STUDENTS’ PERCEPTIONS ON THE USE OF RECORDED PERFORMANCE TO DO SELF-REFLECTION IN MICROTEACHING CLASS

A THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Ariesty Nevriany

Student Number: 071214020

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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A Thesis on

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Defended before the Board of Examiners on September 12, 2011 and Declared Acceptable

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Yogyakarta, September 12, 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Pribadi, Ph.D.
Dan saat kupikirkan KEBAIKANMU

Tak pernah ku kekurangan

Dan saat ku renungkan KESETIAANMU

Esok 'kan kujelang tanpa keraguan

Surya 'kan TERUS ADA...

-GMB-

I dedicate this thesis as symbol of gratitude
for my Beloved Jesus
for my Lovely Parents
for my Brothers
for my boy
for myself and my life
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, September 12, 2011

The Writer
Ariesty Nevriany
071214020
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIC

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ABSTRACT


The use of recorded performance in Microteaching class is essential to help the student teachers reflect and evaluate their teaching practice. The student teachers can obtain detailed information of their teaching practice through recorded performance and identify their strengths and weaknesses. Then, the students are able to improve the strengths and reduce the weaknesses. It will affect them to have better achievement in next teaching practice. Students’ perceptions also affect on their behavior and mental response. Students’ positive perceptions lead the students to support the use of recorded performance and improve their teaching skill after doing self-reflection by watching the recorded performance. Because of those reasons, the researcher was inspired to analyze students’ perception on the use of recorded performance in microteaching class. There were two research questions in this research: 1) What do the students evaluate by watching their performance? 2) What are the students’ perceptions on the use of Recorded Performance to do Self-Reflection in Microteaching class?

To answer the research questions, the researcher conducted survey research. The researcher took 30 students as the respondents from 6 microteaching classes. The researcher distributed the questionnaire consisted of 28 close-ended questions and 3 open-ended questions. Having obtained the results of questionnaire, the researcher analyzed them by putting the data in the table and discussed them based on two research questions. Afterwards, the researcher conducted interview to dig out more information. Then, the researcher analyzed students’ weekly reflection. The result of weekly reflection analysis was triangulated with the result of interview. Then, the analysis results of interview and weekly reflection were triangulated with the result of questionnaire.

The result of research showed that by watching their recorded performance, they could analyze their strengths and weaknesses in detailed. The students reflected and evaluated most components of General Teaching Ability and Basic Teaching Skills through their recorded teaching performance. Afterwards, they could set the goal for their better achievement in the next teaching practice. By knowing their strength and weakness, the students were encouraged to teach better. Most of the students perceived the use of recorded performance to do self-reflection in microteaching class positively. The students considered that recorded performance help them recall memory on their teaching practice.

Keywords: perception, recorded performance, self-reflection, microteaching
ABSTRAK


Kata kunci: Persepsi, rekaman mengajar, refleksi diri, pembelajaran mikro
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CHAPTER I
INTRODUCTION

This chapter provides the discussion of the background of the study, problem formulation, objectives of the study, benefits of the study and the definition of terms.

A. Research Background

The students of English Language Education Study Program are trained and educated to be English teachers. They will practice their knowledge and skill in the real teaching and learning process later on. Thus, for the preparation to be upcoming teachers, the students are taught many theories of English, English teaching, and how to teach well.

In the process of their learning to be future English teachers, the students take a course named Microteaching. According to Brown (1975), microteaching is a model of teacher training designed to provide a set of real personal teaching experiences where the learning situation is made by the teachers and the students. Microteaching provides student a mini course with situation of teaching learning activities.

The implementation of microteaching gives a great contribution for English education area. Microteaching is a way of providing practice in teaching (Allen and Ryan, 1969). It provides preparation and training for the students before they carry out Program Pengalaman Lapangan (PPL). Program Pengalaman Lapangan (PPL) is a program in which the students practice real teaching in high
schools. Thus, microteaching gets the students to practice the teaching and learning process.

The objective of microteaching is helping the students develop and improve their basic knowledge and skills in teaching. Therefore, directed practice and evaluation are needed to measure students’ competence. Those two things will lead microteaching students to develop self-reflection on their teaching practice.

The students need instruments to do self-reflection. The instruments can be in the form of written and audiovisual instruments. In the English Language Education Study Program, there are some instruments used to assess students teaching practice, such as observation sheets and video camera to record students’ teaching performances.

Self-reflection is one of the assessment instruments to assess students’ teaching competence. Self-reflection is expected to lead the students to have autonomy in their learning process. It is also related to addressing practical problems. When students evaluate and reflect themselves, they are assessing what they know, what they do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses.

In the English Language Education Study Program, recorded performance is used as one of the media to do students’ self-reflection in microteaching class. The video camera is used to record students’ performance in teaching practice. Besides, the purpose of using video camera is also to ease lecturers and students to do reflection on student’s performance. The students will receive the recorded
performance of their teaching practice in the form of DVD. Then, they have to watch the video and do self-reflection on their own performance.

When the students watch the recording version of their performance, they can see what they have done during their teaching process in the class, including how they have spoken, how they have acted, how their eye contact has been, how they have dressed, how they have set induction and closure, what they have done to encourage the students, and so on. Even, they can compare it with the result and comments in observation sheets the students received. The students are also able to find out their strengths and weaknesses and analyze what they have to develop and improve and what they have to reduce in their teaching performance. By then, they do self-reflection.

Because of those reasons, the researcher was inspired to explore and dig out students’ perception on the use of recorded performance to do self-reflection in microteaching class in specific domain, which is in the English Language Study Program, Sanata Dharma University.

B. Problem Formulation

Based on the discussion above, there are two problems formulated for the study. The problems are:

1. What do the students evaluate by watching their performance?
2. What are the students’ perceptions on the use of Recorded Performance to do Self-Reflection in Microteaching class?
C. Problem Limitation

This research focuses on the way of Microteaching students of English Language Study Program, which is represented by 30 students, perceive the use of recorded performance to do self-reflection in microteaching class. The research selects six Microteaching classes in academic year of 2010/2011. The research focuses on exploring any information related to students’ perception on the use of recorded performance to do self-reflection and the components students evaluate by watching their recorded teaching performance.

D. Research Objectives

In relation to the questions in problem formulation, there are two objectives presented in this study. Those objectives are to find out what components the students evaluate by watching their performance and to dig out students’ perception on the use of recorded performance to do self-reflection in microteaching class.

E. Research Benefits

This research is conducted to give beneficial contributions for:

1. Lecturers

This research gives beneficial contributions for the lecturers who teach microteaching, especially in Sanata Dharma University. It provides information about students’ perception on the use of recorded performance. This research also helps the lecturers to lead the students in a positive behavior through reflect and
evaluate themselves by watching the video of their performance. Therefore, the researcher hopes that this study can inspire the lecturers to use recorded performance as the way for the students to do self-reflection.

2. Microteaching Students

This research discusses some related information on the use of recorded performance in Microteaching class. This research also inspires the students to improve their teaching practice. By watching their recorded performance they can evaluate themselves and reflect their teaching practice. They can reflect how they dress, how they speak, their eye contact, their movement, how they set induction and closure, how they develop the reinforcement, class management, and so on.

3. Future researcher

Finally, this research is hoped to provide inspiration for the future research to conduct research related to the use of recorded performance to do self-reflection. The researcher also hopes that this research can enrich the existing researcher with the same topic.

F. Definition of Terms

For the sake of avoiding misunderstanding, the researcher provides some definition of terms used in this research. They are stated as follows.
1. Perceptions

According to Altman et al. (1985), perception is defined as how people select and group the stimuli so they can interpret the stimuli meaningfully. Robins (2001) also defines that perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. There are three factors that can influence perception. They are in the perceiver, in the target and in the context of situation in which the perception is made. Based on the explanation, in this research, perception is the way students of microteaching perceive, understand and interpret the use of recorded performance to do self-evaluation on their teaching practice.

2. Microteaching

Gilarso and Suseno (1986), in their book Program Pengalaman Lapangan (Microteaching), consider Microteaching as method of teacher-skill practice or teaching practice, conducted in a small scope or limited area. Therefore, the practice is much easier to control. In this situation, it is more effective to develop professional teaching competences of the student teachers. In this research, microteaching is a course offered in sixth semester of 2010/2011 Academic Year in which the researcher explores students’ perceptions on the use of recorded performance to do self-reflection.
3. Recorded Performance

Commonwealth Considerate Acts (2010) states that recorded performance is a performance embodied in to constitute an audiovisual recording. Therefore, recorded performance is in audiovisual form. Recorded performance used in this research is the recorded of students’ teaching practices in microteaching class. Students’ teaching practices are recorded using 3 video camera provided in each corner of Microteaching classes.

4. Self-Reflection

Self-reflection is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future. Rolheise and Ross (2010) states that self-reflection is a potentially powerful technique because of its impact on student performance through enhanced self-efficacy and increased intrinsic motivation. In this research, self-reflection is defined as an activity in which the students evaluate their teaching practice by watching the recorded performance.
CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter discusses the related literature as the theoretical base in doing the research on the perceptions of the students of Microteaching class. On this literature review, the theoretical description and theoretical framework will be discussed further. The theoretical description is divided into four main points. They are perception, microteaching, self-reflection and recorded performance.

A. Theoretical Description

In this section, the researcher reviews the description of perception, microteaching, self-reflection and recorded performance.

1. Perception

Perception is one of the fields in scientific psychology. According to Altman et al. (1985) perception is defined as the way how people select and group the stimuli so that they can interpret the stimuli meaningfully. The stimuli can be the sensory and cognitive information from the surroundings. After receiving the stimuli, the students will identify the stimuli. Then they will recall their memory whether the stimuli are the same with previously received experience or not. If they have received the stimuli, they will recognize information. Then they match the information and compare it with the previous information they obtained in the past.

Another definition, as defined by Robbins (2001), perception can be defined as a process by which individuals organize and interpret their sensory impressions.
in order to give meaning to their environment. It is important because people’s behavior is based on their perception of what reality is. The world as it is perceived is the world that people think that it is important for them.

In education area, perception also has a big role for mental development. According to Stroud (1945), perception is achieved in accordance with the present store of knowledge that we can understand how the self-same event can be interpreted in so many different ways. Psychology in education often uses the term apperception instead of perception. Perception provides a psychological explanation of how education effects mental development. Stroud (1945) also cites that knowledge of the conditions of perceptual development directly becomes knowledge of mental development. Thus, in education field, perception involves a cognitive process, a stimulating object or event, an attentive adjustment and the arousal of some degree of meaning.

There are three basic perceptual processes based on Huffman, Vernoy, and Vernoy (2002).

a. Selection

Everybody may select certain stimuli as incoming information of an object or event to which they will tend. The stimuli could be different from one to another. Therefore, motivation, personal needs, and interests play important role in selecting the stimuli.

b. Organization

After selecting incoming information, the brain will organize the stimuli to form a meaningful pattern.
c. Interpretation

After selecting the stimuli and organizing it into pattern, the brain uses the information to explain and make attentive judgments about the external world. After interpreting the information, the brain translates the information into meaning. The result of meaningful translation of the information is called perception. Then, the behavioral response towards the perception will exist.

All those processes happen within an individual. They also involve the factor of subjectivity. This is the factor that causes each person will have different perception on particular things. Other factors that affect people in perceiving stimuli are their likes and dislikes, their experiences and their environments.

It is clear that perception can be formed by experiences and sensations. However, one which is formed through direct experience will be hard to be changed, because someone will be more impressed if they experience it. Based on the discussion, student teachers in microteaching class will have stronger perception on the use of recorded performance to do self-evaluation if they experience it by themselves. It will also be difficult to change their perception if they really have deep experience on doing self-reflection through watching their recorded performance.

Based on the explanation above, it can be concluded that everyone has his or her own view on something he or she experiences or feels in the environment. The same object or event can be perceived differently by different person which then lead to different behavioral response or attitudes. Relating to this study, perception is the way how the students feel or think about and consider something, in this
case is the use of recorded performance to do self-evaluation in microteaching class.

2. Microteaching

Microteaching has three aspects to be discussed.

a. Theory

In order to prepare students of an English Language Education Study Program as the future teachers who have good teaching skills, a class that provides the students with wide opportunity to practice teaching skills is absolutely needed. Thus, as the answer to the demand, Microteaching fulfills all the requirements to facilitate the student teachers with all the opportunities.

Microteaching is one of the compulsory courses offered in English Language Education Study Program. It is included in Kelompok Mata Kuliah Keahlian Berkarya (KPE 360). Kelompok Mata Kuliah Keahlian Berkarya (KPE 360) is a group of courses whose purpose is to provide students with working skills in society based on the excellence and scientific theory of study program (Universitas Sanata Dharma, 2007).

In microteaching class, the students are trained and prepared to be qualified and competent teachers before they face the real teaching in Program Pengalaman Lapangan (PPL). In Program Pengalaman Lapangan (PPL), the students will practice teaching in high schools. The students are trained to master essential teaching skills, such as set induction skill, set closure skill, questioning and stimulus various skill, explaining and reinforcement skills (Pedoman
According to Brown (1975), microteaching practice may occur at any level but it is usually focused on the component skills with some global practice as an introduction and as a conclusion to microteaching to bring the skills together into a smooth performance. The students should be given opportunity to observe their teaching performances in order to sharpen his perception of teaching and improve his teaching practice.

Microteaching is also defined as a class which trains students to be teacher in a small simulated class. It also provides the students many facilities to give them feedback on their teaching practice performance so that the students can develop and improve their teaching performance as stated by Allan and Ryan (1969:1):

Microteaching is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers that provides the teacher with a practice setting for institution in which the teacher receives a great deal of feedback on the teacher’s performance.

Allen and Ryan (1969) consider that microteaching lays five essential points. They are:

1) Microteaching is a real teaching. Although, the teaching situation is the constructed one as a practice class, real qualified teaching takes place here.

2) Microteaching lessens the complexities of normal classroom teaching. It reduces class size, scope of content and time.
3) Microteaching focuses on the training to accomplish some specific tasks. These tasks involve the practice of instructional skills, the practice of teaching techniques, the mastery of the material or the demonstration of teaching methods.

4) Microteaching allows the increased control of practice. The instructor can manipulate some factors such as setting, time, student amount, methods, etc.

5) Microteaching provides feedback of students’ teaching performance.

In conclusion, microteaching provides the student teachers with scaled-down teaching experience, which the lessons were kept short, the number of participant was kept small, and the instructional task for a lesson was well defined.

b. Practice

There are three teaching principles which become the main process of teaching practice as cited by Gilarso and Suseno (1986). Those principles are elaborated as follows.

1) Planning

Every teaching should be planned well to achieve the stated goals of teaching practice, including the materials, the methods, the teaching goals, the teaching learning activities, the behavior, and the performances. Technically, what the student teacher has to do first is making a plan of their teaching practice and write it down in the lesson plan.
2) Performance

After planning, the student teacher has to conduct the teaching practice. Here, the student teacher will be observed by the other student teachers and supervised by the lecturer.

