

**THE ANALYSIS OF COGNITIVE AND AFFECTIVE ISSUES IN  
MICROTEACHING (TEACHING TRAINING PROGRAM)**

**(A Qualitative Research at the Seventh Semester English Department Students  
of IKIP PGRI Bojonegoro in the Academic Year 2018/2019)**

SKRIPSI

BY

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**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS EDUCATION**

**IKIP PGRI BOJONEGORO**

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Presented to

IKIP PGRI Bojonegoro

In partial fulfilment of the requirements

For the degree of Sarjana English Language Education

By

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**ENGLISH EDUCATION DEPARTMENT**

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**LEGITIMATION**

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This is to certify that the sarjana's skripsi

Has been approved by the Board of Examiners

As the requirements for the degree of Sarjana in English Language Education

August 19<sup>th</sup> 2019

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## CHAPTER I

### INTRODUCTION

#### A. General Background of The Study

Teach training program is one of the requirements to pass at IKIP PGRI Bojonegoro. Teach training program is a training activity for prospective teachers to apply various knowledge, attitudes, skills, and the learning process as a whole and integrated (Zainal,2010). As an education student, students are required to be able to teach and have competence in teaching.

According to Sarry (2015), cognitive related to memory and intelligence that will deteriorate with age, even the age conclusions associated with the decline in cognitive processes are reflected in the scientific community. Cognition is a general concept that includes all forms of recognition, including observing, evaluating, paying attention, thinking, imagining, guessing, and evaluating.

In subsequent developments, the term cognitive became popular as one of the realms of human psychology including mental behavior related to understanding, information processing, problem solving and belief. Cognitive theory is founded in an agnetc perspective (Albert,2009).

In subsequent developments, the term cognitive became popular as one of the realms of human psychology including mental behavior related to understanding, information processing, problem solving and belief. To provide a more complete understanding, here we quote some expert opinions. According to Chaplin in his Dictionary of Psychology, cognition is a general concept that includes all forms of recognition, including observing, evaluating, paying attention, thinking, imagining, guessing, and evaluating ( Albert,2009)

Each teacher or prospective teacher must have the ability or competence in teaching. cognitive competence must be owned by a professional teacher. It contains various kinds of knowledge both declarative and procedural. Declarative knowledge is relatively static knowledge with a clear order and can be expressed orally, while procedural knowledge is basically practical and dynamic knowledge that underlies the ability to do something.

Affective is influenced by or resulting from the emotions and concerned with or arousing feelings or emotions/emotional.in this case, affective leads to the affective competence of teachers. Affective competence of teachers is closed and abstract, so it is very difficult to identify. This affective competence covers all feelings and emotions phenomena. Affective competence is the object of research and discussion of educational psychology is the attitude and feeling of self related to the teaching profession.



In applying affective learning, teachers often experience difficulties, and the difficulties experienced by the teacher themselves are certainly different, this is influenced by several factors. These factors can come from within the teacher itself (internal factors) and also from outside the teacher (external factors) where these factors can affect the level of difficulty of the teacher in applying affective learning.

The internal factors of the teacher that can affect the level of difficulty in applying affective learning are factors of the readiness of the teacher itself where these factors include mental readiness and willingness to be willing to apply affective learning. Mental readiness itself is by preparing teaching materials, such as lesson plans, textbooks, and others etc. that have been studied and understood by the teacher first itself so that the teacher is ready to deliver learning with prepared concept ( Zainal,2010)

Previously, students have received microteaching lessons to prepare for teach training program. However, students will still experience a little or a lot of difficulties when carrying out teach training program. The difficulties include cognitive and affective aspects. Cognitive aspects refer to the ability of the brain while aspects the affective aspects are related to mental abilities. Cognitive related to the ability of students to master the material and teaching, while affective related to the mentality of students in dealing with students with a variety of characters

This study investigate The Cognitive And Affective Issues In Micro Teaching (Teach training program) Of Seventh Semester English Department Student of IKIP

PGRI Bojonegoro 2018/2019 to determine the ability of students to carry out teach training program.

