jawa Tengah. Hasil dari penelitian ini menunjukan secara umum mahasiswa pendidikan Bahasa inggris memiliki kesan yang positif dalam penggunaan video recording untuk menampilkan kemampuan mengajar mereka di kelas microteaching. Dalam konteks penerapannya, video rekaman bisa digunakan sebagai alat evaluasi terhadap penampilan mengajar mereka. Dalam konteks kepraktisannya video rekaman bisa digunakan untuk mengurangi rasa gugup siswa. Dalam konteks keterjangkauannya, video rekaman relatif murah dan bisa dijangkau oleh siswa dengan mudah. Dalam konteks efisiensinya, video rekaman efisien bagi siswa secara waktu dan tenaga karena bisa melakukan praktek mengajar kapan saja. Namun, dalam konteks keandalan nya video rekaman tidak bisa digunakan untuk menggambarkan situasi kelas yang sebenarnya ketika siswa melakukan praktek mengajar. Penelitian ini menunjukan bahwa penggunaan video rekaman bisa menjadi pilihan yang bagus untuk melakukan praktek mengajar di kelas microteaching. Peneliti berharap hasil penelitian ini bermanfaat bagi pembaca, dosen dan mahasiswa untuk memberikan gambaran bagaimana proses pembelajaran selama ini berlangsung. Sehingga nantinya bisa melakukan penyesuain untuk mengembangkan pembelajaran menjadi lebih baik.

Kata Kunci: Video Rekaman, Microteaching, Pendidikan Bahasa Inggris

ABSTRACT

Video recording has been used in microteaching for a long time to support teaching-learning activities. This study aimed to explore the experiences of English education students regarding the use of video recordings to perform their teaching skills. This study focused on students' experiences while participating in microteaching classes related to the implementation, practicality, affordability, efficiency, and reliability of video recording. In this study, the researcher used the narrative inquiry method with semi-structured interviews. The participants in this study were four English education students who had taken microteaching courses in English Education Department at an Islamic State University in Pekalongan, Central Java. The results of this study found that English education students generally have a positive impression of using video recording to perform their teaching abilities in the microteaching class. In terms of its implementation, it can be used as an evaluation tool for teaching performance. In terms of its practicality, video recording can be used to reduce students' nervousness. In terms of its affordability, video recording is relatively affordable and can be reached by students easily. In terms of its efficiency, video recording is efficient for students in terms of time and energy because they can practice teaching at any time. However, in terms of its reliability, it cannot be used to describe the actual classroom situation when students practice teaching. Those findings imply that the use of video recording can be a good choice for teaching practice in the microteaching class The researcher hopes that the results of this study will be useful for readers, lecturers, and students to provide an overview of how the learning process has been going on and to make adjustments to improve learning activities in the future.

Keywords: video recording, microteaching, English Education.

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **English Education Students' Experiences on Video Recording to Perform Teaching in Microteaching Class** could be completed. It was submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for a Bachelor's Degree in English Education. This study was accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, 17 Mei 2023

Listiyani

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language learning is a complex process involving various aspects. Teacher qualifications and competencies affect learning activities to make learning more optimal (Bağatur, 2015). Different from other subjects, teachers in language classes are also required to deliver material, organize classes, and engage with students using the languages that are learned. In this case, there are many difficulties in the classroom environment faced by teachers when teaching languages. Being a teacher requires special skills and knowledge for teachers, so they will be able to handle the classroom situation (Annur, 2021). To get good teaching skills, teachers need to train before entering the world of education (Kilic, 2010).