3) Perception

After having the performance, the student teachers have perception on what they have experienced. In this process, objective, feedback, evaluation and analysis on the student teachers’ teaching practice, including learning from the mistakes and the experiences are revealed and elaborated. The student teachers will conduct a self-reflection on their teaching practice.

Those three principles could be drawn as follows:

![Figure 2.1. Microteaching Principles: the Main Process of Teaching](image)


A good plan of teaching practice helps the student teachers conduct good performance. Planning before teaching help the student teachers organize the performance as well as possible as it is intended. Then, performance will affect
the result of evaluation. The performance is considered good or bad depending on evaluator’s perception, feedback and student teachers’ reflection. Evaluation and feedback can be given by peers or lecturers and the student teachers themselves.

Reflective teaching helps the student teachers recognize their competence in teaching, their strengths and weaknesses. Self-awareness and self-observation are essential ingredients to practice reflective teaching. From the reflection, the student teacher is able to emphasize on their improvement for the next teaching practice and their future teaching ability.

According to Gilarso and Suseno (1986), the student teachers should be taught basic teaching skills. Those skills help the student teachers to develop their performance and prepare themselves to be good future teacher. Those five teaching components are

1) Set Induction and Set Closure Skill

It is an important component to be taught first. Set induction defines teacher activities in the beginning of the class in order to develop mental readiness and arouse students’ attention to the topics which are going to be discussed. The way the student teachers introduce teaching material has an essential role that helps arouse students’ interest and motivation in joining the learning activities. At the end of teaching learning activities, to make the students aware of and consider the importance of the material taught, the student teacher should review today’s material. It is an effort to give comprehensive description about what the students have learned, to check students’ achievement and to determine the starting point for the next material.
2) Explaining Skill

It is an important skill because most of student teacher talks during the class are in the form of explanation about the material. Therefore, the student teacher has to master the material well. She or he should use appropriate method and teaching techniques so that the students are able to comprehend the material.

3) Questioning Skill

It is an activity in learning and teaching process to improve students’ ability to think and acquire the knowledge. Questioning skills consist of two skills which are Basic questioning skill and Advanced questioning skill. Basic questioning skill could be applied to give all kinds of questions. Whether advanced questioning skill emphasize on developing students’ thinking ability, increasing students’ involvement and encouraging the students to initiative. Nevertheless, it is also possible that the teacher is not aware of this. Therefore, the student teacher should master how to clarify questions, to relate the questions to the teaching content, to distribute the questions, to explore and guide, and to vary the question technique.

4) Reinforcement of student participation skill

Reinforcement is defined as a response to positive behavior that is able to increase the possibilities of doing the same positive behavior. For example, “Very good. Your answer is correct”. With that such praise, the students will be encouraged to give correct answers for the other chance. The reinforcement of students’ participation is badly needed since it encourages the students to be more active during the class. The reinforcement skills that should be mastered are
verbal and non-verbal reinforcement, verbal probing reinforcement and connecting students’ answers.

5) Stimulus Variation Skill

Explaining and giving varied stimulus in teaching learning process are important to help students achieve the competences. When the student teacher is explaining, she or he has to consider the body movement and gestures, voice, interaction style, eye contact, material focusing and switching sensory channel. Those components will help the students understand the material.

Those teaching skills above help the student teachers practice teaching successfully. However, in order to make learning and teaching process goes smoothly, the student teacher should prepare their teaching practice well.

c. Assessment

In microteaching, the student teacher would be assessed. The assessment of Microteaching course overall is an assessment of student teachers’ performance in managing the teaching and learning practice within a limited scope of teaching. According to Purnomo et al. (2008), there are three components of microteaching assessment.

1) Indicators of general teaching ability

It consists of Material Mastery, Self Performance while conducting teaching practice, Class Management and the Use of Language and Grammar.
2) Basic teaching skills

Basic teaching skills consist of Set Induction and Set Closure Skill, Explaining Skill, Questioning Skill, Stimulus Variation Skill and Reinforcement of Student Participation Skill.

3) Portfolio

Portfolio consists of Lesson Plan, Observation sheets filled by student teacher fellow and Teaching Reflection.

From those components, it can be elaborated that teaching performance can be assessed by many ways. It can be assessed through observation and reflection. Both of these assessments are connected each other since after having the observation, the student teacher is able to reflect what they have performed during the teaching practice. One of the reflections which is applied in Microteaching is self-reflection.

3. Self-Reflection

The use of reflection in education field has been known widely. For many researchers, reflection also becomes the issue to be discussed. Therefore, there are some theoretical descriptions about reflection especially in education. Boud (2001) defines reflection as a process of looking at experiences and learning new things from them. Boud, et al. (1985) as cited in Boud (2001) also describes that reflection does not only deal with intellectual activities but also affective activities in which individual engage to explore their experiences in order to lead to new understandings and better attitude. The student will be responsible to any choices they have in their learning process. They will also be prepared for the
consequences of their choices. Then, this principle leads them to have autonomy in their learning process and it becomes self-reflection as stated by Burden P.R. and Byrd D.M (1999):

Reflection itself is a way of thinking about educational matter that involves the ability to make rational choices and to assume responsibilities for those choices.

Thus, Self-reflection is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future. One of the purposes of self-reflection is also to set up students’ perception and mental or psychological attitudes to have self-motivation in their learning process.

Self-reflection gives opportunity to the students to look at what they did in the classroom, thinking about what they did and thinking about if it works- a process of self-observation and self-evaluation. Through this process, the students collect information about what goes in the classroom, and by analyzing and evaluating this information the students identify and explore their own practice. This may lead to the changes and improvements of their learning-teaching practice.

Self-reflection is a process of discovery as cited by Hellison (2003:87):

Self-reflection is central to planning, carrying out and evaluating the teaching process. It is particularly useful after teaching which refers to what ideas and strategies are working, which ones aren’t, why or why not, and what needed to improve practice.

Reflecting on how the students handled unexpected problems and the situations that arose and what might have worked better sharpens students’ ability to solve problem and therefore improve their teaching practice.
Hellison (2003) also states that self-assessment is closely aligned to self-reflection. It should lead to reflection and then to action and continuous improvement which can’t be one-time occurrence, but it is an ongoing process.

Looking at its definition, self-reflection has been considered essential to be implemented in teacher education programs for the sake of teacher candidate development. The use of self-reflection is essential to build reflective teaching. It is a kind of training of self-assessment for student teachers in which they evaluate what they have done in teaching practices. Later on, it can build students’ responsibility for their own learning objectives. In other words, together with doing self-reflection, the student teachers are expected to evaluate their own level of knowledge, performance and get information about the development of their teaching practice.

Self-reflection also helps student teachers recognize or reconstruct experiences. It is useful for student teachers to prepare their future classes or their teaching practice. According to Schon (1987), as cited in Tang (2002), self-reflection must have connection with an action. He states that there are two kinds of self-reflection. Firstly, when the student teachers are able to think while they do the teaching practice, they do reflection-in-teaching. So, when they are teaching, they could reflect what they performed and recognize their experiences through the teaching practice. Secondly, when the student teachers are able to consider and reflect what they have done, they do reflection-on-action. Then, the student teachers relate what they have done to their teaching practice experiences to help
them interpret and enrich them. As the result, the student teachers take the decisions and actions for the improvement of future performance.

When the student teachers do reflection-on-action, there are many possible ways that the student teachers can do to recall the memory about what they have done during the teaching practice. In Microteaching there are some media provided. Recorded performance is one of the media that can be used to recall student teacher’s memory about the teaching practice. It leads the student teachers to do self-reflection through watching her or his performance.

Research indicates that self-reflection is the basic step for the students to develop self-evaluation. Self-evaluation plays a key role in fostering an upward cycle of learning. When students evaluate their performance positively, self-evaluations encourage students to set higher goals (1) and commit more personal resources or effort (2) to them. The combination of goals (1) and effort (2) equals achievement (3). A student's achievement results in self-judgment (4), such as a student contemplating the question, "Were my goals met?" The result of the self-judgment is self-reaction (5), or a student responding to the judgment with the question, "How do I feel about that?"

Goals, effort, achievement, self-judgment, and self-reaction all can be combined to impact self-confidence (6) in a positive way. Self-evaluation is really the combination of the self-judgment and self-reaction components of the model. It can contribute to an upward cycle of better learning.
One of general goals of microteaching program is that the student teachers should learn to reflect analytically upon their own teaching. Thus, in the window of self-reflection, the student teachers focus on their own knowledge and skills. The student teachers can use documentation to do the reflection. One of them is recorded performance. The documentation is used to reflect on how his teaching might be strengthen, improved and modified.

Through recorded performance, the student teachers do not only watch their teaching experiences or events took place during their teaching practice but also make sense of what they have done in their performance. They are also able to find out detailed components that may have not been obvious before when they watch their recorded performance.

Self-reflection can be a synergy process. Through watching the video of their performance, the student teachers are hoped to assess their performance by...
making individual reflection which contents their honest, open and detailed report on the teaching experience on what they see in the video. Therefore, after watching the recording, the student teachers have to make a written reflection on the teaching performance she or he has conducted in microteaching class.

4. Recorded Performance

According to Commonwealth Considerate Acts (2010), recorded performance is defined as a performance embodied in to constitute an audiovisual recording. To record the performance, the tool needed is video camera. It is widely used in many fields to help the students receive feedback and do evaluation.

The performance that is discussed in this research is students’ teaching practice in microteaching class. Their performance can consist of how the students dress, students’ voice, students’ eye contact, how the students manage the class, how the students explain the material and so on. All those components are recorded using a video camera and then the video is transferred into DVD. Thus, the students are able to watch their recorded performance through the DVD player.

In microteaching class, recorded performance has been used to evaluate student teachers’ teaching performance (Benton, 2001; Brown, 2003). The students are supposed to do teaching practice in simulated class. Then, they are recorded. After that, they are supposed to watch their teaching performance and evaluate their strengths and weaknesses based on what they watch in the video.
By evaluating those components, directly the students are doing self-reflection which later on it will help them to improve their teaching skills.

Benton-Kupper (2001) states that, based on his research, the students were able to evaluate their teaching performance and identify their teaching practice by comparing what they watched in their recorded performance and the result of observation sheet. This shows that the students could do their own self-reflection which then could lead the students to be autonomous learners.

The teacher can foster students’ autonomy learning by assigning students’ self report, filling the diaries, and evaluation sheets. The recorded performance can be played forwards and backwards. Therefore, it is clear that the recorded performance may provide information about the students’ performance vividly and objectively.

B. Theoretical Framework

The use of recorded performance to do self-evaluation is usually used especially in Microteaching class. In Sanata Dharma University, recorded performance is taken form the video camera that is used in Microteaching lab of Faculty of Teachers Training and Education. After being recorded, the student teachers are supposed to watch the recorded performance of their teaching practice and then evaluate their performance. Several lectures ask their students to watch and evaluate their performance. Then, the students are asked to make self-reflection on their teaching practice.

One of the main purposes of teaching-learning activity is the students’ autonomy learning. When the students have already reached the stage where they
are able to learn from their self-reflection on their performance, the teaching-learning process is considered successful. Self-reflection, in the learning development has been suggested as effective assessment tool in microteaching class. Reflection has been associated with deep thought and evaluation of some elements such as what student teachers experience in the microteaching class. Self-reflection leads the students to achieve better achievement. By reflecting and evaluating their performance in teaching practice, the students will be encouraged to set their goal- what kind of achievement they are going to reach in their teaching. Then, the students will commit and do their best effort to reach the achievement. The result of their achievement affects their self-judgment on what they have done in their teaching practice such as whether their goal is achieved or not. Furthermore, self-judgment results in students’ self-reaction. They can respond their performance by some questions such as “Did I achieve my goals?”, “How do I feel about that?”, “What should I do to have better performance?” and so on. The combination of all those process develops the students’ self-confidence. Their self-confidence is really essential to develop their teaching ability.

Self-reflection helps the students assess the essential components in microteaching. First, General Teaching Ability which consists of Material Mastery, Self Performance while conducting teaching practice, Class Management and the Use of Language and Grammar (Purnomo et al., 2008) and Basic Teaching Skills which consists of Set Induction and Set Closure Skill, Explaining Skill, Questioning Skill, Stimulus Variation Skill and Reinforcement
of Student Participation Skill (Gilarso and Suseno, 1986). These two components should be evaluated by the students when they watch their recorded performance.

Boud et al. (1985), as cited in Boud (2002) also states that reflection does not only deal with intellectual activities, but also affective activities in which individual engaged to explore their experiences in order to lead to new understandings and behavioral development. By doing the reflection, the student teachers are also able to evaluate their level of knowledge, performance and get information about their teaching experiences.

The use of recorded performance support student teachers’ self-reflection. It helps them to recall their memory on what they have done during their teaching practice. Then, they are able to see and explore their teaching performance through their strengths and weaknesses, their verbal and non-verbal communication, their gesture, their physical performance, how they explained and gave stimuli, and so on. Those things would be the points of student teachers’ self-reflection.

Nevertheless, how about students’ perception on the use of this recorded performance to do self-evaluation? Do they perceive the use of recorded performance in positive or negative way? The way the students perceive something, whether it is in positive or negative way, influence the students’ behavior response as cited by Altman et al. (1985). If the students perceive positive perception that recorded performance help them do self-reflection, the students’ behavior response will be positive too. Then, they will support the use of recorded performance and improve their teaching performance after doing self-
reflection through watching the recorded performance. However, if the students negatively perceive the use of recorded performance, their behavior responses will be negative too.
CHAPTER III

METHODOLOGY

In this chapter, the researcher explains each part of the research methodology including what research method is used, how many participants are taken for this research, what research instruments are used and how the data are gathered and analyzed.

A. Research Method

Since this research is going to explore students’ perception on the use of recorded performance to do self-reflection in microteaching class, the method used in this study is survey research. A survey is a kind of research for gathering data ranging for physical counts and frequencies to attitudes and opinion by asking questions of a group of individuals called respondents (Ary, Jacobs and Razavieh, 2002). Survey is also a term that is susceptible to a variety of interpretations.

The researcher used qualitative method to obtain the data. A qualitative method presents the data in the form of description instead of the terms of numbers. Therefore, the data obtained will be presented in the form of verbal statements, not numbers.

In this research, the researcher is going to find out the components that the students evaluate by watching recorded performance and to dig out students’ perception on the use of recorded performance in microteaching. Survey itself is defined as a process of collecting information from a group of people about a
specific subject. Therefore, the researcher collected the data form the respondents to obtain information.

B. Research Participants

The participants investigated and the sources of data in this research were the sixth semester students who are taking Microteaching course in the academic year of 2010/2011 at the English Education Study Program, Sanata Dharma University. There were six Microteaching classes in English education Study Program. However, the researcher took five students from each class to be the respondents. Therefore, there were 30 students as the participants of the research.

The researcher did not differentiate the students based on their intelligence level, previous achievement, nor any other factors. The students were randomly selected, so that, it would be clear whether the students had perception on the use of recorded performance to do self-evaluation or not. The only criteria that the researcher used was the students were those who had practiced teaching for first midterm test and they had watched their recorded teaching performance.