## **B. Research Problem**

1. What are the cognitive issues in micro teaching (Teach Training Program) faced by seventh semester English Department student 2018/2019?
2. What are the affective issues in micro teaching (Teach Training Program) faced by seventh semester English Department student 2018/2019?

## **C. Objective Of The Study**

1. To describe the cognitive issues in microteaching (Teach Training Program) faced by seventh semester English Department Student 2018/2019
2. To describe the affective issues in microteaching (Teach Training Program) faced by seventh semester English Department Student 2018/2019

## **D. Benefits Of The Research**

This study is considered to achieve some significances,as follows:

1. For the students, this study is hoped to motivate them in the next Teach training program
2. For the English lecturer,the result of this study can give solution for the students dealing with their microteaching performance.

3. For institutions, this study will be additional references about cognitive & affective Issues in microteaching, Especially for the English Department of IKIP PGRI Bojonegoro.

## **E. Definition Of Key Terms**

It is important to avoid misunderstanding this problem and to guide the writer to discuss further. This study will focus on cognitive and affective problems at the Teach training program's students of Ikip PGRI Bojonegoro. The following are the terms used in this thesis:

1. Cognitive

According to Susanto (2011), cognitive is a thought process, namely the ability of individuals to connect assess an consider an event or event. Cognitive processes are related to the level of intelligence. And cognitive is how individuals act, that is the speed of the individual in solving a problem he faces.

2. Affective

Arnold (2009:145) stated that affects refers to emotions, feelings, beliefs, moods and attitudes which give highly effect on one's behaviour. Based on definitions above, the writer concludes that affect is the emotions, feelings, beliefs that can change one" sbehavior and originate from inside of the person himself.

### 3. Microteaching

The authors describe a non-traditional approach to microteaching intended to help prepare students for successful early field experiences. A theoretical basis for the approach is outlined and its use in two different courses is described. Guidelines are provided for identifying and communicating goals, structuring peer feedback and self-evaluation, and getting the most out of student conferences.

Hamalik (2009) said microteaching was a new technique and was a part of the renewal. The use of microteaching in order to develop the teaching skills of prospective teachers or as an effort to improve, is a new way especially in the teacher education system in our country.

### 4. Teach Training Program Activities

Teach training program is a training activity for prospective teachers to apply various knowledge, attitudes, skills, and the learning process as a whole and integrated (Zainal,2010). Teach training program is a program that is an integrated research arena to a Teach training program various sciences, attitudes and skills in the framework of forming professional teachers.

Teach training program is a program that prepares a teach training program capabilities and is integrated from a previous learning

experience into a training program in the form of performance in a matter related to teacher positions both teaching activities and other activity tasks.

So, the conclusion is teaching training program have related with cognitive and affective issues. Especially in microteaching. And the researcher applying the research to students of IKIP PGRI Bojonegoro who was did teaching training program.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Study**

##### **1. Definition Of Cognitive**

According to Sarry (2015), cognitive related to memory and intelligence that will deteriorate with age, even the age conclusions associated with the decline in cognitive processes are reflected in the scientific community. Cognition is a general concept that includes all forms of recognition, including observing, evaluating, paying attention, thinking, imagining, guessing, and evaluating.

They are distinct from emotional and volitional processes involved in wanting and intending. Cognitive capacity is measured generally with intelligence quotient (IQ) tests. Cognitive discuss about attention, language use, memory, perception, problem solving, creativity, and mindset. According to the cambridge dictionary, cognitive relating to or involving the process of thinking and reasoning.