Microteaching is a course that must be passed by all pre-service teachers. Microteaching is a method used in the world of teacher education and teaching-learning environments since 1960 (Kilic, 2010). Microteaching is a course that aims to build competence and teacher professionalism before entering the world of education. According to Karckay and Sanli (2009), microteaching is a course that aims to build competence and teacher professionalism before entering the world of education. According to Karckay and Sanli (2009), as

mentioned in Saraswati (2013), microteaching is the right tool for educating students to apply learning theory to real-world practice. Microteaching learning focuses on how pre-service teachers can deliver material and build an interactive classroom atmosphere. In microteaching, there are training methods specifically designed for pre-service teachers to improve teaching skills and develop the teacher's professional experience in all aspects of teaching (Annur, 2021).

In microteaching, students will do teaching practice in a limited classroom, usually in several small groups in a short time (Annur, 2021). Lecturers will observe students' ability to teach based on their performances in this situation. Meanwhile, the situation in the microteaching class with a real language class will be completely different. Of course, the results of the performances will not be completely the same as the actual students' abilities. Lecturers will observe how strategies, methods, and media are used when students show their teaching performance. However, many students feel nervous, and their practical performance becomes less than optimal (Nirmawati, 2019).

One way a lecturer uses to observe the student's teaching performance is to provide freedom for students to take video recordings as media to show their teaching performances. Students can freely organize classes, find participants

for teaching practices, and use many other media to support their teaching performance. The use of video recording in microteaching classes is not something new. According to Rosenstein (2002), as cited in Rahajeng (2007), the use of video cameras in the classroom, particularly in language class learning, has become commonplace and has become a support tool in microteaching. In microteaching classes, video cameras are usually used to record students who are practicing their teaching skills in front of the class (Rahajeng, 2007).

Microteaching at one of the universities in Pekalongan, Central Java, Indonesia, gives students the freedom to make their own video recordings. In addition to practicing in front of the class during microteaching, they were told to make a video recording of their teaching practice outside the classroom. They are given the freedom to choose which participants to teach, the place to use, and the media and strategies to use. Then, after the video recording was finished, they were asked to upload it to YouTube and send a link to the lecturer. The lecturer will assess how they teach from the uploaded video. Without direct supervision from the lecturer when practicing, it can affect the results of student performance. This is because they become more relaxed when teaching because there is no supervision from lecturers(Tiarina &

Rozimela, 2017). In addition, students can also become more confident and freely express strategies when teaching.

On the other hand, some students feel that making video recordings for microteaching practice is troublesome. They need to prepare a lot of things for video creation, such as looking for audiences, places, and, of course, free time in between their many activities (Nirmawati, 2019). In practice, they can also feel that they are not optimal because the setting of the atmosphere and audience is not the same as the real situation (Kourieos, 2016). Therefore, the researcher wanted to find out their experiences and opinions during the microteaching class and made this video recording to show their teaching skills. So, it can be determined whether it is easier to make a recorded video without a lecturer and then collect the results for assessment. Or, students may feel more comfortable practicing directly in front of the class with the supervision of the lecturer. Different from the previous studies that focused on the use of video cameras in the classroom during the practice of microteaching, this study will examine the experience of students when taking video recordings on their own without a lecturer.

Many previous studies have reviewed the use of video cameras in microteaching classes. However, the study of student experiences of the use of video recordings to perform their teaching performance is still very limited.

Therefore, this study will focus on how students' experiences of video recordings affect their teaching abilities. The researcher will attempt to determine whether students feel more at ease when teaching practices are performed directly in the Microteaching class or when they are given the freedom to record teaching videos as media to perform their teaching abilities. With this research, it is expected to be able to increase knowledge about microteaching classes and be useful in the practice of the next performances.

1.2 Research Question

This study focuses on one research question:

1. What do the students think about the use of video recording to perform teaching in a microteaching class in terms of its implementation, practicality, affordability, efficiency, and reliability?

1.3 Research Objectives

Based on the description above, the objective of this research is to explore how English education students' experiences the use of video recording to show their teaching performance in microteaching classes in terms of its implementation, practicality, affordability, efficiency, and reliability.

