Microteaching
PREPARATION AND PERFORMANCE
Guide to Best Practices

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Microteaching:
Preparation and Performance

Penulis
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FOREWORD

Learning process must be presented in meaningful and an effective way. It required some skills to be able to present it in a good way. One of the skills is opening the lesson. This skill is not easy but sometimes the teacher forgets the importance of this skill because teachers often think the most important thing is just giving material to the students.

Opening lessons (set induction) is an effort or activity carried out by the teacher in teaching and learning activities to create a good learning experience for students in order mental and attention are focused on what they are learning and it have a positive effect on learning activities. Meanwhile, closing the lesson (closure) is an activity carried out by the teacher to end a lesson or teaching and learning activity.

In achieving success in learning, the teacher seeks to make children have good learning skills, including skills and acquiring knowledge, skills in self-development, skills in carrying out certain tasks, and skills to live side by side with others in harmony. These skills can be obtained through the micro teaching course which is taken by pre-service teachers as an effort to provide teaching knowledge. This book entitled "Micro Teaching: Preparation and Performance" (Guide to best Practices) is presented to provide guidance for pre-service teachers to understand the knowledge and procedures of teaching in order to be able to present the learning effectively and efficiently. It is hoped that this book can be used as guidance for students in the Micro Teaching course in higher education.

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CHAPTER I
INTRODUCTION

A. Basic concept of micro teaching

Preparing pre-service teacher to have a pedagogical skill in teaching need a serious attention for the lecturers, especially in educational study programs that produced prospective teachers who are ready to be deployed in the education world. Pedagogical skills presuppose, thus, a reflecting and critical approach regarding teaching, learning and pedagogical development work (Ramsden & Martin, 1996). Further, Ramsden and Martin (1996) defined pedagogical skills as thus, include the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning. From this perspective, the definition indicates that a person or pre-service teacher has pedagogical skills when they are able to plan, initiate and develop education and teaching.

In other perspective, pedagogical skills also include the capacity of the teacher to connect the teaching to the research in the subject of interest. To develop pedagogical skills require continuous interaction around matters of subject didactics and teaching and learning in higher education with actors both in and outside the university. In this way, the pedagogical skills of the individual can contribute to the development of the pedagogical practice of others. In university context,

pedagogical skill can be gained through Micro teaching subject that offered as one of subject in university to facilitate pre-service teacher to acquire teaching skill and experience.

Micro teaching learning was initially carried out at Stanford University, USA in 1963. Micro teaching was carried out as an effort to improve the quality of professional teachers. In Indonesia, micro teaching has been introduced by several higher education institutions since 1977. Micro teaching is an exercise method designed in such a way as to improve the teaching skills of prospective teachers and develop the professional experience of teachers, especially teaching skills by simplifying or reducing aspects of learning such as number of students, time, focus of teaching materials and limiting the application of certain teaching skills, so that teachers can know the strengths and weaknesses of the teacher accurately

Micro-teaching is a learning concept that is familiar to educational practitioners. There are many methods that can be applied to obtain a significant teaching and learning process. In the end, the ultimate goal that can be obtained is to get more significant benefits in it. One of them is the process of delivering material to students that clearly can be applied and carried out well. The results that will be obtained will certainly be even better.

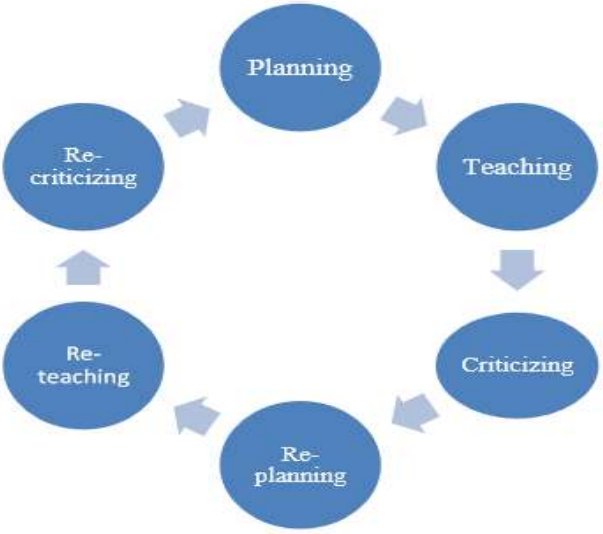
It is also teaching method in order to master basic teaching skills. Each component of the basic skills is taught separately. In this case, the focus is on how to master the basic skills for these students. From here, there will be more benefits that will be obtained easily later. In its application, students will

find it easier to absorb advanced stage knowledge because they already understand the basics of *micro-teaching* itself. Micro teaching or micro learning is a model or method of training the basic performance of teacher teaching which is carried out micro or simplified, namely time, material and number of students. Micro teaching is usually carried out by prospective teachers who exchange roles in practicing to master basic teaching skills, practice learning activities and discussing problems found

Literally, Micro-teaching is practice teaching in which a student teacher's teaching of a small class for a short time is videotaped for subsequent evaluation. *Micro-teaching* is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching (Allen & Wang, 1996). It also can stand as a subject to be offered in university. Practically, *Micro-teaching* is a *teacher* training and faculty development technique whereby the *teacher* reviews a recording of a *teaching* session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their *teaching* technique.

There are some common techniques involved in the *micro-teaching* such as the steps that consisted of "*plan, teach, criticize, re-plan, re-teach and re-recriticize*" and has evolved as the core component in 91% of on-campus clinical teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a

class, scope of content, and timeframe (Peker, 2009). The detail explanation will be discussed in the next chapter.



Picture 1. The stages in Micro-teaching (Peker, 2009)

1. Definition

Several definitions that discuss *micro-teaching* have been put forward by experts to provide an understanding of the nature of *micro-teaching*. According to Sukirman (2012):

> *"micro teaching adalah sebuah pembelajaran dengan salah satu pendekatan atau cara untuk melatih penampilan mengajar yang dilakukan secara micro atau disederhanakan. Penyederhanaan disini terkait dengan setiap komponen pembelajaran, misalnya dari segi waktu, materi, jumlah siswa,*

> *jenis keterampilan dasar mengajar yang dilatihkan, penggunaan metode dan media pembelajaran, dan unsur-unsur pembelajaran lainnya".*

> *"Micro-teaching* is a learning approach or a way to train teaching performance which is done micro or simplified. Simplification here is related to each learning component, for example in terms of time, material, number of students, types of basic teaching skills trained, use of learning methods and media, and other learning elements*"*

Another definition of micro-teaching has been proposed by Barnawi and Arifin (2016) which put a highlight of *micro-teaching* as a method rather than an approach:

> *"Micro-teaching adalah metode yang digunakan di lingkungan pendidikan guru dan lingkungan belajar mengajar lainnya. Dalam micro teaching sekelompok calon guru berlatih untuk menguasai keterampilan-keterampilan dasar mengajar, mempraktikan kegiatan mengajar, dan berdiskusi untuk*

membahas tentang masalah-masalah yang ditemukan. Proses belajar mengajar direkam dalam sebuah video dengan pantauan dosen pembimbing. Calon guru saling bertukar peran, ada suatu saat menjadi guru dan ada pula yang suatu saat menjadi siswa. Cara seperti ini telah digunakan di banyak lembaga pendidikan guru"

"*Micro-teaching* is a method used in teacher education and other teaching and learning environments. In micro teaching, a group of prospective teachers practice to master basic teaching skills, practice teaching activities, and have discussions to discuss the problems found. The teaching and learning process is recorded in a video with the supervision of the supervisor. Prospective teachers exchange roles, one day they become a teacher and some become a student one day. This method has been used in many teacher education institutions".

According to Asril (2011) defined micro-teaching as a model of real teaching:

> *"Micro-teaching adalah sebuah model pengajaran yang dikecilkan atau disebut juga dengan real teaching. Jumlah pesertanya berkisar antara 5 - 10 orang, ruang kelasnya terbatas, waktu pelaksanaannya berkisar antara 10 dan 15 menit, terfokus kepada keterampilan mengajar tertentu, dan pokok bahasannya disederhanakan".*
>
> "Micro-teaching is a teaching model that is minimized or also known as real teaching. The number of participants ranges from 5 - 10 people, the classrooms are limited, the implementation time ranges from 10 and 15 minutes, focuses on certain teaching skills, and the subject is simplified".

Further definition of micro-teaching has been proposed by Helmiati (2013) which put an attention of micro-teaching as a condition.

> *"Micro-teaching adalah penguasaan ketrampilan dasar mengajar, guru perlu berlatih secara parsial artinya tiap-tiap komponen keterampilan dasar mengajar perlu dikuasai secara terpisah-pisah.*

> *Adapun yang dikecilkan dan disederhanakan adalah jumlah siswa 5 - 10 orang, waktu mengajar 5 - 10 menit, bahan pelajaran hanya mencakup satu atau dua hal yang sederhana dan ketrampilan mengajar difokuskan beberapa ketrampilan khusus saja".*

> "Micro teaching is the mastery of basic teaching skills, teachers need to practice partially, meaning that each component of basic teaching skills needs to be mastered separately. As for the minimization and simplification, the number of students is 5 - 10 people, the teaching time is 5 - 10 minutes, the lesson material only includes one or two simple things and the teaching skills are focused on a few specific skills".