C. Research Instruments

In order to gather the data needed from the students, the researcher employed two types of data gathering instruments. They were questionnaire and verifying interview.

1. Questionnaires

The questionnaires consisted of two parts. They are close and open ended questions. The questionnaires were distributed in May 2011. It was already in
midterm test. Therefore, the participants were supposed to have practiced their microteaching test. They were also supposed to have watched their recorded performance. The questionnaire was not only used to dig out students’ perception on the use of recorded performance to do self-evaluation. It was also used to find out how the student teachers evaluate themselves after they watched the video of their teaching performance.

The first part of the questionnaire was close-ended questions. The close-ended questions were used to dig out students perceptions. It consisted of 28 statements related to how the students perceived the use of recorded performance to do self-reflection.

In giving response to each statement in the questionnaire, the students were asked to put a tick in the provided column. Each questionnaire statement consisted of four columns. The researcher did not use neutral choice to avoid uncertain answer. In order to obtain definite answer, the researcher provided only four columns. They were strongly agree, agree, disagree and strongly disagree.

The second part of the questionnaire was open-ended questions. They consisted of three questions. The open-ended questions were not only used to find out students’ perception but also what the students evaluated and how the way they evaluated themselves affected their teaching abilities and teaching performance in Microteaching class.

In answering the questionnaire, the participants were asked to tick the value numbers provided for each statement that is corresponded to their response. The number was ranked from 1-4. Value number 1 was for strongly disagree, 2 for
disagree, 3 for agree and 4 for strongly agree. The participants who had good perception on the use of recorded performance to do self-evaluation tent to choose value number that indicated agree or strongly agree response.

2. Verifying Interview

Verifying interview was conducted after the students watched their own video of teaching performance and filled the questionnaires. The researcher used seven open-ended questions. They were designed to dig out students’ reason and to verify their answers related to the questionnaire. The open ended questions were used as there would not be predetermined answers which limit students’ response.

3. Document Analysis

After verifying interview were accomplished, the researcher did document analysis. The researcher used students’ written reflection to be analyzed. It aimed to help the researcher to find out what the students evaluated in their teaching practice and how their self-reflection could affect them to set better goal and achievement for their next teaching performance. The result of document analysis is only to support the result of interview.

D. Data Gathering Technique

The data was firstly gathered from the questionnaires. There were 30 students taken from six classes who were chosen randomly. Before distributing
and conducting the research, the researcher made sure that the students have watched the video of their teaching performance in Microteaching class.

The questionnaire consisting of two parts (close-ended and open-ended questions) were distributed on two different days and different time: Thursday, May 5th 2011 at 3 p.m. and 5 p.m.; Thursday, May 9th 2011 at 8 a.m. and 10 a.m. The researcher distributed the questionnaire in the end the class so it would not disturb the teaching learning activities. The students were supposed to fill the questionnaire at home since they would have more time to think. They would not be in a hurry as when they filled the questionnaire in the class. The students then submitted the questionnaire in the following week.

After distributing the questionnaires, the researcher conducted the interview. Verifying interview was conducted after the students filled the questionnaire and gave them back to the researcher. The researcher chose six students to be interviewed (One students form each group of participants). The interview was conducted in the first week of June 2011. While conducting the interview, the researcher tried to dig out any important information by taking notes and using tape recorder.

Then, the researcher analyzed the written reflections of the students. The researcher asked the reflection after the students filled the questionnaire. The reflection submitted was the reflection that the students wrote after practicing their midterm test. The researcher tried to found the components that the participants reflected in their written reflection.
E. Data Analysis Technique

To answer the problems of this study presented in the problem formulation, the researcher analyzed the data gathered using qualitative methods. First, the researcher read the response of the questionnaire carefully. Then, the researcher classified the same answers of each statement. After sorting the same answers of each statement had finished, the researcher continued to calculate the percentage of each response followed by the calculation of the average response of each statement being sorted.

Then, the result of the calculation was put in the table and discussed based on two categories in the blue print. The categories were based on two research questions that the researcher had. Here is the Blueprint of the questionnaire distributed.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You have experienced on being recorded in a classroom before</td>
<td>The students have done their teaching practice. They are supposed to have experienced on being recorded while they were teaching in their First Progress test in microteaching class.</td>
</tr>
<tr>
<td>2</td>
<td>You have experienced on watching your recorded performance in a classroom before</td>
<td>According to Stroud (1945), in education field, perception involves a cognitive process, a stimulating object or event, an attentive adjustment and the arousal of some degree of meaning. Perception can be formed by experiences and sensations.</td>
</tr>
<tr>
<td>3</td>
<td>You are interested in the use of recorded performance in your teaching practice</td>
<td>Thus, student teachers in microteaching class will have stronger perception on the use of recorded performance to do self-evaluation if they experience it by themselves. It will</td>
</tr>
<tr>
<td>4</td>
<td>You are motivated to teach better when your teaching practice is recorded in microteaching class</td>
<td></td>
</tr>
</tbody>
</table>
No | Statements | Notes |
--- | --- | --- |
5 | It is necessary to record your performance when you are teaching in microteaching class | also be difficult to change their perception if they really have deep experience on doing self-reflection through watching their recorded performance. |
6 | You watch your own recorded teaching performance | Watching the record of their teaching practice helps student teachers recall the memory of what they had done in the class while teaching. They could reflect and evaluate the points that they probably didn’t find in their observation sheet. Thus, they are supposed to fell enthusiastic and confident watching themselves teaching. |
7 | You watch your recorded teaching performance soon after you receive the DVD |  |
8 | You watch your recorded teaching performance from the beginning until the end of your recorded performance |  |
9 | You do self-reflection after watching your recorded teaching performance | According to Schon (1987), as cited in Tang (2002), there are two kinds of self-reflection. They are reflection-in-teaching and reflection-on-teaching. When the student teacher is able to consider and reflect what she or he has done, she or he does reflection-on-action. Then, the student teacher relates what she or he has done to their teaching practice experience to help them interpret and enrich them. As the result, the student teacher takes the decisions and actions for the improvement of future performance. |
10 | You compare the result of observation sheet with the reality that you reflect from your recorded performance | This item is based on the theory of Benton (2001). He stated that, based on his research, the students were able to evaluate their teaching performance and identify their teaching practice by comparing what they watched in their recorded performance and the result of observation sheet. |
<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>You write reflection based on what you see in your recorded teaching performance</td>
<td>(Benton, 2001; Brown, 2003). The students are supposed to do teaching practice in simulated class. Then, they are recorded. After that, they are supposed to watch their teaching performance and evaluate their strengths and weaknesses based on what they watch in the video.</td>
</tr>
<tr>
<td>12</td>
<td>You reflect and evaluate your Set Induction and Set Closure Skill</td>
<td>These items are based on the theory of Microteaching. According to Gilarso and Suseno (1986), the student teachers should be taught basic teaching skills. Those skills help the student teachers develop their performance and prepare themselves to be future good teacher. Those five teaching components are:</td>
</tr>
<tr>
<td>13</td>
<td>You reflect and evaluate your Explaining Skill</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>You reflect and evaluate your Questioning Skill</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>You reflect and evaluate your Reinforcement of Student Participation Skill</td>
<td>1) Set Induction and Set Closure Skill  2) Explaining Skill  3) Questioning Skill  4) Reinforcement of Student Participation Skill  5) Stimulus Variation Skill</td>
</tr>
<tr>
<td>16</td>
<td>You reflect and evaluate your Stimulus Variation Skill (e.g. your body movement, gestures, voice, interaction style, eye contact, material focusing and switching sensory channel)</td>
<td>Thus, by watching the recorded performance of their teaching practice, the students are supposed to reflect and evaluate those five teaching components. They are supposed to check and reflect whether they those five teaching components have been applied in their teaching practice.</td>
</tr>
<tr>
<td>17</td>
<td>You reflect and evaluate your Material Mastery</td>
<td>Besides reflecting and evaluating those five teaching components, the students are also supposed to evaluate general teaching ability. These items are based on the theory of Purnomo et al. (2008)</td>
</tr>
<tr>
<td>18</td>
<td>You reflect and evaluate the way you manage the class</td>
<td>According to the theory of Purnomo et al. (2008), there are three components of microteaching assessment. 1) Indicator of general teaching ability consists of  a) Material mastery  b) Self performance while conducting teaching practice  c) Class management</td>
</tr>
<tr>
<td>19</td>
<td>You reflect your self performance while you conducted teaching practice (e.g. How you dress, how your hair is, etc)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>You reflect and evaluate the use of language and grammar while you</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Notes</td>
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<tr>
<td>20</td>
<td>conducted teaching practice</td>
<td>d) The use of language and grammar</td>
</tr>
<tr>
<td>21</td>
<td>You reflect and evaluate the mistakes you experienced in your teaching practice after watching your recorded performance</td>
<td>2) Basic teaching skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Set induction and closure skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Explaining skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Questioning skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Stimulus variation skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Integrated teaching skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Lesson plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Observation sheets filled by student teacher fellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching reflection</td>
</tr>
</tbody>
</table>

**Perception on the Use of Recorded Performance to Do Self-Reflection**

<table>
<thead>
<tr>
<th>22</th>
<th>The use of recorded performance helps you recall your memory about what you have done in your teaching practice.</th>
<th>Item is based on the theory of Burden P.R. and Byrd D.M (1999)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>According to Burden P.R. and Byrd D.M (1999), Self-reflection gives opportunity to the students to look at what they did in the classroom, thinking about what they did and thinking about if it works- a process of self-observation and self-evaluation. Through this process, the students collect information about what goes in the classroom, and by analyzing and evaluating this information the students identify and explore their own practice. This may lead to the changes and improvements of their learning-teaching practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thus, the use of recorded performance will really help them look at what they have done in the class while they were teaching.</td>
</tr>
<tr>
<td>23</td>
<td>Your recorded performance helps you identify whether the goal of teaching that you have planned is achieved or not</td>
<td>It is based on the theory of Gilarso and Suseno (1986) about three principles of teaching practice:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Every teaching should be planned well to achieve the stated goals of teaching practice, including the materials, the methods, the teaching goals, the teaching learning activities, the behavior, and the performances. Technically, what the</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Notes</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>23</td>
<td>Your recorded performance helps you identify whether the goal of teaching that you have planned is achieved or not</td>
<td>student teacher has to do first is making a plan of their teaching practice and write it down in the lesson plan. Using recorded performance of their teaching practice they can see and reflect whether the goal of teaching that they have planned is achieved or not</td>
</tr>
<tr>
<td>24</td>
<td>The use of recorded performance helps you improve your teaching performance</td>
<td>This item is based on the theory of Schon (1987), as cited in Tang (2002): How Self-evaluation contributes to learning. Through watching the video of their performance, the student teacher is hoped to assess their performance by making individual reflection which contains their honest, open and detailed report on the teaching experience on what they see in the video. Therefore, after watching the recording, the student teacher has to make a written reflection on the teaching performance she or he has conducted in microteaching class.</td>
</tr>
<tr>
<td>25</td>
<td>After watching your recorded teaching performance, you are able to identify your teaching strengths</td>
<td>These items are based on the theory of Schon (1987), as cited in Tang (2002): How Self-evaluation contributes to learning.</td>
</tr>
<tr>
<td>26</td>
<td>After watching your recorded teaching performance, you are able to identify your teaching weaknesses</td>
<td>How Self-Evaluation Contributes to Learning</td>
</tr>
<tr>
<td>27</td>
<td>After watching your recorded teaching performance, you set up a goal to have better achievement in your next teaching performance.</td>
<td>The student can use documentation to do the reflection. One of them is recorded</td>
</tr>
</tbody>
</table>
28 After watching your teaching performance and make reflection, you are motivated and more confident to teach better performance. The documentation is used to reflect on how his teaching might be strengthen, improved and modified. Through recorded performance, the student teachers do not only watch their teaching experiences or events took place during their teaching practice but also make sense of what they have done in their performance. They are also able to find out something that may have not been obvious before when they watch their recorded performance.

After the results of questionnaire were collected and analyzed, the researcher analyzed the second type of data which was interview results. Instead of using tape recorder, the researcher also recorded the data in the table. While analyzing the result of interview, the researcher also looked into participants’ written reflection. It aimed to compare the components that the participants evaluated as elaborated, in both interview results and weekly written reflection. Then, the data form interview and written reflection were triangulated with the other data from questionnaire result from both close-ended and open-ended questionnaire results.

The students who had positive perceptions on the use of recorded performance tended to choose strongly agree and agree column. It also indicated that the use of recorded performance help them to do self-reflection on their teaching practice. Moreover, the students who had negative perception tended to choose disagree or strongly disagree.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>After watching your teaching performance and make reflection, you are</td>
<td>After watching your teaching performance and make reflection, you are</td>
</tr>
<tr>
<td></td>
<td>motivated and more confident to teach better</td>
<td>motivated and more confident to teach better</td>
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<td></td>
<td>performance. The documentation is used to reflect on how his teaching</td>
<td>performance. The documentation is used to reflect on how his</td>
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<tr>
<td></td>
<td>might be strengthen, improved and modified. Through recorded</td>
<td>teaching might be strengthen, improved and modified. Through</td>
</tr>
<tr>
<td></td>
<td>performance, the student teachers do not only watch their teaching</td>
<td>recorded performance, the student teachers do not only watch their</td>
</tr>
<tr>
<td></td>
<td>experiences or events took place during their teaching practice</td>
<td>experiences or events took place during their teaching practice</td>
</tr>
<tr>
<td></td>
<td>but also make sense of what they have done in their performance. They</td>
<td>but also make sense of what they have done in their performance. They</td>
</tr>
<tr>
<td></td>
<td>are also able to find out something that may have not been obvious</td>
<td>are also able to find out something that may have not been obvious</td>
</tr>
<tr>
<td></td>
<td>before when they watch their recorded performance.</td>
<td>before when they watch their recorded performance.</td>
</tr>
</tbody>
</table>
F. Research Procedure

First, the researcher decided the subject for the study and concluded problem formulation. Second, the researcher designed a set of questionnaire to answer the research questions. The set of questionnaire itself contained several statements for answering problem formulation. Then, the researcher asked permission to some Microteaching lecturers to distribute the questionnaire. Then, she distributed the questionnaire to students of six Microteaching classes in academic year 2010-2011. After gathering the questionnaire results, she classified the data into some categories. The researcher took five students (One student from each class) to be interviewed. Four students had positive perceptions and a student had negative perception. While analyzed the result of interview, the researcher also compared with students’ reflections. The last, the analysis result of questionnaire was triangulated with the analysis results from of interview and students’ reflections.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents detailed information of data presentation and analysis on the problems as mentioned in Chapter I. The data presented is the raw data collected from the results of questionnaire, verifying interview and document analysis. The data showed the components that the students evaluate by watching their recorded performance, as well as revealed whether the students have good or bad perception on the use of recorded performance to self-reflection.

