



**STUDENTS' OPINION ON ONLINE MICROTEACHING CLASS CARRIED
OUT DURING PANDEMIC COVID 19**

THESIS

*Submitted to English Teaching Department of Tarbiyah and Teacher Training
Faculty of IAIN Batusangkar as a Requirement to Obtain Bachelor Degree (S1) in
English Teaching*

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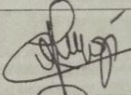
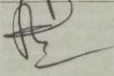
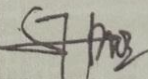


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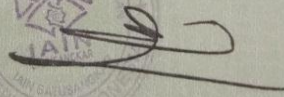
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ABSTRACT

GEBI YUSI ASWARI, NIM 15 300 400 043, judul skripsi: **“STUDENTS’ OPINION ON ONLINE MICROTEACHING CLASS CARRIED OUT DURING PANDEMIC COVID 19 (A Study of Microteaching Students of English Teaching Department in State Institute for Islamic Studies (IAIN) Batusangkar Registered in 2020/2021 Academic Year)**. Program studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Perkuliahan *Microteaching* secara daring memberikan opini yang berbeda bagi mahasiswa yang mengikuti matakuliah tersebut. Permasalahan yang dibahas dalam penelitian ini adalah belum terdeskripsikannya opini mahasiswa tentang pembelajaran *microteaching* secara daring selama pandemic covid 19. Tujuan dari penelitian ini adalah untuk mengungkapkan opini mahasiswa tentang kelas *microteaching* secara daring selama pandemic covid 19.

Jenis penelitian ini adalah deskriptif kualitatif. Informan penelitian ini berjumlah 7 orang, yang terpilih dari sejumlah mahasiswa yang sudah mengambil mata kuliah *microteaching* daring pada semester enam tahun akademik 2020/2021 dengan menggunakan teknik *purposive sampling*. Pada penelitian ini ada dua instrumen, peneliti berperan sebagai instrumen kunci dan pedoman wawancara sebagai instrumen pendukung. Teknik pengumpulan data adalah teknik wawancara mendalam. Untuk menguji keabsahan data, peneliti melakukan triangulasi waktu untuk mengkonfirmasi dan menggali data lebih rinci terkait masalah yang diteliti. Selanjutnya untuk menganalisis data, peneliti menggunakan teori Miles and Hubberman (1994), yang meliputi reduksi data, penyajian data, verifikasi data dan penarikan kesimpulan.

Berdasarkan analisis data, hasil penelitian menunjukkan bahwa ada beberapa opini mahasiswa tentang kelas *microteaching* secara daring selama pandemic covid 19. Hasil penelitian ini dibagi menjadi enam kelompok: (1) Kelas *microteaching* secara daring selama pandemic covid 19 tidak efektif (2) Tahap orientasi kelas *microteaching* yaitu bagus, siswa kesulitan karena tidak memiliki silabus untuk dipelajari, dan pertemuan selama orientasi tidak optimal (3) Tahap perencanaan berjalan lancar dan sangat membantu dalam praktik mengajar, dan mahasiswa kesulitan dalam menyesuaikan media dengan pembelajaran daring (4) Tahap praktik mengajar memberikan wawasan yang bagus kepada mahasiswa, praktek mengajar saat pandemic covid 19 tidak efektif, mahasiswa mengalami kesulitan dalam mencari siswa, mahasiswa kurang leluasa dalam praktek mengajar, dan mahasiswa mengalami kesulitan pada kapasitas memori *handphone* (5) Tahap diskusi efektif dan memberikan dampak baik kepada mahasiswa

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Microteaching is one of the subjects that place major contribution in preparing students become qualified teacher in the future. As a teacher, there are four competences that must have by a teacher. According to Permendiknas No.16 year 20017, they are professional competency, pedagogic competency, personal competency and social competency. Firstly , profesional competency is the ability of 1 2 mastering the learning material broadly and deeply. Secondly, pedagogic competency is the ability to manage the student"s learning process. Thirdly, personal competency is the ability to have good personality, attitude, sensible, authority, and good model for students. Lastly, social competency is the ability to communicate and interact effectively and efficiently with students, teachers, student"s parents and society.

English Department, as one of the departments in Tarbiyah and Teacher Training Faculty of IAIN Batusangkar, has responsibility to produce good teachers especially the English teacher. It is dealing with mission of English Department "*Terciptanya Sarjana Pendidikan Bahasa Inggris yang profesional dalam bidang pendidikan Bahasa Inggris yang mengintegrasikan nilai-nilai keislaman dan kearifan lokal*". To prepare the students be professional English teachers, it provides several compulsory subjects for the students, such as; Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Learning Strategy, English Curriculum and Material Development, Classroom Management, Method of Teaching, Language Testing, English Instructional Media, Micro Teaching and Pre-Service Teaching programs.

In this way, micro teaching is one of the subjects that gives contribution in preparing students to do real teaching in a school. Micro Teaching is as a tool for

the student – teacher to practice in teaching. According to Anthonia (2014:185) micro teaching is an excellent way to build up skills and confidence, to experience a range of lecturing/tutoring styles, and to learn and practice giving constructive feedback. Micro teaching not only gives instructors an opportunity to safely put themselves “under the microscope” of a small group audience, but also to observe and comment on another people's performances.

According to Allen in Hasibuan and Moedjiono (2008) Micro teaching has purposes to give a real teaching experience to the studentteachers to develop their basic teaching skills before they come to the real situation in school, and to prepare them to practise the theory and make them know the manner about teaching, and give them chance to learn the good way to be a real teacher and apply the skills in the real teaching.

English Department also provides micro teaching program. This subject has three credit hours followed by all students in the sixth or the seventh semester. The students take this subject if they pass prerequisite subjects. Based on curriculum at IAIN Batusangkar, there are several prerequisite subjects for English Department. They are: Classroom Management, English Instructional Media, Curriculum and Material Development, Pronunciation, Vocabulary and five basic skills in English (Speaking, Writing, Reading, Listening and Grammar).

Students who take this subject are divided into several groups that have eight or nine students maximally in one class, and it is supervised by one lecturer. In the first meeting, the lecturer will explain the students about micro teaching subject. The lecturer will suggest the student-teacher for several things, such as: they must prepare their lesson plan, and they must ready to perform teaching performance every week. Next meeting, the lecturer will teach the students how to open the lesson, how to deliver the material, and how to close the lesson. The student-teacher will do teaching performance step by step. For instance: this week, the student will perform how to open the class, next meeting

they will teach how to deliver the material, and next week they will perform how to close the class. As the final task, the student-teacher will do perform start from opening the class until closing the class, it is known by comprehensive examination.

In connection with the COVID-19 epidemic, the government has implemented Large-Scale Social Restrictions (PSBB) so that lectures which are face-to-face must be temporarily suspended and replaced with lectures from home or so-called in the network (Online). State Institute for Islamic Studies Batusangkar also applies this. As we know, online learning must also be adapted to course characteristics. Not all courses are only learned about theory, there are also courses that require practice. One of which is Microteaching courses conducted by all department of Tarbiyah and Teacher Training Faculty. Microteaching is usually done in a lab room with a variety of devices that have been provided. However there is pandemic of COVID-19 Microteaching practice must be carried out online. Like the English Teaching Department, IAIN chose to do practice microteaching from home or online learning with social media as an intermediary between lecturers and students.

According to Carliner (2003), online learning is access to learning experiences via various technology. Meanwhile, Anderson (2008) stated online learning is a subset of distance education that has always been concerned with providing access to an educational experience, more flexible in time and space than campus-based education. The definition of online learning during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology. The technology can be used like smartphone, laptop, i-pad, tablets and others. Many platforms are offered for online learning that can be integrated with the technology, such as Whatsapp, E-Mail, Google Classroom, Ruang Guru, Quipper, Zoom meeting, and other.

Furthermore, Anderson (2008) mentions some advantages of online learning for learners such as no time zones, location, and distance, in

asynchronous online learning, students can access the online materials anytime, while synchronous online learning provides real time interaction between students and teacher, the students can use the internet to access up to date and relevant with learning materials, and can communicate with experts in the field which they are studying. And then, the advantages of online learning for instructors or lecture is tutoring can be done anywhere, anytime, online materials can be updated, and learners can see the changes immediately; when learners can access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs, online learning systems can be used to determine learners' needs and to assign suitable materials for learners to select from, to achieve their learning goal..

The phenomenon based on the preliminary research at IAIN Batusangkar majoring in English Teaching Department. Microteaching online class consists of 6 groups, each groups consists of 8 – 10 students who are taught by different lectures. According to interviews that the researcher has conducted randomly with students who did online micro teaching courses, because the implementation of microteaching learning is online, students and lecturers prefer via WA, Zoom Meeting, Email, and Google Classroom. Using the Whats App (WA) application, this application is used as absences, discussing material, and lecturer feedback, and discussions of learning materials. Zoom Meeting is used for discussion between students and lecturers regarding teaching materials and videos that students have previously made. Email is used to send learning videos, because of the large duration and capacity most of the micro teaching classes use email to send their videos. Google Classroom is used to take attendance according to a group that is made by lectures and there is a time limit, sending material from lecturers and student assignments. Not all classes use all of the above applications, but it depends on the supervisor directing which application to use.

Opinion as a phenomenon, Nimmo in Mustika (2016:8) states opinion is an active response toward stimulus, a response that is constructed through someone

interpretation. It can be said that an opinion is a response toward a stimulus given to someone and become his or her interpretation. In addition, Labib in Prihatini (2014:22) writes that opinion is viewed as verbal answer that an individual gives in response to stimulus situation in which some general question is raised. Therefore, it can be concluded that opinion is an active response that viewed as verbal answer toward stimulus.

Opinion specifically in the field of teaching, has several importances. Allport in Lutfi (2017) stated the importances of opinions, they are; opinion is very sensitive to important events. Then, in general, opinion does not precede emergencies, it only reacts to circumstances. Based on the theory above, it can be conclude that the research about student opinions is important to do, because we can find out how someone views about something, and also as a consideration for evaluating or giving feedback from the class microteaching process.

Based on the phenomenon above, the researcher interests to conduct a research about Students' Opinionion on Online Microteaching Class Carried Out During Pandemic Covid 19 in sixth semester students of English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic year.

B. Research Focus and Question

Based on the background of problem above, it can be seen that due to covid 19 microteaching class changes the setting from face to face method to the online. The researcher focuses on Students' opinion on online microteaching class carried out during pandemic covid 19 in the sixth semester students of English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic year.

Based on the focus of the research, the researcher states the research question as follows: "What are the students' opinions on online microteaching class carried out during pandemic covid 19?, To be more specific, this study was expected to answer the following questions:

1. What are the students' opinions in orientation/introducing on online microteaching class carried out during pandemic covid 19?
2. What are the students' opinion in teaching planning on online microteaching class carried out during pandemic covid 19?
3. What are the students' opinion in teaching practice on online microteaching class carried out during pandemic covid 19?
4. What are the students' opinion in discussion on online microteaching class carried out during pandemic covid 19?

C. Definition of Key Terms

The researcher would like to define the key term as follows:

1. Students' opinion refers to response, view or thought either positive or negative, the sixth semester students of English Department about online microteaching class carried out during pandemic covid 19.
2. Online Microteaching class is interpreted as a class which prepares students to be a teachers in a smalleducational training method in order to improve teaching and educational skills carried out online using application platforms, such as Whatsapp, Google Meet, Zoom Cloud meeting, etc carried out during pandemic covid 19

D. Purpose of the Research

Base on the research question, the purpose of this research is to figure out students'opinions on online microteaching class during pandemic covid 19. To be more specific, this study was aimed to figure out the following goals:

1. The students' opinions in orientation/introducing on online microteaching class carried out during pandemic covid 19.
2. The students' opinion in teaching planning on online microteaching class carried out during pandemic covid 19.