The last definition proposed by Hasibuan, Ibrahim and Toemial (2014):

> *"Micro-teaching adalah metode latihan penampilan dasar mengajar yang dirancang secara jelas mengisolasi bagian-bagian komponen dan proses mengajar sehingga guru atau calon guru dapat menguasai satu persatu*

ketrampilan dasar mengajar dalam situasi yang disederhanakan"

"Micro teaching is a basic teaching performance training method that is designed to clearly isolate the component parts and the teaching process so that teachers or prospective teachers can master basic teaching skills one by one in simplified situations".

2. Function

Micro teaching has several function i.e: to provide new experiences in teaching and learning, while for teachers, micro teaching functions to provide skills and as a means of feedback on their teaching performance. Through micro teaching, both pre-service teachers and lecturer can get information about their strengths and weaknesses in teaching. What are the advantages that need to be maintained and what are the shortcomings that can be fixed. In addition, through micro teaching, lecturers can try new learning methods or models before they are used in the actual classroom.

According to Helmiati (2013), micro teaching functions to foster pre-service teachers / education personnel through cognitive, psychomotor, reactive and interactive skills. Specifically, the functions of micro learning or micro teaching are as follows:

a. Instructional function,

As instructional function, micro-teaching provides a practical training that facilitate pre-service teachers to practice and improve learning skills as well as practice the application of knowledge of teaching methods and techniques that has been studied theoretically. Micro teaching functions as a teaching practice, both in pre-service and in-service period. It is clear that the instructional function is a place to hone teaching competencies and skills.

b. Coaching function,

As coaching function, micro-teaching is a place for coaching and debriefing pre-service teachers to be fostered before going into actual teaching. Micro teaching is used as a place to equip pre-service teachers by improving teaching components before going to the classroom where they are taught.

c. Integral function,

As an integral function, micro-teaching is a program that is an integral part of the field experience program and a prerequisite for PPL which a real compulsory subject.

d. Experimental function,

As an experimental function, micro-teaching is a test material for pre-service expert teachers in the field of learning. For example, a teacher based on his research found a learning model, so before the discovery was practiced in the field, it was first tested in this micro

teaching. By this way, the results can be evaluated the weaknesses and so that improvements can be made immediately. In other words, the function of micro teaching is a means of teaching practices.

3. Purposes

According to Barnawi and Arifin (2016), the purpose of micro teaching is to equip and / or improve the performance of pre-service teachers or teachers in conducting teaching and learning activities through teaching skills training. Micro teaching is used to bring together the theory and practice of teaching. In addition, micro teaching is used to prepare pre-service teachers before teaching at schools. Micro-teaching is one of the supporting field experiences for prospective teachers. Micro teaching is one of the limited exercises regarding certain skills.

According to Hasibuan, Ibrahim and Toemial (2014), the expected objectives of micro teaching learning are as follow:

a. Helping pre-service teachers or teachers to master specific skills in teaching, so that they do not experience difficulties in training;
b. Increasing the level of teaching competence for pre-service teachers gradually, with the mastery of skills that can eventually be integrated into real teaching;
c. As an in-service training for teachers or lecturers, it is hoped that the person concerned can find his own shortcomings in teaching and try to fix it;

d. Providing possibilities in micro-learning exercises so that pre service teachers or teachers mastery a specific teaching skills, so that they are skilled, and competent;
e. As a support for efforts to improve skills, abilities as well as effectiveness and efficiency of the practices of pre service teachers or teachers in the teaching and learning process

4. Aspects

Micro learning or micro teaching has several aspects in practicing the skills a teacher must have related to the extent to which the teachers are able to apply a variety of teaching methods. According to Barnawi and Arifin (2016) there are several aspects of skills in micro teaching, as follows:

a. Skills of opening and closing the lessons

Opening lessons is an attempt to create pre-conditions so that mentally and students' attention is focused on what they are going to learn. Opening lessons means directing students to the subject matter. It is not only needed at the beginning of learning, but also during the learning process. Meanwhile closing the lesson is an activity that aims to conclude the core activities. The activity to close the lesson must provide an overall overview of what has been learned, the level of student achievement, and the level of success of the teacher. The activity of closing the lesson is not only done at the end of each lesson, but can also be done at the end of each part of the activity to a new thing or topic.

b. Explanatory Skills

Explanation skill is a skill of presenting learning material that is organized systematically as a meaningful unit, so it is easy for students to understand. The activity of explaining has three components, namely the delivery of the message (sender), the intended targeted (receiver), and the message (message). The purpose of explaining is not to make students memorize, but to make students understand what is being learned. The explanation must be memorable and meaningful for the student. Previously it was necessary to arrange a good plan and pay attention to the content of the material and the conditions of the students then the content of the material needed to be presented with the right technique in order it is easy to understand.

c. Skills to create a variation in teaching

The skill of using a variety of stimuli is the skill of the teacher in using various abilities in teaching to stimulate students so that the learning atmosphere is always attractive, the students are passionate and enthusiastic in receiving learning and teaching and learning activities done effectively. The purpose of using variations in the teaching and learning process is to eliminate boredom in following the learning process, maintain optimal learning conditions, increase the attention and condition of students, facilitate learning achievement

d. Reinforcement Skills

Giving reinforcement is an action against a form of behavior that can encourage an increase in the quality of behavior, at other times to maintain and enhance certain behaviors. It is also called as strengthening skills, they are the skills to give a positive response aims of maintaining and enhancing certain behaviors.

e. Asking skills

Asking skills are the skills used to get answers or feedback from other people. Every teaching, evaluation, measurement, and assessment is done by questioning. Since, good questions will lead to real answers and bad questions will keep us from satisfying answers. The purpose of asking skills is so that students can be motivated to be involved in learning interactions, dare to express opinions, and be able to improve students' thinking patterns.

f. Classroom Management Skills

Class management skills are skills to create and maintain optimal learning conditions and restore conditions in case of disruption in learning. The class management component is divided into two, namely a preventive component and a curative component. Preventive components are components related to the creation and maintenance of optimal conditions, while curative components are components related to actions to restore optimal learning conditions.

g. Small Group and Individual Teaching Ability

The ability to teach small groups is the ability of the teacher to teach students as many as 3-8 people for each group. While individual or individual teaching skills are the teacher's ability to determine the time, teaching materials, and goals used in teaching and pay attention to the differences of each individual student. A teacher is required to organize students according to the subject matter, learning objectives, student needs, time, and available tools.

h. Skills to Guide Small Group Discussions

The ability to guide group discussions is a very important skill for teacher trainees to master. In teaching activities, there are times when the teacher makes group work activities. However, in a discussion activity, the students often talk about things outside the materials of the discussion. For this reason, the skills of teachers in guiding small group discussions are needed to ensure the continuity of the discussion effectively

5. Stages

According to Halimah (2013), the stages in micro learning or micro teaching are as follows:

a. Stage I (cognitive)

In the first stage, pre service teachers or practicing students are guided to understand, explore and have a general description of the concepts and meaning of basic teaching skills in the teaching and learning process. Pre-

service teachers also have to be able to use appropriately, synergizing the skills and the accuracy of when and in what conditions one skill is necessary be used. Ideally at this stage, pre service teachers introduced to theoretical concepts and see an example of practical application of the theory through video shows. Thus, pre-service teachers or students can synergize their knowledge to be used in teaching realities combined with basic teaching skills.

b. Stage II (implementation)

In the second stage, pre-service teacher practically practicing basic teaching skills in order by practicing repeatedly they will find out the deficiencies in the skills they learn to master in the teaching and learning process. In this stage, practice is able to prepare learning tools starting from the lesson plan, the media to be used and everything that is required for professional teachers in the future.

c. Stage III (reverse)

The third stage is a flashback to practice by studying the results of observing the peers that will provide information the implementation of teaching practice activities. Colleagues and supervisors or extraordinary lecturers will provide an assessment regarding the advantages and disadvantages of practicing which will be discussed and as material to improve performance as professional pre service teachers.

B. Micro teaching as the art of teaching practices

The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. Literally, microteaching comes from two words, namely micro means small, limited, narrow and the word teaching means teaching itself. In this way, micro teaching means a teaching activity that is carried out by simplifying or minimizing all aspects of learning, such as the number of students, time, teaching materials and limiting certain teaching skills. By this way, it is possible to identify the various strengths and weaknesses of pre-service teachers accurately. In Indonesian it is called micro teaching. Micro teaching is an approach to teaching, where pre-service teachers practicing the actual learning process in micro-like classrooms as usual and cover all aspects that must be present in the learning process as usual.

In small classes, in order to be in-depth practices, pre-service teachers usually only practicing one or two teaching skills, before entering new skills. Micro teaching is as performance training method designed to isolate the component parts of the teaching process, so that the trainee can master each component one by one in simplification of teaching situation.

Micro teaching is carried out by training pre-service teachers in teaching some parts of the subject matter or a skill from several skills with predetermined limits, and usually also

providing boundaries for students consisting of prospective teachers. Pre-service teachers must pay attention to the aspects of time and activities that must exist in common teaching, so that they have to focus on practicing opening lessons or explaining lessons, providing exercises, evaluating students' abilities in certain materials, providing questions, correct mistakes and so on.

Pre-service teachers can carry out this activity once, twice or more until they have completely mastered the skills being trained. Practicing one of several skills should not take up all the time provided for the lesson, but it must be partially in accordance with the characteristics of the skills being trained. For example, opening the lesson usually no more than five minutes, give an exercise perhaps no more than three minutes, arouse students' curiosity or give questions or answer questions for no more than one minute, while explaining material takes about five to ten minutes.

