

## **Student's Perception of Micro Teaching Course to Their Teaching Internship at The English Department of HKBP Nommensen University**

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### **Abstract**

This study aims to find out student perceptions and benefits of the Micro Teaching Course for Teaching Internships at the English Department of HKBP Nommensen University. Researchers used a qualitative descriptive method. The population is seventh semester students of English education, amounting to 20 students. Data was collected through questionnaires and interviews. To collect data, the researcher gave 20 statement in the form of a questionnaire and then distributed them to 20 students and 7 questions through interviews with 10 students. From the results of the questionnaire the researchers concluded that students felt helped by their experiences in microteaching, as many as 20 participants 70% of whom agree and 29,75% strongly agree that microteaching had an effect on increasing their skills in teaching, From the results of the interviews, the researcher also concluded that students' perceptions of the microteaching course had an impact on their teaching practices as evidenced by the students' narrative presentations. Students think that with microteaching students can improve their skills in making and teaching based on lesson plans, skills in explaining material, time management and increasing self-confidence in teaching.

**Keywords:** Perception, Micro Teaching, Teaching Internship

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui persepsi dan manfaat mahasiswa terhadap Mata Kuliah Micro Teaching untuk Magang Mengajar di Jurusan Bahasa Inggris Universitas HKBP Nommensen. Peneliti menggunakan metode deskriptif kualitatif. Populasinya adalah mahasiswa semester tujuh pendidikan bahasa Inggris yang berjumlah 20 mahasiswa. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Untuk mengumpulkan data, peneliti memberikan 20 pernyataan dalam bentuk angket kemudian dibagikan kepada 20 siswa dan 7 pertanyaan melalui wawancara dengan 10 siswa. Dari hasil angket peneliti menyimpulkan bahwa mahasiswa merasa terbantu dengan pengalamannya dalam microteaching, sebanyak 20 peserta 70% diantaranya setuju dan 29,75% sangat setuju bahwa microteaching berpengaruh terhadap peningkatan keterampilannya dalam mengajar. Dari wawancara tersebut, peneliti juga menyimpulkan bahwa persepsi mahasiswa terhadap mata kuliah microteaching berdampak pada praktik mengajarnya yang dibuktikan dengan pemaparan naratif mahasiswa. Siswa berpendapat bahwa dengan microteaching siswa dapat meningkatkan keterampilannya dalam membuat dan mengajar berdasarkan RPP, keterampilan dalam menjelaskan materi, manajemen waktu dan meningkatkan rasa percaya diri dalam mengajar.

**Kata Kunci:** Persepsi, Micro Teaching, Magang Pengajaran

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## **INTRODUCTION**

Faculty of teacher training is one type of higher education institution that has a mission to produce educational staff, especially qualified teachers. To produce qualified teacher candidates, preparation is needed. A qualified teacher is a teacher who has the minimum academic qualifications required to teach at a certain level of education with the main task of educating, teaching, guiding,

directing, training, assessing, and evaluating students (Zulfikar et al., 2020).

A qualified teacher has the knowledge and skills to teach their students effectively, can meet students' needs, and can create a positive learning environment and relationship with students. Faculty of teacher training offers two important programs namely micro-teaching and teaching internship courses. Before students are involved in a teaching internship course, students first take a micro-teaching class as preparation for their internship program (Suryani et al., 2018).

According to Sukirman (in Pham, 2022), Micro Teaching is learning with one approach or way to practice teaching performance which is done micro or simplified. This simplification is related to each learning component, for example in terms of time, materials, types of basic teaching skills that are trained, use of learning methods and media, and other learning elements. Microteaching is an opportunity to become a teacher in an environmental class. Students will try to become a teacher through preparation, learning process, and evaluation. According to Knight (in Yerdelen et al., 2019) argues that through microteaching students will be trained in several basic skills, namely: Skills in opening and closing lessons, asking questions, conveying material, skills in using various learning, giving feedback, manage classes, discuss development and skills in using media.