A. The Components Evaluated by the Students through Watching Recorded Performance

In order to find out what the students evaluated by watching their recorded performances, the researcher distributed questionnaires in the form of close-ended and open-ended questions. The researcher also conducted interview for verification. Then, the researcher discussed the data gathered and drawn conclusion of the results.

1. The Description of Components Evaluated Based on Questionnaire

a. Close-ended Questions

In close-ended questions, the researcher had thirteen statements which were supposed to show what the students evaluated by watching their recorded performance. The table 4.1 shows the distribution of those thirteen statements and the results:
Table 4.1
Questionnaire Results of What the Students Evaluate by Watching Their Recorded Performance (close-ended question)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students do self-reflection after watching their recorded teaching performance</td>
<td>1 (3%)</td>
<td>3 (10%)</td>
<td>19 (63%)</td>
<td>7 (23%)</td>
</tr>
<tr>
<td>2</td>
<td>Students compare the result of observation sheet with the reality that they reflect from their recorded performance</td>
<td>2 (7%)</td>
<td>8 (27%)</td>
<td>18 (60%)</td>
<td>2 (7%)</td>
</tr>
<tr>
<td>3</td>
<td>Students write reflection based on what they see in their recorded teaching performance</td>
<td>3 (10%)</td>
<td>6 (20%)</td>
<td>16 (53%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>4</td>
<td>Students reflect and evaluate their Set Induction and Set Closure Skill</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>20 (67%)</td>
<td>8 (27%)</td>
</tr>
<tr>
<td>5</td>
<td>Students reflect and evaluate their Explaining Skill</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>20 (67%)</td>
<td>8 (27%)</td>
</tr>
<tr>
<td>6</td>
<td>Students reflect and evaluate their Questioning Skill</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>20 (67%)</td>
<td>8 (27%)</td>
</tr>
<tr>
<td>7</td>
<td>Students reflect and evaluate their Reinforcement of Student Participation Skill</td>
<td>1 (3%)</td>
<td>2 (10%)</td>
<td>22 (73%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>8</td>
<td>Students reflect and evaluate their Stimulus Variation Skill (e.g. your body movement, gestures, voice, interaction style, eye contact, material focusing and switching sensory channel)</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>13 (43%)</td>
<td>16 (53%)</td>
</tr>
<tr>
<td>9</td>
<td>Students reflect and evaluate their Material Mastery</td>
<td>0 (0%)</td>
<td>4 (13%)</td>
<td>17 (57%)</td>
<td>9 (30%)</td>
</tr>
</tbody>
</table>
Based on the result of questionnaires above, it was clear that most of the students did self-reflection after watching their recorded performance. Moreover, they also compared the result of their observation sheet with the reality that they reflected from recorded performance. Then, they wrote the reflection based on their recorded teaching performance. They also evaluated General Teaching Ability that consisted of Material Mastery, Self-Performance, Class Management and the Use of Language and Grammar. Nevertheless, most of the students also evaluated their Basic Teaching Skills: Set Induction and Set Closure Skill, Explaining Skill, Questioning Skill, Stimulus Variation Skill and Reinforcement of Student’s Participation Skill.

According to Purnomo et al. (2008) general teaching ability and basic teaching skills are essential components in microteaching assessment. From the

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Students reflect and evaluate the way they manage the class</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>15 (50%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>11</td>
<td>Students reflect their self performance while students conducted teaching practice (e.g. How you dress, how their hair is, etc)</td>
<td>1 (3%)</td>
<td>3 (10%)</td>
<td>15 (50%)</td>
<td>11 (37%)</td>
</tr>
<tr>
<td>12</td>
<td>Students reflect and evaluate the use of language and grammar while students conducted teaching practice</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>14 (47%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>13</td>
<td>Students reflect and evaluate the mistakes students experienced in their teaching practice after watching their recorded performance</td>
<td>0 (0%)</td>
<td>3 (10%)</td>
<td>14 (47%)</td>
<td>13 (43%)</td>
</tr>
</tbody>
</table>
result of questionnaire, the researcher found that most of the students evaluated those five basic teaching skills by watching their recoded teaching performance. They were Set Induction and Set Closure Skills (94%), Explaining Skill (94%), Questioning Skill (94%), Reinforcement of Students Participation Skill (90%) and Stimulus Variation Skill (96%).

The students also evaluated and reflected their basic teaching skills by watching their recorded performance. Most of the students evaluated the use of language and grammar while they conducted their teaching practice (94%). However, the students also evaluated their class management-how they manage the class (93%). Most of the students also reflected on their material mastery (83%) and self-performance (87%). Reflection on the mistake while teaching was also considered necessary for the students. Furthermore, 90% students reflected the mistakes they experienced after they watch their recorded performance.

Nevertheless, there were also some students who did not write their reflection based of what they reflect from the recorded performance (20%). They also did not compare the result of observation sheets and the reality in the recorded performance. There were 13% students who did not reflect their material mastery since the other components such as language and grammar were more important for them. Meanwhile, 10% of students choose to not reflect their self-performance by watching the recorded performance.

b. **Open-ended Questions**

Result analysis of students’ response on open-ended questions aims to support the results of close-ended questions. Most of students evaluated and
reflected five basic teaching skills, some components of general teaching ability and their strengths and weaknesses. Most of the students affirmed that basic teaching skills were the main points that they evaluated by watching the recorded performance. The students wrote:

“I evaluate my teaching skills such as: set induction and set closure skill, how I give questions and explanation about the material, stimulus variation skill such as my gesture and eye contact, my appearance, time and class management, grammar and speaking fluency.” (Respondent 4)

“I evaluate my set induction and set closure skill, questioning skill, explaining skill, reinforcement of students’ participation skill, stimulus variation skill, material mastery, the way I manage the class, self performance (hair and dress), language, grammar, pronunciation.” (Respondent 29)

Most of students concerned on their stimulus variation skills, such as gestures, body movement, eye contact and intonation. They wrote:

“About stimulus variation skill especially eye contact, about self-confidence, about speaking fluency.” (Respondent 2)

“I evaluate the way I speak: intonation and pronunciation, grammar mistakes, body movement and facial expression.” (Respondent 9)

“Gestures, volume, mimic, the way I moved around the class, the material focusing, how I give questions and the explanation.” (Respondent 10)

The students also wrote that they evaluated basic teaching skills though they only wrote one or two basic teaching skills. It showed that, the students made basic teaching skill important to be reflected by watching their recorded performance. One of the students wrote, “Self-Performance, set induction and closure skill, questioning skill, stimulus variation skill, material mastery, class management, language and grammar.” While reflecting themselves, they combined both basic teaching skills and general teaching ability.
Moreover, the students also evaluated their general teaching ability. The students considered general teaching ability was necessary, especially for some components such as language and grammar, class management and time management, confidence and self-performance. The students wrote:

“Appearance, class management, teaching style on setting induction and closure, pronunciation, grammar accuracy.” (Respondent 7)

“I evaluate material mastery, language, grammar, confidence, class management, reinforcement and questioning.” (Respondent 24)

Based on students’ response above, it could be noticed that most of the students evaluated basic teaching skills, especially set induction and set closure skill, stimulus variation skill and questioning skills. Moreover, the students also evaluated their general teaching ability while they were teaching. Most of the students evaluated self-performance/self-appearance, class management and the use of language and grammar, such as pronunciation and grammar accuracy.

The researcher also found other components that the students evaluated by watching their recorded teaching performance. The students also evaluated and reflected how students’ response to their teaching style, the way they encouraged the students to be interested to the topic, their confidence and their weaknesses and strengths. Some of the students wrote that they concerned on their weaknesses and strengths when they reflected themselves by watching recorded performance.

“The components that I evaluated by watching my recorded teaching performance are all the skills of teaching. But, I concerned in the weakness and strength.” (Respondent 22)

“The components that I evaluate by watching the recorded performance are style, strong and weak, grammar.” (Respondent 14)
2. **The Description of the Components Evaluated Based on Interview and Document Analysis**

In order to verify the description of the components that the students evaluate in the questionnaire, the researcher conducted verifying interview. The researcher had six students as the interviewees. Because most of the students had positive perception on the questionnaires, the researcher randomly selected those six students to be interviewed. Four interviewees were the students who had positive perception on their questionnaires. The fifth student was the only student who had negative perception in his questionnaire. All of the interviewees admitted that they had watched their recorded performance, even some of them watched more than once.

The researcher tried to find out more information about the components that the students evaluated by watching their recorded performance. After analyzing the result, the researcher found that four interviewees evaluated all components of basic teaching skill: set induction and set closure skill, explaining skill, questioning skill, stimulus and variation skill, and reinforcement of student participation skill. The students said:

“I evaluate all those five components of basic teaching skills. I evaluate them because I concerned on the progress of my teaching skills. I evaluate them when I watch my recorded teaching performance. I also find that watching the recorded of my teaching performance helps me writing my weekly reflection.” *(Interviewee 1)*

“Yes, I evaluate those five basic teaching skills that I have when I taught in the class. I could see them by watching the video, how I open and close the class, how I give questions and explain, my reinforcement and especially unconscious movements when I taught.” *(Interviewee 5)*
The researcher also analyzed on the weekly reflection of both two students wrote on the blog of microteaching class. They wrote:

“I was really nervous when I had to start my teaching and I saw this when I watched my video…While I was teaching I made a lot of mistakes arranging my words in explain the materials. I also forgot to give verbal reinforcements.” (Interviewee 1)

“I have done well. I feel good open the class. I could see I gave clear instruction and explanation. In closing, I ask the students to write what they have learned.” (Interviewee 5)

The other two students also stated that they evaluated all components of basic teaching skills. Both of them admitted that watching recorded performance helped them write the reflection. They could see the detail information on what they had done in their teaching practice. Those two students said:

“Yes. I evaluated all those components of basic teaching skill such as set induction and closure, questioning, explaining, stimulus variation and giving reinforcement to the students.

“Yes, watching my recorded performance helps me do self-reflection easier and it help me a much write the reflection.” (Interviewee 4)

“Yes, technically I evaluated all those five basic teaching skills…”

“Yes, watching recorded teaching performance helps me do self-reflection and write reflection. It is so useful for me to improve my teaching skill since I could see what I have done in the class. I can see my strength and weakness.” (Interviewee 2)

In the weekly reflection, the students wrote:

“Last week was my first time to teach in front of the whole class. I was very nervous and often did many mistakes. I was so nervous when I explained the materials as the result the students looked confused.” (Interviewee 4)

“I can see in my video, I opened the teaching by asking them to share their experience about last holiday. Then I directly came to the main material…I asked them to read and answered the questions orally…I required them to write the answers in piece of paper. My instructions were quite clear then the students could do the task easily. To close the lesson, I asked them to review the material.” (Interviewee 2)
However, those four students also evaluated their general teaching abilities. They even also stated that some components in general teaching ability became their priority to be evaluated by watching the recorded performance. The students said:

“I also evaluate my self-performance especially my physical performance while teaching, my pronunciation and grammar, and How good I master the material. Then, I also evaluate my class management. I could see those things in my recorded performance.” (Interviewee 4)

“I mostly evaluate my unconscious movement, then grammar and pronunciation.” (Interviewee 5)

The researcher also found that those four students wrote what they evaluated in their weekly reflection after they watched the recorded performance.

“…I am a little bit disappointed by my teaching…I also didn’t know how to give feedback to the students and I could not manage the class well.” (Interviewee 2)

“My grammar accuracy was bad, either my pronunciation. Although my performance was bad, at least I had loud voice and seemed to be confidence in front of my students. Actually I had a plan of the material but when I was teaching, I forgot anything about it.” (Interviewee 4)

However, there were also two students who did not evaluate basic teaching skills when they watched their recorded teaching performance. They felt that they had to focus more on the mistakes, weird things they did while teaching, teaching strategy and how they develop a good relationship with the students. The students said:

“I do not evaluate all components of basic teaching skills. I only evaluate my gesture and teaching strategy. I concerned on my gestures because it is my weakness… oh my gestures looked weird, just like that.” (Interviewee 3)
“The components that I evaluate most when I watch the video are my eye contact, the way I teach the students, how I perceive students’ questions and especially the mistakes in arranging time and language. I also evaluate the way that I can use to make the students close to me without being too intensive to them.” (Interviewee 6)

However, in their reflection, those two students also wrote some other components that they saw in their recorded performance.

“…I can handle the class and prepare the material well. What make the lesson not successful is that I gave less time to the students to speak whereas it must be speaking class. I realize that I spoke too much in front of the class, so the strategy was teacher center not the student center.” (Interviewee 3)

“In the video I saw that I can handle the class and throw my nervous and afraid… In the middle of the class I felt nervous again because I had finished the material but the alarm didn’t ring yet…I often made same mistakes in my sentences and also pronunciations.” (Interviewee 6)

3. Discussion

Concerning on the analysis of the result of the components that the students evaluate by watching the recorded performance in the first section, generally the students evaluated both Basic Teaching Skills and General Teaching Ability. Moreover, basic teaching skills were evaluated more than general teaching ability.

Based on the data presented, the components of teaching that the students evaluated by watching their recorded performance can be concluded as follows:

a. Basic Teaching Skills

1) Set Induction and Set Closure Skill

The students evaluated how they open the class. They opened the class by asking the students what they have done during the holiday and asking the students to recall the previous topic. The students also evaluated how they close
the class. The students closed the lesson by reviewing the material and then giving task for the students and making conclusion about the material.

2) Explaining Skill

By watching the recorded performance, the students could evaluate the way they explain the material. Most of the students related this skill with their teaching strategy. They evaluated whether their teaching strategy was correct or not to be applied to their material.

3) Questioning Skill

The students admitted that they could evaluate more about how they gave questions to the students by watching their recorded performance. They evaluated whether their instruction were clear or not and how they could relate the questions with the material.

4) Stimulus Variation Skill

The students evaluated how they give stimulus in the teaching process. The students evaluated mostly on their eye contact, body movement and gestures, voice, material focusing and their interaction style to the students - how they could be close to their students.

5) Reinforcement of Student Participation Skill

The students evaluated whether they gave verbal reinforcement or not because in reinforcement can encourage the students to be more interested to what they explained.

b. General Teaching Ability

1) Material Mastery
The students evaluated how they prepared the material and explained it to the students. Some of them evaluated that they needed to find reliable and appropriate resources. Some of them also evaluated the way they gave the material, for example, they used power point, they explained orally. The students also related material mastery to teaching strategy.

2) Self-Performance while conducting teaching practice

The students prefer to evaluate this point. They evaluated their hairs, their shoes, their appearance and how they dressed. They also related self-performance to self-confidence, their nervousness and facial expression.

3) Class Management

It was also the most important component that the student evaluated by watching the recorded performance. The students looked on how well they managed the class while teaching. It was also related to time management. The students admitted that they had problem in managing their time. They ran out of time and felt confused whether they continued the lesson or stopped it.

4) The Use of Language and Grammar

This component was also the main point that the students evaluated by watching the recorded performance. Since the students felt nervous, most of them admitted that they made grammatical mistakes and incorrect pronunciation.