In ordinary teaching in class all components of teaching skills are carried out by pre-service teachers in an integrated manner. In micro teaching, pre-service teachers only do 1-2 skill components, isolated. After the he/she has mastered several skills, then he or she begins to practice to do several components of skills in an integrated manner, for example using reinforcement when asking questions. Based on the above concept, it can be understood that micro teaching remains as "real teaching" but by micro computing almost all components in teaching in the form of number of students, teaching materials, time, types of teaching skills used and others. Thus

the teaching activity becomes easy to control and easy to identify its strengths and weaknesses. This is how micro teaching is called as the art of teaching practices

Allen and Ryan (in Rohani, 1999) introduces 14 components the arts of teaching related to micro-teaching practices:

1. Stimulus variation;
2. Set induction;
3. Closure;
4. Silence and non-verbal cues;
5. Reinforcement of student participation;
6. Fluency in asking questions;
7. Probing questions;
8. Higher order questions;
9. Divergent questions;
10. Recognizing attending behavior;
11. Illustrating and use of example;
12. Lecturing;
13. Planned repetition;
14. Completeness of communication

C. Micro teaching for learning effective teaching

In teacher education, micro teaching has been adopted as a powerful tool in providing a teacher training. Micro teaching methods have been widely used in pre-service teacher education institution as they offer pre-service teachers new and different opportunities for planning and implementing new strategies (Koros, 2016). Micro teaching has an important place

in the preparation of the teaching profession because of its potential to emphasize the relationship between theory and practice. The use of microteaching offers a valuable opportunity for teachers to develop effective strategies. Understanding student, teacher perceptions and concerns is essential to realizing the results of teacher education programs. Micro teaching helps provide real-time teaching experiences (Koros, 2016). Core micro-building skills such as presentation and enhancement skills help novice teachers to learn the art of teaching easily and optimally. In addition, Microteaching is a technique in teacher education that provides a transition from theory to real situations .

Ambili (2003) defines microteaching as a controlled practice system that allows to concentrate on specific teaching behaviors and practice teaching under controlled conditions. Microteaching is one of the efforts of pre-service teachers to transfer knowledge and skills into action, and as such, they try to bridge the gap between theory and practice (Gürses, Bayrak, Yalçın, Açıkyıldız & Doğar, 2005). These techniques are an excellent way to build skills and confidence, to experience different styles of teaching / guidance to learn and practice and also providing constructive feedback. Microteaching provides instructors with the opportunity to safely place themselves "under the microscope" of small group audiences, but also to observe and comment on other people's performances (Koros, 2016). As a tool for teacher preparation, microteaching trains teaching behavior and skills in small group settings assisted by video recordings. In a protected environment of friends and

colleagues, teachers can try out brief portions of what they usually do with their students, and receive well-intended collegial feedback. Micro teaching sessions are opportunities to adopt new teaching and learning strategies and, assuming student roles to gain insight into student needs and expectations. This is a good time to learn from others and enrich one's vocabulary of teaching methods. Most pre-service teacher in educational programs make extensive use of micro-teaching, and it is a proven method for achieving major improvements in the learning experience. Effective student teaching must be a key quality of a teacher. As an innovative method of equipping teachers to be effective, microteaching skills and practices need to be applied (Ambili, 2013).

In the planning process, pre-service teachers are required to prepare work schemes, learning media and lesson plans before learning. It also includes the psychological preparedness of the pre-service teacher. At the teaching stage, pre-service teachers conduct micro learning to real students (micro class) which has been planned and prepared. Additionally, presentation is recorded with a video camera or portable receiver. Pre-service teacher then watch the video recording after the teaching session. At the critical stage, pre-service teacher micro lessons are reviewed, discussed, analyzed and evaluated. Pre-service teachers receive criticism and suggestions from the teacher and their peers. In accordance with the suggestions given, Pre-service teacher prepares the lesson plans and teaches the micro lessons again to the same groups. Also, the second micro-lesson is recorded with a video

camera or portable receiver. After watching the second micro lesson, the teacher and peers expressed their criticisms about the worst or better side between the first and second micro lessons. The end of the microteaching practice process provides an opportunity for pre-service teachers to evaluate their strengths, weaknesses, and try to improve their weak sides. The descriptions reflects micro-teaching as effective technique for learning effective teaching

CHAPTER II
PREPARATION FOR MICRO TEACHING

Planning can be defined as the process of preparing various decisions that will be carried out in the future to achieve the goals to be determined. Planning is the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts to be carried out effectively and efficiently in achieving goals. The planning has functions in general includes activities to determine what you want to achieve, how to achieve it, how much time it will take, how many people are needed and at what cost. Through the planning that has been made, you can imagine the goals to be achieved, the activities or processes that must be carried out to achieve the goals, the necessary facilities and facilities, the results to be obtained, even the constraints and supporting elements can also be anticipated. Basic teaching skills are skills that require programmed practice to master them. So that the basic teaching skills training activities carried out through the micro learning approach can run well and produce optimal results, then careful planning. Micro learning planning, which is making plans or preparations for each type of teaching skill to be trained. The elements of planning include determining objectives, materials, methods, media and evaluation.

In making micro planning, the elements used are the same as the learning planning elements in general. The difference is that it is adjusted to the characteristics of micro

learning, that is, each element of the planning is simplified, and there is an emphasis on what types of skills will be trained.

In micro teaching, the procedure of implementation consists of three steps that must be carried out, understood and prepared by the students or participants: preparation, implementation scenarios, and follow-up that must be done by participants. Preparation is an important stage in micro-teaching. Preparation is to prepare your-self to carry out the teaching practices. Some step that must be conducted before preparing the teaching practices in micro-teaching are as follow:

1. Understanding the nature of micro learning, especially related to what, why and how micro learning as approaches to prepare, develop and improve teacher skills. Understanding the nature of micro learning, we need to underline that micro learning is learning that is simplified from normal learning, both in terms of time, number of students and also materials;
2. Learning the types of basic teaching skills that will be trained in micro learning. The types of basic teaching skills are opening, closing, explaining, varying stimuli, asking questions, giving feedback and strengthening, guiding discussions, teaching small groups and individually, create illustrations and examples and class management skills;
3. Conducting observations in school or class, this is intended to the participants can learn directly from the field related to how the learning process is carried out. When making classroom observations, we only pay attention to the teacher who is teaching, the things that are considered are how the

teacher delivers the material and how the teacher conditioning the class and the students. After making observations, the next step is reviewing the results of the observations in the field;

4. Make a written preparations or lesson plans that are adapted to the principles of micro learning, by simplified learning;
5. Create groups by dividing the trainees into small groups according to the characteristics of micro learning, including the number of participants. Usually each group consists of 7-8 people guided by a supervisor.

Each person in the small group has their roles and duties, 1 person acts as a teacher, 5 people act as students (peers), and 2 people act as observers. The five activities must be carried out by each micro learning participant in the initial stage, namely preparation. This initial preparation places more emphasis on theory, so that micro learning participants are required to study and understand theory thoroughly. Theory in micro learning is considered important to understand because it is the basis or foundation for direct practice to run smoothly. Some preparation before the pre-service teacher presenting for teaching practices in micro-teaching are: preparing teaching documents, teaching materials, students' work and assignment, and assessment that will be conducted.

A. Teaching document

Teaching skills are a teaching effort in managing learning materials, methods and media aimed at changing the behavior of students which includes cognitive, affective, and

psychomotor dimensions (Ismaniati, 2015). Teaching is also defined as a personal art. Personal here refers to an ability that is highly dependent on a person's condition, abilities and capacities. To be able to have teaching skills, pre-service teacher who joint micro-teaching class needs to prepare a learning scenario. Written scenarios can be realized in the lesson planning design. The lesson plan is really needed by a teacher in order to make preparations for managing learning in the classroom. Generally, in lesson plan, pre-service teacher needs to take into account at least twelve factors that influence learning.

The factors are:

1. Learning objectives to be achieved;
2. Scope of learning;
3. Learning materials and resources;
4. Learning strategies;
5. Learning process;
6. Learning media;
7. Class management;
8. Classroom situations;
9. Student evaluation;
10. Teaching and learning time;
11. Place of learning , and;
12. Who the learners are (age, level of education, and gender).

The twelve components are essential in learning and the twelve components are present in the form of a learning plan which is commonly referred to as a Learning Implementation Plan. Lesson plan becomes the basis for

implementing learning in the classroom. It also becomes the center of benchmarks for teachers in evaluating the entire process of teaching and learning activities that have been implemented in the classroom. The lesson plans are also a reflection of the successfulness of the lessons that have been carried out by the teachers

The lesson plan is something that must be compiled by pre-service teachers in schools. Lesson plan is defined as a planning program that is structured as a guideline for implementing learning for every meeting (Kurniasih & Berlin, 2014). Based on Permendikbud No. 65 of 2013 related to Standard of process states that there are thirteen components of the lesson plan. These components include:

1. School identity;
2. Subject identity, theme or sub-theme,;
3. Class or semester;
4. Subject matter;
5. Time allocation;
6. Basic competencies and competency achievement indicators,
7. Learning objectives;
8. Learning materials;
9. Methods of learning;
10. Learning media;
11. Learning resources;
12. Learning steps which include introduction, core activities, and closing, and
13. Assessment of learning.