Micro teaching aims to develop the basic skills of students and teachers in teaching such as the way they start teaching, the steps in teaching and learning activities as well as classroom management as well as improving the quality of teacher graduates who meet professional competency standards. To achieve this goal, students and lecturers must be allowed to practice their teaching skills during micro teaching classes under the guidance of their lecturers. According to Rahayuningsih that micro-teaching shapes the learning interest of students participating in micro-teaching classes which in turn increases their likelihood of success in learning (Dixon et al., 2019).

After taking micro teaching learning, students are required to take other lessons related to teaching, namely teaching internships. In contrast to micro teaching, teaching internships require students to be involved in more challenging situations between teachers and students. Students are placed in schools that have been chosen to be involved in a real classroom atmosphere. Students here as a real audience for students. During the internship students and teachers learn from actual teaching experience. argue that teacher education programs should offer programs that enable students and teachers to build their professional competencies, and teaching apprenticeships are intended to fulfill that goal, and this is because quality teachers guarantee quality education (Yuliani, 2018). Because teaching internships are more challenging programs, micro-teaching is designed to help students prepare for internships.

Microteaching courses that have taken place place more emphasis on theory because they prioritize how to make lesson plans, as well as theories or methods in delivering learning material. students are more passive in practice due to limited learning media, limited time to carry out practicums, and the continuity of microteaching which takes place online via Zoom which has various other limitations such as insufficient quota or network, considering the recent pandemic.

Microteaching courses should focus more on practice so that they cover the micro scope (Makafane, 2020). However, supervisors or lecturers take steps to carry out microteaching online by paying attention to the steps for implementing microteaching, namely preparing lesson plans and learning materials in the form of power points, preparing assignments related to teaching materials as an assessment of achievement in delivering material. At the end of the performance the students, lecturers and fellow students who witness will provide feedback for self-improvement.

Based on the experience of researchers in microteaching, researchers make mistakes when carrying out teaching practices in class, especially on self-confidence that affects verbal communication such as intonation in conveying irregular material, using word stress on the core of the material that is not quite right. Stammering and only relying on the material listed on the powerpoint slides, lack of precise time management in teaching such as very short material explanations and giving long periods of time when entering, and inappropriate strategies in carrying out learning. In the microteaching class, researchers immediately get directions and suggestions on the results of microteaching practices through supervisors and students who take part in microteaching classes (Sari, 2020). Through this the researcher knows the things that need to be considered in teaching practice so that this does not happen again when doing a teaching internship. Therefore, this work aims to explore the voices of students about their experiences during micro-teaching classes, and whether these experiences enhance their readiness for teaching internships.

There is a difference between students who have taken microteaching courses and students who have never experienced microteaching in their teaching internships, one of which is a lack of confidence in teaching because they have not faced a simplified class situation but immediately enter the global class, where during microteaching they are still faced with friends. fellow students and supporting lecturers, of course, will be surprised to face the situation in schools that are dealing directly with the principal, teachers and students (Aimah et al., 2020a). And then students don't have good teaching skills because they haven't done teaching practice in simplified cases such as microteaching where students are given the opportunity to implement teaching skills theory in practice, then there is no feedback between the practitioner and the supervisor or lecturer in charge of the course which causes students to be confused about things that need to be improved and improved from the results of their practice. In contrast to students who took microteaching courses before doing teaching internships, of course they are more skilled than prospective teachers who do not take microteaching courses, as well as a more competent teaching appearance because they have already implemented their teaching knowledge and skills in simplified classes. The more teaching practices, the better the teaching performance of students because professional teacher candidates are not born but created (Menon & Ngugi, 2022).

Microteaching courses are a solution for prospective teachers to minimize mistakes when going to take part in teaching internships because in microteaching students are faced with actual classroom situations and do teaching practice. before starting practice students need to prepare lesson

plans, teaching materials, and assessments at the end of teaching practice, which will practice their appearance and skills in teaching. Giving feedback in teaching practice will also be given directly by colleagues or supervisors (microteaching course lecturers) which aims to make it easier for students to examine where the strengths and weaknesses were during the previous practice.