3. The students' opinion in teaching practice on online microteaching class carried out during pandemic covid 19.
4. The students' opinion in discussion on online microteaching class carried out during pandemic covid 19.

E. Significance of the Research

By carry out this research, the researcher expects that it may gives some contributions to the lecture, students and the researcher.

1. Theoretical Significance

- a. The results of this study is expected to add knowledge and insights into the development of education especially regarding students' opinion on microteching class students' opinion on online microteaching class in sixth semester students of English Teaching Departement of IAIN Batusangkar Registered 2020/2021 Academic Year .
- b. The result of this study are expected to contribute to the science of English education, especially for English teachers who teach online microteaching class at IAIN Batusangkar Registered 2020/2021 Academic Year

2. Practical Significance

- a. English Students

This research is expected to give information to English students, specially the sixth semester students of English Teaching Department of IAIN Batusangkar about opinion on online microteaching class. Hopefully, it can prepare them well before come to real teaching.

- b. Lecturer

The result of this research are expected to give contribution to lecturer, specially for Microteaching lecturer. The lecturer can get information of opinion on online microteaching class. So the lecturer can give many

attentions on students and also can be the reference to improve the quality in teaching microteaching subject.

c. Researcher

For the researcher, can give valuable knowledge and experience to the researcher about students' opinion on online microteaching class. Besides, it is a requirement for the researcher to get an undergraduate (S1) in the English Teaching Program at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant theories

1. Opinion

a. Definitions of Opinion

There are various of definitions of opinion proposed by the experts. Cuplip and Center in Rahmatika (2015: 30) state that opinion is an attitude expression about problem that is in contradiction. Albig in Prihatini (2014: 22) explains that opinion is a statement about something that is in contradiction. The pervious ideas conclude that someone's attitude about something Opinion can be supporting something, opposing something, or even neutral.

Then, Abelson in Prihatini (2014: 22) highlights that opinion is what the individual says or puts in questionnaire. Nimmo in Riswandi (2007: 1) states that opinion is an active response toward stimulus, a response that is constructed through someone's interpretation. It means that an opinion formed from stimulus and become to someone's interpretation.

According to Nimmo in Mustika (2016:8) opinion is an active response toward stimulus, a response that is constructed through someone interpretation. It can be said that an opinion is a response toward a stimulus given to someone and become his or her interpretation. Opinion can be a judgment, viewpoint, or statement about the matter commonly considered to be subjective. In addition, Labib in Prihatini (2014:22) writes that opinion is seen as spoken answer that an individual gives in response to stimulus situation in which some general question is raised. Therefore, it can be concluded that opinion is an active response that viewed as verbal answer toward stimulus.

Based on the definitions above, in short opinion is someone expression, point of view, or statement toward some facts or object found in their sight. In the other words, opinion can represent information of process through tools of sense based on the past experience to object or event

b. Elements of Opinion

According to Abelson in Noary (2018: 10), there are three elements of opinion, as follows:

1) Belief

Belief is a deviation system with the experiences in past in it, including mind, memory, and interpretation to something. The important of beliefs depend on attitude system, namely evaluative beliefs such as pleasant and unpleasant, advantages and disadvantages, good quality and had quality, and beliefs about the way to response on an object.

2) Attitude

Something predisposition toward someone, idea or object which is fulfilled by cognitive components, affective, and conative, where these components belong to the attitude component. It is clearly discussed about someone feeling towards something. It can be concluded that attitude is meant as what someone really feels, otherwise, opinion is indicated about what someone states on a questionnaire after feeling about something

3) Perception

Perception is an internal process which is possible to opt, to organize, and to interpret the stimulation from around and that process will influence the behavior. Through perception will create an opinion Abelson in Pribatini (2014.24) confirm perception is the

basic of opinion and a process of giving meaning that take root from several factors, including:

- a) Cultural background, habits and customs that embraced by person/community.
- b) Past experience a person/group being a foundation or an opinion view.
- c) The values had (moral, ethical, and religious beliefs or values which are applied in the community).
- d) The News raised and give an impact on a person's view.

Therefore, there are three elements of an opinion, they are belief, attitude, and perception. Each points of the element of opinion have the relations one another.

c. Measurement of Opinion

According to Effendi in Prihatini (2014:25) opinion does not have levels or strata, but it has a direction. Those are as follows:

1) Positive Opinion

If opinions are displayed explicitly and implicitly supports the opinion objects (individual giving the agree statement). It means someone has positive opinion toward the issues. Someone agree with the statement or issue. Positive opinion can be group opinion or person opinion.

2) Neutral Opinion

If opinion that displayed impartially hesitate or giving doubtful statement. it means something the people hesitate or do not understand about the issues so they are abstained to give their opinion .

3) Negative Opinion

If opinion are displayed explicitly reject or denounce opinion objects (individual giving disagree statement). It means someone has a negative opinion about issues or someone disagree about the statement or issue

Based on the explanation above, it can be understood that there are three opinion measurements such as positive opinion, neutral or passive opinion, and negative opinion. Opinion is relatively different in every individual. Opinion can support something, oppose something, or even neutral

d. Kind of Opinion

There are several kinds of an opinion. Opinion expressed by people had various types as stated by Bogardus in Yudistama (2017:14), which are:

1) Personal Opinion

Personal opinion is the individual's interpretation concerning some problems where there is no view of the sane or an interpretation concerning all the facts at hand which in terms of interpretation it is difficult to give prove o opposition immediately

2) Private Opinion

Private opinion is a very important aspect for the development of a personal opinion. This caused private opinion is a part of the personal opinion which is not announced. Obviously, in private opinion it is not revealed publicly because of certain reasons stored personally in the hearts of people concerned.

3) Group Opinion

Group opinion can be divided into two items. First majority opinion, majority opinion is the opinion is the opinion express or

perceived by at least more than half of a group or an environment. Second minority opinion, a minority opinion is a conclusion which supported by less than half the item of members of the group concerned.

4) Coalition Opinion

If at some point in a group or in an environment that required the existence of an activity together, then some minority opinion join themselves in order to realize a majority opinion. Such opinion referred to the opinion of the coalition.

5) Consensus Opinion

The consensus opinion is a very important because it is realized by the process of discussion. The consensus opinion is a form of opinion which has more power than the majority opinion. In the opinion of consensus its supporters have mutual tolerance each other, everything is resolved in consensus based on shared considerations thus achieved agree.

6) General Opinion

The general opinion is the opinion which is rooted to the traditions and customs, evolving from the ancients to the present and has been accepted as such without the awareness and criticism. General opinion is usually based on the values and norms that tangible social sanctions.

Moreover, Effendy in Soemirat and Ardianto (2012: 107) state there are kind of opinion:

1) Individual Opinion

Individual opinion is an individual's opinion about something that happens in society. Opinions can agree or not agree.

2) Personal Opinion

Personal opinion is a personal original opinion on a social problem. A personal opinion is not necessarily a persona opinion, maybe it take over other people's opinions because it approves of them. Then in a issue is communicated to others as his opinion.

3) Group Opinion

Group opinion on social issues related to interests of many people, including this group of people.

4) Majority Opinion

The opinion of the people most of them related to a pro or con issue. Maybe someone else has a different opinion. Usually in an open forum in the form of an institution, for example parliament so that the number of pros and cons can be calculated.

5) Minority Opinion

The opposite of majority opinion. Minority opinion is the opinion of people are relatively few in number compared to their number related to a social problem.

6) Mass Opinion

Mass opinion is a continuation stage of public opinion. Mass opinion this transforms into a physical act.

7) General Opinion

General or public opinion is the same opinion of everyone inside a society on matters of public interest`

Base on theory above, we can conclude there are six kinds of opinion. They are personal opinion, private opinion, group opinion, coalition opinion, consensus opinion and general opinion. In this research, the researcher will focus on personal opinion because the researcher will ask students opinion on the practice on online microteaching class one by one.

e. Factors Influencing of Opinion

There are several factors that can influence an opinion. Mustika in Yudistama (2017:26) elaborate that opinion can be influenced by several factors, including the following:

1) Education

Education both formal and non-formal can influence and shape someone's opinion. An educated person has more independent attitude rather than the less educated one.

2) Social Conditions

The community consists of a closed group will have you narrower opinion than open groups. In a closed society communication with the outside is difficult.

3) Economic Conditions

People who can fulfill his basic needs, problems to survive are no longer dangerous. They are more calm and democratic.

4) Ideology

Ideology is the result of the crystallization of the existing values in the society. It is also a typical thought of a group because the starting point is the significance of the ego, then the ideology tends to lead to selfishness.

5) The Organization

In organization, people interact with other with a wide range of interests. People in the organization can transmit the opinions and desires. Because people in this group tend to be willing to equate his opinion, then public opinion is easily formed.

6) Mass Media

Public opinion can be shape by mass media. The mass media can shape public opinion by sensational news and sustainability.

Another, Rudi Panuju in Ollie (2011: 18) states several factors that can influence an opinion such as:

1) Psychological

There is no similarity between one individual with another, that exists only similarities have many differences. Difference between Individuals have different forms and ways of responding to different stimulus. Differences in psychological factors cause meaning to the same reality can produce different opinion.

2) Political Sociological

Political sociological can make the different opinion about something such as shows an image of superior, indicates individual participation in certain events, related to image, plan, and operation (action).

3) Cultural

Culture is a set of values used to manage, maintain, life, guard against internal and external disturbances, and develop human life. The values collected in the cultural system by the individual is used as a social identity or characteristics of membership in a particular cultural community.

4) Mass Media Factor

The interaction between the media and community institutions produces products in the form of media content. By audience, media content changed into clusters of meaning. What is the result of the process the encoding of the message is determined by the norms that apply in the society, past experiences of individuals, individual personalities, and selectivity of interpretation.

Then Abelson in Ruslan (2007: 66) states there are some factors can change opinion of people :

- 1) Cultural background, customs and traditions adopted person or society.
- 2) The past experience of a certain person/group becomes the basis of an opinion or view.
- 3) The values adopted (moral, ethical, and religious) or values prevailing in society).
- 4) The news, and opinions that develop then have an influence on someone's view can interpreted the published news can be change the people opinion.

From the theory above it can be concluded that there are some factors influencing opinion such as education, social conditions, economic conditions, ideology. the organization and mass media, so everyone has different opinion because there are things that influence the opinion, someone who has different education will have different opinion about something. It the same thing, if people have other differences.

f. Importance of Opinion

Opinion as a phenomenon, specifically in the field of teaching, has several importances. According to the Allport in Lutfi (2017) gathers several importances of opinions, they are; opinion is very sensitive to important events. Then, in general, opinion does not precede emergencies, it only reacts to circumstances.

Moreover, Nimmo (2000:25) mentions that there are three significances of opinion, as follow; 1) opinion has an active response content containing issues about a problem; 2) an opinion has a direction on a final decision on that opinion, such as agreeing or disagreeing, supporting or not supporting; 3) opinion has the intensity or how strong the impact of the issue. Intensity is defined as a measure of sharpness on

issues such as strong, moderate or weak. The stronger of the issue, the formed opinion will increasingly conical in a decision on the issue. Therefore, opinions, which are sensitive to importants events, do not precede emergencies, but react to circumstances, have active response content that contains of issue about a problem, have direction on final decision on that opinion, and have intensity, are the importances of opinion.

2. Microteacing

a. Definition of Microteaching

In this study, microteaching is means as a class which practice students to be a teachers in a simulated of small class and supply the students any facilitates to give them feedback on their teaching practice performance. So, that the students can evaluate and develop their teaching skill.

