



Students' Perception on Micro-Teaching Course at English Education Department of UIN Suska Riau

Muhammad Rifki Hamim¹, Idham Syahputra²

^{1,2}Department of English Education, Universitas Sultan Syarif Kasim Riau, Indonesia

Correspondence E-mail: ¹muhammadrifkihamim43@gmail.com,

²idhamsyahputraufa@uin-suska.ac.id

ABSTRACT

The purpose of this research is to describe the students' perception on micro-teaching and to determine students' ability in micro-teaching course at sixth semester for students of English education department UIN Suska Riau. This research used quantitative design. The sample of this research were taken by random sampling. The population of this research is sixth semester students at the English education department of UIN Suska Riau. There were 26 students in total as the sample (20% from 126 students). In data collection, researcher used questionnaires and interview to collect data. The result of the research shows that the students' perception on micro-teaching course is $M=4.68$ which is

classified into very good category with students' ability in teaching preparation is $M=4.36$ which is classified into very high level of category, students' ability in preparation process (making RPP) is $M=4.00$ which is classified into high level of category, and students' ability in explaining classified into enough level of category.

ARTICLE INFO

Article History:

Received 2 June 2025

Revised 15 June 2025

Accepted 16 June 2025

Keywords

EFL, Students' Perception, Micro-Teaching Course

Hamim, M. R., Syahputra, I. (2025). Students' Perception on Micro-Teaching Course at English Education Department of UIN Suska Riau. *TRANSFORM: Journal of English Language Teaching and Learning*. Vol 14(2). 75-92.
<https://doi.org/10.24114/tj.v14i2.67358>

INTRODUCTION

The micro-teaching course is a course that is applied as an exercise to prepare prospective teachers (students) to become minor teachers in the classroom, before they carry out PPL (Field Practicum) at school (Nasution et al., 2023). The micro-teaching course will provide teacher candidates with teaching skills and the ability to conduct direct teaching practices on a small (micro) scale. To effectively engage in the learning process, students must be prepared with appropriate information and teaching abilities.

Along with an understanding of teaching techniques, prospective elementary school education teachers must possess skills connected to the teacher's responsibilities (Istiq'faroh, 2022).

In micro-teaching, teacher candidates find opportunities to develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion (Kilic, 2010). A good way for aspiring teachers to practice their teaching techniques is through micro-teaching. It entails small-scale instruction, with a future teacher instructing a class of pupils or other participants while an observer watches and offers helpful criticism. Thus, micro-teaching offers aspiring educators a secure and controlled setting in which to test and improve their pedagogical approaches. Prospective instructors can enhance their instruction prior to entering the classroom by recognizing their areas of strength and weakness.

Perception is a process of observing, selecting, organizing, and interpreting environmental stimuli. It occurs because every time the five senses (sense of hearing, taste, sight, smell, and touch) are exposed to so many environmental stimuli (Diana et al., 2021). Perception is the process of receiving stimuli that can be impacted by a person's motivation, social relationships, mental awareness, knowledge, and experience from the past (Chee et al., 2002). A person's perception is how they make sense of and apply their knowledge, experiences, and beliefs to comprehend and interpret information or events. Subjective thoughts, opinions, and judgments about this teaching approach are referred to as students' perceptions in the context of research on students' perceptions of micro-teaching. Micro-teaching is a relatively a new innovation in the field of teacher education; a highly individualized training device to prepare effective teachers (Journal of Gandaki Medical College-Nepal | Editorial Committee, n.d.). Being able to work as instructors and educators is one of the graduation requirements for higher education majors in education (Budiayasa, 2020). According to UU RI No 14 (2005), Teachers must have academic qualifications, competencies, teaching certificates, be physically and mentally healthy, and have the ability to realize national education goals (Indonesian House of Representatives, 2005).

Micro-teaching has been found to be a highly beneficial method in experience and that of the students enrolled in this course, it has the ability to assist student teachers in developing teaching, assessment, and feedback skills in a secure and supportive learning

environment (Higgins & Nicholl, 2003). Thus, it's critical to comprehend how students view micro-teaching since this information may be used to improve teacher preparation programs, design better teaching strategies, and enrich the educational experiences of students. Teachers can create and employ more effective teaching strategies that are tailored to the requirements of their students by taking into account the perspectives of their students.