According to Park (2022) micro teaching aims to prepare prospective teachers to face teaching work as a whole in front of the class by having the knowledge, skills and attitudes as professional teachers. So through this course it is hoped that prospective teacher students can minimize deficiencies or failures in teaching, microteaching is a basic teaching performance exercise designed to clearly separate the component parts and the teaching process so that teachers or prospective teachers can understand a set of basic teaching skills in simplified situations. So it is from microteaching that will help prospective teachers overcome deficiencies in teaching (Aimah et al., 2020b).

A study on a similar issue was conducted by Bulut which investigated the effect of micro-teaching courses on prospective teachers in educational settings. The aim of this study was to investigate the views of prospective teachers in relation to the effect of micro-teaching courses on their verbal communication skills (Arafah, 2018). The results showed that the micro teaching course made a significant contribution in developing verbal communication skills such as stress, intonation and diction. But behind the advantages of microteaching, there are drawbacks because microteaching only uses one or two skills in teaching, usually only focusing on opening, explaining material, evaluating with assignments, and closing (Sumardi & Nugrahani, 2021). The time for implementation tends to be limited to minimize student creativity in teaching, as well as limited learning media that only use laptops, powerpoints or microphones without any educational aids as a stimulus for student creativity (Pradita et al., 2023).

Since previous studies have yielded mixed results, the time has come to conduct research on the perceptions that students from micro-teaching classes have of their teaching internships. Therefore, this study seeks to fill in the gaps in previous research, because it has a different location, sample and research focus, of course, will produce different levels or results of perceptions in microteaching based on performance in student teaching internships.

## **METHOD**

In conducting this research, the researcher uses descriptive qualitative research because in this study the researcher collects data, analyzes it, and draws conclusions. Moleong (IN Trainin & Okundate, 2022) states that qualitative research is a research procedure that produces descriptive data where available data is obtained through written or spoken words from people and their behavior, then the results of the collected data will be examined. In other words, qualitative analysis emphasizes the degree of information obtained by researchers. The deeper and more thorough the knowledge obtained, the higher the standard of analysis carried out by researchers.

Qualitative research is described as interesting research because it allows researchers to explore more detailed topics where data or information is obtained through a researcher only in case studies, anthropological work, interviews, and so on (Isba et al., 2020). Then, Denzim and Lincoln in Mertens added that qualitative research involves studying the use and collection of various empirical materials-case studies, personal experiences, introspection, life stories, interviews, artefacts, texts and cultural productions, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in an individual's life. Therefore the researcher uses a qualitative descriptive research type with data collection methods by interviews and questionnaires.

The subject of this research is students in semester 7 at HKBP University Nommensen. The researcher chose semester 7 because they had taken micro teaching courses in semester 6 and had undergone teaching internships in semester 7. The object of this research is students perceptions and the benefits of microteaching courses on their teaching internships. The researcher uses purposive sampling because the determination of the sample is by selecting the sample according to the researcher's knowledge of the research based on the objectives or problems of the research. The instrument is a tool facility used by each researcher to collect data.

Instruments make it easier for researchers to carry out research projects, on the other hand they can be clearer, more complete and systematic. In collecting data, researchers used interviews and questionnaires. The purpose of presenting the questions in the form of interviews and questionnaires is to collect information related to students' benefits from teaching micro teaching that they have learned in their teaching internships

## **RESULT AND DISCUSSION**

This chapter contains data and data analysis from the teacher student perception of the micro teaching course to teaching internship of English Department HKBP Nommensen University. In analyzing the data the researcher took data from 2 sources, the first source was a questionnaire and the second source interviewed. The research questionnaire presents the results of the questionnaire which contains statements related to students' perception of the micro teaching course to their teaching internship based on the answers from the respondents and calculates the results in the form of percentage tables and diagrams. The second part contains the discussion and results of the interviews.