Kılıç (2010:82) states microteaching is a technique in teacher education which provides a transfer from theory to real teaching situations. In microteaching, preservice teachers find chances to develop they skills to prepare learning design or lesson plan, select the goal of teaching, take students attention, speak in front of group, asking some questions, managing time effective and efficient, and assessment of the study.

According to Anthonia (2014:185) microteaching is an brilliant way to establish skills and confidence, to experience a range of lecturing or tutoring styles and to learn and practice giving valuable feedback. Microteaching gives the teacher a chance to safely put themselves “under the microscope” of a small group audience, but also to observe and comment on other people's presentations.

While, Karçkay and Sanlı (2009:151) define microteaching is a technique that can be used for several types of different professional development. Especially, it has become a successful and an interesting method or technique for transferring theory into practice for a preservice teacher in a teacher education program. Every students who want to be a teacher must take this subject before face the real situatuion.

Then, according to Riska (2020 : 18) micro teaching is an instrument for teacher training, if offers the student the chance to practice teaching activities under controlled and simulate conditions such that the complexity of the real teaching situation is scale down in terms of the number of students, the amount of teaching time and the amount of teaching activities to which specific can be given.

And also states by, Al-Methan, Ameena Ebraheem (2006 : 2) mirco teaching is an organized teaching practice that has been guaranteed by many educators to be a quick, effective, efficient, and fun way to help student teachers go down to a head start during student teaching practice. The aim of practice is to give student teachers self confidence, support, help and feedback by letting them try out teaching among friends and colleagues.

In addition, Sabri (2010:148) defines feedback as a practice teaching for a student-teachers in a small class and also small audience and will be implemented in their environment around their friends under the teacher/lecturer guidance. It means that micro teaching is a practice for students who will be a teacher in the future and teach several students in a small class

Aida, Welven and Rivi Antoni (2017 : 101) Micro teaching is a teaching activity carried out by simplifying all the existing components. As the number of students (5-10 people) that only his

friends own environment, teaching time is only 15 minutes, teaching materials just one or two small items are only focused on specific teaching skills under the guidance of the supervisor..

Mahmud and Rawshon (2013:69) states that microteaching is a method or technique for training teachers where explicit use is made of the principle of feedback and where the teacher learning situation remains limited with respect such as the number of students, to whom the lesson is given, the duration of the lesson, the area of the lesson in terms of contents and didactic performance.

Based on some theories above, it can be summarize that microteaching means a process to perform like teacher and teach several students in small member in a short time. It will help the student to practice his/her skills in teaching before jump to the real situation of teaching. That there is a focus on training for the achievement of particular tasks, that allowance is made for increased control of practice and that the control knowledge of results or feedback measurement is very developed. Microteaching is a scaled down teaching conference in class time and class size.

b. Purpose of Micro Teaching

There are some purposes of micro teaching by experts. According to Anthonia (2014:186) there are several objectives or purpose of micro teaching. First, to teach teacher trainees to learn and assimilate some teaching skills under controlled conditions. Second, to teach teacher trainees to master some of teaching skills. Third, to teach teacher trainees to get confidence in teaching. Fourth, students understand the concept of Micro-teaching. Fifth, students can understand the principles underlying Microteaching. Sixth, can analyze the complex process of teaching into significant Microteaching skills.

The last, understand the procedure of microteaching for developing teaching skills.

According to Fauzi and Lugowi (2009 :5) Micro teaching has purpose to prepare the student-teachers to face the teaching world in the classroom in constructive, sportive and friendly situation. Microteaching helps students to prepare their mental, their skills in teaching. All of that makes the students being a professional teacher in the future.

According to Saban and Çoklar (2013:235) microteaching can provide the possibility of forming a trial situation for teaching activities. It means that micro teaching gives the students an experience to teach several students in classroom like a real teacher before they really come to the real situation of teaching process.

Then, Sabri (2010:148) argues that there are five purposes of micro teaching class for the student teacher. First, analyzing teaching behavior of their friends and themselves. It can be interpreted that during the learning process in micro teaching, the student-teachers can analyze their behavior in teaching so that they can find out which behavior can be used.

Second, the student-teachers should be able to apply specific skills in teaching activity. In teaching process, there are some components of teaching skills that will be done by student teachers like opening skill, closure skill, and explaining skill. The students will be asked to open the class well, then explain the material to the students, and also the students can close the class nicely.

Third, the student-teachers should be able to practice teaching technique correctly and appropriately. By analyzing teaching activities that is done by lecturer and students, the student-teachers knows which one of the best teaching techniques which can be done in the class. The

students can choose the best technique that will be effective to use for the students.

Fourth, the student-teachers should be able to realize the effective, productive and efficient teaching learning situation. By following micro teaching, student teachers have ability in managing time to create good situations of teaching. The students can manage their time while teaching and make the class environment becoming good.

Fifth, the student-teachers should be able to be a professional teacher. Professional teachers are teachers who can use all components of teaching skills in class. Through micro teaching, the student teachers learn several components of teaching skills that should they apply and practice in the classroom.

Based on the explanation of some expert above, it can be summarized that the purposes of micro teaching are to develop confidence of student-teachers, to analyze teaching behavior of their friends and themselves, to apply specific skill in teaching skills, to practice teaching technique correctly and appropriately, should be able to be a professional teacher and others.

c. Teaching Skill in Microteaching

According to Fauzi and Lugowi (2009:13) there are eight basic teaching skills in micro teaching class. The first is open and closure skills. This skill must be mastered by the student-teacher in teaching. Opening skill or set induction skill is an activity where the student-teachers try to create an interest environment in the first lesson. The student-teachers also try to lead the students to know the goal of the lesson that should be achieved in the end of the lesson. For closure skill,

is not only about close the class with saying hamdalah but the student-teachers try to conclude all of the lesson that have been learned before.

The second is explaining skill. From the student-teachers explanation, students can comprehend the lesson well. The students can get some knowledge and understand every word that the student-teachers already explained to them. From this skill, the students also can get valuable experience while listen the student-teachers explanation about the materials.

The third is variation skill. When the students feel bored in the class, the student-teachers must use their creativity to make the environment of the class become excited. Do not let the students feel sleepy or disturb the other students while learning. This condition make the class crowded and noisy. In this situation the variation skill of the student-teachers should be used. Example the student-teachers can get the students' attention in play some video to make the students back to the good condition to study.

The fourth is reinforcement skill. Reinforcement skill is all respond from the student-teachers that has purpose to increase the students attention toward the lesson. The reinforcement increase the students motivation to learn harder. This skill also can make the students more participate in the classroom.

The fifth is questioning skill. This skill has purpose to get the answer from the students based on the lesson that they have learned before. In this skill, the student-teachers do an evaluation and assessment. If the student-teachers ask students well, it can increase the students participation in the class.

The sixth is management class skill. Management class is the way the student-teachers manage the situation in the class. The student-

teachers asked to create the comfortable, effective class while learning. That condition make the students learn comfortably.

The seventh is guide the active learning skill. This method ask the student-teachers to teach not only one direction, but try to teach in many direction. the student-teachers ask students to explain the material related to the students' experience. It makes the students comprehend the lesson well.

The last one is making the lesson plan. Lesson plan describe procedure and learning management to achieve the goal or the purpose of the lesson in the end of the class. Making lesson plan must be innovative and creative. It helps the student-teachers to organize the lesson and explain the materials well.

According to Uzer (2010: 74) there are some basic teaching skills in micro teaching. First, questioning skill. It means teacher trainee should give a good question to their students in learning. Not only that, the students-teachers should now when she/he will give question to the students. She/he also must pay attention to the types of question. Are the question is realted to the materials or not.

Second, reinforcement skill. It means that when the teacher trainee teach several students about some materials, she/he must give a reinforcement toward his/her students. It'll help the students more understand. Reinforcement will show how much the students understand and can get the point of the materials.

Third, variation skill. To be a good teacher and make all of the students enjoy with our learning, teacher trainee should use a variation skill. It can makes students interested. The student-teacher can use creative idea to make the lesson more enjoy so students can understand easily and not bored while learning.

Fourth, explaining skill. It means when teacher trainee teach some students she/he must consider that she/he good to explain the material. So, students can understand about the material well. Students-teacher must avoid the useless word and just explain the point that related to the materials.

Fifth, induction and closure. This skills is how the student-teacher introduce the lesson and get the students attention in the first teaching. Or we can called how the student-teachers open the class nicely. Not only that, the students-teacher also must close the lesson well.

Sixth, group discussion skill. A good tacher can bring their students to do a group discussion while learning. The students-teacher can make a group discussion for students. It will help the students can discuss what they learn together.

Seventh, classroom management skill. It means that the teacher trainne must manage their class well when taeaching. This skill is related with group discussion skill. Because when students do a discussion they will sit in a group and sometimes they will talking each other and make some noise. In this case, student-teachers must has skill to manage the class. Make the class comfortable and enjoyable.

Last, individual teaching skill. This skill is depend on the student-teacher itself. Individual teaching skill is skill to teach or to perform like a teacher. Are the student-teacher can teach well or not. This skill is really important to learn.

Futhermore, Hasibuan and Moedjiono (2008:58) states that there are some skills that use in micro teaching skill. The first is reinforcement skill. How to give the reinforcement to the students for performing better than before.

Next, questioning skill. Ask the students about the materials and make sure the question is related with the lesson. Then, using a variation. How the students- teachers can get the students' attention in teaching while using some technique. Next, explaining skill. How to explain the material well to the students.

Next, open and closure skill. In this case, the students-teacher will ask to open and close the class nicely and interesting. Then, teaching individual skill. How the students-teacher can know well their students individually in the classroom. Next, classroom management skill. This is about how the student-teachers can manage the class well while learning. The last one is guide the students in discussion skill. Student-teachers will ask to have the skill how to bring the students want to join with small group of discussion in the classroom

Moreover, according to the Tarbiyah and Micro Teaching assessment book published by Faculty of Tarbiyah and Teacher Training at IAIN Batusangkar. First, the skills to open lessons begin with attracting students' attention to pray / take absences and prepare students mentally. Then motivate students to involve themselves in learning activities, namely by arousing curiosity, paying attention to student interests and warmth and enthusiasm. Furthermore, providing a reference/learning objective by stating learning objectives and providing an overview of the core learning material. Then convey the hook material by comparing new knowledge with old knowledge and explaining general concepts before the material is detailed and last do the apperception / pre-test by asking initial questions about the subject matter.

Second, the ability to convey / explain the material, what must be done is the clarity of the explanation, the meaning is that the material conveyed is correct, nothing deviates, then the language is clear and

easy to understand and does not use convoluted and dubious words and sentences and convey the material smoothly, don't falter. Then give examples and illustrations by providing examples to instill concepts, examples relevant to the explanation of the material and examples according to the age level, background and ability level of the student. Material Organizing, namely the pattern / structure of systematic delivery of material, providing an overview of important points and developing material explanations. Then emphasize the important points by emphasizing by repeating, stating with other sentences or mentioning one by one then emphasizing with sound, mimic and movement or demonstrating and emphasizing with media such as images or original media. The latter is feedback by asking questions (confirmation) to students to find out students' understanding of the explanation of the material.

Third skills of asking, namely disclosing clear and brief questions then providing guidance (reference) in the form of questions that contain information relevant to the answers expected from students by providing examples to instill concepts and disclosure of previous explanations. Then the distribution of turns to answer questions and provide time allocation for final thinking 24 encourages interaction of answers to each question between students.

Fourth is the skill to provide reinforcement, that is, there is verbal reinforcement such as words, for example, good, correct, precise, etc. then sentences, for example your job is better, I am happy with your work, etc. Non-verbal reinforcement, for example, is in the form of mimics and body movements, with touch, with approaching movements and with fun activities.