Other form of lesson plan that can be used by pre-service teacher in planning the lesson:

Template 1:

Title of lesson	
Purpose ("why" of the lesson, where and how does it fit into the course/curriculum)	
Learning outcome(s) (what will students be able to do/know by the end of the lesson)	
Bridge-in (focus student attention)	
Pre-test (activate and diagnose prior knowledge)	
Input from you (main content: ideas, information, concepts, principles, procedures and examples)	**Guided practice** (application of knowledge: classroom activities for students, problem to solve, etc.)
Closure (recap key concepts, helps students consolidate knowledge)	
Check for understanding (what questions will you ask and when to determine students understand)	
Assessment (how does this lesson relate to assignments/homework/readings)	

Template 2:

COURSE: _____ LESSON #

Sample Lesson Plan Template 2

TOPIC:

INTRODUCTION:

OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	METHOD OF EVALUATION	TIME

The components have been systematically arranged. There are six basic principles for preparing the lesson plan. These six principles includes: paying attention to individual

differences, encouraging active participation of the students, developing a culture of reading and writing, providing feedback and follow-up, linkage and integrated, and applying information and communication technology (Kurniasih & Berlin, 2014).

In developing lesson plan, there are six steps that must be followed:

1. Review the syllabus.
   Syllabus as part of a learning device contains of the design and arrangement of learning activities, class management, and learning assessments for one particular (Kurniasih & Berlin, 2014).
2. Determine the formulation of learning objectives.
   The formulation of learning objectives needs to be compiled by the teacher or pre-service teachers in order to measure the achievement of the targets in certain competencies. This goal is manifested in the formulation of learning achievement indicators and the formulation of learning objectives. The formulation of learning objectives must contain the audience or students as learning actors. The audience becomes the target for whom the learning objectives are intended.
3. Development of learning materials.
   The subject matter is an important chart of the syllabus and lesson plans. The subject matter becomes important because it presents the main things that will be mastered by students. The main thing is related to what students must master cognitively, affective, and psychomotor. Material is the main aspect of the curriculum and lesson

plan. Development of learning materials in lesson plans must meet three principles.

The three principles are relevance, consistency, and adequacy (Kurniasih & Berlin, 2014).

a. Relevance means that the material developed in the lesson plan must be in accordance with the achievement of the competencies that are the target of learning.
b. Consistency means this principle emphasizes the mastery of basic competencies. If the basic competence states that the six intrinsic elements must be mastered by students, then the six intrinsic elements must be given to the learner.
c. Adequacy means that the learning materials developed are really able to help or adequately master the basic competencies being taught. The material should not be too much or too little.

4. Determining learning resources.

   Learning sources can be in the form of references that need to be analyzed, collected and compiled into learning materials (Kurniasih & Berlin, 2014). Learning sources in principle can be in the form of data, people, messages, and certain forms that can be used by students in learning activities.

5. Developing lesson plans is to determine the learning media.

   Learning media is related to two things, namely messages or learning materials or soft-ware and hardware (Kurniasih

& Berlin, 2014). The consideration in developing learning media are:

a. Accordance with basic competencies,
b. Accordance with the learning strategy,
c. According to the evaluation system used,
d. Conformity with the learning material, and
e. Easy to obtain, maintain, store, and use.

6. Determining learning method.

   Learning method contained in the lesson plan should be student-centered. The constructivism approach and contextual learning are important. Learning models such as Discovery Learning, Project Based Learning and Problem Based Learning are models that can be applied in learning (Kurniasih & Berlin, 2014).

7. Develop learning activities.

   Learning activities consist of the elaboration of preliminary activities, core activities, and closing activities (Kurniasih &Berlin, 2014). In preliminary activities, the teacher is obliged to convey the learning objectives, steps or learning activities that will be carried out by the students. The core activity is a series of activity that describe the syntax according to the chosen method. For example, for closing activity can be in the form of affirmation of the entire learning process. The closing activity can be accompanied by reflection and follow-up.

Common question to test preparation before presentation:

	YES	NO
1. Is my topic clear, specific and limited?		
2. Are the subtopics closely related to the main topic?		
3. Are my objectives clear, specific and learner centered?		
4. Do I know what my time limit is?		
5. Do I have a plan for the management of this time?		
6. Have I consulted a variety of resource materials and people?		
7. Are all necessary materials and teaching aids ready?		
8. Have I chosen a strategy of presentation, which will encourage maximum group involvement in the learning experience?		
9. Do I have extra material available as a back up?		
10. Is my plan flexible enough to allow time for questions and discussions?		

B. Teaching Materials

Learning materials are knowledge, skills, and attitudes that must be mastered by students in order to meet established standard of competences. The material specified in the learning activity should be material that really supports the achievement of standard of competence and core competencies, as well as the achievement of indicators (Isdisusilo, 2012). Learning resources can be classified into: (1) People (experts, writers, etc.), (2) content or message (information presented in books or papers), (3) Materials and software, (4) Equipment (Hardware),

(5) Methods and techniques (procedures carried out to achieve), and (6) Environment (a place where learning events take place).

According to Ahmadi (2011) teaching materials are all forms of materials used to help teachers / instructors in carrying out teaching and learning activities. According to Wena (2009), teaching material defined as an independent learning package containing one topic or unit of subject matter in a week. The main purpose of teaching materials is to increase the efficiency and effectiveness of learning in schools to achieve optimal goals. Isdisusilo (2012) mentions several types of learning materials. These types include: (1) Facts, the fact is all things that are in the form of reality and truth, including names of objects, historical events, symbols, names of places, names of people, names of parts or components of objects, and so on, (2) Concept, which is all that is in the form of new meanings that can arise as a result of thinking, including definitions, special characteristics, essence, core / content and so on, (3) Principles, in the form of main and most important things including theorems, formulas, postulates, paradigms, and relationships between concepts that describe the implications of cause and effect, (4) Procedures, procedures are systematic or sequential steps in carrying out an activity and the chronology of a system, and (5) Attitudes or Value is the result of learning aspects of attitude, for example the value of honesty, compassion, help, enthusiasm and interest in learning and work, and so on.

Isdisusilo (2012) also mentions the principles that are used as the basis in the process of developing learning materials,

among others: (1) Relevance means conformity. Learning material should be relevant to the achievement of competency and the achievement of core competencies, (2) Consistency. If there are four core competencies that students must master, then the material taught must also include four types, and (3) Adequacy. The material taught should be sufficient in helping students master the core competencies being taught. The material shouldn't be too little, and it shouldn't be too much

C. Teaching Media

According to Sudjana and Riva'I (2002), there are several types of teaching media that can be used in the teaching process. First, graphic, such as pictures, photos, graphics, charts or diagrams, posters, cartoons, comics, and others. Graphic is often referred to as two-dimensional media, it is a media that has a length and width. Second, three-dimensional media, is in the form of models such as solid models, cross-sectional models, stacking models, work models, mock-ups, dioramas, and others. Third, projection media such as slides, film strips, films, and others. Fourth, the use of environment as teaching media. Based on technological developments, learning media can be grouped into four groups: (1) media produced by printed technology, (2) media resulting from audio-visual technology, (3) media based on computer based technology, and (4) media combined with print technology and computers.

The use of media in learning can help pre-service teachers and students understand learning material, the accuracy of choosing media is a major factor in optimizing learning outcomes. To choose the right media, pre-service

teachers needs to consider various bases so that the media chosen is really accordance with the level of understanding, thinking ability, psychology, and social conditions of the students.

There are three bases for the use of learning media that can be taken into consideration for pre-service teachers in choosing the right media according to the content and objectives in learning including: (1) Philosophical Basis, is the use of media should be based on the truth values that have been found and many people. The content of the material presented for students should have been tested objectively, radically, and empirically. (2) Psychological basis is the use of learning media required to pay attention to the psychological diversity of the students. The choice of instructional media cannot be equated between a child whose they are in a process of psychological development with a child who is psychologically perfect, and (3) the sociological basis, in using media, pre-service teachers need to consider the social background of students in school because if the media used does not match the social background of the students, the subject matter that is sent certainly cannot be conveyed optimally. Pre-service teachers need to analyze the social background of students in using learning media. The success of learning is greatly influenced by the suitability of the media with the social conditions of students. One of the popular learning media used Microsoft Power point program.

According to Daryanto (2013) Microsoft Power point is one of the superior products of Microsoft Corporation in the presentation application program that is most widely used

today. This is because there are many advantages in it with the convenience provided. Microsoft Power Point can design and make presentations that are more attractive and professional. This media can be used by pre-service teachers to present learning materials or assignments to be given. Developing media must be carried out in accordance with the principles of learning media development. Some of the principles that need to be considered when developing media are as follows: (1) It must be developed in accordance with instructional development procedures because if we do not apply these principles, the materials we produce will be ineffective to achieve learning objectives, (2) The media serves as a teaching aid, not a learning medium that will be studied independently by students. Presentation media is not suitable for enriching learning materials therefore the messages that are presented are not made in outline but must be in detail. (3) The developer of the media should consider or make maximum use of all the potential and characteristics possessed by this type of media. The elements that need to be utilized in this media include the ability to display text, graphics, colors, animation, and audio-visual elements. As far as possible, these elements can be maximally utilized in the presentation media made, and (4) the principle of correctness of the material and attractiveness.

CHAPTER III
PERFORMANCE IN MICRO TEACHING

A. Skills in Micro teaching

There are several skills that currently need to be possessed by teachers in the practice of micro teaching: 1) Induction an closure skill; 2) explaining skill; 3) Asking skill (questioning); 4) Skills to Create variation (Variation Stimulus); 5) Strengthening Skills (Reinforcement); 6) Classroom management skill; 7) Skills in Teaching Small Group and Individual.

1. Induction and Closure skill

In starting the learning process, the teachers often use some activities such as checking the attendance and instructing them to prepare stationery and handbooks. Surely, this activity must be done by the teacher, but it cannot be categorized as opening of the lessons (induction) because it is not necessarily possible to invite the students to focus on the material to be presented and the learning activities that will be carried out.