### ***Data from Questionary***

The table below presents data from respondents with the level of perception of each students

Table 1. Data of Respondent

No	Name	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	JM	75%	25%	0	0
2.	HS	100%	0	0	0
3.	LS	20%	80%	0	0
4.	LSS	25%	75%	0	0
5.	NS	10%	85%	5%	0
6.	IH	100%	0	0	0

No	Name	Strongly Agree	Agree	Disagree	Strongly Disagree
7.	RM	85%	15%	0	0
8.	DS	25%	75%	0	0
9.	LT	70%	30%	0	0
10.	KS	100%	0	0	0
11.	SS	25%	75%	0	0
12.	RP	35%	65%	0	0
13.	RR	50%	50%	0	0
14.	NS	35%	65%	0	0
15.	ES	10%	90%	0	0
16.	YS	30%	70%	0	0
17.	HP	40%	60%	0	0
18.	IS	35%	65%	0	0
19.	IP	20%	80%	0	0
20.	LN	30%	70%	0	0

From the table above it can be seen that the participant gave a positive response to the results of the questionnaire indicating that micro teaching helps students improve their teaching skills.

### Data Analysis

In this section, the researcher calculates sample data from the results of the questionnaire, then the researcher analyzes the data using a Likert scale. According to Sugiyono (2014), the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people regarding phenomena. The following are the interval criteria based on the results of the questionnaire

Number 0%-19.99% = very less

Number 20%-39.99% = Less

Number 40%-59.99% = Enough

Number 60%-79.99% = Good

Number 80%-100% = Very good

In analyzing the results of the interviews the researcher described and concluded the answers from the participants.

### Questionnaire analysis

Table 2. Questionnaire Result Data

No	Statement	SA (%)	A (%)	D (%)	SD (%)
1.	Teaching is something that makes me proud	16 (80%)	4 (20%)	0	0
2.	I am brave and confident in teaching because I have done it in microteaching	4 (20%)	15 (75%)	1 (5%)	0
3.	Microteaching helps me know how to prepare a lesson plan	4 (20%)	16 (80%)	0	0
4.	Through microteaching, I know how to teach according to the lesson plan	5 (25%)	15 (75%)	0	0
5.	Microteaching helps me to know which method is suitable to be used when teaching at school	9 (45%)	11 (55%)	0	0

No	Statement	SA (%)	A (%)	D (%)	SD (%)
6.	Microteaching helps me find suitable learning media to use when teaching at school	3 (15%)	17 (85%)	0	0
7.	Microteaching helps me manage learning time effectively in class	6 (30%)	14 (70%)	0	0
8.	Through microteaching I am able to open and close classes properly	7 (35%)	13 (65%)	0	0
9.	Microteaching helps me improve my teaching skills in class	10 (50%)	10 (50%)	0	0
10.	Microteaching helps me improve my skills in explaining learning material	14 (70%)	6 (30%)	0	0
11.	Through microteaching I know how to make or use student worksheets at school	1 (5%)	19 (95%)	0	0
12.	Through microteaching I know how to assess the results of student worksheets	4 (20%)	16 (80%)	0	0
13.	Microteaching can improve student questioning skills which are useful as a stimulus to student activity in class	1 (5%)	19 (95%)	0	0
14.	Microteaching can improve classroom management skills in creating an optimal learning atmosphere	4 (20%)	16 (80%)	0	0
15.	Microteaching can improve small group skills and individual teaching skills	3 (15%)	17 (85%)	0	0
16.	Through microteaching students can increase variations in teaching as a stimulus to students so that the learning atmosphere is always interesting	0	20 (100%)	0	0
17.	Through microteaching, students can improve communication skills to facilitate interaction with students	3 (15%)	17 (85%)	0	0
18.	Through microteaching, students can acquire leading skills for small group discussions	4 (20%)	16 (80%)	0	0
19.	Through microteaching students can find out their strengths and weaknesses when teaching	12 (60%)	8 (40%)	0	0
20.	Can the feedback provided by the lecturer be a reflection for students to improve their teaching competence	9 (45%)	11 (55%)	0	0