Fifth skills of variations, namely studying variations in teaching styles such as voice, namely tone of voice, volume, and speed of speech.

then mimics, expressions, gestures of hands and body. Then change the position of motion such as standing, sitting, walking, dsq. Contact gaze / attention to students and silence, giving quiet time in conversation (explaining).

Sixth is the skills of using media that will be studied, that is the performance of the media and the clarity of writing on the media, then the suitability of the media with the objectives and material and finally the ability to use the media such as time of use, determining the media and the accuracy of using the media for material clarity.

Seventh is the skill of managing the class, namely arranging seats according to the strategy used, organizing students so that students are actively involved in teaching and learning activities then arranging and utilizing learning facilities, responsive to learning situations (responsive in nature), giving warnings on time and on target and restores learning to its optimal state by focusing, keeping quiet, asking questions, etc.

Eighth is the skill of closing the lesson, namely by concluding the lesson / summarizing the material then carrying out 25 an assessment both of the process and results and providing follow-up (follow-up material)

Based on the theory above, we know that there are some major skills that must be mastered by a student who want to be a teacher in the future. They are introduction or how to open the class, explaining the lesson (skill to ask question, discussion, using a media properly, and how to manage the class well), skills to close the lesson well, and make the lesson plan skill.

d. Procedures in Microteaching

According to Ananthakrishnan in Saban and Çoklar (2013,:236) states that micro teaching process in nine stages. First, lesson planning, in this steps the student teacher should having clear cut objectives, and an appropriate planned sequence. Second, set introduction, it means the process of gaining students attention at the beginning of the class. Third, presentation, how the studentteachers narrating, explaining, giving appropriate descriptions or illustrations and examples, planned repetition where necessary. Fourth, stimulus variations, this is about avoidance of boredom amongst students by gestures, silence, movements, changing sensory channels, focusing and other. Fifth, proper use of audio like visual aids. Sixth, reinforcement, its about recognizing students difficulties, listening, encouraging pupil participation and response. Seventh, questioning, it is realted on fluency in asking questions, passing questions and adapting questions for the students. Eighth, silence and body language (nonverbal cues). The last, closure, the use of method to conclude a teaching part so as to bring out the relevance of what has been learnt in the day, it is connection with past learning and it is application to future learning.

According to Asril (2010:53) there are some steps that should be done by student teachers in micro teaching class. First, introducing about micro teaching. It define the lecturer gives knowledge to the student teachers about the micro teaching and information the roles and guides the student teachers about micro teaching.

Second, teaching planning. It means, before teaching practice, the student teachers should prepare what skills that will be taught to the students and make the lesson plan for teaching .

Third, teaching practice. It means, the student teachers have 10 to 15 minute to practice their teaching in micro teaching class with small number of students and small time of teaching.

Fourth is discussing. In this steps student teacher will do some discussion with the students like give some feedback or comments toward the student teachers performance.

Moreover, Sabri (2010:161) states there are some procedures in micro teaching. The first is introducing about the concept of micro teaching. It means that the lecturer gives information about the micro teaching and the information what should the student-teachers do for every meeting.

Second is preparing or teaching planning. The student-teachers will be aksed to prepare the lesson plan before they come to the class related to grade of class that they choose. Teaching planning will help the student-teachers teach in the right way. The students will not confuse when they start to teach.

Third is practicing teaching. Student-teachers will practice the teaching performance every meeting in micro teaching class based on the lesson plan that they made or prepared. For every teaching performance, the students will be aksed to teach in different theme of learning lesson.

Fourth is discussing. It means, after the student-teachers finish doing a teaching performance, the other students will give comments, suggestion, or critics toward the students' teaching performance and then discuss it. In discussion session, all of the students must be active to give a comments.

The last is feedback. After the students give their friend comments, the lecturer will start to give several feedback toward the students teaching performance. The feedback will help the students to

evaluate themselves about their teaching performance. Its hopefully can motivates the students to perform better than before.

Meanwhile, Kumar (2010: 54) states that there are nine steps in micro teaching. The first one is basic skill to be practiced is explained to the teacher trainee in terms of the purposes and items of the skill with suitable example. The second one is the teacher trainee gives the demonstration of the skill in micro teaching in simulated condition. Next, the teacher trainee prepare a lesson plan related to skill that want to his/her teach. Next, the teacher trainee teach a small of member students. Then, the supervisor or the lecturer give some feedback or comment toward teacher trainee performance. Then, in the value of the feedback given by supervisor, teacher trainee try to replant their lesson plan. then, the revised lesson is taught to another comparable group of students. And the last one is the supervisor observes the reteach lesson and gives some refeedback to the teacher trainee.

Based on explanation above, there some procedures of micro teaching that must be done by supervisor of micro teaching and student-teacher. They are introducing about the concept of micro teaching, prepare the lesson plan, practice teaching, discussing and giving feedback

3. Online Learning

a. Definition of Online Learning

According to Naidu (2006:1) online learning or E-learning is a learning and teaching process that uses information and communication technology. The letter “e” in e-learning defined “electronic”, e-learning can combine all educational activities taken by groups or individuals working online or offline, through networked or independent computers and other electronics. Furthermore, Neda (20011:465) online learning is

an application of electronic systems such as computers, internet, multimedia, that their goal to reduce the amount of expenses.

Then, Urdan (2000) stated online learning can be defined as the use of electronic media, including the intranets, internet, audio or video tape, interactive TV, CD-ROM and satellite broadcast to deliver the teaching and learning materials which involves a number of application and processes including webbased learning, computer based learning, digital collaboration and virtual classroom. Suartama (2014:20) also state through online learning, material provided to students can be accessed from anywhere and at any time, in addition to getting material that can be equipped or enriched with some various of supporting learning resources including multimedia that can be supported by teachers.

Moreover, Gonzalez & Louis (2018: 1) state that online learning is stated as learning taken from a distance assisted by electronic devices, for smartphones, instance tablets, laptops, and computers which has internet connection. Ally in Nugroho (2020: 53) states online learning means perceived as the utilization of internet in accessing materials such as having interaction with teachers, contents, and other students, and gaining assistance in learning process to gain knowledge or skills, make meaning, and progress through learning experience.

From theory above it can be know that online learning is a learning and teaching process that using electronic media specially the internet in supporting and transferring or learning and teaching process. This model of learning system makes it easy for students and teachers because learning can be carried out anywhere and also anytime.

b. Characteristics of Online Learning

There are several characteristics of online learning. Rusman (2013 : 264) stated some characteristic of online learning such as:

- 1) Interactivity, interactive in online learning means that the available more communication channels either synchronous (directly) like messenger or chatting and or asynchronous (indirectly) like mailing list ,forum,.
- 2) Independency, the intent of independency is flexibility in aspect of provision of place , time, materials and teacher. So, it causes learning to be student centered.
- 3) Accessibility, learning resources become easier to be accessed through internet with a wide access than the distribution of learning resource in conventional learning.
- 4) Enrichment, materials presentation and learning activity is used to enrichment. It allows the use of technological device such as simulation, animation and streaming video.

Then According to Rudi and Riyana (2007) as mention in Indrakusuma and Putri (2016:5) there are several characteristics of online learning such as:

- 1) The attractiveness of students to learning material does not depend on the learner or instructor, because students construct their own knowledge through teaching materials delivered through the website interface.
- 2) Sources of knowledge or information are everywhere and can be easily accessed by every students. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.
- 3) Learners or educational institutions function as mediators or mentors.

- 4) Obtained from a restructuring of education system policies, management and curriculum that can support the application of Information and Communication Technology for education optimally.

From several characteristics of online learning above can be conclude what differentiate conventional learning and online learning from activities. In online learning, students' comprehension of learning material no longer depends on the teacher or student, because students process their own knowledge through teaching materials delivered through the Online Learning application interface. In Online Learning too, sources of knowledge are scattered everywhere anytime and can be easily accessed by each students or teacher.

c. Benefits of Online Learning

According to Simmons (2002) stated that gradually, many organizations have adopted online learning as the main delivery method for training employees. Although the use of online learning systems is relatively expensive, a huge benefit can be drawn from these strategies for both educators and students. Then Ally (2007) also states in asynchronous online learning, students can access subject matter at any time, while Synchronous Online learning enables real-time interaction between instructors and students. Students can use the internet to access relevant and new material and also can communicate with educators or teacher in the field they are studying. Thus students can access or learn subject material without being limited in place and time, allow real interaction with other students and educators also can contextualize learning. For educators or teacher also get the same benefits that can be done learning from anywhere and at any time, can up grade material that can be immediately known by the students, direct students to

information base on to their needs, and if designed appropriately can be used to determine needs or interest and levels of the students' expertise and provide appropriate material to students to be selected in order to achieve the desired result.

Indrakusuma and Putri (2016:6) mentions some benefits of online learning such as :

- 1) Cost efficiency, online learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.
- 2) Flexible, the online learning gives flexibility in choosing the place and time to be able to access the learning material.
- 3) Learn to be independent, online learning provides chance for students to personally hold the entire procession in the learning process.

Based on the theory above, we know that there are some benefits of online learning such as cost efficiency of online learning, flexible in choosing the place and time to be able to access, and independent.

d. Advantages and Disadvantages of Online Learning

1) Advantages of Online Learning

According to L. Tjokro (2009) as mentioned in Indrakusuma and Putri (2016:7) there are some advantages from the application of online learning by using the students such as:

- a) Easier to absorb, it means in learning online learning can use multimedia facilities in the form of text, an image, sound, animation, and video.

- b) Much more cost effective, it means in online learning does not need an instructor, it can be anywhere, there is also no need for a minimum or maximum audience, and other.
- c) Much more concise, it means in learning online, learning does not contain much class formalities, subjects as needed, and directly into a subject.
- d) Available for 24 hours per day, it means that mastery in the material depends on the enthusiasm and also the absorption of students, can be tested by online test, and also can be monitored.

Base on theory above it can be conclude online learning has some advantages such as easier to absorb, much more cost effective, concise and available any time and any where as long as has network connections .

- 2) Disadvantages of online learning, According to Nursalam (2008 : 140) there are some disadvantages from the application of online learning such as:
 - a) Lack of an interaction between student and teacher or even between students themselves
 - b) This tendency can ignore the academic aspects, social aspects and also otherwise make the growth commercial aspects of business.
 - c) The learning and teaching process tends towards training rather than education itself.
 - d) The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using Information, Communication, and Technology.
 - e) Not all of internet facilities are available 24 hours per day at all places.

- f) Lack of a human resource that know the internet.
- g) Lack of understand in computer language.
- h) Access to an adequate computer can be a problem for students themselves. Students may be frustrated if they cannot access video, images, graphics and due to software and hardware (inadequate equipment).
- i) Availability of an infrastructure that can be fulfilled.
- j) The information varies in accuracy and quality so feature questions are needed and guidelines.
- k) The students can feel solitary

Based on the experts above it can be summarized that online learning not only has advantages but also has some disadvantages such as lack of an interaction between students and teacher, not all internet facilities are available, lack of skills in internet and computer language, so that can be problem in learning and teaching process.

e. Application Use in Online Learning

Based on interview the author a randomly with students was follow online micro teaching, there are several applications to online micro teaching:

1) Google Classroom

Annita Muslimah (2018:8) state that Google Classroom is useful to all of learner classes and inclusive of grownup learners. It additionally has a few advantages such as paperless, may be accessed everywhere and anywhere so long as there is net connection and from any devices, to talk among instructors and college students, to offer comments to college students, and customized mastering. It has a mastering characteristic that makes

instructors create and take care of assignments actively and additionally offer comments to college students.