Opening the lesson is the teacher's activity in initiating the learning process to create an atmosphere that mentally, physically, physically and emotionally ready for the students focusing their attention on the material and learning activities that will be passed.

The initial activities carried out and the initial sentences spoken by the teacher are determinants of the success on the learning

process entirely. The achievement of learning objectives depends on the teacher's teaching strategy at the beginning of the lesson.

All preparation become useless if the teacher does not succeed in focusing students' attention and interest on the lesson. In this stage, what the teacher needs to do first is to create an atmosphere so that students are mentally, physically, physically and emotionally focused on the learning activities to be carried out. This can be done by the teacher in the following ways:

a. Focusing attention and arouse student interest

In the early time, there are many things outside the classroom that still captivate students' attention. This can make students fail to focus on learning materials and activities. To overcome the matter, the teacher can establish a point of connection between students and the lesson. Teachers must be able to generate interest in learning in order the students can focus their attention on the lesson. The teacher needs to make a connection between the material presented with the interests and needs of the students. There are some ways to focus attention and arouse student interest:

1) Associating the material with the latest news

The latest news that is currently being discussed or become a concern in the community can be used to arouse student interest. Higher graders usually read newspapers, magazines, listen to the radio, and watch television. They have a lot of attention to do. Teachers who are well aware of their students' activities throughout the week will certainly have no

difficulty to initiate. The topics are around student activities throughout the week which can be obtained by asking students about it. The teacher can arouse students' interest by linking the latest news with the material to be delivered.

2) Tell stories

A story that is relevant to the material delivered in a good method will arouse students' interest in the lesson. Events from everyday life are a good choice for attracting interest and imparting a truth in them.

3) Tools / media

To attract students' interest in the lesson, the teacher can use aids / media such as pictures, paintings, schematic models, objects and props that are relevant to the subject matter.

4) Varying teaching styles

Student interest and attention can be generated by varying the teaching style. For example, at one point the teacher chose a position in front of the class and chose an activity that was different from what he/she usually did when opening a lesson. On another occasion the teacher stand in the middle of the class reading poetry quietly and dramatically. In the next opportunity the teacher can choose to stand at the back or in front of the class while telling the story with a convincing facial expression and a tone of voice that shows pride, happiness or sadness.

5) Alludes to the assignments performed by students

Generally, students are more interested in their own activities. Therefore, by trying to discuss student home activities

related to these subjects at the beginning of the lesson can increase the enthusiasm of students to start learning. In addition, by discussing assignments students have already done at home, class attention can be directed to the importance of self-study. The teacher needs to express appreciation toward the efforts of students who have studied at home.

b. Generating Motivation

Generating motivation can be done in a number of ways:

1) Provide warmth and show enthusiasm. Teachers should be friendly, enthusiastic, warm and full of intimacy. Such an attitude will be able to generate a sense of pleasure for the students that it raises motivation to learn;
2) Arouse Curiosity. Students' curiosity can be stimulated by showing pictures, demonstrating something, telling an incident that is relevant to the material. Then, the teacher can ask questions related to the picture, event or story where the answer is contained in the material to be studied;
3) Come up with conflicting ideas. Teachers can put forward ideas that are contrary to bringing up problems or conditions that are different from everyday reality.

c. Give Reference

Giving a reference is defined as an effort to express specifically and briefly a series of alternatives that allow students to get a clear picture of the things to be studied and the way to be taken in learning the subject matter. Some efforts that teachers can do are:

1) Explain the learning objectives

At the beginning of the teacher needs to explain the objectives to the students. Delivering the learning objectives has a function in order the students can find out the direction of learning activities. So that students focus on one goal they will achieved. In addition, delivering of learning objectives can increase student motivation. The clear goals leads the greater the student's motivation to learn.

2) Convey the outline of the lesson

It is very important to convey the main thought or outline of the lesson to attract attention. This is like the ways of an editorial in a newspaper attract readers to see more or to continue reading the newspaper.

3) Describe the steps of a learning activity

Students' attention will be focused and directed in carrying out learning activities if the teacher explained at the beginning of the lesson the steps for the activities to be carried out.

d. Linking the lessons with new topics.

Each lesson taught is a part of an established curriculum. The lesson must be linked with other lessons that have been mastered by students in order to attract attention and sharpen their understanding of the series of lessons. Lessons in previous meetings should be repeated briefly to relate to the new lesson. The things that students already know, experiences, interests and needs are called hooks. The method for relating the current lesson to the previous one should be

varied. Some ways of teacher attempts to make connections are:

1) Reviewing to what extent the material that has been previously studied can be understood by the students. It can be done by asking questions to students or by asking the students to briefly summarize the core of the previous subject matter;
2) Comparing previous knowledge with what will be presented. This is done if the new material is closely related to the material that has been mastered. For example, the teacher first asks questions to find out the extent of students' understanding of subtraction before learning about division. A teacher will not lose his/her teaching time if he/she associates new material with previous lessons. If a teacher has 35 minutes to teach, take the first five minutes to establish connection points.

Meanwhile, the skill of closing lessons is an activity to end the core learning activities. In ending this lesson, the activities carried out are to provide a comprehensive picture of all the material that has been studied, to know the level of students' understanding of the material and to know the level of success of the teacher in the learning process. This activity is quite meaningful for the students, but many teachers skip this stage on purposes. Closing the lesson is done to get a complete picture of the subjects studied. The methods used in closing the lesson such as:

1) Reviewing

At the end of each lesson or at the end of a piece of activity the teachers have to conducts a review whether the core of the lessons learned by students has been mastered or not by students. Review process consists of two aspects:

a) Summarizing the main points of the lesson. The activity of summarizing the lessons is carried out throughout the learning process. When the teacher has finished explaining a chapter, the teacher briefly summarizes what has been discussed before changing to a new topic. Students are asked to summarize orally and completed by the teacher.

b) Consolidating students' attention on the subject matter of the discussion so that the information they receive can arouse their interest and ability in the next lesson.

2) Evaluating

One way to find out whether students get a complete understanding of a concept being taught is through assessment, which can be done by the teacher in the form of questions or assignments. The evaluation can be done in many forms:

a) Demonstrating skills. At the end of an award students may be asked to demonstrate a skill. For example, after the teacher teaches about any topic then the students are asked to demonstrate it.

b) Implementing new ideas. The teacher can apply other situation after explaining the principle one.

c) Expressing opinions. In this situation, the students can be asked to present the results of the discussion in front of the class.

d) Delivering a question. The teacher can deliver a question to work on. The question can be in the form of descriptions, objective tests, or filling out worksheets.

2. Explaining Skills

No matter how clever a teacher is in mastering a lesson material, it will be in vain if he or she is not able to master the skills to explain the subject matter that he mastered. Likewise, it is incomplete if the teacher is only has a skill at explaining the lesson, but does not master the subject matter being taught. Ideally, a teacher masters the subject matter that he / she teaches and has a strategy in explaining the learning material effectively so that it is easily understood by students. Explanation skills can be interpreted as the presentation of information orally which is organized systematically. Based on these requirements, it can be concluded that explaining the lesson is the skill of the teacher in delivering lesson material to students orally which is organized in a planned and systematic manner so that the learning material delivered by the teacher is easily understood. Explaining is a core skill that teachers must possessed, it was because of some reasons as follows:

a. In general, oral communication interactions in the classroom are dominated by teachers;

b. Most of the teacher's activities are information therefore the

effectiveness of the teachers' talk need to be improved;

c. The explanations given by the teacher are often not clear for the students;

d. Not all of the students can dig up the information obtained from books on their own, in this way it requires the teacher to provide explanations to students for certain things;

e. The available sources of information for certain topic that students can use are often very limited;

The purposes of explaining are:

a. Guide students to obtain and understand laws, arguments, facts, definitions, and principles objectively and reasonable;

b. Involve the students to think by solving problems or questioning;

c. To get feedback from students on their level of understanding and to resolve their misunderstandings;

d. Guide the students to the process of reasoning and using evidence in solving problems.

There are several principles that teacher must pay attention in providing an explanation:

a. It can be given during the learning process (either at the beginning, in the middle, or at the end of the lesson);

b. It must attract students' attention;

c. It can be given to answer student questions or material that has been planned;

d. The materials to be explained must be in accordance with the learning objectives and meaningful for the students;

e. It must in accordance with the background and ability level of the student.

To be able to properly explain the learning material provided, the teacher should pay attention to practical instructions for explaining skills as follows:

a. Use the language properly and correctly;
b. Use clear language, both words and expressions;
c. Voices can be heard throughout the class;
d. The volume of the sound varies, according to the classroom atmosphere and the material being described;
e. Avoiding unnecessary words;
f. Explain the meaning of new terms thoroughly;
g. Examining students' understanding of the teacher's explanation, whether it is well understood or not;
h. Give real examples of material descriptions related to everyday life;
i. Using multimedia aids for a specific subject;
j. Using charts to explain relationships and hierarchies;
k. Receive feedback from students on the descriptions presented;
l. Provide opportunities for students to give examples in accordance with their respective experiences;
m. Give emphasis to a particular part of the material being explained by verbal cues.