The table above shows the number of participants who agree or disagree with the statement and the calculation of the score in percentage formula. From the results it can be seen that the students

responded positively to the results of the questionnaire which proves that microteaching has an impact on their teaching skills. From the first statement teaching is something to be proud of, very much agree as much as 80% which means a very good response 20% which indicates a good response. In the second statement students are confident in teaching because they have done it in microteaching as much as 20% strongly agree and 75% agree which indicates a good response and 5% disagree which indicates a very bad response but the percentage is small. In the third statement microteaching helps improve lesson plan skills, as many as 25% strongly agree and 75% agree which indicates a good response. From the fourth statement as many as 25% of students strongly agree and 75% of students agree which indicates a good response. From the fifth statement as many as 45% of students strongly agree and 55% of students agree which indicates a fairly good response. From the sixth statement as many as 15% of students strongly agree and 85% of students agree which indicates a very good response. . From the seventh statement as many as 30% of students strongly agree and 70% of students agree which indicates a good response. . From the eighth statement as many as 35% of students strongly agree and 65% of students agree which indicates a good response. . From the ninth statement, as many as 50% of students strongly agree and 50% of students agree which indicates a fairly good response. From the tenth statement as many as 70% of students strongly agree which indicates a good response and 30% of students agree which indicates a good response. From the eleventh statement as many as 5% of students strongly agree and 95% of students agree which indicates a very good response.

From the twelfth statement as many as 20% of students strongly agree and 80% of students agree which indicates a very good response. From the thirteenth statement as many as 5% of students strongly agree and 95% of students agree which indicates a very good response. From the fourteenth statement as many as 20% of students strongly agree and 80% of students agree which indicates a very good response. From the fifteenth statement as many as 15% of students strongly agree and 85% of students agree which indicates a very good response. From the sixteenth statement as many as 100% of students agree which indicates a very good response. From the seventeenth statement as many as 15% of students strongly agree and 85% of students agree which indicates a very good response. From the eighteenth statement as many as 20% of students strongly agree and 80% of students agree which indicates a very good response. From the nineteenth statement as many as 60% of students strongly agree and 40% of students agree which indicates a fairly good response. From the twentieth statement as many as 45% of students strongly agree and 55% of students agree which indicates a less good response. In short, the chart below shows the result of questionnaire.

### ***Interview Analysis***

In the interview analysis, the researcher present it in the form of a table below



Table 3. Interview Analysis

No	Question	Response	Analysis by Describe
1.	Does the micro teaching course make your teaching skills better?	<p>1. Yes. Because when I studied Microteaching there I was taught how to form or develop the basis for teaching, make good lesson plans and at the same time apply them so that I am better at teaching than before.</p> <p>2. Yes , because micro teaching can improve me in teaching skills and make me more confidence and enjoy in teaching.</p>	From the first question, all respondents agree that microteaching makes their teaching skills better than before because in microteaching students practice their teaching methods in front of supervisors (lecturers) starting with opening and closing classes, skills explaining material, skill variations, skills using teaching media and communication skills. So its make teaching skills better because they have previous practice
2.	Do microteaching help you in self confidence when teaching in front of the class	<p>1. Yes because we'll learn some of technique how to be a better teacher, that's make student more confident then before</p> <p>2. Yes, because after doing micro teaching, the lecture told us the weakness and strengthen of us while doing micro teaching, which makes me know what things to be improve. So im more confident because don't repeat the mistake again in teaching internship</p>	From the second statement, all students agree that microteaching helps them be confident in teaching because the participants have faced their anxiety by teaching in microteaching classes
3.	Can students improve their class management and time management skills in microteaching during their teaching internship?	<p>1. Yes, microteaching improves time management skills because in micro teaching there is a lesson plan that can make students learn how to manage time in lesson.</p> <p>2. yes, because they can limit their time according to rpp also and apply that in the time</p>	Based on the third question, all students agree that microteaching helps improve class management time and management skills because before doing practice students first prepare a lesson plan in which there is a duration and method to be used when doing practice, students must practice based on the lesson plan that has been prepared before, therefore students can improve their skills because they have already practiced in microteaching
4.	Does microteaching help you improve your communication skills and your ability to explain learning material well?	<p>1. Yes, because I can communicate like teacher and student and that's make me more confidence</p> <p>2. in micro teaching we study how we can communicate well and master learning material so that we can explain learning material properly"</p>	Based on the fourth questions, all participants agree that microteaching improves communication skills and explains material, because in microteaching they practice teaching as teachers teach in class and trigger students to practice their communication skills