Google Classroom makes it simpler for instructors to deal with college students work. It is simply useful for each instructors and college students, as it is straightforward and easy to use. Almio Susetyo Harjanto and Sri Sumarni (2019:173) state that Google Classroom is first of all introduced in 2004 through Google Apps for Education. This platform is specifically designed for academic functions to sell interactive mastering environment. This digital lecture room serves an area for instructors to create and publish materials (link, pictures, and videos), invite college students, behavior quiz, assign college students, and control administrative needs.

From the explanation of the theory above it can be concluded that Google Classroom is evolved with the aid of using Google for instructional functions that help a blended 26 studying platform. The customers can create a digital magnificence wherein may be functions as in traditional magnificence however store extra time, money, and area. Google Classroom is so easy to use, does now no longer take too many area on smartphone's reminiscence and assist trainer and pupil hold at the lesson's track.

According to Maylin Yohana (2020:20) how using Google Classroom for Teaching:

- a) Click classroom.google.com.
- b) Click on the "+" button to create your first class. You can find this "+" button next to your email address. Then press on the "Create Class" button.
- c) Add a class name a section, for example, Learning English; Translation; Section A

- d) You can add details of your class in the “About” tab. you can add a class description and instruction for the students. You can also mention in which room students meet for the traditional classes. Teacher’s email address and Google Drive folder for classroom materials can also be added. You can attach your course outline and lesson plan at the bottom
- e) Now students can join the classroom. If they have any institution Google account it is easier to join. Ask them to log in to Google Classroom through their personal account.

2) Zoom

According to Guzacheva (2020 : 458) Zoom is a cloud based service which offers Webinars and Meetings and provides content sharing and video conferencing capability. It useful, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, collaboration and webinars across mobile devices, telephones, desktops, and room systems. Zoom’s features allow English teachers to assess and explore the several skills through rich interactions with students. In addition to screen sharing.

Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. Teachers can record lessons and watch them again to assess students' weaknesses and strengths and learners can selfassess their skills by watching recorded lessons. Furthenmore, students can watch the recorded

lessons in a sequence to see their improvement over time. In addition, English teachers can assess students' development by showing the recorded lesson to another English teacher, whom they believe, and asking for constructive feedback.

3) WhatsApp

Nurazizah, Frihatin, & Sugiarto, (2019: 345) state that WhatsApp is a famous application, and it is used by a billion people around the world, including our students. Whatsapp application can be only accessible with the existence of the internet connection. In WhatsApp, there are several features that can help to the teacher and student in the process of learning and teaching. They are video, voice call and voice note. Thus, WhatsApp can be applied in the mobile phone. According to Roman (2016) people use this app, due to its 28 low cost; the sense of belonging to a group that creates a feeling of community and family; the immediate possibility of holding a fluent conversation, and the confidentiality maintained, unlike social media networks.

In the conclusion, it is , easy to use, free, fast, convenient, the personal mode of communication. Also, it is not only text messaging, but users can also send each other file, video, image and also audio messages. WhatsApp allows its users to use their Internet connection to send messages to each other. WhatsApp is a chat program for mobile phones. Smartphones are acceleratively popular, and WhatsApp is available on almost every Smartphone. According to Kukulska-Hulme, Norris, & Donohue (2015), WhatsApp has suitable features, first the application allows users to record voice messages, second the application allows users to create group chats, third the application allows users to send or receive videos, photos, audio files among other things and fourth while the

application requires the use of the Internet, nothing is posted online thus all messages remain private or personal, visible only to the members of the group (which will include only the students from a class). So based on the explanation of expert above, there are some features that can help to the students and teacher in the process of learning and teaching is WhatsApp group chat, WhatsApp voice note message, and send and receive audio files, photo, videos, among other things.

4) Electronic Mail (E-Mail)

Hershkop Shlomo, (2006 : 6) state that e-mail is a convenient medium to share files as attachments with other users in a group. Malicious attachments propagating worms or viruses are creating havoc with the email system and wasting email and information technology resources. Current email service providers utilize one or more integrated anti-virus products to check and identify malicious attachments. Electronic mail (E-Mail) is a public service suitable for automated message exchange among connected entities. Interoperability is guaranteed by several Internet standards, usually codified in the form of RFC (Request for Comments) documents. Subject to these standards are various protocols specifying the rules of what entities can communicate to each other as well as definition of the format of all transmitted messages. In this section, Kundrat Jan, (2009 : 9) state we provide a gentle introduction to the numerous standards which deal with this highly complex topic.

So e-mail or electronic mail means a way to receive and messages across the Internet by sending messages like image, videos etc, ranging in size file from small to large. To receive emails, you will need an email account and an email address. Also, if you want to send emails to other people, you will need to obtain

their email addresses. It's important to learn how to write email addresses correctly because if you do not enter them exactly true, your emails will not be delivered or might be delivered to the wrong person.

B. Review of Relevant Studies

In accordance, the researcher found some studies that related to this research. First, the research about “Online Microteaching: A Multifaceted Approach To Teacher Professional Development”. This research was done by Udan Kusmawan (2017). This study presented the results of the survey objective at revealing teachers’ opinions about whether or not online microteaching program helped develop their professionalism. To broaden services to teachers who are stay in Indonesia, many of whom are domiciled in isolated and remote. Therefore, using ICT means considered the best means of communicating with them, therefore they use online micro teaching. They do learning just by E-mail. Different from this reseach that the researcher conducted online micro teaching because of the pandemic covid thus make all learning to exchange online from homes and the researcher concluded reseach on four aplications, like WhatsApp, E-mail, Zoom Meeting, and Google Classroom. The similarity between his study and this research concluded by interview and and the same discuss about micro teaching.

Second, a study conducted by Riska (2020) entitled “Students’ Perception of the Micro-Teaching Practice”. This study specific on students' confidence in teaching practice and how students understanding teaching practice in microteaching. The students’ perceptions of designing lesson plan before microteaching practice and the students’ perceptions of the lecturer feedback and this study about students’ preception. The difference between this study and this reseach is this research is about students opinion on online micro teaching class.

The similarity between this study and this research is talking about microteaching.

Third is the research conducted by Laxmi Mustika Cakrawati, (2017) entitled “Students' Perceptions On The Use Of Online Learning Platforms In Efl Classroom”. Due to the rapid advancement of technology, teachers are expected to integrate technology into the classroom to engage students who are considered as digital-natives. Thus, Edmodo and Quipper as online learning platforms are widely used by English teachers in teaching and learning. The online learning platforms are also used as a supplementary tool to promote independent learning. This study focuses on students’ perceptions on the use of online learning platform in English as a Foreign Language (EFL) Classroom. The research involved 40 participants consist of junior and senior high school students in Bandung, West Java. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach. The results of the study indicated that majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson. The difference between this study and this research focus on students opinion on online microteaching class, the aims this research is to know whatt are the students’ opinion on online micro teaching class and this study about students perception on online learning. The similarity between the study and this research is talking about online learning, and also the research used qualitative research then using interview to got information from informant on online learning.

Last is the research conducted by by Tari Putri (2020) entitled “An Analysis of Teachers’ Strategies on English E-Learning Classes During Covid-19

Pandemic”. The study focused on the teachers’ strategies used in teaching English with online learning classes during the COVID-19 pandemic and. This type of research was field research with qualitative method. Data collection techniques in this study are observation, interview, and documentation. The different this study and this research is this research focus on the students opinion on online microteaching class and same with this research is various of research was field research with qualitative approach, but just use interview. The both research same during Covid-19 Pandemic. The researcher will do this research what are the students opinion on Micro Teaching Class, the informant to be use is students who took online Micro Teaching class in english teaching department 2020/2021 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research design is descriptive qualitative research. In this study the researcher describe about students' opinion on online microteaching class carried out during pandemic covid 19 in sixth semester students of English Teaching Department and focus on students' opinion on online microteaching class carried out during pandemic covid 19. According to Maleong (2006:6) qualitative research is the study intends to understand the phenomena of what is experienced by the subject of the research such as behavior, perception, motivation, action and many others in a holistic and then describe in some words and language in natural specific context by utilizing a variety of natural method. Moreover, Gay (2000:276) descriptive research involved collecting data in order to answer the question concerning with the status of the subject of the study. In this research, the researcher find out the students opinion on online microteaching class carried out during pandemic covid 19, a study of English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic Year.

B. Research Setting

The research setting refers to the place where the data collected. According to Sugiyono (2012: 145), a research requires research setting such as, at school, company, government institute, street, home and others. In this research the researcher was conducted at IAIN Batusangkar, especially to the students of English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic Year who took online microteaching class. There were 55 students who took online microteaching classes, grouped into 6 parallel classes and taught by 8 lecturers

C. Research Informants

According to Gay (2000:139), informant is chosen based on whom, the judge to be thoughtful and who have perspective, experiences, and informations related to the topic of the research. Informants are the people who know the background of the research. Furthermore, Bogdan and Biklen in Moleong (2006: 132) claim that the use of research informant for the researcher is to help the researcher to get information in short time. It is because the informant is used to speak, share ideas or comparing an event that found in other subject. In addition, Moleong (2006: 132) adds there are some criteria in selecting the research informant, they are: (1) honest, (2) loyal in appointment, (3) obedient of the regulation, (4) talk active, (5) subject is not involved at a certain subject and group has views about certain case that occur.

The informant of this research was taken by using purposive sampling technique. According to Creswell (2012:205), in qualitative research, the researcher identifies the informants and sites on purposeful sampling, based on places and people that can best help the researcher understand the central phenomenon. Further, Gay (2000:138), purposive sampling is defined a judgment sampling, the researcher selects a sample based on his/her experience or knowledge of the students to be sampled.

Therefore, the informants of this research were 7 students have taken online microteaching class carried out during pandemic covid 19 in sixth semester English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic Year. The researcher chose them because they responded well to the call made by the researcher and gave the needed information asunderstand the central phenomenon. Thus they were considered already experienced about microteaching class carried out during pandemic covid 19.

To get a good communication between the researcher and the informants, the interview used Bahasa Indonesia and Minangkabau language, so that the aim

of communication can be achieved perfectly. In collecting the data, the researcher record the interview between the researcher and informants. The interviews done by researcher and tell the informants that identity of informants would be confidential in this research.

D. Research Instrument

The instrument of this research was the researcher herself. According to Sugiyono (2008:125), in qualitative research the main instrument is the researcher her/ himself. Additionally, Gay (2000:19) states that the researcher relies on his self as the instrument of the data collection. The researcher should enter the setting to get the data, do the observation, do interview and and the researcher interprets the data by herself

As the key instrument, researcher used interview guidliness to find the information about the students opinion on online microteaching class carried out during pandemic covid 19 by referring to Asril's theory about process of microteaching class. Then, the researcher tried to do interview. The interview was collected from October 17 – November 10, 2021.

E. Technique of Data Collection

The data was collected by doing interviews. Kind of interview is in-depth interview. In this research, the researcher focused on students opinion on online microteaching class carried out during pandemic covid 19, a study of English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic Year.

F. Checking Data Trustworthiness

In checking the data Trustworthiness, the researcher used triangulation n order to enhance the accuracy of the data. According to Molleong (2006: 330) triangulation is technique, which will use to see the validity of the data by using

another way in collecting the data. It means that triangulation is technique for checking reliability and validity of the data by comparing or checking the data.

In this research, the researcher used technique of triangulation to check the data trustworthiness. After collecting the data from all informants by using interview, the researcher checked the data from some informants by using second interview. It used to get the data in different time and to confirm the first data from interview result about students opinion on online microteaching class carried out during pandemic covid 19.