From the aspect of teaching staff. A teacher is required to have cognitive field competencies. This means that a teacher must have intellectual abilities, such as mastery of subject matter, knowledge of how to teach, knowledge of how to assess students and so on. Influential Factors in Cognitive Development, namely:

a. Physical

Interaction between individuals and the world is a source of new knowledge, but contact with the physical world is not enough to develop knowledge unless individual intelligence can take advantage of that experience.

b. Balance

Maturity of the nervous system is important because it allows children to get maximum benefit from physical experience. Maturity opens up possibilities for development whereas if it is lacking it will broadly limit achievement cognitively. Development takes place at different speeds depending on the nature of contact with the environment and self-learning activities.

c. Social influence

The social environment includes the role of language and education, physical experience can stimulate or inhibit. Cognitive competence must be owned by a professional teacher. It contains various kinds of knowledge both declarative and procedural. Declarative knowledge is relatively static knowledge with a clear order and can be expressed orally, while procedural knowledge is basically practical and dynamic knowledge that underlies the ability to do something. Teachers' knowledge and cognitive abilities can be grouped into two categories including:

First, educational sciences. According to the nature and uses, educational disciplines consist of two types, namely, general education knowledge which includes education science, educational psychology, education administration, and special education knowledge which includes teaching methods, specific methods of teaching certain materials, evaluation techniques, teacher training practices, etc.

Second, science of study materials. This material field study science covers all fields of study that will be the skills or lessons that will be taught by the teacher. In this case, mastery of the subject matter of the subject matter contained in the field of study which will be the field of task of the teacher is absolutely necessary.

Another type of cognitive competency that a teacher also needs is the ability to transfer cognitive strategies to students so they can learn efficiently and effectively. The teacher is expected to be able to change the choice of extrinsic motivated student learning habits into intrinsically motivated cognitive preferences. This effort needs to be done, because students who have extrinsic cognitive preferences usually only view learning as a deterrent to the danger of class disability or graduation



## 2. Definition Of Affective

When we talk about a language acquisition, we also talk about factor that involves in one's behaviour when acquiring the language. As base part of human behavior, the process of acquiring a language involves cognitive and affective. Recently, the importance of affect in language learning has been introduced.

Arnold (2009:145) stated that affects refers to emotions, feelings, beliefs, moods and attitudes which give highly effect on one's behaviour. Based on definitions above, the writer concludes that affect is the emotions, feelings, beliefs that can change one's behavior and originate from inside of the person himself.

Affective has a relationship with cognitive which in each affective process there is a cognitive component. This can be seen in each stage of the affective process, namely; first "acceptance". In the teaching and learning process this acceptance leads to students' attention. With the attention of these students, it will be easy for students to obtain "knowledge" or in other words students' attention in learning is as much a requirement to arrive at "knowledge".

### **3. Definition of Microteaching**

Microteaching can be defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment with main teacher behaviors. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering the chaotic environment of the crowded classes.

While instilling teaching skills in students during microteaching, reciprocal negotiation of the students actively presenting and watching about the performances can make a great contribution to the acquisition of the skills, emphasizes that teacher candidates can experience real teaching and teaching rules with the help of this method. This method offers teachers opportunities for discovering and reflecting on both their own and others' teaching styles and enables them to learn about new teaching techniques.

Pre-service teachers can benefit to a great extent from microteaching applications. Firstly, they reveal teaching facts, and roles of the teacher help pre-service teachers to see the importance of planning and taking decisions enable them to develop and improve their teaching skills.

Micro-teaching has become an established teacher-training procedure in many universities and school districts. This training procedure is geared towards simplification of the complexities of the regular teaching-learning process. Class

size, time, task, and content are scaled down to provide optimal training environments. The teacher trainee then has the opportunity to practice and evaluate his use of the skills. Microteaching helps in eliminating errors and builds stronger teaching skills.

Feedback in micro-teaching is critical for teacher-trainee improvement. It is the information that a student receives concerning their attempts to imitate certain patterns of teaching. The built-in feedback mechanism in micro-teaching acquaints the trainee with the success of their performance and enables them to evaluate and to improve teaching. Microteaching increases the self confidence, improves the in-class teaching performance, and develops the classroom management skill (Deniz 2011 ).