No	Question	Response	Analysis by Describe
5.	What do you think about the placement of colleagues as students, is it considered effective enough as an illustration when teaching real students in class?	<ol style="list-style-type: none"> <li>1. So far I have observed no because in the class of colleagues as students there are students who play an active role and there are those who do not respond well to class situations</li> <li>2. Can say yes can say no, because the student is not real so we just facing with our friend that we met them everyday, so we teach them more flexible</li> </ol>	In the fifth question, students disagree that the placement of peers as an illustration when teaching in real class
6.	What are the significant benefits for you after taking the microteaching course on your teaching internship?	<ol style="list-style-type: none"> <li>1. For the significant I think, it help me to take control the class, how to deliver the material in easy way to understand by students and what i have to do on classroom first until the end. So it can structure.</li> <li>2. The significant benefits for me is I am more confident in direct teaching and can make lesson plans and can manage time.</li> </ol>	In the fifth statement, all students have different significant benefits after taking microteaching courses, most students think that their confidence in teaching and their ability to explain material increases.
7.	What do you think about the feedback given by the lecturer regarding performance in microteaching	<ol style="list-style-type: none"> <li>1. Talking about the feedback given by the lecture, I think that it's good enough. They guide us about what we have to do first until the end of class. They also help me about the good ways to deliver our material in class without a boring situation.</li> <li>2. the feedback that given by the lecturer is very useful, he give me a suggestion or the direction how to teach as well</li> </ol>	Based on the seventh question, all students agree that the feedback provided by the lecturer has a great impact on improving their teaching skills, because students can find out their strengths and weaknesses in teaching.

Based on the table above, it can be concluded that students agree that microteaching makes their teaching skills better, such as improving class management and time management as well as improving communication skills and explaining learning material better. Giving feedback by lecturers also has an impact on improving student teaching skills because students understand the advantages and disadvantages through feedback which indirectly increases self-confidence due to teaching experience and students understand their weaknesses and do not repeat them in the future.

### **Research Finding**

Based on data analysis from the student perception of the micro teaching course for their teaching internship, based on the questionnaire given to 20 respondents, it was then analyzed using a Likert scale. In the interview, the researcher analyzed by took structural interview techniques, which consisted of 7 questions and were distributed to 10 participants. The results of the interviews will be analyzed sentence by sentence followed by an explanation of each category of questions.

**Perception of students**

To find students' perceptions of the microteaching course, researchers used a questionnaire to measure the level of perception. In the questionnaire the researcher presented 20 statements to 20 students which were distributed to students majoring in English from HKBP Nommensen University where they carried out teaching internships.

Table 4. Result of Questionnaire from each statement

No	Result	Percentage
1.	Students who strongly agree with each statement in the questionnaire	29.75%
2.	Students who agree with each statement in the questionnaire	70%
3.	Students who disagree on with statement in the questionnaire	0,25%
4.	Students who strongly disagree with each statement in the questionnaire	0
<b>Total</b>		100%

The table above shows that students had a positive response to the microteaching course, seen in the percentage of agreeing as much as 70% and 29.75% strongly agree which proves that microteaching helps students prepare for teaching internships by improving teaching skills through microteaching.

**Benefits of Microteaching**

To know the benefits of microteaching course for students, the researcher interviewed 10 students majoring in English at HKBP Nommensen University Medan to find out how the perception of student increase their teaching competence in teaching internships, The following table is the benefits felt by students after taking the microteaching course and the impact on teaching internships

Table 5. Result of Interview

No	Initial	Respons of Beneficial
1.	JM	Microteaching increases self-confidence when teaching, and teaches how to be a good teacher because I learn good teaching techniques and teaching processes, then we can find out how well we are improving in teaching
2.	HS	Microteaching makes teaching skills better because when learning microteaching, you can develop the basis for teaching, make good lesson plans and at the same time apply in front of students and lecturers
3.	LS	Microteaching improves class management skill, because in this lesson we teach many ways about teaching and learning processes like using variations when teaching so students will not feel bored while learning
4.	NS	Microteaching improve time management skills, because in micro teaching there is a lesson plan that can make students learn how to manage time in lesson according to lesson plan.
5.	LSS	Microteaching can improve communication skills, because in micro teaching, we need to speak so we have to learn a lot and it helps me to communicate better like teachers and students.
6.	IH	Microteaching improves the ability to explain material, because in micro teaching study how can we communicate well and master learning material so that we can explain learning material properly
7.	RM	Microteaching helps create structured teaching, microteaching helps me to take control of the class, how to deliver the material in an easy way to be understood by students and what I have to do in first class until the end
8.	DS	Microteaching helps in varying teaching methods because in microteaching learn how to teach properly like the teacher does so it's not monotonous when teaching