Based on preliminary interviews with students majoring in English education who have taken micro-teaching class, the researcher found that there are English Education Department students' perceptions of micro-teaching course can include various aspects, such as the usefulness of this method in learning, its effect on motivation and participation, the quality of feedback received, the development of teaching skills, and the overall learning experience. A range of factors might influence students' perspectives, including previous experiences, expectations, learning preferences, and interactions with teachers and peers. Individual perceptions might also differ depending on their background, expertise, and personal experiences.

Some researchers have conducted previous research written by Mutmainnah et al., (2019) and Sadikin & Yelianti (2020). Researchers also examined students' perception which focused on the implementation of micro-teaching, as results of the study report that the implementation of micro-teaching is going well but needs to be improved in terms of facilities and infrastructure, additional time to practice and curriculum adjustments needed in schools.

Base on the statement above, the researcher wants to know how students' perceptions of micro-teaching courses, especially for English education students who take micro-teaching courses. This study will be conducted at UIN Suska Riau, specifically at the Department of English Education. This study also has a unique subject matter. This research topic consists of UIN Suska Riau students enrolled in the Department of English Education for the 2024 academic year, especially on sixth semester students.

METHOD

This research is quantitative research with a survey design. Quantitative research is a method for research proposals or studies, with emphasis on survey and experimental design (Creswell, 2018). This method is a scientific method or scientific because it fulfills

scientific principles, namely concrete or empirical, objectively, measurable, rational, and systematic (Sugiono, 2016). Based on statement quantitative research is research used to obtain numeric data from samples. A survey design analyzes a sample of a population to provide a quantitative description of its trends, attitudes, and views. It also checks for relationships between variables (Creswell, 2018). This a type of research quantitative method that aim to assist researchers with descriptive questions, connections between variables, and prediction relationships in longitudinal studies with repeated survey designs (Creswell, 2018.).

According to Creswell (2018), the survey technique plan section provides an overview of the purpose and reasons for survey research. Specially: Determine the goal of survey study, explain why a survey method is the ideal strategy for this investigation, please specify whether the survey will be cross-sectional (data obtained at a single moment in time) or longitudinal (data collected over time), specify the method of data collecting. Based statement before the primary purpose of this study to describe student's perception on micro-teaching course at English education department of UIN Suska Riau. An experimental design was not adopted to explain about students' perceptions of micro-teaching courses due to the incompatibility of using experimental design methods to find out about students' perceptions. The survey will be cross-sectional (data obtained at single moment in time), in this research the data will be obtain by questionnaire and interview. Based on the explanation above, the researcher can conclude that quantitative descriptive research is a method used to obtain numerical data from respondents or samples by giving explanation to describe or support the numerical data.

This research was conducted on December 2025 at Universitas Islam Negeri Sultan Syarif Kasim Riau which is located at Jl. HR. Soebrantas No. 155, KM. 15, Tuah Madani, Panam, Pekanbaru, Riau, Indonesia. The subject of this research involved the sixth semester English education department students' of UIN Suska Riau academic year 2024/2025 and the object of this research is students' perception on micro-teaching course at English education department. There are four class in sixth semester students with each consisting 28, 33, 34, and 31 students, the total number of students is 126. For data collection techniques, questionnaire was taken totaling 26 students to describe the respondents' data in general. While interviews were used to collect in-depth information, data on respondents will be taken, totaling 5 students.

The researcher collects the data by using two instruments, there are questionnaire and interview. In collecting the data, the researcher uses questionnaire and interview to sixth semester student to see students' perception on micro-teaching course. The researcher then used the SPSS 25 application to analyze the data from questionnaire. Then, researcher use oral recordings to collect data. This method of data collection is based on self-report or at the very least on personal knowledge and or belief (Sugiono, 2016). During the interview, students are asked to answer many questions based on specific themes in order to assess their ability to explain, and they are given 5 minutes to think about what they will say.