#### **4. Definition of Teach Training Program Activities**

Teach training program is a series of activities programmed for students, which includes both teaching practice and practice outside teaching. This activity is an event to shape and fostering professional competencies required by the work of teachers or other educational institutions. The target you want achieved is the personality of prospective educators who have a set knowledge, skills, values and attitudes, and behavior patterns necessary for the profession and competent and appropriate use it in conducting education and teaching, both at school and outside school (Oemar Hamalik,2009).

Teach training program also is one of the compulsory courses for, as a continuation of teaching micro teaching. This activity is carried out after students have passed micro teaching. Teach training program is implemented in schools designated by the University as a place for teaching practice. This activity is an arena for forming and fostering professional competencies that are indicated by the work of teachers or education staff.

In addition, it was shown to train students to apply the theory of teaching and learning on a small scale, artificial as a simulation of the actual teaching process. PPL activities are carried out to be able to provide learning experiences for students, especially in terms of teaching experience, broaden horizons, train and develop competencies needed in their fields, improve skills, independence, responsibility, and ability to solve problems. This activity has the target of school community, both in activities related to learning and activities that support the ongoing learning.

The practice of field experience is carried out by students which includes, both teaching exercises and educational tasks outside teaching in a guided and integrated manner to fulfill requirements for the formation of the education profession. Experience that can be obtained when field experience is preparation of learning preparation tools, teaching practices guided and independent, compile and develop evaluation tools, applying learning innovation, studying teacher administration, and other activities that support teaching competence.

## **B. Relevant Research**

Some journals have been conducted. The writer chooses some literature as previous studies that are close to the topic. The first is a journal entitled “ *Analysis of Level Of Difficulty Of Students In Implementing Teach training program*”. Case study of the 2016 Pasundan University Teacher Training Faculty in Bandung by Intan Rachmiana Setia Sari.

This journals aims to know what are the difficulties in the preparation, implementation and reporting of teach training programs, knowing the analysis of the level of difficulty experienced, & efforts or ways to overcome the difficulties experienced. The method used in this study is descriptive qualitative method with a sample of 100 students who have implemented Teach training program in the city of Bandung.

Research results the level of difficulty of students based on the average value of statement items on the dimensions of student difficulties in the preparation, implementation, and reporting of Teach training program is in the "Medium" category indicated by an average weight of 2.66 with a percentage of 54.0%. This indicates that the difficulties of students in the preparation, implementation and reporting of Teach training program in the "Medium" category means that most students have no difficulties.

The second is a journal conducted by Pujianti (2017) about *The Effect Of Microteaching Learning On Confidence Attitude To Implement Field Experience Practice Activities (Teach training program)*. This journal is about the confidence of Teach training program students when they teach. It is important because self confidence can affect the teaching and learning process.

The result is method of training a clearly designed appearance by isolating the component parts of the teaching and learning process can master each component individually in a simplified teaching situation. Microteaching is a form of teaching practice in a limited scope (micro) to develop basic teaching skills that are carried out in an isolated and simplified form, so that teachers / prospective teachers can master each component of teaching skills

### **C. Theoretical Framework**

This study has two variables. The writer used microteaching II (Teach training program) as an independent variable, then cognitive and affective issues as the dependent variable and deferred object in this study. To facilitate this research, the author will re-describe the two variables as described previously.

Micro-teaching is a form of education practice model or teaching training. In the actual context, teaching contains many actions, both covering technical delivery of material, use of methods, use of media, guiding learning, motivating, managing classes, giving judgments and so on. In other words, that the act of teaching is very complex. Therefore, in order to master basic teaching skills, prospective teachers or

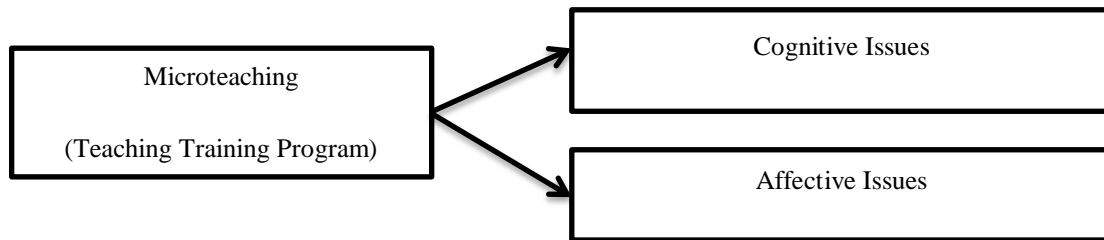
lecturers need to practice. In this case, the author examined when students performed microteaching II (Teach training program).