G. Technique of Data Analysis

The data collect are recording, and interview about students' opinion on online microteaching class carried out during pandemic covid 19. All of them done analyze in three steps. They are reduction of the data, data display, conclusion, and verification of the data. According to Miles and Huberman in Sugiyono (2012:337) analyzing the qualitative data needs three activities, they are :

1. Data Reduction

The reduction of the data refers to the process of selecting, focusing, simplifying, abstracting, and data transforming the data exist from written notes or transcription. Reduction the data is occurring during interview or observation happen. It means that when the data is collect, the data phase of continuing of reduction is occurring. Like conclusion, codification, investigate of themes, grouping, and write memorandum.

In the data reduction, the researcher did some steps: first, listened to the results of the interviews. Second transcribed the results of the interviews Third, the researcher organized the sequence of all transcription, and coded the transcription that related to students' opinionion on online microteaching class carried out during pandemic covid 19 into tables. Third, the researcher gave initial for the informant such as I.1 as the first informant, I.2 as the

second informant, and so on, Then, the researcher bold the important point related to students' opinion on online microteaching class carried out during pandemic covid 19. The bold words with code PO1 is the first positive opinion in aspect one and so on, then NO1 is the first negative opinion in aspect one, and so on.

2. Data display

Data display is set of information that arranged possible to give possibility to take conclusion and treatment and then the researcher made a table that has clear information about the data based on their opinions into positive and negative opinion that related with Effendy's theory about measurement of opinion. In this step, the researcher used a table of students opinion on online microteaching class carried out during pandemic covid 19. Look at the table will help the researcher to found out the same opinion of the students on online microteaching class carried out during pandemic covid 19.

3. Conclusion and Data Verification

After reducing and display the data, the researcher made a conclusion and data verification. The purpose of this activity is to conclude the students' opinion on online microteaching class carried out during pandemic covid 19.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about the finding of the research about Students' Opinion on Online Microteaching Class Carried Out During Pandemic Covid 19 at six Semester Students of English Teaching Department of IAIN Batusangkar Registered 2020/2021 Academic Year.

Based on the data analysis, the researcher found there were five opinions on Online Microteaching Class. The opinion were : students opinion about online microteaching class carried out during pandemic covid 19 in general, opinion about orientation/introduction, opinion about teaching planning, opinion about teaching practice, and opinion about discussing on online microteaching class. There were explains clearly as follows:

1. Students opinion about online microteaching class carried out during pandemic covid 19 in general

a. Positive opinion

Based on The researcher asked to the informant about what are the students opinion about online microteaching class carried out during pandemic covid 19 in general, no one of the informant mentioned positif opinion.

b. Negative opinion

There were several informants proposed that their opinion on online microteaching class carried out during pandemic covid 19 in general was ineffective. When interviewing the informants, the students who mentioning this opinion were I.1, I.2, I.3, I.4, I.5, I.6 and I.6

The researcher did interview with Informant 7 on November 02, 2021, and the informant said:

I.7,NO1.1 “*kalau menurut saya pribadi kurang, kurang efektif jika microteaching kalau dilaksanakan secara online*”
(I’m personally, that online microteaching was not effective)

The same opinion also obtained from Informant 3 on November 10th, 2021, the Informant said:

I.3,NO1.1 “*menurut saya kurang efektif karena kita kuliahnya online kak, jadi kita hanya take video tanpa ada feedback dari dosen dan teman-teman langsung kak*”
(my opinion **ineffective** because we are online learning, so we just take a video without feedback directly from our lecturer and friends)

Next, Informant 2 has same opinion with informant before on October 27th, 2021, the informant said:

I.2,NO1.1 “*dosen kurang menjelaskan materinya mungkin karena perkuliahan praktek kak, jadi kinformant langsung saja menentukan silabus mana yang akan dibuat RPP nya kak, dan kinformant langsung take video kak karena perkuliahan nya online kak, sehingga tidak efektif menurut saya kak*”.
(the lecturer didn't explain the material, maybe it was because of the practice learning, so we *immediately* decided which syllabus to make the RP, and we will take a video, because the learning online, so it's **not effective** in my opinion)

After that, the same informations also stated by Informant 6 on November 02, 2021. the informant said:

I.6,NO1.1 “*Kuliah online, Apalagi microteaching itu dirasa kurang efektif gitu Kak Karena yang pertama, kita tidak bisa bertatapapan langsung dengan dosen jadi ketika kita menerima ilmu dari dosen itu rasanya kurang, kurang mantap gitu Kak, Terus yang kedua, kurang efektifnya itu juga dikarenakan daerah, jadi di daerah itu tidak mungkin selalu jaringannya bagus gitu kak, jadi ketika Dosen lagi menjelaskan kadang*

sinyalnya putus-putus jadi, Apa yang dimaksudkan oleh dosen itu tidak sampai kepada mahasiswa gitu kak”

(online learning, moreover microteaching is consider **ineffective**, because the first one is, we can't look the lecture directly, so when we receive knowledge from the lecture, it feels like it's lacking, it's not good. Next, the second one, less effective also because the area, in the area is not always has a good network, so when the lecturer explained sometimes the signal is intermittent so, what is meant by the lecturer does not reach by the students)

And then, the same opinion also mentioned by informant 1, on October 17th, 2021, the Informant said:

I1,NO1.1“***kurang efektif** karena menurut saya kalau misalnya pandemic itu yang terkendala sama misalnya jaringan, pas kuliah, kadang dosen mikronya menjelaskan saat kinformant 7tidak ada jaringan, jadi kinformant 7kurang paham gitu kak, apa sebenarnya microteaching itu”*

(It's **not effective**, because according to me, for example, the pandemic is having problem, for example the network, during learning, sometimes the microteaching lecturers explain when we don't have a network, so we don't really understand, what exactly is microteaching)

The same, Informant 5 has argued in interview on November 01st, 2021. the informant said:

I5,NO1.1“*Kalau menurut saya, **kurang leluasa kita gitu Kak, karena kita kan hanya secara virtual gitu Kak”***

(in my opinion, **we don't have the freedom to do that, because we're only online**)

The last one, the researcher got same information from Informant 4, on October 31st, 2021. the informant said:

I4,NO1.1“*menurut saya tuh kuliah micro teaching pada pandemic ini sangat susah Kak, Soalnya kan kita tuh harus mengirim video untuk tugasnya kak kepada dosen kalau secara offline kan kita bisa langsung ngajar, langsung tampil di depan kelas, kalau ini harus mengirim video itu susah kak”*

(my opinion, **microteaching class during the pandemic now very difficult, we should send a video** as a task to the lecture, if offline, we can teach right now in front of the class, if this should send a video, it's difficult)

Base on the interview, it can be conclude all of informant opinion about online microteaching class carried out during pandemic covid 19 is the online microteaching class informant stated that conducted learning via online. Students and lecturers conduct microteaching class such as explaining material or discussing microteaching learning using online learning portals, without direct meetings in the classroom. Students also make video recordings of teaching practices, after which they are sent to the learning link or sent to the lecturer. When recording the videos of teaching practice, students do it themselves without any direct feedback from the lecturer or their friends. This makes students less flexible in teaching practice. Not only that, students also experience poor internet connection, such as when the lecturer explains the material or when sending teaching practice videos because not all students have a good network because they live in different areas. Based on all opinions from informants, it can be concluded that the informant has negative opinion about microteaching class carried out during pandemic covid 19 because online microteaching are not effective.

2. Opinion about Orientation/Introduction of Online Microteaching Class Carried Out During Pandemic Covid 19

a. Positive opinion

There were several informants proposed that their opinion of Orientation/Introducing of online microteaching class carried out during pandemic covid 19, After doing the interview, the researcher found four informants stated positive opinions about Orientation/Introducing of online

microteaching class such as orientation of online microteaching is good because lecturer give learning contract in details, and the researcher found three informants stated negative opinions such as students have difficulty because don't have a real syllabus to learn and also meeting during orientation is not optimal.

First, The researcher did interview with Informant 1 on October 17th, Informant 1 said:

I.1,PO2.1 *“menurut saya sih bagus Kak, soalnya kan kalau misalnya dikasih tahu dari awal kontrak kuliah nya ada, yang sebelumnya, apa-apa saja kriterianya, jadi bisa jelas apa yang harus kita kerjakan ”*
(my opinion is **good**, because, for example, **if are told from the beginning of the learning contract, advance, what is the criteria, like that, so it can be clear what will be done**)

Then, the same opinion also mentioned by Informant 3 on October 31st, 2021. the informant said:

I.3,PO2.1 *“untuk berjalannya proses microteaching tu bagus kan kak, karena dosen sudah menjelaskan tentang kontrak kuliah, juga sudah di susun bagaimana proses kuliah microteaching tersebut kak ”*
(It's **good** for the microteaching process, **because the lecturer has explained about the learning contract and how the microteaching process has been arranged**)

And then the same utterance also stated by Informant 5 on November 6th, 2021. the informant said:

I.5,PO2.1 *“menurut saya sangat bagus Kak, karena Ibu dosennya menjelaskan rencana perkuliahan dan kontrak perkuliahan itu dengan detail gitu Kak ”*
(my opinion, **it's very good**, because the lecturer explained the learning plan and the learning contract in detail).

Similar with informant before, the researcher got same information from Informant 6 on November 02, 2021. the informant said:

I.6,PO2.1 "menurut saya pada saat tahapan orientasi itu **Cukup jelas, dikarenakan Alhamdulillah pada saat itu jaringan masih bagus, Nah jadi apa yang diterangkan oleh dosen itu dapat saya pahami gitu Kak, jadi saya tahu gambarannya, Apa sih yang akan dilakukan dalam satu semester ini gitu kak**"

(personally, at the time of the orientation stage it is **quite clear, because Alhamdulillah at that time the network is still good, Well, so what is explained by the lecturer can understand, so I knows the description, What will be done in this semester**)

From the information of informant 1, 3, 5 and 6 it can be know that orientation or introduction stage in online microteaching class carried out during pandemic covid 19 is good because the lecturer give learning contract to the students, then the lecturer explained about the description of microteaching subject. So the students are know with the criteria assessment of microteaching subject, so it can be clear what should the students do during microteaching class carried out during pandemic covid 19.

b. Negative opinion

There are informant proposed that their negative opinion in Orientation/Introducing on online microteaching class carried out during pandemic covid 19 stated by Informant 2, 7, and 4. Their opinion of Orientation/Introducing in online microteaching is students have difficulty because there is no syllabus and not maximal because microteching carried out online. The researcher did interview with Informant 2 on November 07th, 2021. The informant said:

I.2,NO2.1 *"jadi pada tahap orientasi saya diberikan penjelasan oleh dosen mengenai perkuliahan microteaching ini kak, kontrak kuliah juga tetapi tidak ada silabusnya kak"*

(at the orientation stage we had an explanation by the lecturer about this microteaching class, also a learning contract but there is **no syllabus**)

And also the same opinion mentioned by Informant 7 on November 02, 2021. The informant said:

I.7,NO2.1 *"kalau menurut saya agak sulit ketika kita menjalankan perkuliahan micro teaching secara orientasinya seperti, Ya kurang arahan sih kak, karena nggak ada silabus"*

(In my opinion, it's **a bit difficult** when we run micro teaching class in an oriented way like, **Yes, there is no direction, because there is no syllabus**)

Not far from the opinion of informant before, Informant 4 also mentioned on November 10th, 2021. The informant said:

I.4,NO2.2 *"karena perkuliahannya online jadi ranti merasa enggak maksimal gitu pertemuannya kak, tapi pada tahap orientasi dosen menyampaikan kontrak perkuliahan juga kak"*

(**because the learning is online, so Ranti feels that the meeting is not optimal**, but at the orientation stage the lecturer also conveys the learning contract)

Base on the information of the Informant 2, 7 and 4, it can be know opinion about Orientation/Introducing of online microteaching class carried out during pandemic covid 19 is the students don't have a real syllabus in online microteaching class d, so the students felt lact of direction not only that the students also felt online microteching class is not optimal because the learning is online.