B. The Students’ Perception on the Use of Recorded Performance to Do Self-Reflection in Microteaching Class

In order to find out students’ perception on the use of recorded performance to do self-reflection in microteaching class, firstly the researcher would present
the result of questionnaire distributed and the description of students’ perception based on interview result.

1. The Description of Students’ Perception Based on Questionnaires Result

a. Close-ended Questions

The questionnaire was divided into two parts. The first part consisted of 28 close-ended questions and the second part consisted of 3 open-ended questions. To answer the second problem formulation, the researcher analyzed 15 statements in the questionnaire. The first-eight statements were statement 1 until statement 8 and the second-seven statements were statement 22 until statement 28. Table 4.2 was the distribution of close-ended statements and the results.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students have experienced on being recorded in a classroom before</td>
<td>14 (47%)</td>
<td>5 (17%)</td>
<td>2 (7%)</td>
<td>9 (30%)</td>
</tr>
<tr>
<td>2</td>
<td>Students have experienced on watching students’ recorded performance in a classroom before</td>
<td>15 (50%)</td>
<td>8 (27%)</td>
<td>2 (7%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>3</td>
<td>Students are interested in the use of recorded performance in students’ teaching practice</td>
<td>1 (3%)</td>
<td>1 (3%)</td>
<td>19 (63%)</td>
<td>9 (30%)</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>4</td>
<td>Students are motivated to teach better when students’ teaching practice is recorded in microteaching class</td>
<td>0 (0%)</td>
<td>5 (17%)</td>
<td>12 (40%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>5</td>
<td>It is necessary to record students’ performance when students are teaching in microteaching class</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>15 (50%)</td>
<td>15 (50%)</td>
</tr>
<tr>
<td>6</td>
<td>Students’ watch their own recorded teaching performance</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>12 (40%)</td>
<td>17 (57%)</td>
</tr>
<tr>
<td>7</td>
<td>Students’ watch their recorded teaching performance soon after they receive the DVD</td>
<td>1 (3%)</td>
<td>7 (23%)</td>
<td>6 (20%)</td>
<td>16 (53%)</td>
</tr>
<tr>
<td>8</td>
<td>Students’ watch their recorded teaching performance from the beginning until the end of their recorded performance</td>
<td>0 (0%)</td>
<td>4 (13%)</td>
<td>6 (20%)</td>
<td>20 (67%)</td>
</tr>
<tr>
<td>9</td>
<td>The use of recorded performance helps students recall their memory about what students have done in their teaching practice.</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>8 (27%)</td>
<td>21 (70%)</td>
</tr>
<tr>
<td>10</td>
<td>Students’ recorded performance helps them identify whether the goal of teaching that they have planned is achieved or not</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>14 (47%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>11</td>
<td>The use of recorded performance helps students improve their teaching performance</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>16 (53%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>12</td>
<td>After watching recorded teaching performance, students are able to identify their teaching strengths</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>16 (53%)</td>
<td>12 (40%)</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>13</td>
<td>After watching recorded teaching performance, students are able to identify their teaching weaknesses</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>16 (53%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>14</td>
<td>After watching recorded teaching performance, students set up a goal to have better achievement in their next teaching performance.</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>15 (50%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>15</td>
<td>After watching teaching performance and make reflection, students are motivated and more confident to teach better</td>
<td>0 (0%)</td>
<td>3 (10%)</td>
<td>17 (57%)</td>
<td>10 (33%)</td>
</tr>
</tbody>
</table>

Based on the result of questionnaire above, it was clear that most of the students had positive perception on the use of recorded performance to do self-reflection in microteaching class. 30 % of the students admitted that they have been recorded before. Therefore, they were not shocked knowing they were recorded while practicing their teaching. On the other hand, most of the students had not experienced on watching their recorded in classroom before (50%). Yet, the students had joined microteaching for three months and they have practiced teaching in microteaching class, the students were accustomed to be recorded. It was one of the reasons why they did not feel ashamed when they realized they were recorded.

Other interesting finding showed that most of the students were interested in the use of recorded performance in teaching practice (93%). As the result, the students were motivated to teach better when their teaching practice was recorded.
(83%). Moreover, all students were willing being recorded while practice teaching since it was necessary to help them later on making their self-reflection (100%). As the result, most of the students decided to watch their own recorded performance (97%). Since it was necessary for them, they watched recorded performance soon after receiving the DVD (53%). Yet, 23% students decided to not watch the recorded soon. Most of the students watched the recorded performance from the beginning until the end of their teaching performance (87%). Certainly, when the students watched the recorded performance in detailed, they could reflect and evaluate every single component they have done during their teaching practice.

The results of the questionnaires also showed that after doing self-reflection, the students had their own perception on the use of recorded performance. The last seven statements above aims do describe students’ perceptions after they have done self-reflection by watching recorded performance. It aimed to indicate what students’ perception was after they experienced on being recorded and watching their own-recorded performance.

Based on the result of questionnaires above, it was clearly stated that most of the students admitted that the use of recorded performance helped them recall their memory about what they have done during teaching practice (97%). As well as they recalled their memory, most of the students could identify whether the goal of teaching that they planned was achieved or not (94%). As the result, the students admitted that recorded performance helped them improve their teaching performance (90%).
Moreover, most of the students were able to identify their teaching strengths (93%) and weaknesses (96%) after they watched their recorded performance. It was good since the students were helped to set up a goal to have better achievement in their next teaching performance (93%). Even, they would be motivated and more confident to teach better later on (90%).

b. **Open-ended Questions**

The analysis of questionnaire results in open-ended questions supports the result in close-ended questions. Most of the students had positive perception on the use of recorded performance to do self-reflection in microteaching class. Most of the students argued that recorded performance was necessary since it helped them identify their teaching skills, strengths and weaknesses which would be the indicators for the students to set up goal for better achievement on their other teaching practices. The students wrote:

“The use of recorded performance in microteaching class is very effective to do self-reflection. We can aware about what we did in the whole teaching by watching the video. It is because sometimes we didn’t realize that we had done some mistakes. The video can be an evidence for me to know how the learning-teaching running.” *(Respondent 1)*

“I think the use of recorded performance is very useful because it helps us to evaluate our weaknesses and our strengths in order to do better performance.” *(Respondent 5)*

“It is absolutely useful. I didn’t really know what really happened in my teaching. I thought that my first teaching was successfully done, but there were still many things to fix. By watching my teaching video, I am able to identify what will need for the next teaching. Some improvement and adjustment would be made.” *(Respondent 10)*

“I think it is good media to be used in microteaching. It’s also important for me to see my own performance through the recording, because by watching
me teaching as a teacher I could assess myself. The most important is to see whether I looked nervous when facing the student. The 'mimic'/expression are also important for teacher I guess.” (Respondent 13)

From the results of open-ended questions above, it was clearly stated that most of the students admitted that the existence of recorded performance was so good and important to help them reflect themselves about their teaching practice. The students were helped to identify their strengths and weaknesses. No students stated negative response on the use of recorded performance to do self-reflection in microteaching class.

Watching recorded performance also affected students’ teaching abilities in microteaching class. All students confirmed that recorded performance gave them real image of their teaching practice in microteaching. Since microteaching was the stepping-stone for the to prepare themselves for real teaching in high school, certainly the students’ teaching skill needed to be improved. Recorded performance helped them do it. The students wrote:

“Yes, it does. The recorded can become my guidelines to do improvement in teaching.” (Respondent 1)

“Yes, it does. By watching the recorded of my teaching performance, I could set the goal for my next teaching by identifying my strength and weakness. Then, it would help me improve my teaching ability” (Respondent 4)

“Yes, it does. The recorded catch everything that I did in my performance (body movement, questioning skill, reinforcement even unnecessary movement, etc). After I watch my own recorded, I found that I did so many mistakes and its motivate me to do better for my next performance (I can learn from my evaluation, based on my recorded teaching performance).” (Respondent 30)

Nevertheless, there was a student who felt doubt on the use of recorded performance to do self-reflection. He was doubt since he needed to have second
performance of teaching practice, so he could see whether what he evaluated form the video could work on for his performance or not. He stated:

“I hope so. Because I haven’t taught for second and third performance. I hope with this video I know what be working on, later. After that, I could say that recorded performance for microteaching is absolutely useful and really worthy.” (Respondent 10)

2. The Description of Students’ Perception Based on Interview

As the researcher has stated before that interview aims to verify what the students have stated in the questionnaire. The result of interview also supports the questionnaire results. The researcher conducted interview for six students.

The results of interview showed that most of the students felt nervous at the first time being recorded in microteaching class. Yet being recorded while teaching did not really affects on their whole teaching practice. It only made them feel nervous in the beginning of teaching. However, recorded performance successfully made the students motivated and interested to watch the recording. Some students wrote:

“In the first I feel nervous but it is not longer anymore. I think positively that the video of my teaching will be effective later on.” (Interviewee 3)

“The first thing that I feel is nervous because I realize I am recorded, so it looks like there are many eyes watch on me. It affects my performance especially on my voice. Then I speak so carefully. But after that I feel accustomed.” (Interviewee 2)

“After receiving the DVD, I directly watch the recorded because I am interested to see how my teaching, especially because it is my first teaching which being recorded.” (Interviewee 4)

Motivation also became good encouragement for the students to state whether something was good or not for them.
Five students admitted that the use of recorded performance was useful to help the students improve their teaching skills. They could see clearly what their strengths and weaknesses were and then they can learn from their mistakes. They wrote:

“Yes, it’s so important because later on it can become a feedback for us. I can see my strength and weakness.”

“It is so useful by watching the video I can learn from my mistakes while teaching. (Interviewee 6)

“Yes it is useful for me because when I teach absolutely I could not see my self and only based on feeling. But, from the video I can see my self when I teach. I could see the weakness and strength clearly.” (Interviewee 1)

The researcher also found a student who felt that recorded was not too important for him. He only thought that it was sufficient to be watched later on. He stated:

“I think recoded teaching performance is not too good but I will be fine if there is recorded performance because I have ever taught before and I have ever been recorded outside microteaching class.”

“It only gives a little benefit for me. But if that is my first time to teach in class, I think it will be good.” (Interviewee 5)

He admitted that it was not his first time being recorded in teaching. He was often recorded before. He had watched his recorded performance. He also had taught before he joined microteaching class. But, he believed that for those who taught first and the performance was recorded, it was good to help them improved their teaching skills.

Overall, most of the students agreed that recorded performance was useful. It helped them do self-reflection in microteaching class.
3. Discussion

Based on the questionnaire and interview results, it was clearly showed that most of students had positive perceptions on the use of recorded performance to do self-reflection in microteaching class. There was only one student who had negative perceptions on the use of recorded performance.

What makes most of the students had positive perception on the use of recorded performance to do self-reflection could be concluded as follows:

a. The Students are Already Interested in the Use of Recorded Performance to Do Self-reflection in Microteaching Class

The students had already set in their mind that recorded performance would be useful for them later on. Recorded performance in the form of DVD could be the only way to help them reflect everything as detailed information during their teaching practice. On the other words, the recorded performance has helped them recall the memory of their teaching practice.

They had already considered the use of recorded performance in positive way, so the students would also have positive perception on it. This condition is part of selection which is included in three basic perceptual process (Huffman, Vernoy and Vernoy, 2002). As explained in Chapter II, in selection every people may select certain stimuli as incoming information of something they will tend. It can be different from one to another. Interest play important role in selecting the stimuli. Then brain organizes the stimuli to form meaningful pattern. After that, the brain interprets the pattern. This means that the students interpret recorded performance as useful media that helps them doing self-reflection. Then, as
Altman et al. (1985) states perception influences someone’s behavior, the students are then motivated to teach better when they are recorded since they understand what it is for (83%). After being recorded, the students feel enthusiastic to watch their recorded performance (53%).

b. The Students Consider that Recorded Performance is Necessary

The recorded performance enabled the students to watch their teaching practice and recall their memory on what they have done during the teaching practice. Certainly, it helped them do self-reflection on their teaching. The students said, “The use of recorded performance to do self-reflection in microteaching class is very important and helpful. Sometimes we didn’t realize our mistakes while teaching. By watching the video directly we can realize our mistakes while teaching.” In addition, another students said, “It is absolutely useful. I didn’t really know what really happened in my teaching. I thought that my first teaching was successfully done, but there were still many things to fix. By watching my teaching video, I am able to identify what will need for the next teaching. Some improvement and adjustment would be made.”

By watching the recorded performance, the students could see the whole activities from the beginning until the end of teaching practice. The students are able to identify their strengths and weaknesses. This activity leads the students to have autonomy in their learning process and it becomes self-reflection as stated by Burden P.R. and Byrd D.M. (1999).
c. The Students Obtain Many Advantages by Watching the Recorded Performance

By watching the recorded performance, the students were able to do self-reflection. The recorded performance provided detailed information of teaching practice. The students were helped to recall the memory on what they have done during teaching practice.

Another advantage that the students achieved by watching the recorded performance was they could analyze whether the goal of their teaching practice was achieved or not. The student wrote, “Good. It helps me to reflect what went well and what need improvement. I could see whether my teaching goal is achieved or not.”

After the students experienced on watching their recorded performance and do self-reflection on their teaching skills, the students attained more advantages. Therefore, they could easily identify their strengths and weaknesses, set the goal for the next better teaching practice and they were motivated to be more confident (Boud, 2001). The students wrote, “Yes. It motivates me to be better for the next practice. I can reflect my self what should be improved on my teaching.” Another student wrote, “It (recorded performance) improves my knowledge and awareness in teaching. It can lead me to be a professional teacher in the future.”
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

After presenting the data gathered and discussing subject matter, the researcher draws some conclusion and tries to find some suggestions on the use of recorded performance to do self-reflection in microteaching class.

A. Conclusions

According to the data gathered, the researcher concludes about the components that the students evaluated, students’ perception in general on the use of recorded performance to do self-reflection in microteaching class.

1. The Components that the Students Evaluated by Watching the Recorded Performance

Generally, the students stated that recorded performance helped them evaluate basic teaching skills and general teaching skills. For basic teaching skill, the students more concerned on set induction and set closure skill, questioning skill and stimulus variation skill, especially eye contact, gestures and body movement. It was because when they were teaching, they did not realize that they made some unconscious movement and gestures.

For general teaching ability, the students evaluated those four general teaching abilities. However, they more concerned on their language and grammar accuracy, class management and time management, confidence and self-performance. Time became the most difficult thing to be managed. Thus, the students really evaluated it when they watched the recorded performance.
2. Students’ Perceptions on the Use of Recorded Performance to Do Self-Reflection in Microteaching Class

Almost all of the students had positive perceptions on the use of recorded performance in microteaching class. Only a student had negative perception. They agreed that recorded performance was useful for them to do self-reflection. It really helped the students especially recall their memory about what they have done during the teaching practice. Generally, recorded performance helped them do self-reflection in detailed and self-reflection would help them to improve their teaching skills and set the goal for next better achievement. When the students watched their performance, they could analyze their strengths and weaknesses clearly, in both basic teaching skills and general teaching ability.