9.	LT	microteaching helps to increase self-confidence because it introduces to the situation in the classroom and the lecturers are very helpful and provide good direction so that students more confident in teaching
10.	ES	Microteaching builds students' teaching skills through feedback given by the lecturer, the lecturer gives a suggestion or the direction how to teach as well and corrects mistakes in teaching which are useful for improving student abilities and not repeating the same teaching mistakes.

Based on the table above it can be concluded that students agree that microteaching improves their basic teaching skills such as improving lesson plan, class management and time management skills as well as improving communication skills and explaining learning material better, microteaching also makes students teach in a structured manner by being able to vary teaching methods. Providing feedback by lecturers also has an impact on improving student teaching skills because students understand their strengths and weaknesses through feedback which indirectly increases self-confidence because there is a teaching experience just like in a real class.

### ***Discussion***

In the discussion session, the researchers found answers to the first problem, namely How does the perception of students and teachers in microteaching courses increase students' teaching competence in teaching internships which were found from the results of the questionnaire analysis. And the second question, namely What are the benefits of the microteaching course conducted by the English department students at HKBP Nommensen university based on their performance in teaching internships which was found from the results of interviews with 10 participants. As shown in the findings, the results of the questionnaires and interviews show that students show a positive response to the perceptions of the micro teaching course. It can be seen from the percentage of data

How does the perception of students and teachers in microteaching courses increase students' teaching competence in teaching internships, From a previous study by Zulfikar (in Bui, 2021), Data from the results of the study revealed that students considered micro-teaching classes to be quite helpful in their teaching internship phase. They become more confident; developing communication skills, and most importantly, the micro-teaching classes have helped them develop questioning skills, class and time management, and lesson plan writing skills (Kusmaryani et al., 2019). Then the researcher conducted research related to different samples through questionnaires, Based on the findings, it has shown students' perceptions of the microteaching course, through 20 statements filled in by 20 participants as much as 70% agreed that microteaching improves students' teaching skills based on aspects of microteaching and had a positive perception which is then supported by teacher perceptions which show 66.66% strongly agree that students can master several aspects of teaching skills based on teacher observations when students carry out teaching internships at school (Silalahi et al., 2018).

The benefits of the microteaching course conducted by the English department students at HKBP Nommensen university based on their performance in teaching internships. From the previous

study by Larasaty (in Ifadloh et al., 2021) In her research microteaching by providing verbal feedback to fellow students will provide new knowledge such as improving their teaching skills, helping them manage class and time, and also helping active communication between students (Carrington, 2021). Then the researchers conducted research related to different samples through Interview, based on the findings in the interviews, students experience positive experiences after taking the micro teaching course, this experience supports their teaching skills when doing teaching internships at school and also minimizes mistakes when doing teaching internships (Simatupang et al., 2021). But the placement of peers as an illustration of students in class, some students disagree with this statement, students think that with peer teaching students only deal with friends they meet every day, and with feedback from peers, some argue that this is less effective because students tend not to pay attention to the practitioner from start to finish and are only preoccupied with themselves which makes them give feedback carelessly (Sujarwo, 2020).

## **CONCLUSION**

After analyzing the data in the previous chapter which has been outlined in research analysis, finding and discussion. From the results of the questionnaire the researcher concluded that students felt helped by their experience in microteaching, as many as 20 participants 70% of them strongly agreed that microteaching had an effect on improving their skills in teaching. From the results of the interviews, the researchers also concluded that students' perceptions of the microteaching course had an impact on their teaching internships as evidenced by the student's narrative presentation. Students think that with microteaching students can improve their skills in making and teaching based on lesson plans, skills in explaining material, time management and increasing confidence in teaching.

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