3. Opinion about Teaching Planning of Online Microteaching Class Carried Out During Pandemic Covid 19

a. Positive opinion

There are informant proposed that their opinion about Teaching Planning on online microteaching class carried out during pandemic covid 19, After doing the interview, the researcher found three informant stated positive opinion the information of students opinion in Teaching Planning of online microteaching class such as teaching planning run well and very helpful for teaching practice. the otherside students should adapt the media to online learning. There are the results of interview:

First, the researcher was done interview with Informant 5 on November 01st, 2021. The informant said:

I.5,PO3.1 *"Mengenai tahap perencanaan Alhamdulillah tidak terlalu mengalinformant 7kesulitan Kak, karena kita pada saat kuliah, ooo, CMD, method, kita juga udah mencoba membuat RPP jadi dibagian perencanaan ini, ooo, dan juga ada kita kuliah media itu juga membantu zia, jadi zia alhamdulillah tidak terlalu begitu mengalinformant 7kesulitan dalam perencanaan kak"*

(the planning stage, Alhamdulillah we didn't have too much trouble, because we were inlearning, ooo, CMD, method, we've also tried to make a lesson plan so in this planning section, ooo, and we also have a media subject that also helps zia, so zia alhamdulillah it's not too having a difficult in teaching planning)

Then, the same opinion stated by Informant 7on November 06th, 2021. The informant:

I.7,PO3.1 *"karena kan sebelum-sebelumnya udah ada pembelajaran bagaimana kita membuat RPP kak, jadi udah ada persiapan bagaimana untuk join ke dalam kelas microteaching ini Baik diajarkan di seperti mata kuliah media, sudah diajarkan bagaimana kita untuk buat video video pembelajaran juga ada, kemudian Bagaimana membuat RPP sudah pernah diajarkan, gitu Jadi tidak ada masalah"*

(Because **there are has been a lesson on how to make lesson plans, so there has been preparation on how to join this microteaching class. It's good to be taught like media subject, we have been taught how to make learning videos too, then how to make lesson plans has been taught, So there's no problem**)

Similar with informant before, the Informant 3 stated on October 31st, 2021. The informant said:

I.3,PO3.1 *"itu sangat membantu kak, karena kalau tidak ada perencanaan, kalau nggak direncanakan gitu kan kak, gak disusun tentu kita nggak tahu langkah selanjutnya mungkin jadi akan berantakan, jadi itu sangat membantu widia untuk terstruktur dan tahu apa yang akan dikerjakan"*
(It's **very helpful**, because if there is no plan, there is no plan, it's not arranged, of course we don't know the next step it might be messy, that's very helpful widia's for arranged and know what to do)

Base on the utterance of Informant 5, 7, and 3 it can be know that informants has positive opinion about Teaching Planning of online microteaching class carried out during pandemic covid 19 is helpful for teaching practice because them has learning method, media and also CMD (English Curriculum and Material Development) subject. In the media subject the students learn about how to make a video, and then in CMD subject the student learn about how to make a lesson plan, so it make student not have a problem and run well in teaching planning.

b. Negative opinion

There are informant proposed that their opinion about Teaching Planning on online microteaching class carried out during pandemic covid 19, After doing the interview, the researcher found four informant they are informant 1, 2, 4 and 6 about negative opinion in Teaching Planning on online microteaching class. First, The researcher did interview with Informant 1 on October 17th, 2021. The informant said:

I.1,NO3.1 *”yang disulitan itu, kalau buat bahan bisa Kak, Cuman buat media yang susah, soalnya kan kita online kan, kayak bikin PPT, ppt kan harus ada Infocus, di rumah nggak ada infokusnya, Gimana caranya, jadi cuma ada dijelaskan tapi nggak bisa tampil di layar infocus gitu ”*
(that’s difficult is, if making materials I can, but make media is difficult, because its online, like make PPT, PPT should have infocus , there is no infocus in my home, what should I do, so it’s just explained without being on the infocus screen)

Then, the similar opinion also stated by Informant 2 in interview on November 07th, 2021. The informant said:

I.2,NO3.1 *”sulit dalam mencari materinya kak, dan juga sulit dalam menyesuaikan media dengan materi kuliah online ini kak ”*
(It's difficult to find the material, and it's also difficult to adapt the media to this online course material)

And then, the same opinion also mentioned by Informant 4 on November 10th, 2021. The informant said:

I.4,NO3.1 *”karena kita kan harus mencari materi dan kita juga harus menyesuaikan materi tersebut dengan media pembelajaran online kak, dan juga kadang-kadang jaringannya bermasalah kak ”*
(because we have to look for material and we also have to adapt the material to online learning media, and sometimes has the network problems)

The last one, similar information also researcher got from Informant 6 on November 06th, 2021. The informant said:

I.6,NO3.1 *”kesulitan yang dihadapi saat itu adalah kayak penyesuaian medianya gitu Kak, karena agak susah mencari media yang sesuai dengan materi yang akan diajarkan terus juga mencari materi juga sedikit kesulitan Kak ”*

(The difficulty faced at that time was like matching the media, because it was a bit difficult to find media that matched the material to be taught, and looking for material was also a little difficult)

Base on the information by informant 1, 2, 4, and 6 it can be conclude that the negative opinion of Teaching Planning on online microteaching class is difficult in arranged the lesson plan because in online teaching not all of the students has good media, like infocus or other. So that made the students difficult to match the media with online learning material

4. Opinion about Teaching Practice on Online Microteaching Class Carried Out During Pandemic Covid 19

a. Positive opinion

There are informant proposed that their opinion about Teaching Practice on microteaching class during pandemic covid, After doing the interview, the researcher found one of informant state positive opinion about Teaching Practice on online microteaching class, there is teaching practice provides insight to students. The researcher did interview with Informant 2 on October 27th, 2021. The informant said:

I.2,PO4.1 *"lumayan memberi wawasan kak, jadi dari praktek, praktek mengajar dari kita belajar microteaching, itu jadi tahu bagaimana membuka kelas, bagaimana menutup kelas, apa saja kegiatan yang ada di dalam kelas tersebut"*

(Provides insight, so from the practice, we learn teaching practice from microteaching learning, it can be know how to open the class, how to close the class, what are the activities in this class)

From the information of the Informant 2, he mentioned opinion about Teaching Practice on online microteaching class is provides insight to students because he know how to open and close the class and also he

know what are the activities in the class so it can be a basic skill for him to teaching in the real school.

b. Negative opinion

There are informant proposed that their opinion about Teaching Practice on microteaching class during pandemic covid, After doing the interview, the researcher found six informant proposed negative opinion about Teaching Practice on online microteaching class is, first ineffective. This mentioned by Informant 3 on November 10th, 2021, the Informant said:

I.3,NO4.1 "*jadi kinformant 7itu kalo take videonya dikampus bersama teman-teman dan dosen juga kak itu efektif karena ada feedback langsung dari dosen tetapi jika yang Cuma take video tanpa ada feedback langsung dari teman-teman itu ngga efektif kak, kita hanya mengajar sendiri gitu*"

(so we take videos in the campus with friends and lecture it's effective because there is direct feedback from the lecture but if only **take videos without direct feedback from friends, it's ineffective, we only teach ourselves**)

And the same opinion also stated by Informant 7 on November 06th, 2021, the Informant said:

I.7,NO4.1 "*karena yang sebagaimana kita tahu anak-anak yang membuat video tersebut bisa mencutnya, jadi dalam proses ini anak-anak dalam berlatih seperti kami masih bisa mengelabui dosen dari penampilan yang sudah diedit Melalui aplikasi aplikasi editor video Jadi ini menurut saya kurang efektif gitu, kurang bagus gitu*"

(because as we know the students who make the video can cut it, so in this process students in practice like us can still trick the lecturers from edited appearances through the video editor application. So its **not effective**, not good)

Based on the utterance of the information of Informant 3 and 7, it can be conclude the negative opinion about Teaching Practice on online microteaching class is ineffective because there is no feedback from her friends and her lecturer directly so the students feel them just teach alone, not only that the students also can edited the video of practice teaching in some applications video editor so it not real or direct of students performance like in the lab room that seen by the lecturer and friends directly.

Dissimilar, the other informants mentioned the negative opinion about Teaching Practice on online microteaching class is Teaching Practice on online microteaching class carried out during pandemic covid 19 is difficult to find students. This opinion stated by Informant 1 on October 17th, 2021 at 12.05. the Informant said:

I.1,NO4.2 *”Kalau praktek mengajar sih agak sulit, soalnya, karena **murid susah dicari kalau online**”*

(If teaching practice it’s a bit difficult, the problem, because **the students are hard to find online**)

Next, the researcher got same information from interview with Informant 4 on November 10th, 2021. the Informant said:

I.4,NO4.2 *”Menurut ranti cukup sulit juga Kak, Karena kan, dalam masa pandemic ini juga sulit untuk mengumpulkan murid-murid itu Kak, karena rumah mereka jauh dan mereka juga sekolah kak”*

(According to Ranti, **it is quite difficult, Sis, because during this pandemic, it is also difficult to gather the students**, because their house is far away and they are also school)

Base on the argued of Informant 1 and 4 it can be conclude that Teaching Practice on online microteaching class carried out during pandemic covid 19 is Teaching Practice on online microteaching class in

pandemic is difficult to find students because the learning is online so all of the students just stay at home, then the students also have personal activities, like learning, help the parents, and other. Not only that the house of students also far away so it make the students difficult to find or gather the students before take video of practice teaching.

However, the informant also stated negative opinion about Teaching Practice on online microteaching class is not free. The information got by researcher from Informant 5 on November 6th, 2021. the Informant said:

I.5,NO4.3 “*Menurut zia ketika kita mau take video itu susah Kak kita tidak nampak full body gitu Kak hanya terbatas lewat Google meet jadi zia agak kurang leluasa gitu Kak* “

(According to Zia, when we want to take a video, it's difficult, we don't look full body, it's only limited through Google meet, so Zia is a little **less flexible**)

Similar with informant before, Informant 6 also mentioned that on November 06th, 2021. the Informant said:

I.6,NO4.3”*karena kita praktek mengajarnya Google meet atau Zoom jadi kita tidak merasakan kedekatan antara kita dan murid karena kita **tidak leluasa** di dalam mengajar dan juga belum tentu murid tersebut benaran fokus dalam belajar, jadi terasa kurang bagus dan tidak ada terasa kedekatannya gitu Kak*”

(because we practice teaching Google meet or Zoom so we don't feel closeness between us and students because we are **not free** in teaching and also not necessarily the student is really focused on learning, so it doesn't feel good and there is no closeness like that)

From the information of the Informant 5 and 6, it can be conclude that negative opinion about Teaching Practice on online microteaching class carried out during pandemic covid 19 is microteaching class conducted are online, students only conduct learning practice using learning applications, so that lecturers cannot see the facial expressions, mimics and movements

of students who teach correctly. In addition, students teacher also cannot see clearly whether their students are focused on the learning or not and also the students teacher does not feel close to their students when teaching, so this is what causes students to not be free to teach online because it is only limited to learning applications.

Contrast, the informat has different opinion about Teaching Practice on online microteaching class carried out during pandemic covid 19 is memories capacity problem, this statement got by researcher from Informant 6 on November 02, 2021. The informant said:

I.6,NO4.5”selanjutnya memori gitu Kak, jadi karenakan ini kalau misalnya bikin apa tuh, pada saat praktek itu kita juga bikin video otomatis kita membutuhkan memori, sedangkan hp itu terkadang memorinya tidak cukup Kak, jadi disana informant 6 merasakan kesulitannya kak”

(Then memory, so because of this for example make, at the time of practice we also **make videos automatically we need memory, the cellphone sometimes doesn't have enough memory**, so there is informant 6 felt the difficulty)

Based on the utterance of the informant , it can be conclude that, each the informant take video of practice teaching every weeks, it is a task of online microteaching class, so each meeting should have memory capacity for save the video but not all of students have it. The informant doesn't have enough memory or memories capacity problem that can be informant opinion about Teaching Practice on online microteaching class carried out during pandemic covid 19.