Teach training program also is one of the compulsory courses for, as a continuation of teaching micro teaching. This activity is carried out after students have passed micro teaching. Teach training program is implemented in schools designated by the University as a place for teaching practice. This activity is an arena for forming and fostering professional competencies that are indicated by the work of teachers or education staff.

When implementing micro teaching, students will face problems such as cognitive and affective problems Cognitive is psychological process involved in acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem solving. Affective is related to emotions or feeling. In this case, the writer analyzes the problems that are related to the affective & cognitive of teach training program's students.

Every Students that faced microteaching, they will faced some problems too and they have to overcome all the problems. The theoretical framework of this research is the first, Microteaching ( Teaching Training Program), and divided into two, cognitive issues and affective issues.

## Draft 2.1: Theoretical Framework





## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach

In this study, the writer used a Qualitative design. By using the design, the writer presented a rich descriptive analysis of the main topic of this research. Qualitative research methods is a practical, comprehensive guide to the collection and presentation of qualitative data ( John Willey & Sons,2015)The researcher use phenomenology, phenomenology research can be strated by observing and analysing the focus of the phenomenon that is to be studied.

Which looks at various subjective aspects of object behaviour. Then researchers conducted data mining in the form of how object meaning gives meaning to related phenomena.Data mining is carried out by conducting in-depth interviews with the object or informant in the study, also by conducting direct observations on how the objects of the study interprets its experience to others

. The analysis was displayed in words and supporting with simple quantitative data. Finally, the analysis was used to know in detailed about cognitive and affective issues in microteaching (Teach training program) of seventh semester English department students of IKIP PGRI Bojonegoro 2018/2019.

In this study, the writer used a Qualitative design. By using the design, the writer presented a rich descriptive analysis of the main topic of this research. A Qualitative research aimed to provide in-depth understanding of the research participants related to their experiences, thought, history, social, and material situations.

Qualitative research examines participant perspectives with strategies that are interactive and flexible. Qualitative research is aimed at understanding social phenomena from participant angles. Thus the meaning or understanding of qualitative research is a study that is used to examine the condition of the object. Natural where researchers are key instruments.

The basis of qualitative research is constructivism which assumes that the reality is plural, interactive and an exchange of social experiences interpreted by each individual. Qualitative researchers believe that truth is dynamic and can be found only through examining people through their interaction with their social situation (Danim, 2002).

The analysis was displayed in words and supporting with simple quantitative data. Finally, the analysis was used to know in detailed about cognitive and affective issues in microteaching (Teach training program) of seventh semester English department students of IKIP PGRI Bojonegoro 2018/2019.

## **B. Researcher's Presence**

According to Nasution (in Sugiyono, 2011: 307-308), the presence of researchers as matching research instruments for qualitative research itself because it has the following characteristics. Researchers as instruments can react to any stimulus from the environment that must be estimated to be meaningful or not for research, the researcher as a tool can adjust to all aspects of the situation and can collect a variety of data at once, each situation is a whole.

Next, there is no instrument that can capture the whole situation except humans, a situation that involves human interaction, can not be understood with knowledge alone, but needs to often feel it, dive it based on our knowledge, and only humans as instruments can draw conclusions based on data. This research was conducted which starting from the submission of research permit.

The presence of researchers in the field in qualitative research is an absolute, because researchers act as research instruments as well as data collectors. Benefits obtained from the presence of researchers as instruments is a subject more responsive to attendance researchers, researchers can adjust to research settings, decisions relating to research can be taken in a fast and directed way, as well as information can be obtained through the attitude and manner of the informant in providing information.