Even though some students felt ashamed watching themselves in the video, they still feel enthusiastic to watch the recorded performance. They perceived watching recorded performance of their teaching practice as positive experience and leaded them to be more confident to teach better.

B. Suggestions

There are many important things that the researcher obtained from this research. Moreover, the students also gave their own suggestion for the use of recorded performance to do self-reflection in microteaching class. The students offered some suggestions from their perception to maximize the use of recorded performance to do self-reflection

a. It is better to give students the recorded performance and feedback and comment form the observers. They can be written or spoken comment so we
can compare the comments form the observer and the reality we see in the recorded performance

b. It is better if the recorded performance given to the students is not only the recording combined from 3 video cameras in the class. If we can receive the video from each camera, it will be better. We can see the whole corner of the class and what the students do when we teach.

c. It is better if watching recorded performance is obligatory for the students to do and the students have to write the reflection based on what they watch in the video. The reflection could be different from weekly reflection.

Based on the components that the students evaluated by watching recorded performance, students’ perception on the use of recorded performance and students’ suggestion to maximize the use of recorded performance, the researcher tries to offer some suggestion to maximize the use or recorded performance in microteaching class.

1. For the Lecturers who Teach Microteaching, especially in Sanata Dharma University

First, it is better for the lecturers to design an observation sheet that will require the students to watch their recorded teaching performance. The observation sheet can consist of an instruction to watch the recorded performance first and then fill the observation sheet. Then, the students have to submit the result of their observation. As the result, the students will watch their recorded teaching performance as soon as possible. Second, it will be better if the lecturers ask the students to write their weekly reflection based on what they watch in the
video of their teaching performance. In addition, the result of observation sheets from the lecturers and the observers should be given to the students as soon as possible, therefore they can compare the result of observation with the reality in the recorded performance. It will help the students become autonomous and independent learner. They can reflect themselves and find their strength and weakness in teaching.

2. For the Students who Join Microteaching Class

Based on students’ perception on the use of recorded performance to do self-reflection, it is clearly elaborated that most of students admitted that recorded performance is important and useful for them. They could reflect and evaluate their own teaching by watching the recorded performance. They could recall their memory about their teaching practice. By reflecting on their teaching, the students could find out their strengths and weakness in teaching. They could find the components of Basic Teaching Skill and General Teaching Ability that they master. After reflecting on their performance that they see in the recorded performance, the students could set the goal of their next teaching practice. They become independent learner. They direct themselves to achieve better performance in the next teaching practice.

Therefore, the researcher really suggests the students to watch the recorded performance of their teaching. They do not need to feel ashamed. The recorded performance precisely give them more confidence to be better for the next teaching practice, since they could see what went well and what need to be
improved. The recorded performance provides detailed and vivid information of students’ teaching practice.

3. **For Future Researchers**

Based on the research results, most of the students have positive perception on the use of recorded performance to do self-reflection. Therefore, the researcher recommends the future researcher to conduct researcher related to the use of recoded performance to do self-reflection in microteaching class. The future researcher could enrich the existing research by adding some important research on the effect of watching recorded teaching performance in the next students’ teaching practice. The researcher could design an assignment for example in the form of observation sheets maximizes the use of recorded performance in microteaching class.
REFERENCES


APPENDICES
Appendix 1

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Hal : Permohonan Ijin Penelitian

Kepada

Yth. Bapak Ag. Hardi Prasetyo, S.Pd., M.A.

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

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Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:

Lokasi : Universitas Sanata Dharma
Waktu : April-Mei 2011
Topik/Judul : Students’ Perception On The Use of Recorded Performance to Do Self-Reflection in Microteaching Class

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 28 Maret 2011
u.b. Dekan
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusan Yth.:
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Hal : ________________________________
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Waktu : April-Mei 2011
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Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 23 Maret 2011
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1. ________________________________
2. Dekan FKIP
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Lokasi : Universitas Sanata Dharma
Waktu : April-Mei 2011
Topik/Judul : Students’ Perception On The Use of Recorded Performance to Do Self-Reflection in Microteaching Class

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

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Lokasi : Universitas Sanata Dharma
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Topik/Judul : Students’ Perception On The Use of Recorded Performance to Do Self-Reflection in Microteaching Class

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Viyakerta, 28 Maret 2011
u.h. Dekan
Kena Jurusan Pendidikan Bahasa dan S

C. Tutyandari, S.Pd., M.Pd.
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Tembusan Yth.:
1.  
2. Dekan FKIP
Appendix 5

Permohonan Ijin Penelitian

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Lokasi : Universitas Sanata Dharma
Waktu : April-Mei 2011
Topik/Judul : Students' Perception On The Use of Recorded Performance to Do Self-Reflection in Microteaching Class

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 29 Maret 2011

[Signature]

Ketua Jurusan Pendidikan Bahasa dan Seni

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Tembusan Yth.:
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2. Dekan FKIP
Appendix 6

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Nomor : ||2 / Pnl/Kjur/IPBS/ || / 2011
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Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VIII (Delapan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi Makalah, dengan ketentuan sebagai berikut:

Lokasi : Universitas Sanata Dharma
Waktu : Mei 2011
Topik/Judul : Students' Perception On The Use of Recorded Performance to Do Self-Reflection in Microteaching Class

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

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Tembusan Yth.:
3. 
4. Dekan FKIP
Appendix 7

Questionnaire

Class:
Student Number:
This questionnaire is aimed to fulfill the data of research about the use of recorded performance to do self-reflection in microteaching class.

Part I. Put a tick (✓) in the column which correspond to the degree of agreement with the statement listed on the left. Please do it honestly. Your answer will not affect your mark in this course.

<table>
<thead>
<tr>
<th>Degree of agreement</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You have experienced on being recorded in a classroom before</td>
</tr>
<tr>
<td>2</td>
<td>You have experienced on watching your recorded performance in a classroom before</td>
</tr>
<tr>
<td>3</td>
<td>You are interested in the use of recorded performance in your teaching practice</td>
</tr>
<tr>
<td>4</td>
<td>You are motivated to teach better when your teaching practice is recorded in microteaching class</td>
</tr>
<tr>
<td>5</td>
<td>It is necessary to record your performance when you are teaching in microteaching class</td>
</tr>
<tr>
<td>6</td>
<td>You watch your own recorded teaching performance</td>
</tr>
<tr>
<td>7</td>
<td>You watch your recorded teaching performance soon after you receive the DVD</td>
</tr>
<tr>
<td>8</td>
<td>You watch your recorded teaching performance from the beginning until the end of your teaching practice</td>
</tr>
<tr>
<td>9</td>
<td>You do self-reflection after watching your recorded teaching performance</td>
</tr>
<tr>
<td>10</td>
<td>You compare the result of observation sheet with the reality that you reflect from your recorded performance</td>
</tr>
<tr>
<td>11</td>
<td>You write reflection based on what you see in your recorded teaching performance</td>
</tr>
<tr>
<td>12</td>
<td>You reflect and evaluate your Set Induction and Set Closure Skill</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>You reflect and evaluate your Explaining Skill</td>
</tr>
<tr>
<td>14</td>
<td>You reflect and evaluate your Questioning Skill</td>
</tr>
<tr>
<td>15</td>
<td>You reflect and evaluate your Reinforcement of Student Participation Skill</td>
</tr>
<tr>
<td>16</td>
<td>You reflect and evaluate your Stimulus Variation Skill (e.g. your body movement, gestures, voice, interaction style, eye contact, material focusing and switching sensory channel)</td>
</tr>
<tr>
<td>17</td>
<td>You reflect and evaluate your Material Mastery</td>
</tr>
<tr>
<td>18</td>
<td>You reflect and evaluate the way you manage the class</td>
</tr>
<tr>
<td>19</td>
<td>You reflect your self performance while you conducted teaching practice (e.g. How you dress, how your hair is, etc)</td>
</tr>
<tr>
<td>20</td>
<td>You reflect and evaluate the use of language and grammar while you conducted teaching practice</td>
</tr>
<tr>
<td>21</td>
<td>You reflect and evaluate the mistakes you experienced in your teaching practice after watching your recorded performance</td>
</tr>
<tr>
<td>22</td>
<td>The use of recorded performance helps you recall your memory about what you have done in your teaching practice.</td>
</tr>
<tr>
<td>23</td>
<td>Your recorded performance helps you identify whether the goal of teaching that you have planned is achieved or not</td>
</tr>
<tr>
<td>24</td>
<td>The use of recorded performance helps you improve your teaching performance</td>
</tr>
<tr>
<td>25</td>
<td>After watching your recorded teaching performance, you are able to identify your teaching strengths</td>
</tr>
<tr>
<td>26</td>
<td>After watching your recorded teaching performance, you are able to identify your teaching weaknesses</td>
</tr>
<tr>
<td>27</td>
<td>After watching your recorded teaching performance, you set up a goal to have better achievement in your next teaching performance.</td>
</tr>
<tr>
<td>28</td>
<td>After watching your teaching performance and make reflection, you are motivated and more confident to teach better</td>
</tr>
</tbody>
</table>
Part II. Answer the following questions.

1. What do you think about the use of recorded performance to do self-reflection in microteaching class? Please, explain your answer.
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

2. What components do you evaluate by watching your recorded teaching performance?
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

3. Does your recorded teaching performance affect your teaching abilities in microteaching? Please, explain your answer.
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Thank You ^^
Appendix 8

Interview Questions

1. When you taught in Microteaching class and your performance was recorded by camera video, what did you feel? Did it affect your performance?

2. After getting the DVD of your recorded performance, did you watch it soon? What was your reason deciding to watch your recorded performance?

3. Is watching the recorded teaching performance important in your learning process in Microteaching class?

4. Does watching your recorded teaching performance help you do self-reflection easier?

5. Is recorded performance useful to improve your teaching skill? Please explain your answers.

6. As you know, there are General Teaching Ability and Basic teaching Skills in Microteaching. Did you reflect all components of them? Please mention the components that you evaluated.

7. Do you have any suggestions to improve the use of recorded performance to do self-reflection in Microteaching class, in order to make it more useful for student teachers?
Appendix 9

Questionnaire Results

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You have experienced on being recorded in a classroom before</td>
<td>14 (47%)</td>
<td>5 (17%)</td>
<td>2 (7%)</td>
<td>9 (30%)</td>
</tr>
<tr>
<td>2</td>
<td>You have experienced on watching your recorded performance in a classroom before</td>
<td>15 (50%)</td>
<td>8 (27%)</td>
<td>2 (7%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>3</td>
<td>You are interested in the use of recorded performance in your teaching practice</td>
<td>1 (3%)</td>
<td>1 (3%)</td>
<td>19 (63%)</td>
<td>9 (30%)</td>
</tr>
<tr>
<td>4</td>
<td>You are motivated to teach better when your teaching practice is recorded in microteaching class</td>
<td>0 (0%)</td>
<td>5 (17%)</td>
<td>12 (40%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>5</td>
<td>It is necessary to record your performance when you are teaching in microteaching class</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>15 (50%)</td>
<td>15 (50%)</td>
</tr>
<tr>
<td>6</td>
<td>You watch your own recorded teaching performance</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>12 (40%)</td>
<td>17 (57%)</td>
</tr>
<tr>
<td>7</td>
<td>You watch your recorded teaching performance soon after you receive the DVD</td>
<td>1 (3%)</td>
<td>7 (23%)</td>
<td>6 (20%)</td>
<td>16 (53%)</td>
</tr>
<tr>
<td>8</td>
<td>You watch your recorded teaching performance from the beginning until the end of your recorded performance</td>
<td>0 (0%)</td>
<td>4 (13%)</td>
<td>6 (20%)</td>
<td>20 (67%)</td>
</tr>
<tr>
<td>9</td>
<td>The use of recorded performance helps you recall your memory about what you have done in your teaching practice.</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>8 (27%)</td>
<td>21 (70%)</td>
</tr>
<tr>
<td>10</td>
<td>Your recorded performance helps you identify whether the goal of teaching that you have planned is achieved or not</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>14 (47%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>11</td>
<td>The use of recorded performance helps you improve your teaching performance</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>16 (53%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>12</td>
<td>After watching your recorded teaching performance, you are able to identify your teaching strengths</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>16 (53%)</td>
<td>12 (40%)</td>
</tr>
<tr>
<td>13</td>
<td>After watching your recorded teaching performance, you are able to identify your teaching weaknesses</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>16 (53%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>14</td>
<td>After watching your recorded teaching performance, you set up a goal to have better achievement in your next teaching performance.</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>15 (50%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>15</td>
<td>After watching your teaching performance and make reflection, you are motivated and more confident to teach better</td>
<td>0 (0%)</td>
<td>3 (10%)</td>
<td>17 (57%)</td>
<td>10 (33%)</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>16</td>
<td>You do self-reflection after watching your recorded teaching performance</td>
<td>1 (3%)</td>
<td>3 (10%)</td>
<td>19 (63%)</td>
<td>7 (23%)</td>
</tr>
<tr>
<td>17</td>
<td>You compare the result of observation sheet with the reality that you reflect from your recorded performance</td>
<td>2 (7%)</td>
<td>8 (27%)</td>
<td>18 (60%)</td>
<td>2 (7%)</td>
</tr>
<tr>
<td>18</td>
<td>You write reflection based on what you see in your recorded teaching performance</td>
<td>3 (10%)</td>
<td>6 (20%)</td>
<td>16 (53%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>19</td>
<td>You reflect and evaluate your Set Induction and Set Closure Skill.</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>20 (67%)</td>
<td>8 (27%)</td>
</tr>
<tr>
<td>20</td>
<td>You reflect and evaluate your Explaining Skill.</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>20 (67%)</td>
<td>8 (27%)</td>
</tr>
<tr>
<td>21</td>
<td>You reflect and evaluate your Questioning Skill.</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>20 (67%)</td>
<td>8 (27%)</td>
</tr>
<tr>
<td>22</td>
<td>You reflect and evaluate your Reinforcement of Student Participation Skill.</td>
<td>1 (3%)</td>
<td>2 (10%)</td>
<td>22 (73%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>23</td>
<td>You reflect and evaluate your Stimulus Variation Skill (e.g. your body movement, gestures, voice, interaction style, eye contact, material focusing and switching sensory channel)</td>
<td>0 (0%)</td>
<td>1 (3%)</td>
<td>13 (43%)</td>
<td>16 (53%)</td>
</tr>
<tr>
<td>24</td>
<td>You reflect and evaluate your Material Mastery</td>
<td>0 (0%)</td>
<td>4 (13%)</td>
<td>17 (57%)</td>
<td>9 (30%)</td>
</tr>
<tr>
<td>25</td>
<td>You reflect and evaluate the way you manage the class</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>15 (50%)</td>
<td>13 (43%)</td>
</tr>
<tr>
<td>26</td>
<td>You reflect your self performance while you conducted teaching practice (e.g. How you dress, how your hair is, etc)</td>
<td>1 (3%)</td>
<td>3 (10%)</td>
<td>15 (50%)</td>
<td>11 (37%)</td>
</tr>
<tr>
<td>27</td>
<td>You reflect and evaluate the use of language and grammar while you conducted teaching practice</td>
<td>0 (0%)</td>
<td>2 (7%)</td>
<td>14 (47%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>28</td>
<td>You reflect and evaluate the mistakes you experienced in your teaching practice after watching your recorded performance</td>
<td>0 (0%)</td>
<td>3 (10%)</td>
<td>14 (47%)</td>
<td>13 (43%)</td>
</tr>
</tbody>
</table>
Appendix 10

Raw Data of Questionnaire Results (Open-ended Questions)

A. What do you think about the use of recorded performance to do self-reflection in Microteaching class? Please, explain your answer.