Table 1. Blueprint of Students' Perception on Micro-Teaching

No	Indicator	Number
1	Content of the book	1,2,4,5,7,8,10,11,13,15
2	Implementation	3,6,9,12,14,16,17,18
3	Assessment	
	a. Assessment of teaching preparation	All numbers
	b. Assessment of preparation process	All numbers
	c. Assessment to improve explanation skills	All numbers

The researcher used descriptive statistics to analyze the data from questionnaire that have been given to the samples. Descriptive statistics of a specific group are the focus of descriptive statistical analysis, and any resemblance to individuals outside the group cannot be taken for granted (Singh, 2006). In this research the researcher uses SPSS to analyze the data, then the data will be presented into descriptive statistic. Descriptive statistics were used to characterize the results, including frequency and percentage tables. Tabulating data involves inserting information into a table for analysis purposes (Rahmania & Mandasari, 2021).

Riduwan (2009) indicated the scale to classify the level of percentage questionnaire as follows:

1. 81% - 100% = categorized into very good level
2. 61% - 80% = categorized into good level
3. 41% - 60% = categorized into high passable level

4. 21% - 40% = categorized into poor level
5. 0% - 20% = categorized into very poor level

The researcher analyzed the data by using statistical analysis with descriptive. It was to used analyzed the instrument result (questionnaire). The mean was employed to examine students' perception on micro-teaching course. The criteria used to interpret mean values as follows:

Table 2. Interpretation of Students' Perception Criteria Mean (Banditvilai, 2016)

Category	Mean
Very low	1.00 – 1.80
Low	1.81 – 2.60
Enough	2.61 – 3.40
High	3.41 – 4.20
Very High	4.21 – 5.00

RESULTS

Students' Perception on Micro-Teaching at English Education Department of UIN Suska Riau

The following data is content of the book and the implementation of micro-teaching course at English education department of UIN Suska Riau.

Table 3. Frequency of Students' Perception on Micro-Teaching Course

No	Question/Statement	Frequency Percent		Category
1	Micro-teaching book and its Guide is easy to understand	No	11 42.3	Passable
		Yes	15 57.7	
		Total	26 100.0	
2	Micro-teaching book and the Guide uses the information that was easy to understand	No	5 19.2	Good
		Yes	21 80.8	
		Total	26 100.0	
3	Micro-teaching materials that was made was very meaningful to studying micro-teaching.	No	4 15.4	Very Good
		Yes	22 84.6	
		Total	26 100.0	
4	Assessment instruments on each basic skill relevant to assess each basic skill	No	4 15.4	Very Good
		Yes	22 84.6	
		Total	26 100.0	

5	All instruments used are in accordance with the skill objectives teaching basics	No	5	19.2	Good
		Yes	21	80.8	
		Total	26	100.0	
6	Through micro-teaching, students become confident that they will have adequate skills to become a teacher	No	4	15.4	Very Good
		Yes	22	84.6	
		Total	26	100.0	
7	This micro-teaching book and guide helps students in understanding micro-teaching lessons faster	No	1	3.8	Very Good
		Yes	25	96.2	
		Total	26	100.0	
8	Steps for implementing the stages of micro-teaching is clear	No	5	19.2	Good
		Yes	21	80.8	
		Total	26	100.0	
9	Micro-teaching improves students' skills in inserting character and literacy education in learning	No	1	3.8	Very Good
		Yes	25	96.2	
		Total	26	100.0	
10	Instruments needed in micro-teaching learning are complete	No	3	11.5	Very Good
		Yes	23	88.5	
		Total	26	100.0	
11	Instrument which was used, gave opportunity to students in assessing themselves and their colleagues	No	3	11.5	Very Good
		Yes	23	88.5	
		Total	26	100.0	
12	With micro-teaching, the basic skills of being an English language teacher are being expressed	No	1	3.8	Very Good
		Yes	25	96.2	
		Total	26	100.0	
13	The instrument used in guiding students in making lesson plans (RPP), implemented learning and conducted an evaluation	No	1	3.8	Very Good
		Yes	25	96.2	
		Total	26	100.0	
14	Through micro-teaching students' skills, innovative teaching is increasing	No	3	11.15	Very Good
		Yes	23	88.5	
		Total	26	100.0	
15	Micro-teaching guide gives students opportunity to self-reflect	No	3	11.5	Very Good
		Yes	23	88.5	
		Total	26	100.0	