Next, there is no instrument that can capture the whole situation except humans, a situation that involves human interaction, can not be understood with knowledge alone, but needs to often feel it, dive it based on our knowledge, and

only humans as instruments can draw conclusions based on data. This research was conducted which starting from the submission of research permit.

### **C. Subject of the Study**

The participants of this research were 3 teach training program seventh semester students of English Department IKIP PGRI Bojonegoro. They are M.P.N, L, and A.N.S. The participants in this research is taken from teach training program seventh semester students of English Department at AL-Fattah Pumpungan Vocational School.

### **D. Place and Time of the Study**

The data were originated from the responses of students of English department in IKIP PGRI Bojonegoro who practice teach training program at AL-Fattah Pumpungan Vocational School started from 21 January until 2 february according to the schedule of the students concerned teaching and related to the topic of this study.

Table 3.1 Time of the Research

No	Activity	Month									
		11	12	1	2	3	4	5	6	7	
1	Designing research proposal	✓									
2	Developing research proposal	✓									
3	Developing research instrument		✓								
4	Conducting proposal seminar			✓							
5	Trying out instrument				✓						
6	Experiment and analyzing the data					✓					
7	Writing the report						✓				
8	Submitting the document										✓

### E. Data Sources

Because this study tries to figure out cognitive and affective issues in microteaching, this study used simple random sampling. The fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, and

document review. Data taken from documentation in the form of videos, observations, and interviews.

Through observation, the researches learn about behaviour and the meaning attached to those behaviour. The researcher wanted to know things about the respondents more deeply so the researcher conducted an interview.

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic. In this research, the data taken from documentation in the form video.

#### **F. Data Collection Procedure**

According to John W. Cresswel (2016), steps of data collection include efforts to limit research, gather information through observation and interviews, both structured and not, documentation, visual material material, and efforts to design protocols for recording or recording information

The data were derived from the students' responses towards the interview questions and observation related to their cognitive and affective issues in teach training program and the cause of it. For collecting the data, the writer did some steps below.

1. The writer decided the information that would be achieved for designing the instrument for collecting data.

2. The writer defined the sample of this study that are seventh semester students of English
3. After making the instruments, the writer administered the observation and interview schedule. The writer record a video for documentation and observation when field experience student practice.
4. Finally, to visualize the cognitive affective issues to make observations, the author examines by watching recorded videos and provide interview questions to teach training program students.

#### **G. Data Analysis Techniques**

Researcher making an effective analysis of the data. Effective analysis enabled the writer to focus on the data that the writer investigated and facilitated writer on making rich interpretation.

1. Identifying the Cognitive & Affective Factor Issues and the Causes  
The writer observes to find out cognitive and affective problems by watch videos based on the observation sheet and interview, the writer can identify cognitive and affective problems faced by Teach training program's students IKIP PGRI Bojonegoro 2018/2019.
2. Comparing the Results of the Participants  
After classifying the data, the writer found the cognitive and affective issues and comparing the results of the participants. Comparing

between first meeting and second meeting depend on what affective and cognitive issues they face.

### 3. Making Interpretation

After identifying cognitive and affective problems the authors making interpretations. Interpretations used to know what cognitive and affective issues of teach training program students.

## **H. Checking The Validity Of The Findings**

According to Sugiyono (2011: 330) triangulation technique means that researchers use collection techniques different data to get data from the same source namely techniques of participatory observation, in-depth interviews, and documentation studies for the same data source simultaneously.

Triangulation can also be interpreted as data collection techniques that are various techniques data collection on the essence of existing data sources. This research use triangulation of data. Testing the validity of the data in this study was carried out by:

1. Triangulation of data collection is done by comparing data collected through observation, questionnaires, and documentation studies.
2. Triangulation of data sources, is done by asking the truth data or information obtained from an informant to the others informant.



3. Member checking is done by showing data or information, including the interpretation of the researcher, which has been arranged in a note format field. The field record was confirmed directly by the informan.