When explaining the lessons, teachers / pre-service teachers have to avoid:

a. Facing the board or turning your back to students for too long;
b. Pacing in front of the class to the right and left, to the front and backwards;
c. Explain continuously while sitting in the teacher's chair;
d. The sound is not loud enough, only heard by students who are around the teacher, students who sit behind cannot hear the teacher's voice

The effectiveness of explaining the subject matter can also be achieved by paying attention to the five Laws of Effective Communication namely REACH (Respect, Empathy, Audible, Clarity, Humble).

a. Respect

The teacher must have an attitude of respect and respect for students. Teachers must remember that, in principle, humans want to be respected and considered importantly. For example, when the teacher has to criticize the student, it can be done respectful to build student's self-esteem and pride.

b. Empathy

Empathy is the teacher's ability to put themselves in situations or conditions faced by students. A sense of empathy will enable the teacher to be able to convey the message in a manner and attitude that will make it easier for the receiver to understand it. Therefore, in speaking in class, the teacher must first understand the background, class, social level, age, education, needs, interests, expectations of the students. Before the teacher builds communication or sends messages,

the teacher needs to empathically understand the potential recipient of the message in order the message will be conveyed without any psychological obstacles or resistance from students.

c. Audible

Audible means it can be heard or understood well. In the context of learning, audible means that the subject matter delivered by the teacher can be well received by students. Messages must be conveyed through the media in such a way as by the recipient of the message. This is refers to the teacher's ability to use a variety of media or audio-visual equipment or aids that will help the teacher

d. Clarity

The fourth is the clarity of the subject matter delivered by the teacher (clarity). The clarity of the message itself can cause multiple interpretations. Clarity is also depending on the quality of the teacher's voice and the language used. People often underestimate the importance of clarity in teaching, do not pay attention to the sound (voice) and the words chosen to be used in explaining the subject matter.

e. Humble

Humble means humility. This attitude is related to how the teacher build a sense of respect for others. Humility can also mean not being arrogant and considering oneself important when the teacher explains the subject matter. It is precisely with humility that the teacher can capture the attention and positive responses from students.

3. Asking (Questioning)

The role of "questions" is very important in constructing a learning experience for students. Knowledge will be known or not by students, only if the teacher can demonstrate good questioning skills in classroom learning practices.

Learning is essentially a process of interaction between students and educators and learning resources in an interactive atmosphere. One of the methods to foster teacher and students' interaction is by asking students a question or problem.

Generally the teacher asks the students for various purposes, including:

a. Generating students' interest and curiosity of the subject;
b. Generating motivation and encouraging students to actively participate in the learning processes;
c. Focusing the students' attention on the subject;
d. Exploring material;
e. Diagnose specific difficulties;
f. Provide opportunities for students to assimilate information;
g. Evaluating and measuring student learning progress;
h. Developing students' critical and creative thinking skills.

Good question has the following characteristics:

a. Formulated in short and clear sentences;
b. Clear goal;
c. Encourage children to think critically;
d. The language is well understood by students;

e. Does not cause multiple interpretations.

Apart from the things above, one more important thing for the teacher to pay attention to is his/her ability to provide conditions that allows the creation of a good climate and atmosphere, in the following ways:

a. Respect the students as individuals and social beings, therefore, questions should be asked in a pleasant tone;
b. Creating an intimacy and close relationships between teacher and students;
c. Fostering passion and joy in learning among students;
d. Willingness to help the students in learning process.

4. Skills to Create variation (Variation Stimulus)

Variation is diversity that makes something not monotonous. Variations can be in the form of changes or differences that are deliberately created to give a unique impression and attract students' attention to learning. Thus, the skills of teachers in making variations are needed in learning activities.

Holding variations means taking various actions that make things less monotonous in learning so as to eliminate boredom, increase student interest and curiosity, and increase student activity levels. In the teaching and learning process, variation is indicated by changes in teacher teaching styles, diversity of media used, and changes in student interaction and activity patterns. This variation is more on a process than a product. It is advisable to use various types of methods in each presentation, especially if the level of ability of students varies widely.

Components of the Skill for Variation are:

a. Variation in Teaching Style.

Teaching style is behavior, attitude and actions in carrying out the learning process. Teaching style also defined as behavior of the teacher as a statement of personality in conveying learning material to the students. It can be concluded that variations in teaching styles are changes in behavior, attitudes and actions of the teachers in teaching and learning context which aims to overcome student boredom so that students have a high interest in learning.

The fact that there are students who are less enthusiastic about learning, or do not like certain materials which is indicated by the indifference of students when the teacher explaining the material, could be due to the teacher's teaching style that is less varied or the teacher's teaching style is not in line with the student's learning style. Here are ways that teachers can vary their teaching styles:

1) Variation of voice (teachers' voice)

Variation of voice is the change of voice from loud to weak, from high to low, and fast to slow or vice versa. Teacher's voice should vary when explaining subject matter both in intonation, volume, tone and speed. If the teacher's voice is always loud or too loud, it will be difficult for students to accept because they think the teacher is angry or a cruel person. Conversely, if the teacher's voice is too weak, it will be heard unclear by students and unable to be reached by the students in the class, especially those sitting in the back. It will lead the students to ignore the teacher and pay less attention to the

material presented. For this reason, the teacher needs to use sound variations both in terms of intonation, volume, tone and speed of speech to the needs of the situation and conditions. Variations in teachers' voice can affect information. The teacher can use high intonation for important matters, and use short, quick sentences for encouragement.

The description above illustrates how much the teacher needs to pay attention to his/her voice. Speaking in front of the class cannot be equated with people giving a speech in front of a crowd and people who read poetry because the teacher is dealing with the students as the interlocutor. Therefore, teachers need to have inner contact in their teaching interactions with the students

2) Focusing students' attention

Students' attention should be focused on things that are considered important. This can be done by the teacher, for example, by saying "Look at this carefully!" or "Now, this is very important" or "Look carefully, this is a little difficult to understand

3) Teacher silence

Having a sudden and deliberate silence while the teacher is explaining something is a great way to get a student's attention. Changes in the stimulus from a voice to a calm or silent state or from being busy or activity and then being stopped will be able to attract attention because students want to know what is happening. For example, in learning process the teacher conducts a lecture for 5 minutes then (silently) by pausing while directing to the whole class so that the students

focus their attention when they see the teacher's behavior suddenly turns silent. After that, the teacher can continue his description.

4) Contracting view (eye contact)

When the teacher is talking or interacting with students, it is preferable looks into the eyes of the students for intimate contact with them.

5) Body movements and expressions

Variations in head movements, body movements and facial expressions (mimics) are important aspects of communication. The point is to attract attention and give the impression of the meaning of the spoken message.

6) Changing the position of teachers in the classroom (teacher's move)

Changing the position of the teacher in the classroom can be used to maintain student attention. Teachers need to moving freely not being clumsy or stiff, and avoiding negative behavior. Here are a few things to note:

a) Used to move freely in the classroom. The point is for a sense of closeness to the students while controlling student behavior;

b) Avoid the habit of explaining while writing facing the blackboard;

c) If you want to observe the whole class, move slowly towards the back and from the back to the front to find out the student's behavior.

b. Variations in the use of media and learning tools

Media and learning tools can be classified into three parts, they are: can be heard (audio), seen (visual), can be heard as well as seen (audio-visual). Every child has different abilities in using their sense organs. There are children who belong to the visual, auditive, and motoric types. To be able to accommodate different children's behavior, teachers need to vary the use of media and learning tools by paying attention to their suitability with learning objectives. Thus, learning can improve learning outcomes and make learning more meaningful and memorable for students.

The variations in the use of media and learning tools include the following:

1) A variety of tools or media that can be seen (visual aids). Tools or media included in this type are those that can be seen such as graphics, charts, posters, specimens, pictures, films and slides;
2) A variety of tools or media that can be heard (auditive aids). The teacher's voice is included in the main communication media in the classroom. Sound recordings, radio voices, music, poetry recitations, socio-dramas, and telephones can be used as media for the sense of hearing;
3) A variety of tools or materials that can be heard and seen (audio-visual aids). The use of this type of tool is a higher level than the two above because it involves more senses. Media for this type for example: films, television, slide projectors accompanied by teacher explanations.

The use of this type of media must be adjusted to the teaching objectives to be achieved;

4) Variations of tools or media that can be touched, manipulated, and moved (motoric). The use of tools belonging to this type will be able to attract students' attention and can involve students in forming and demonstrating activities, both individually and in groups. Included in this type are demonstrations carried out by teachers or students, models, specimens, statues, masks, and dolls, which can be used by students by feeling, moving, modeling or manipulating them.

c. Variations in Student Interaction and Activity Patterns

An aspect that teachers need to pay attention in the classroom learning is the pattern of teaching-learning interactions. In this interaction pattern, the teacher is not the only source of information / knowledge in the classroom, but the teacher acts as a moderator, guide and motivator. Teacher-student interactions can take the form of: verbal and non-verbal interactions. Interaction patterns can also be in the form of classical, group and individual forms as needed. In addition, in the learning process there are teacher and student activities. Some student activities are: physical activity, mental activity, verbal activity, non-verbal activity, and so on. These activities can be in the form of listening to information, studying material, asking questions, answering questions, reading, discussing, practicing, or demonstrating.

The two aspects above are the interaction patterns and student activities need to be varied according to the

learning objectives. The use of variations in student interaction and activity patterns is intended to avoid student boredom and to liven up the classroom atmosphere in order to achieve learning objectives.

Purpose and Benefits of Making Variations

The aims and benefits in a variety of teaching styles are:

a. Maintain and increase student attention to learning materials and activities;
b. Creating learning process that is interesting and fun for students;
c. Eliminate boredom as a result of routines;
d. Increase of curiosity, motivation, through investigative and exploratory activities.