1.4 Significances of The Study

The significances of this research are explained as follows:

1.4.1 Theoretical: This study is expected to be able to provide clear information about students' perceptions when doing video recordings as an assessment of their teaching ability in microteaching classes. This research involves theories related to teaching ability.

1.4.2 Empirical: The results of this study are expected to be able to provide an empirical point of view about students' experiences while attending microteaching classes and using video recordings as media to show their teaching abilities.

1.4.3 Practical: This research provides information to readers about the perceptions faced by students while participating in learning and showing their performance in microteaching classes.

1.5 Definition of Key Terms

To avoid misunderstanding the meaning of this study, the researcher tries to explain the definition of the following few words:

1.5.1 Students' Experiences: A point of view from the students' experience about some things they faced in learning activities (Kurniawan & Septiana, 2021).

1.5.2 Video recording: Recording an activity or event using a camera video or

mobile phone camera (Göktürk, 2016).

1.5.3 Teaching Performance: The teaching ability of the pre-service teachers

in delivering material and handling the class (Aimah & Purwanto, 2019)

1.5.4 Microteaching Class: A course that must be taken by pre-service teachers

This course aims to train, build, and reflect on the abilities of pre-service

teachers in their teaching abilities (Kpanja, 2001).

CHAPTER V

CONCLUSION

5.1 Summary of Findings

This study aims to find out how students experience using video recording to show their teaching abilities in microteaching classes. This study focused on students' opinions regarding the use of video recording to facilitate teaching performances in a microteaching class in the term of its implementation, practicality, affordability, efficiency, and reliability. The following are the findings from the research that has been conducted.

The implementation of video recording is used as a tool for reflection on student performance when teaching. Students feel that by using video recording, they can reflect on their appearance when teaching. Additionally, with the use of the language they learn, they can find new vocabulary, compose better sentences, and practice pronunciation to make it more natural. In terms of practicality, one of the benefits is that it can reduce students' nervousness. Students become more relaxed when doing teaching practice without the supervision of a lecturer, displaying better results. Apart from that, some of the challenges students encountered in making video recordings included finding a place to make videos, inadequate smartphone memory capacity, an unstable internet connection, and difficulties memorizing scripts, so they had to take

videos repeatedly. Video recording is affordable for students because it can be made using the camera on a smartphone, which every student must have. The features on smartphones also help them produce videos that are more optimal. Other equipment needed, such as a tripod, is also within reach. Like a tripod, they use them alternately. The use of video recording becomes more efficient in terms of time and energy than practicing in class. Students can practice without having to wait in turns or at the next meeting. In addition, they can also reflect on their teaching performance anytime and anywhere by playing back the video of their performance. However, it needs more cost for internet quota and other tools and media to support video recording. Video recording can provide an overview of the classroom situation for pre-service teachers. All the same, it cannot provide a class situation like the actual situation. The atmosphere and student responses are very clearly different from the video and the actual class. Therefore, the performance results when teaching in a real-life class situation with video recording will be completely different.

Based on the results of this study, it can be concluded that video recording is generally one of the best media to show students' teaching abilities. The four things analyzed by researchers, namely implementation, practicality, affordability, and efficiency, show that students have a good experience. However, students do not feel that video recording is reliable. Therefore, video

recording is one of the appropriate media to be used as a tool to facilitate teaching practice. Apart from the use of video recording, real-life practice in class also needs to be done to strengthen the skills of pre-service teachers in real-life classroom situations.

5.2 Recommendation

Based on the results, this study seems to have several limitations. Therefore, the researcher provides several recommendations for future researchers who will study the same or similar research fields. Some recommendations related to this research are as follows:

1. This study examines the use of video recording from the student's point of view. Further research can examine how video recording is used from the lecturer's point of view.

2. This study has a limited number of references and participants. Future research can look for more references and participants.

3. This study uses a narrative approach in which the participants share their experiences in the microteaching class. Further research can use observation or case studies to analyze how students use video recordings to display their teaching performances in the microteaching class.

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