1. The use of recorded performance in microteaching class is very effective to do self-reflection. We can aware about what we did in the whole teaching by watching the video. It is because sometimes we didn’t realize that we had done some mistakes. The video can be an evidence for me to know how the learning-teaching running.

2. I think it is very useful and important thing to help us evaluate our performance.

3. It helps the teacher candidates to reflect and evaluate all the important aspects in teaching such as our teaching skills, gestures, time management, class management, etc.

4. It is useful for us to do self-reflection. We can see all detailed points that we had done in the class while we were teaching. It also helps us recall the memory about what we had done during the teaching-learning process.

5. I think the use or recorded performance is very useful because it help us to evaluate our weaknesses and our strengths in order to do better performance.

6. It is good because it helps students to recognize strengths and weaknesses in their own teaching.

7. Recorded Performance helps me to recall my memory about what have done in my teaching practice. It also helps me to improve my teaching performance.

8. The use of recorded performance helps me to see my performance. By seeing the recording, I could notice the mistakes and my weaknesses. It also helps me to improve my teaching skill, then.

9. That’s good actually although sometimes it made me feel nervous (because I noticed that I was being recorded). Recorded performance helps me in understanding the mistake I made when I was teaching. It is useful to help me in improving my teaching skills.

10. It is absolutely useful. I didn’t really know what really happened in my teaching. I thought that my first teaching was successfully done, but there were still many things to fix. By watching my teaching video, I am able to identify what will need for the next teaching. Some improvement and adjustment would be made.

11. Yes. By watching the video I can see what went well and what have to be improved. After knowing what is my weakness, I have to improve it and teach better in the next teaching.
12. It is very useful because it can help us to know what to improve from our teaching and to learn from our mistakes that are done in our practice.

13. I think it is good media to be used in microteaching. It’s also important for me to see my own performance through the recording, because by watching me teaching as a teacher I could assess my self. The most important is to see whether I looked nervous when facing the student. The ‘mimic’/expression are also important for teacher I guess.

14. I think the use of recorded performance is very useful. This system can help to recall what I have done in teaching. I can see my strength and weak.

15. It’s good because by watching our performance we can evaluate ourselves. What need improvement and what went well.

16. I think that recorded performance can help me to evaluate what’s going good and bad. So, I can improve.


18. Good, it can help me to reflect my progress and look my weakness and my strength.

19. Good, it can help to look and make a reflection from my self.

20. It’s useful for me to know about my strength and weaknesses in teaching.

21. It’s important to improve and evaluate what I’ve done before. It really helps us as one of member in microteaching class to see whether we are good or not.

22. My opinion about the use of recorded performance to do self-reflection in microteaching class is useful. Because the recorded can help me to reflect and evaluate my performance. It’s the easiest way to identify and improve my teaching skill.

23. It helps teachers to evaluate their performance. In order to teacher can do better in their next performance.

24. It’s good. Sometimes, I was too ashamed of my self when I wanted to reflect my teaching on the same day so I could play the recording a week after and I could get my image when teaching.

25. Good. Help me to reflect what have went well and what need improvement.

26. I think the use of recorded performance to do self-reflection in microteaching is very important because from the recording we can see our performance and improve our weakness.

27. It’s good, we can recall our memory about teaching the whole class. With recorded performance I can see every single movement I made from the video I can feel how my students’ feeling when I was teaching. I think it’s very useful.

28. It is very good way to know my strength and weakness.
29. The use of recorded performance to do self-reflection in microteaching class is very important and helpful. Sometimes we didn’t realize our mistakes while teaching. By watching the video directly we can realize our mistakes while teaching.

30. I think it’s an effective way to help microteaching students to improve teaching skills. Through recorded performance we can see what is our strength/weakness and we can motivate ourselves to do better after we watch the recorded.

B. What components do you evaluate by watching the recorded performance of your teaching performance?

1. My class management, grammar accuracy, appearance, my induction and closure.

2. - About stimulus variation skill especially eye contact
   - About self-confidence
   - About speaking fluency

3. All components stated in the questionnaire

4. I evaluate my teaching skills such as: induction and closure skill, how I give questions and explanation about the material, my appearance, time and class management, stimulus variation skills, grammar and speaking fluency.

5. Grammar accuracy, pronunciation, teaching strategy, class management, movement, voice.

6. Mostly my time management, teaching strategies, and my language.

7. Appearance, class management, teaching style on setting induction and closure, pronunciation, grammar accuracy.

8. My appearance, the way I teaching (gesture, confidence, etc), time management, pronunciation, fluency, grammar accuracy, and students’ response to my teaching.

9. I evaluate the way I speak: intonation & pronunciation, grammar mistakes, body movement and facial expression.

10. Gestures, volume, mimic, the way I moved around the class, the material focusing, how I give questions and the explanation.

11. Managing class, grammar and fluency, pronunciation.

12. Set induction, set closure, the way I explain the material, my gestures and movement in class, my pronunciation, my fluency, speaking and giving instruction, how I manage the class, the students’ responses to my teaching style.

13. Appearance, students’ response, students’ interest, my expression, my grammar and pronunciation, the way I talked, whether it was too fast or not, all things that could be seen by the observer and students.
14. The components I evaluate by watching the recorded performance are style, strong and weak, grammar.
15. The language and grammar, body movements, material mastery.
16. I evaluate my fluency on speaking English, my teacher position while teaching, my reinforcement for students, the way I deliver the stimulus and how I distribute the material.
17. Voice, pronunciation, appearance, fluency.
19. Self-performance
20. Gesture, induction and closure, questioning skill
21. All the way I speak, the way I ask questions, the way I answer the students’ questions, the way I manage the class, the way I encourage the students to be interested to the topic.
22. The components that I evaluated by watching the recorded performance of my teaching performance are all the skill of teaching. But, I concerned in the weakness and strength.
23. Appearance, Gesture, Volume of voice, Grammar
24. I evaluate material mastery, language, grammar, confidence, class management, reinforcement and questioning.
25. The way I deliver the materials (my instruction), my fluency, my grammar, my appearance also
26. My performance, set induction and closure, material mastery, questioning skill, explaining skill, class management
27. How I manage the class, my appearance, confidence, set induction and closure, reinforcement and students’ participation.
28. All of them, the appearance, body movement, the way I deliver my lesson, set induction, set closure, etc.
29. I evaluate my Set induction, set closure skill, questioning skill, explaining skill, reinforcement of students’ participation, stimulus variation skill, material mastery, the way I manage the class, self-performance(hair and dress), language, grammar, pronunciation.
30. The use of language, grammar, questioning skills, reinforcement and stimulus variation skill.

C. **Does your recorded teaching performance affect your teaching abilities in microteaching? Please, explain your answer.**

1. Yes, it does. The recorded can become my guidelines to do improvement in teaching.
2. Yes, it does. Because by watching the video I can see my performance so I know what should be improved to be better.
3. Yes. It reminds me not to do the same mistakes again. It makes me aware at many important aspects that I have to improve in my teaching.

4. Yes, it does. By watching the recorded of my teaching performance, I could set the goal for my next teaching by identifying my strength and weakness. Then, it would help me improve my teaching ability.

5. Yes, after I watched it, I try to improve my weakness and I try to find a perfect teaching strategies.

6. Yes, it helps me to recognize my strength and weaknesses in my teaching. So I know what to improve.

7. Yes, It does. The recorded performance helps me look my self-performance and decide what to be improved and what to be minimized.

8. Yes, because it helps me in improving my teaching abilities in microteaching.

9. I think yes, because after I watched the video, I try to reduce the use of “OKAY” in my teaching.

10. I hope so. Because I haven’t taught for the second and third performance. I believe with this video I know what would be working on. After all, recorded performance for microteaching is absolutely useful and it’s really worthy.

11. Yes, it does. We need to evaluate our own performance. We can do our self-assessment on our teaching. So we know what to improve.

12. Yes, it does, I can learn from the recording so that in the future IO can teach better and do not do the same mistakes.

13. Yes, of course. I tried to learn from my mistakes and not to do it again latter. Experience is the best teacher.

14. Yes, it does. It improves my knowledge and awareness in teaching. It can lead me to be a professional teacher in the future.

15. Yes. It motivates me to be better for the next practice. I can reflect my self what should be improved on my teaching.

16. Yes, it does. In my opinion, because of recorded teaching performance I will always try to do my best. But, I will always do my best on teaching even though it is not recorded.

17. Ya, karena jadi ingin memperbaiki hal-hal yang kurang (kelemahan) supaya bisa lebih baik lagi dan mendapat nilai yang bagus. Tapi ngajar nya tetap deg-degan, gak bisa santai.

18. Yes. After I see my recording, I can fix my weakness. From the recording also I can be better in teaching practice because I can see what things that need to be improved.

19. Yes, after I saw my recording, I can learn from that.

20. Yes, I can learn from the video. I’ve realized about my body language better after I watch the video.
21. Yes, it does. It helps me identify my strength and weakness to develop my teaching abilities.
22. Yes, it does. Because by watching the recorded teaching performance I can improve and evaluate my weakness in teaching.
23. Yes, because after watch my recorded teaching performance I try not to repeat my mistakes.
24. Yes, a bit. It helps me to correct what hasn’t going well and maintain what was going well.
25. Yes, I become more aware with my grammatical mistake also some words that I tend to repeat.
26. Of course, yes, because we will know our ability of teaching when we watch the recording.
27. I think yes, because it makes me to try / do my best in next teaching.
28. Yes, it helps me to know my strength and weakness.
29. Yes, it does. I tried to reduce my unimportant body movement when I taught the lower class. I did that because I saw in my recorded teaching performance that I did so many unimportant body movements.
30. Yes, it does. The recorded catch everything that I did in my performance (body movement, questioning skill, reinforcement even unnecessary movement, etc). After I watch my own recorded, I found that I did so many mistakes and its motivate me to do better for my next performance (I can learn from my evaluation, based on my recorded teaching performance).
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Positive Answer</th>
<th>Negative Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When you taught in Microteaching class and your performance was recorded by camera video, what did you feel? Did it affect your performance?</td>
<td>1. But after that I feel accustomed to the video camera.</td>
<td>I feel nervous at the first teaching practice.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2. After that I feel accustomed</td>
<td>The first thing that I feel is nervous because I realize I am recorded, so it look like there are many eyes watch on me. It affects my performance especially on my voice. Then I speak so carefully.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3. I think positively that the video of my teaching will be effective later on.</td>
<td>In the first I feel nervous but it is not longer anymore.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4. I don’t feel nervous. I only think that it is different observed by lecturer and being recorded. It doesn’t affect my teaching performance.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>5. I think being recoded is good because it will be watched later on. It didn’t affect my performance</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>6. Actually it does not affect my performance, only a little.</td>
<td>When I know that I am recorded, I feel a little bit nervous. <em>kayak ngerasa dibayang-bayangi gitu</em></td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Positive Answer</td>
<td>Negative Answer</td>
</tr>
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</tr>
<tr>
<td>2</td>
<td>After getting the DVD of your recorded performance, did you watch it soon?</td>
<td>1. finally I decided to watch because I am interested to look at my self.</td>
<td>I didn’t watch the recorded performance soon. I postponed watching the video because I feel ashamed watching my self..hehehe.</td>
</tr>
<tr>
<td></td>
<td>What was your reason deciding to watch your recorded performance?</td>
<td>2. But after several weeks I decided to watch it. I watch it before final test.</td>
<td>After receiving the video I postpone to watch it because I feel ashamed watch on myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I watch it to help me reflect my self to prepare the final test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. But, finally I watched the video because I want to know how my performance is.</td>
<td>I postponed watching the recorded performance because I was lazy to ask the DVD ..hehe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Actually I watched it before second test so I could see my weaknesses.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. After receiving the DVD, I directly watch the recorded because I am interested to see how my teaching, especially because it is my first teaching which being recorded.</td>
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<tr>
<td></td>
<td></td>
<td>5. I watch it soon because I want to see my performance.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is watching the recorded teaching performance important in your learning</td>
<td>1. Yes, it is important in my learning process to teach better.</td>
<td></td>
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<tr>
<td></td>
<td>process in Microteaching class?</td>
<td>2. Yes it is important. Like I said before</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. Yes, in my opinion it is important. Therefore, we can see how our recoding is.</td>
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<tr>
<td></td>
<td></td>
<td>And we can reflect on our weakness. Besides we are also able to borrow others’ recoded performance to see and understand the right one teaching.</td>
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<td></td>
<td></td>
<td>4. Yes, It is important to watch the video and then evaluate the strength and weakness.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Positive Answer</td>
<td>Negative Answer</td>
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</tr>
<tr>
<td>3</td>
<td>Is watching the recorded teaching performance important in your learning process in Microteaching class?</td>
<td></td>
<td>5. I think recorded teaching performance is not too good but I will be fine if there is recorded performance because I have ever taught before and I have ever been recorded outside microteaching class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Yes, It’s so important because later on it can become a feedback for us. I can see my strength and weakness in teaching.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Does watching your recorded teaching performance help you do self-reflection easier?</td>
<td>1. Yes, it helps me do self-reflection and then write reflection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Yes, watching recorded teaching performance helps me do self-reflection and write reflection. It is so useful for me to improve my teaching skill since I could see what I have done in the class. I can see my strength and weakness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Yes, by watching recorded teaching performance, I feel easier in doing self-reflection and writing the reflection. For example, I could see hmmm how my body language is,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Yes, watching my recorded performance helps me do self-reflection easier and it helps me a much write the reflection</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Yes, it helps me do self-reflection easier but it does not affect on writing reflection because I am lazy to write the reflection</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Positive Answer</td>
<td>Negative Answer</td>
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<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Does watching your recorded teaching performance help you do self-reflection easier?</td>
<td>6. Yes. It helps me do self-reflection easier. By watching the recorded performance, I am helped to write my reflection. I remember what I have done. I know and understand what I have done. It helps me recall my memory.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Is recorded performance useful to improve your teaching skill? Please explain your answers.</td>
<td>1. Yes, it is useful for me because when I teach absolutely I could not see my self and only based on feeling. But from the video I can see my self when I teach. I could see the weakness and strength clearly.</td>
<td>2. Yes it is so beneficial to help me improve teaching skills. I could see and understand my weakness and strength. I could improve the weakness and keep the strength.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Yes, it is useful because I could reflect my self easier and know my weakness and what to be improve for next teaching practice.</td>
<td>4. Yes, it is beneficial to help me improve my teaching skill especially for teaching strategy. I could reflect it by watching the video. I can see how confident I am when I teach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. It is so useful by watching the video I can learn from my mistakes while teaching.</td>
<td>5. It only gives a little benefit for me. But if that is my first time to teach in class, I think it will be good.</td>
</tr>
</tbody>
</table>
### The Components that Students Evaluate by Watching the Recorded Performance

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Positive Answer</th>
<th>Negative Answer</th>
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<tbody>
<tr>
<td>6</td>
<td>As you know that there are General Teaching Ability and Basic teaching Skills in Microteaching. Did you reflect all components of them? Please mention the components that you evaluated.</td>
<td>1. I evaluate all those five components of basic teaching skills. I evaluate them because I concerned on the progress of my teaching skills. I evaluate them when I watch my recorded teaching performance. I also find that watching the recorded of my teaching performance helps me writing my weekly reflection.</td>
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<td>2. Yes, technically I evaluated all those five basic teaching skills. I evaluate self-confidence, teaching strategy, and the relation between my students and I when I teach them and how I manage the class.</td>
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<td></td>
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<td>3. I do not evaluate all components of basic teaching skills.</td>
<td>I only evaluate my gesture and my time management...hehehe. I more concerned on my gestures because it is my weakness... ohh my gestures looked weird, just like that. And I also evaluate my class and time management.</td>
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<td></td>
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<td>4. Yes. I evaluate all those components of basic teaching skill such as set induction and closure, questioning, explaining, stimulus variation and giving reinforcement to the students. Besides, I also evaluate my self-performance especially my physical performance while teaching, my pronunciation and grammar, and How good I master the material. Then, I also evaluate my class management.</td>
<td></td>
</tr>
</tbody>
</table>
As you know that there are General Teaching Ability and Basic teaching Skills in Microteaching. Did you reflect all components of them? Please mention the components that you evaluated. 