In the teaching and learning process, not every student has intrinsic curiosity and motivation of his own awareness to pay attention to teacher explanations and engage in learning activities. On the other hand, there are students who have lack motivation. This problem is often faced by teachers. Therefore, extrinsic motivation which is an external push is absolutely necessary. The role of the teacher is required to be able to motivate students to carry out learning activities among others by making variations in learning.

Principles of Variations

In applying variations, it is not only necessary to have the types of learning stimuli that are developed but also to be

determined by the quality factor. Therefore in order the application of variations can achieve the learning objectives effectively, the following principles must be considered:

a. Aim

The variety of stimuli developed in learning must have a direct and clear goal. Variation goals must be in line and directed to support the achievement of learning objectives. Therefore, the variation of the stimulus must also pay attention to its suitability with the nature of the material, the characteristics of students and their socio-cultural background, and the teacher's ability to implement it

b. Flexible

The variety of stimuli developed must be flexible. Each type of variation that is applied allows it to be changed according to the situation, conditions, and demands that occur spontaneously at the time of learning without having to interfere with the integrity of the learning process being carried out.

c. Smooth and continuous

Any variations developed in learning must run smoothly. Shift from one form of stimulus to other learning stimuli in order to apply a variety of learning stimuli. All of them must be a complete and not damage students' attention or interfere with the teaching and learning process.

d. Fair

Stimulus variations in learning are not contrived so that they do not appear to be forced. Therefore, each type or form of stimulus that is developed should run naturally and directly related to the learning context being discussed.

e. A mature manager

Sometimes the type or form of stimulus to be applied in learning is complex, requiring several personnel. The application of such variations, of course must be planned and managed in a more mature manner so that everything not spoil students' attention in the teaching and learning process

5. Strengthening Skills (Reinforcement)

Reinforcement means appreciation. Reinforcement is all forms of response, whether verbal or non-verbal which are part of the modification of the teacher's behavior towards student behavior aims to provide information or feedback to the recipient for his/her actions as an encouragement or a match.

The use of reinforcement in the classroom can achieve or have a positive attitude or influence students' learning process and aims to foster self-confidence, increase student motivation, interest and attention to learning, maintain behavior, and maintain a conducive learning climate so that students can learn optimally. Strengthening skills consist of several components that need to be understood and mastered, including:

a. Verbal reinforcement

Verbal reinforcement is speech in the form praise, support, recognition, encouragement that are used to strengthen students' behavior. This type of reinforcement can take the form of words and sentences. Words, for example, are true, good, great, smart, yes, precise, and so on. In the form of a sentence, for example "your answer is correct!" "Your opinion

is very good", "I am really appreciate your opinions", "your job is very good", and so on.

b. Non-verbal reinforcement, involves:

1) Strengthening in the form of mimics and body movements. This reinforcement is in the form of facial expressions and gestures such as a sweet and proud facial expression, a smile, a wink, a nod, thumbs up, and a clap of hands.

2) Strengthening by approaching. It can be done in the form of the teacher's approach to students to express their concern and enjoyment for their work, behavior of the students.

3) Reinforcement by touch. Such reinforcement can be in the form of tapping the student's shoulder, shaking the student's hand, or raising the hand of the student who won the match.

4) Reinforcement with fun activities. It can be done by giving assignments or activities that makes the student happy.

The use of these two forms of reinforcement is intended to encourage students to study harder. In the context of classroom management, there are positive reinforcement and negative reinforcement. Positive reinforcement aims to maintain positive behavior, in the form of giving rewards to respond students' behavior in accordance with teacher expectations so that they feel happy following the study. Meanwhile, negative reinforcement is the strengthening of

behavior by stopping a situation or behavior that is not pleasant or removing unpleasant stimuli so that students feel free from such circumstances. Negative reinforcement can also be done verbally and non-verbally. Non-verbal negative reinforcement can be done such as shaking the head and frowning as a sign of disapproval.

Principles of Strengthening Skills

In providing reinforcement, the following principles must be observed:

a. Warm and enthusiastic. This is shown in gestures, facial expressions, voice and body language;
b. Meaningful. Reinforcement is taken seriously and is not just lip service;
c. Avoid negative responses and comments if students are unable to answer questions as expected;
d. Reinforcement must be varied, both verbal and non-verbal. Reinforcement is not always with the same words, but it adapts to the conditions and quality of students' answers. Non-verbal reinforcement can include nodding, smiling, touching, body language, and hand movements;
e. The targets for reinforcement must be clear. Reinforcement must have clear objectives to a particular student by mentioning his or her name and gaze at the student.

6. Classroom Management Skills

Class is the most dominant vehicle for the implementation of the learning process for the students. Teachers must be professional in managing the class so that the implementation of an effective and efficient learning can be achieved.

Class is the teacher's greatest "power". Whether he/she is a classroom teacher or subject teacher, he/she has enormous power to manage the class. A teacher required to be able to recognize, understand, and provide opportunities to develop the interests and potential of their students therefore the teacher in the classroom is a manager who has a task and responsible in creating, organizing, and managing classrooms in an effective and fun way.

Classroom management skills play an important position in determining the success of the learning process. Thus classroom management skills are very crucial and fundamental in supporting the learning process

Classroom management skills are the skills of teachers in creating and maintaining optimal learning conditions as well as skills to restore learning conditions to optimal conditions when there is a disruption in the learning process, both minor and temporary as well as ongoing disturbances. Classroom management skills can be interpreted as the art or skills of teachers in optimizing class resources for the creation of an effective and efficient learning process. Classroom management skills including:

a. Develop skills in maintaining the fluency of the presentation

and steps of the learning process effectively;

b. Having awareness of student needs;

c. Developing teacher competence in providing clear direction to students;

d. Respond effectively to student behavior that causes minor or minor disturbances;

e. Understand and master a set of possible strategies and which can be used in relation to the problem

Classroom management skills aimed to:

a. Encourage the students to develop individual responsibility of their behavior, as well as consciously to control themselves;

b. Help the students to understand the behavior which accordance with the class rules;

c. Increasing a sense of obligation to involve oneself in assignments and behave naturally in accordance with class activities

Classroom management skills are divided into two parts, namely;

a. Skills related to the creation and maintenance of optimal learning conditions which can be done in the following ways:

1) Focusing students' attention in order to prepare the students for learning by paying attention to attitudes and arranging student seats, as well as starting lessons after the students got ready to learn;

2) Show responsiveness by shows a positive attitude

towards every behavior of the students and provide responses to behaviors;

3) Give a clear direction to the group to make it easier for children to carry out the tasks assigned;
4) Provide reinforcement when needed. Reinforcement is an effort that is directed to the achievements that can be transmitted to other students

b. Skills in Teaching Small Group and Individual

There are four components of skills that teachers must have for small group and individual teaching. The four skills are taking a personal approach, organizing, guiding and facilitating learning, as well as planning and implementing teaching and learning activities

The following are description of how the teachers have to do:

1) Skills to make a personal approach

In order students' potential optimally developed to achieve learning objectives, students need to feel confident that the teacher is ready to listen to all his opinions and will help him/her. This atmosphere can be created by:

a) Showing a warmth and sensitivity to the needs of students in both small groups and individual;
b) Listening sympathetically to the ideas uttered by the students;
c) Give a positive response to students' thoughts;
d) Building a trust;
e) Shows readiness to help students without a tendency to dominate or take over student's work;

f) Accepting students' feelings with understanding and openness;

g) Trying to control the situation.

2) Organizational skills

In achieving organizational skills, the teacher needs to do the following:

a) Provide a general orientation, regarding the purpose of the task or problem to be solved before the group carries out various predetermined activities;

b) Varying activities;

c) Form an equal group;

d) Coordinating activities;

e) Pouring an attention

3) Skills to guide and facilitate lessons

These skills allow teachers to help the students without experiencing a frustration. This can be achieved if the teacher has the following skills:

a) Provide appropriate reinforcement in terms of quantity and quality because basically, reinforcement is an important encouragement for students;

b) Develop initial process of supervision which includes teacher's responsiveness to students individually or as a whole that allows the teacher to see or find out whether everything is going well.

4) The skills to plan and implement teaching and learning activities

These skills include things related to the curriculum, especially its development. These teaching and learning activities include:

a) Help the students determine lesson objectives that can be done by discussion or providing interesting materials that are able to stimulate students to achieve certain goals;

a) Plan the learning activities with students that include success criteria, work steps, time allotment and learning conditions;

b) Act as an advisor to students when needed. This can be done by interacting actively;

c) Help the students assess their own achievement and progress. This method is quite different from the traditional way of assessment which is generally carried out by teachers themselves.

5) Skills to Lead Small Group Discussion (Guiding Small Discussion)

Leading small group discussions is an organized process that involves groups of people in informal face-to-face interactions by sharing experiences or information, drawing conclusions, or solving problems. Group discussion is a strategy that allows students to master a concept or solve a problem through a process that provides opportunities to think, interact socially, and practice positively. Thus group discussions can

increase student creativity as well as foster communication skills including language skills.