5. Opinion about Discussing on online Microteaching Class Carried Out During Pandemic Covid 19

a. Positive opinion

There are informants proposed that their opinion about discussing on online microteaching class carried out during pandemic covid 19, After doing the interview, the researcher found all of informant mentioned positive opinion about discussing on microteaching class is effective and give good impact for the students because the lecturer and friends explained what should be improved for the next practice teaching.

First of all, The researcher did interview with Informant 1 on October 17th, 2021, The informant said:

I.1,PO5.2 “*kalau tahapan diskusi, kayak **improve** gitu lah kak, **membangun**. Jadi kalau misal cuman tampil doang kayak take video doang nggak ada feedback. kan nggak tahu yang mana yang salah yang mana Nggak gitu, kalau misalnya dikasih kayak gitu. **Jadi kita bisa perbaiki kedepannya kak**”*

(in discussion stage, **Improve, build**. So for example just appear like take video don't get a feedback. So we don't know which one is wrong which is true, if for example given like that. So **we can do it better in the future.**)

Next, the researcher got same opinion from Informant 2, November 07th, 2021 The informant said:

I.2,PO5.2 “*pada tahap diskusi ini kita melakukan evaluasi, jadi teman teman dan dosen mengoreksi dimana kesalahan kita, dan juga kekurangan teman teman kita **jadi kita tahu apa yang harus kita perbaiki di minggu selanjutnya**”*

(at discussion stage we evaluate, so friends and lecturer correct where our mistakes are, and also the lack of our friends so **we know what we have to fix in the next week**)

Similar, the Informant 3 also stated like informant before on October 31st, 2021, Inf The informant said:

I.3,PO5.2 “*saat diskusi itu biasanya, kan setelah widia tampil gitu kan Kak, nanti ada komen dari ibu kan kak, kemudian ada juga komen teman-teman di mana, mungkin di sini ke kurangan widia atau yang salah gitu*

kan kak, itu sangat membantu widia, untuk memperbaiki pas praktek selanjutnya kak ”

(at the discussion is usually, after widia’s performances, then lecturer give some comments, then there are also comments from my friends, where maybe widia lacking here or something is wrong, **it’s really helpful, to get better in the next practice**)

The same utterance also mentioned from Informant 5 on November 01st, 2021. The informant said:

I.5,PO5.2”*menurut zia mengenai tahapan diskusi ini sangat membantu gitu Kak, Kak Mengapa demikian karena dengan adanya feedback, feedback teman dari ibu dosen itu sangat membantu gitu Kak jadi kita tahu Oh salah kita di sini ya, Oh jadi itu nggak kayak gitu ya jadi dari Feedback itu Alhamdulillah Kak bisa memperbaiki kesalahan-kesalahan sebelumnya gitu kak ” (L88-92)*

(personally, the discussion stages, this is very helpful, Why, because with the feedback, the feedback from friends from the lecturer is very helpful, so we know Oh, it's our fault here, Oh, so it's not like that, so from the feedback, Alhamdulillah, I was able to correct the previous mistakes)

And then, also stated by Informant 4 on Sunday, October 31st, 2021. The informant said:

I.4,PO5.2”*Saran dan kritik dari mereka ini sangat membangun, kemudian nanti nanti memberikan feedback kepada mereka dan menerima semua kritikan itu supaya bisa membangun untuk menjadi lebih baik lagi kak ”*

(I feel, these suggestions and criticisms from them are **very constructive**, then I will give feedback to them and accept all the criticism so that they **can build to be better**)

Equal with previous informant, Informant 7 argued on November 02, 2021. The informant said:

I.7,PO5.1”*Efektif, memberikan masukan kepada teman, terus memberikan motivasilah kepada teman tersebut agar mau merubahnya dan itu*

berdampak baik juga untuk informant 7 selama mendapatkan kritikan dari teman terhadap video informant 7 tersebut”

(**effective** to give input to my friends, then can motivate my friends, so they can be change it, and it has **good impact** for me as long as I get critics from ami’s friends on my video)

Finally, the same opinion mentioned by Informant 6 on November 02, 2021. The informant said:

I.6,PO5.1”*Menurut ani sangatlah efektif, dikarenakan dengan adanya diskusi ini kita dapat saling, apa tu, **improve, atau berkembang, oo, agar kita dapat mengetahui Di mana letak kesalahan kita gitu kak, Terus kita bisa berkembang menjadi, apa tuh, menjadi yang lebih baik gitu kak”***

(according to informant 7 **its very effective, because this discussion we can, what, improve** and develop, so that we can find out where our mistakes, **then we can be develop, to be better**)

From the utterance of all informants, it can be conclude that informant has positive opinion in the teaching and learning on online microteaching class procces, the feedback usually given by the lecturer or friends after performance of practice teaching like video, after watching practice teaching videos the lecturer gave some feedback. Feedback is critical like information, comments, resp onse, correcting that can be ispiration for students to be better in the next practice or task. Giving feedback has the goal of highlighting and sharing some observations in order to improve and develop students work. So it effective and give good impact for the students to improve they skill in microteaching class carried out during pandemic covid 19 because the lecturer and friends explained what should be improved for the next practice teaching and also can gave them more knowledge about microteaching class carried out during pandemic covid 19. In the future in can be usefull for the students how to teach in the real school.

b. Negative opinion

Based on The researcher asked to the informant about what are the students opinion about discussion stage on online microteaching class carried out during pandemic covid 19, no one of the informant mentioned negative opinion.

B. Discussion

Based on the result of the data analysis, it showed that there were some opinions by students on online microteaching class carried out during pandemic covid 19 at IAIN Batusangkar. Divided into five groups: (1) General opinion of online microteaching class carried out during pandemic covid 19 is not effective (2) opinion about orientation/introduction, they were orientation is good because lecturer give learning contract in details, students has difficulty because don't have a real syllabus to learn and also meeting during orientation is not optimal (3) opinion about teaching planning, they were teaching planning run well and very helpful for teaching practice, and students difficult to adapt the media to online learning (4) opinion about teaching practice, they were provides insight to students, Ineffective, difficult to find students, not free, and memories capacity problem (5) opinion about discussing in microteaching class, they were effective and give good impact for the students.

Based information by informants there are several opinions got by researcher first, online microteaching class carried out during pandemic covid 19 generally is not effective. microteaching class not effective because online learning, the students only study from home, every activity or every meeting done online, when taking videos the students do it by themself without feedback by the lecturer or their friends directly, not only that not all of student has enough facilities and also not students has network problem. According to Nursalam (2008:140) there are some disadvantages of online learning such as: Lack of an

interaction between students and teacher or even between students themselves. Then, his tendency can ignore the academic aspects, social aspects and also otherwise make the growth commercial aspects of business. Next, the learning and teaching process tends towards training rather than education itself. Next, the change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using Information, Communication, and Technology. And then, not all of internet facilities are available 24 hours per day at all places. After that, lack of a human resource that know the internet, Lack of understand in computer language, Access to an adequate computer can be a problem for students themselves. Students may be frustrated if they cannot access video, images, graphics and due to software and hardware (inadequate equipment). After that, the information varies in accuracy and quality so feature questions are needed and guidelines. The last one is the students can feel solitary

Second, opinion about orientation/introduction online microteaching class carried out during pandemic covid 19 are orientation is good because there is a learning contract from the lecturer , so the students can understand with the task in microteaching class, but in the other side the students have difficulty in the orientation stage because there is no syllabus and also a meeting during orientation is not maximal. According to Asril (2010:53) there is a step that should be done by student teachers in micro teaching class. That is introducing about micro teaching. It define the lecturer gives knowledge to the student teachers about the micro teaching and information the roles and guides the student teachers about micro teaching.

Third, opinions about teaching planning on online microteaching class carried out during pandemic covid 19, they were teaching planning is very helpful for teaching practice because the students prepare some materials and media for practice teaching, and also students should adapt the media with online learning. According to Asril (2010:53) the procedure of microteaching class is

teaching planning. It means, before teaching practice, the student teachers should prepare what skills that will be taught to the students and make the lesson plan for teaching. It can be conclude before teaching practice the student should make a lesson plan (topic, time, media, content, method, strategy), but not all of students have good network to search the material for lesson plan. Nursalam (2008 : 140) state disadvantages from the application of online learning is Not all of internet facilities are available 24 hours per day at all places. So it can be a problem for the students.

Fourth, opinions about teaching practice on online microteaching class carried out during pandemic covid 19, they were provides insight to the students, Ineffective, difficult to find students, not free, and memories capacity problem,. According to Sabri (2010:161) procedure in microteaching is practicing teaching. It means Student-teachers will practice the teaching performance every meeting in micro teaching class based on the lesson plan that they made or prepared. For every teaching performance, the students will be asked to teach in different theme of learning lesson. Then, Aida, Welven and Rivi Antoni (2017 : 101) state Micro teaching is a teaching activity carried out by simplifying all the existing components. As the number of students (5-10 people) that only his friends own environment, teaching time is only 15 minutes, teaching materials just one or two small items are only focused on specific teaching skills under the guidance of the supervisor. It can be conclude in microteaching class the student teacher should practice in front of their friends in small scale.

Fifth, opinion about discussing in online microteaching class carried out during pandemic covid 19, they were effective and give good impact, and adds insight to the students. Sabri (2010:161) state procedure in microteaching class is discussing. In this step student teacher will do some discussion with the students like give some feedback or comments toward the student teachers performance. Also adds by expert Anthonia (2014:186) there are several objectives or purpose of micro teaching. First, to teach teachers trainees to learn and assimilate some

teaching skills under controlled conditions. Second, to teach teachers trainees to master some of teaching skills. Third, to teach teachers trainees to get confidence in teaching. Fourth, students understand the concept of Micro-teaching. Fifth, students can understand the principles underlying Microteaching. Sixth, can analyze the complex process of teaching into significant Microteaching skills. The last, understand the procedure of microteaching for developing teaching skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it showed that there were five opinions by students on online microteaching class carried out during pandemic covid 19 at IAIN Batusangkar. divided into six groups: (1) General opinion of online microteaching class carried out during pandemic covid 19 is not effective (2) opinion about orientation/introduction, they were orientation is good good because lecturer give learning contract in details, students has difficult because don't have a real syllabus to learn and meeting during orientation is not optimal (3) opinion about teaching planning, they were teaching planning run well and very helpful for teaching practice, and the otherside students difficult to adapt the media to online learning (4) opinion about teaching practice, they were good provides insight to students, teaching practice carried out during pandemic covid 19 ineffective, students has difficult to find the pupils, students not free in teaching practice , and students has difficulty memories capacity problem (5) opinion about discussing in microteaching class, they were effective and give good impact to the students.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions for English students, lecturer and the next researcher;

1. English Students

The result of this research can give information to the students of English Department of IAIN Batusangkar about this research, and also can be a reference for the readers who want to improve their comprehension about microteaching subject.

2. Lecturer

Based on research finding, the lecturer hopefully can get valuable information, especially to lecturer of microteaching class which related to students' opinions on online microteaching class carried out during pandemic covid 19, so that the lecturer gets the reflections and know the students opinion on online microteaching class.

3. Next Researcher

Based on the result of research, the researcher suggests to the next researcher to consider this research to do the other research about students' opinion on online microteaching class carried out during pandemic covid 19 through another subjects, because in English department there are several subject such as listening, reading, writing and speaking.

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