6. Actually, I mostly evaluate my unconscious movement, then grammar and pronunciation. However, I also evaluate those five basic teaching skills that I have when I taught in the class. I could see them by watching the video, how I open and close the class, how I give questions and explain, my reinforcement.

Though I am not too interested to watch the video I still evaluate my performance.

6. I evaluate from the beginning until the end of teaching. The components that I evaluate most when I watch the video are my eye contact, the way I teach the students, how I perceive students’ questions and especially the mistakes in arranging time and language. I also evaluate the way that I can use to make the students close to me without being too intensive to them.

Students’ Suggestions to Maximize the Use of Recorded Performance in Microteaching class

Do you have any suggestions to improve the use of recorded performance to do self-reflection in Microteaching class, in order to make it more useful for student teachers?

1. I think I have no suggestion, It is good enough. Overall, recorded performance is useful to help me do self-reflection in microteaching. Overall, recorded performance is useful to help me do self-reflection in microteaching

2. Actually, in my opinion it will be better if the recorded performance given is not only the recording combined from 3 video cameras in the class. It will be better if we can receive the video from each camera and see the whole corners of the class and what
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<tr>
<td>7</td>
<td>Do you have any suggestions to improve the use of recorded performance to do self-reflection in Microteaching class, in order to make it more useful for student teachers?</td>
<td>the students do when we teach them. Overall I do agree that recorded performance is useful to help us do self-reflection in microteaching class</td>
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<td>3. I think watching recorded teaching performance should be an obligatory task, and we have to write reflection really based on what we watch in the video. The reflection must be different from weekly reflection.</td>
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<td>4. I think it will be better if the video is given with the feedback from the observer and comments are attached. The feedback can be oral or written feedback. Overall, for me, recorded performance is beneficial to help me do self-reflection in microteaching class.</td>
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<td>5. I think one of the recordings can be evaluated together in the class and it focuses on unconscious movement when we teach. Overall, it is useful for them who start to practice teaching in microteaching class.</td>
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<td></td>
<td></td>
<td>6. I think it is quite good. Nothing to be changed and added. Recorded performance helps me do Self-reflection in microteaching class.</td>
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</table>
### Appendix 12

#### Raw Data of Students’ Weekly Reflection

<table>
<thead>
<tr>
<th>No</th>
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<th>General Teaching Ability</th>
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<tbody>
<tr>
<td>1</td>
<td>081214031</td>
<td>Material Mastery:</td>
<td>I think that the lesson went well because I can handle the class and prepare the material well. I think I have prepared all the material well. The lesson was at appropriate level. <strong>Teaching strategy:</strong> What makes the lesson not successful is that I gave less time to the students to speak whereas it must be speaking class. I realize that I spoke too much in front of the class, so the strategy was teacher center not the student center. I also create the activities based on the goal.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>081214039</td>
<td>Material Mastery:</td>
<td>I think the lesson was successful because the students gave positive responds to my lesson. <strong>The use of language and grammar:</strong> I think there were a lot of weaknesses of the lesson; the first one was my pronunciation, sometimes I pronounced some words incorrectly and I did not recognize it <strong>Time Management:</strong> The second one was time management. I only had five minutes left but I was still asking my students to present their conversation, my lecturer said it’s quite risky because it’s time to make set closure, I should mind it. <strong>Class Management:</strong> I think the strengths of the lesson were I could manage the class They answered my questions, did the exercise and asked some questions I reprimanded the students who did not pay attention to their friends and I involved the students to answer my questions.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>081214037</td>
<td>Material Mastery- teaching strategy: It was successful in some ways, such as when I used the video, the students got interested <strong>The Use of Language and Grammar:</strong> Actually I am still confused on how to correct the pronunciation or</td>
<td>Set closure Skill: The other thing I regret was I didn’t hear the bell that reminded me to end the class. That’s why, I didn’t make a proper set closure. <strong>Reinforcement:</strong> Well, at first I had thought about giving them general feedback after</td>
<td></td>
</tr>
</tbody>
</table>
grammar of the students when they were doing the monologue, because they had finished speaking, but I forgot to do that. I also forgot to

give reinforcement for the students who answered my questions.

3 081214037 if I corrected all of their mistakes while they were speaking, their concentration might have been disturbed or maybe they would be reluctant to speak.

4 081214034 Material Mastery
The weaknesses of the lesson were how to make the students interested in my material and burn their spirit out. Actually my material is not difficult but the way to attract the students is difficult.

The Use of Language and Grammar
My own weakness is that I cannot arrange good sentences to attract students’ attention to the lesson.

5 081214035 Time Management: I think it is my weakness. When I taught, I just went it flow. As the result, I ran of time. Time management is so important

Language and Grammar: Sometimes, I made grammatical mistake and mispronunciation.

Stimulus variation Skill:
I think I smile too much then my students often laugh at me seeing my facial expression.

Questioning skill: I gave students some questions related to material after we discussed it together

Set Closure: In closing activity, I asked the students to review the material given. I also gave some assignments.

6 081214132 Self Performance:
Mind My T-Shirt

Material Mastery: I should make the recording of listening material more natural. I need to have contextual conversation.

Language
The teacher language was much more difficult that the topic being learned

Set closure
I ask the students to write what they have learned

7 081214110 Material Mastery-teaching strategy:
Teaching class ran good but they were only 2 students who could practice speaking

Language and grammar:
I still make mistakes on grammar and pronunciation
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<td>Basic Teaching Skill</td>
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<tr>
<td>8</td>
<td>081214145</td>
<td><strong>Time Management:</strong> I realized that I was bad on my time management. <strong>Material mastery and teaching strategy:</strong> I have too many activities and materials to transfer to my students. The strength of my teaching method was how I can get the students’ attention. <strong>Language and Grammar:</strong> I need more practice on spelling and pronunciation.</td>
</tr>
<tr>
<td>9</td>
<td>081214133</td>
<td><strong>Material Mastery:</strong> I could deliver the material well. The student asked some questions to me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Language and grammar:</strong> I should pay attention on my pronunciation and grammar.</td>
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<td></td>
<td></td>
<td><strong>Time management:</strong> I was happy because I could finish the lesson in time.</td>
</tr>
<tr>
<td>10</td>
<td>081214024</td>
<td><strong>Time Management:</strong> I run out time. Well, I realize that time management is very crucial in teaching learning activity. <strong>Material Mastery:</strong> I did not know what really happened to me, I could not transfer my material well.</td>
</tr>
<tr>
<td>11</td>
<td>081214013</td>
<td><strong>Material Mastery:</strong> I got difficulty to find appropriate material for listening skill</td>
</tr>
<tr>
<td>12</td>
<td>081214015</td>
<td><strong>Time Management:</strong> Actually I had managed that I should finish the speaking activity with sympathy card before the timer showed that I still had 5 minutes to teach.</td>
</tr>
</tbody>
</table>
Explaining Skill: I asked the student to practice the dialog first before discussing together. Then I explained expression to the students by using power point. I tried to explained the material without saw the slides but I didn’t feel confident at all to do that.
Reinforcement: when the students answered my questions, I gave them some reinforcements such as, very good, great,

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<tr>
<td>12</td>
<td>081214015</td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>081214014</td>
<td>Language and Grammar: My grammar accuracy was bad, either my pronunciation. Actually I had a plan of the material but when I was teaching, I forgot anything about it.</td>
<td>Stimulus Variation skill- Voice: Although my performance was bad, at least I had loud voice and seemed to be confidence in front of my students</td>
</tr>
</tbody>
</table>
| 14  | 081214009     | I need to improve my speaking skill | Set Induction: I greeted and asked the students simple questions about their condition (questioning skills). They said they were tired so I invited them to stand up and did small warming up. 
Set Closure: Almost 2’ left I concluded that day’s material and gave them assignment. After that I closed that day’s lesson by greeting them 
Questioning skills: I also had given clear questions to the students about the material. 
Explaining skill: I continued the lesson by explaining about generic structure and language features. After Explaining I gave students printout a recount reading text and 5 comprehension questions |
| 15  | 081214086     | Class management: I can handle the class and throw away my nervous and afraid. 
Time management: I had finished the material but the alarm didn’t ring yet. I was afraid if I taught too fast. 
Language and Grammar: I often made mistakes in my sentences and also pronunciations. | Explaining skills: The way I deliver the material is quite boring. |
<p>| 16  | 081214045     | Class management: I can handle the class, when the students made noise I asked them to answer my questions | Set Induction: I opened the class with greeting, asking the last lesson and giving a game as the warming up |</p>
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<td>General Teaching Ability</td>
</tr>
<tr>
<td>17</td>
<td>081214055</td>
<td>Material mastery- teaching strategy: I need to be more enthusiastic in teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language and grammar: I also have to pay attention to my pronunciation and grammar accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time management: I should teach 25 minutes but in fact, I finished less than 25 minutes.</td>
</tr>
<tr>
<td>18</td>
<td>081214051</td>
<td>Material Mastery: I didn’t give appropriate assessment to the students.</td>
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<tr>
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<td></td>
<td>I taught expressing sympathy but students’ performance in front of the class did not make sense</td>
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<tr>
<td></td>
<td></td>
<td>related to facial expression.</td>
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<tr>
<td></td>
<td></td>
<td>Time Management: I could finish my performance less than 25 minutes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I need more improvement in grammar accuracy and pronunciation</td>
</tr>
<tr>
<td>19</td>
<td>081214064</td>
<td>Class management: I could not handle the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I did a lot mistakes in grammar and I chose wrong diction</td>
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<tr>
<td>20</td>
<td>081214102</td>
<td>Language: While I was teaching I made a lot of mistakes arranging my words in explain the materials</td>
</tr>
<tr>
<td>21</td>
<td>081214111</td>
<td>Material mastery- teaching strategy: I was able to make the classroom alive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My material targeted on students’ needs of understanding spoken expressions of accepting and</td>
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<tr>
<td></td>
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<td>declining an invitation.</td>
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<td></td>
<td></td>
<td>Time management: I think I need to have a good time management in the next teaching practice</td>
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<tr>
<td></td>
<td></td>
<td>and real teaching.</td>
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<tr>
<td>22</td>
<td>081214094</td>
<td>Time Management: I was not able to manage my time. In fact there were still 3 more minutes</td>
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<td></td>
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<td>left and I could not use it effectively.</td>
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</tbody>
</table>
Class Management: I was happy because I could manage the class although it was still need improvement.

Explaining skill: I realized that I was not confident. It can be seen when I explained the material. My speaking fluency was not good. In explain the material I didn’t give the students detailed information.

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<tr>
<td>23</td>
<td>081214107</td>
<td>Time Management: That was bad time management. I arranged the Lesson plan but I did not followed my plan. Material mastery; However, my material was good enough. It was an appropriate level for senior high school student grade X. <strong>Language and grammar:</strong> I need to work hard to increase my speaking fluency and pronunciation.</td>
<td>Induction: I spent much time in my set induction. <strong>Stimulus variation skill-Voice:</strong> I could not feel any part of my teaching went well except my voice volume and confidence.</td>
</tr>
<tr>
<td>24</td>
<td>081214096</td>
<td><strong>Language and grammar:</strong> My negative thing is still about grammar such as, I sometimes said “are you agree?” it should be “do you agree?”</td>
<td>Explaining skill: I explained the material as clear as possible. some students asked me questions but fortunately I could answer the questions.</td>
</tr>
<tr>
<td>25</td>
<td>081214068</td>
<td>My weaknesses were talking to blackboard, having few <strong>pronunciation and grammar</strong> accuracy.</td>
<td><strong>Stimulus variation skill-Voice:</strong> I started the lesson with loud voice</td>
</tr>
<tr>
<td>26</td>
<td>081214116</td>
<td></td>
<td>Set Induction: I can see in my video, I opened the teaching by asking them to share their experience about last holiday. <strong>Explaining skill:</strong> Then I directly came to the main material…I asked them to read and answered the questions orally…I required them to write the answers in piece of paper. My instructions were quite clear then the students could do the task easily. <strong>Set Closure:</strong> To close the lesson, I asked them to review the material.</td>
</tr>
<tr>
<td>27</td>
<td>081214067</td>
<td><strong>Material Mastery:</strong> I was able to deliver my material very well, my students were actively participated and my students able to active all the objectives that I made. <strong>Time Management:</strong> Unconsciously, the time was running so fast and the time was out while I have not finished my material yet.</td>
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</tr>
<tr>
<td>28</td>
<td>081214065</td>
<td><strong>Language and grammar:</strong> I still could not speak well and fluent. My pronunciation and grammar were bad.</td>
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</tbody>
</table>
Time management: I spent 31 minutes, meaning that I used 8 minutes over the time given. I need to work more on my time management, class management, material mastery and some basic grammar accuracy.

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<td></td>
<td>General Teaching Ability</td>
</tr>
<tr>
<td>29</td>
<td>081214077</td>
<td>Language and grammar: To be honest I aware that I was not fluent in speaking English, but I tried my best. My grammar was bad. I need to improve it for next teaching practice.</td>
</tr>
<tr>
<td>30</td>
<td>081214079</td>
<td>Language and Grammar: I realized that I made some mistakes in grammar and pronunciation. I think I need more exercise.</td>
</tr>
</tbody>
</table>