



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,

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

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 and 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



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Currently, she is a lecturer of English Education Study Program, Faculty of Art and Language Education, IKIP PGRI Bojonegoro. She has been assigned to teach Micro teaching, sociolinguistics, English Curriculum and material development since 2013. Her research interest include classroom interaction, assessment and qualitative research (Case study).