There are 6 (six) skills that teachers must have in relation to guiding small group discussions:

a) Focusing students' attention

During the discussion from beginning to end the teacher must always try to focus the attention of students on the goal or topic of discussion. The way can be done through:

- Formulate goals at the beginning of the discussion and introduce the topic;
- Stating specific problems and restating any irregularities;
- Marking irrelevant changes that deviate from the discussion and its purpose or the specific problem being discussed;
- Summarize the results of the conversation at certain stages before proceed the next problem. The summary is made by using students' ideas, such as:

b) Acknowledging students' ideas by repeating the important parts;

- Modifying the idea by describing it;
- Using students' ideas to reach conclusions;
- Comparing the students' ideas;
- Summarize the things that have been described by students both individually and in groups.

c) Clarify the problem of opinion

During the discussion, ideas were often conveyed that were not clear, so that it was difficult for group members to catch them. To avoid this, the teacher must clarify the delivery of these ideas. Clarifying can be done by:

- Elaborate or summarize the description clearly;
- Soliciting students' comments by asking questions that help them clarify or develop the idea;
- Describe students' ideas by providing additional information or appropriate examples, until the group gains a clearer understanding.

d) Analyze students' views

In discussions, there are some differences of opinion among group members. Teachers are expected to be able to analyze the reasons for these differences by:

- Examining whether the arguments/ reasons have a clear sources;
- Clarify the things that were agreed/not

e) Improve student analysis

Various ways can be done to improve their opinions, they are:

- Asking key questions that challenge students to think;
- Provide appropriate verbal and non-verbal examples at the right time;
- Warm up the atmosphere by asking questions that invite differences of opinion;

f) Find out the opportunity to participate

Teachers need to have the skills to provide equal opportunities for students to participate. The distribution of opportunities for participation can be done in the following ways:

- Trying to provoke a group of students who are reluctant to participate by directing questions wisely;
- Preventing simultaneous conversation, by giving the quiet students a turn first;
- Wisely prevent students from domination of the conversation;
- Encourage students to give comment on their friends' opinions in order interaction between students improved.

B. Scenario in Micro teaching

Micro teaching scenarios are made and designed step by step. This is in order it can be a signpost in its implementation to avoid and anticipate things that can interfere the practice of micro teaching. The scenario for micro teaching activities can be grouped into three stages, namely:

1. Cognitive stage

At this stage, it is hoped that the pre-service teacher will understand and explore specifically the concepts and meanings of basic teaching skills in the learning process. He/she have to understand what the basic teaching skills are, why they are needed, and how to practice them. Practices need to be facilitated in forming a cognitive map of basic teaching skills.

He/she needs assistance in understanding concepts related to the content of skills, how to use one another's skills at the right time and conditions, and how to synergize other's skills. In addition, it is intended that the knowledge and experience that has been obtained by the pre-service teacher can be transferred positively to the real teaching situations combined with basic teaching skills.

2. Implementation stage.

In this stage, it is hoped that the pre-service teacher will practicing the basic skill of teaching by consideration that if pre-service teacher has periodically practicing, he/she will know the shortcomings. At this stage the practice are able to prepare learning tools such as the lesson plan, the media to be used and everything that is required to be professional teachers/educators.

3. Feedback stage

In this stage, flashback will be gained for the pre service teacher by studying the results of peer observations who will provide information after seeing the implementation of the teaching activity of the practitioner. Peers will provide an assessment related to the strengths and weaknesses of the practitioner then it will be discussed and can be used as a source of material to improve performance as a professional teacher/educator.

C. Practices in Micro teaching

As the name implies, “micro-teaching” is a microscopic version or a small version of the process you go through in

composing regular lessons. The micro teaching session should be a complete instructional segment and should cover topics that will provide new learning for other participants. Instructors should not ask participants to role-play (for example, "Imagine you are in the third month of a class dealing with quantum mechanics") or use imaginary identities that we just have 15 minutes.

Common practices in micro teaching:

1. The Class time, content scope and time frame are all reduced;
2. The Class is smaller than usual; 5-8 of your peers, not your 25 or 30 regular students;
3. Participants may be from various disciplines and may not be familiar with your content;
4. Lessons are shorter than usual - 15 minutes than the usual period or two.
5. The contents must be according to the time specified.

General procedure for Micro Teaching: Prepare a 15 minute lesson plan that includes the following five key elements:

1. Bridge-In: Explain the value of lessons to students and provide motivation;
2. Objectives: What should students do? Under what conditions? How well?
3. Pre-test: Identify previous knowledge and whether the student has achieved the goal or not;
4. Participatory Learning: Learners are actively involved in the learning process as quickly as possible;

5. Post-Test: Determines whether students have actually learned the Practice plan.
6. Practice on your own.
7. Get feedback.
8. Conduct teaching practice sessions.
9. Regard your audiences as you would a regular class (i.e. assume that the content you are teaching is new to them);
10. Choose the content that would enjoy presenting to a group of your colleagues.

Guidelines for feedback on teaching sessions:

1. Before the presentation, the objectives for the lesson should be placed on the blackboard or flip chart;
2. To guide group members in their observation of teaching skills the following elements might be considered;
3. Setting Atmosphere. Setting atmosphere is more important than an introduction; it is the preparation of a class for the learning which is to follow, provoking questions. Examples: a lecture on British attitudes toward the American Revolution might begin with an analogy drawn from the Vietnam War, a chemistry class might begin with a spectacular demonstration of the process to be studied that period; a discussion of genetic differences between the sexes might begin with a vote on the class's attitudes towards the Women's Liberation Movement;
4. Introduction. This is the presentation, usually in a factual and objective manner, an overview of the material, activities, goals and objectives planned for the particular class;

5. Organization. This is the ability of the instructor to present the material to the class in a clear and logical manner. Effective organization is usually characterized by a clear introduction, smooth transitions from topic to topic, clear distinctions between major and minor topics, occasional summaries, and clear outlines;
6. Stimulus Variation. This is the ability to vary the pattern of instruction, which includes such elements as the instructor's movement around the classroom, gestures, voice level and ability to draw attention to important points;
7. Visual Aids These may include everything from the instructor's use of the blackboard to audio and video recordings;
8. Closure

   Closure is a way of summarizing and integrating the major points of a lecture, demonstration, or class discussion. It acts as a link between the familiar and the new and provides students with a sense of completeness and achievement

D. Observation Sheet

1. Induction and closure

No	Components of the skill		Yes	No
A	**Opening The Class**			
	Focusing attention			
	1	Associating the material with the latest news		
	2	Using Media		
	3	Creating variation in teaching style		
B	Fostering students' motivation			
	4	Showing Enthusiasm		
	5	Uttering complicated idea to be discussed		
C	Giving guidance			
	6	Explaining learning objectives		
	7	Explaining the steps of learning activities		
D	Associating the materials with a new topic			
	8	Asking the previous materials		
	9	Comparing the latest materials with the currently studied		
E	**Closure**			
	Reviewing			

	10	Summarizing the core idea		
	11	Consolidating students' attention to the core materials		
F	Evaluating			
	12	Demonstrating skills		
	13	Application of new idea		
	14	Expressing opinions		
	15	Provides test		

2. Explaining Materials

No	Components of the skill	Yes	No
1	Using appropriate language		
2	Using a clear sentences		
3	The voices covering the whole class		
4	Variety of the voices		
5	Avoid unusable words		
6	Explaining a new term clearly		
7	Observing students' understanding of the materials		
8	Provides an explanation		
9	Using multimedia (when needed)		
10	Receiving feed back		

11	Provide an opportunities for the students to show their experience		
12	Giving a high intention for the important part		

3. Asking (Questioning)

No	Components of the skill	Yes	No
1	Asking by using appropriate language		
2	Clear goal		
3	Fostering a question to the required answer		
4	Fostering the students to think critically		
5	Asking a question randomly		
6	Provide a time for the students to think		
7	Provide a guidance for the students to find the answer		
8	Creating a relationship with the students		
9	Respect the students		

4. Creating Variation

No	Components of the skill	Yes	No
1	Creating a variation in intonation and speed voices		
2	Creating variation		
3	Teacher silence		

4	Eye contact and movement		
5	Focusing students' attention		
6	Teachers mobility in the classroom		
7	Variation of media and tools		
8	Variation in terms of interaction pattern and activities		

5. Giving Reinforcement

No	Components of the skill	Yes	No
1	The teacher giving reinforcement verbally		
2	The teacher giving reinforcement in a gesture an mimics		
3	Giving reinforcement by giving an attention to the students' activities		
4	Giving reinforcement by touching		
5	Giving reinforcement with a gift		
6	Giving a joyful activities		

6. Classroom Management

No	Components of the skill	Yes	No
1	Fostering students' attention		
2	Pay attention to the students		
3	Pay attention on students' readiness		

4	Giving an attention verbally an visually		
5	Giving a clear guidance		
6	Managing a group of students		
7	Modifying an activities		

7. Teaching Small group & Individual

No	Components of the skill	Yes	No
1	Shows warmth and sensitivity to students		
2	Listening sympathetically to the ideas given by students		
3	Giving positive response towards students opinion		
4	Shows readiness to guide students without showing to dominate the class		
5	Try to manage situation		
6	Varying activities		
7	Creating equal group		
8	Coordinating an activities		
9	End the activities		
10	Giving an appropriate reinforcement		
11	Doing supervision		
12	Guide the students to assess their achievement		

8. Managing Small Group Discussion

No	Components of the skill	Yes	No
1	Fostering students' attention to the topic discussion		
2	Uttering a problem		
3	Managing focus of the discussion		
4	Summarizing the result of the discussion		
5	Guiding students' opinion to get the point of the discussion		
6	Asking students opinion by questioning		
7	Asking a critical question to drive the students think critically		
8	Giving an example verbally and non –verbal according to the situation		
9	Giving a stimuli for the students to think and giving idea		
10	Managing the discussion (time allotment)		
11	Assessing the result of discussion		
12	Closing the discussion with reinforcement		

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