16	With my micro-teaching skills, I'm confident and skilled to teach	No	7	26.9	Good
		Yes	19	73.1	
		Total	26	100.0	
17	Micro-teaching also trains students to make teaching preparations in a proper and correct way	No	2	7.7	Very Good
		Yes	24	92.3	
		Total	26	100.0	
18	Micro-teaching also improves the abilities of prospective students in assessing learning	No	1	3.8	Very Good
		Yes	25	96.2	
		Total	26	100.0	
19	Micro-teaching also improves students' skills in finding material source	No	3	11.5	Very Good
		Yes	23	88.5	
		Total	26	100.0	

Table 3 in number 1 about content of the book shows that 11 respondents answered “No” as the lower percentage (42,3%), then followed by 15 respondents answered “Yes” as the higher percentage (57,7%). According to the scale to classify the level of percentage questionnaire by Riduwan (2009), it can be assumed that respondents’ opinions in number 1 question were classified into passable level category. In number 2 about content of the book shows that 5 respondents answered “No” with percentage of 19,2%, then followed by 21 respondents answered “Yes” with the percentage of 80,8%, it can be assumed that respondents’ opinions were classified into good level category. In number 3 about implementation of micro-teaching course shows that 4 respondents answered “No” the percentage is 15,4%, then followed by 22 respondents answered “Yes” with the percentage of 84,6%, it can be assumed that respondents’ opinions were classified into very good level category. In number 4 about content of the book shows that 4 respondents answered “No” the percentage is 15,6%, then followed by 22 respondents answered “Yes” with the percentage of 84,6%, it can be assumed that respondents’ opinions were classified into very good level category. In number 5 about content of the book shows that 5 respondents answered “No” the percentage is 19,2%, then followed by 21 respondents answered “Yes” with the percentage of 80,8%, it can be assumed that respondents’ opinions were classified into good level category. So, based on the table from number 6 until number nineteen about implementation of micro-teaching that 3 respondents answered “No” the percentage is 11,5%, then followed by 23 respondents

answered “Yes” with the percentage of 88,5%, it can be assumed that respondents’ opinions were classified into very good level category.

Table 4. Students’ Perception on Micro-Teaching Course

	Category	Frequency	Percent	Mean
Student’s perception on micro-teaching course at UIN SUSKA RIAU	Very Poor	0	0	4.68
	Poor	0	0	
	Passable	1	5.3	
	Good	4	21.1	
	Very Good	14	73.7	
	Total	19	100.0	

Based on table 3 before, there are 19 items in questionnaire. Then, table 4 about students’ perception on micro-teaching course, there was no item in “very poor” and “poor” category, there is 1 item as the lower percentage (5,3%) in “passable” category, then 4 items (21,1%) in “good” category, and 14 items as the higher percentage (73,7%) in “very good” category. Based on the table above, the researcher found 4,68 as mean score. According to (Banditvilai, 2016), it can be assumed that student’ perception on micro-teaching were classified into very good level category.

The following comments’ is content of the book and the benefit of implementation micro-teaching course at English education department of UIN Suska Riau. The researcher took 20% from the sample to obtain students’ comments.

Table 5. Students’ Comments on Micro-Teaching Guidebook and Benefit of The Implementation of Micro-Teaching Course

No	Students’ comment about guide book of micro-teaching	Students’ comment about the benefit of the implementation of micro-teaching course
1	It is very good to stimulate the learning process so that it can produce professional teachers	Can understand the teaching and learning process.
2	This is very helpful for students in increasing students’ understanding so that it can facilitate learning process later	Can manage the class well so as to increase self-confidence.
3	Enabling students to effectively apply learning experiences	An initial experience for prospective teachers

4	This book teaches you the fundamental skills needed to master and how to become a competent teacher	Can provide debriefing before practicing at school so that prospective teachers are better prepared to interact with pupils in class
5	Very helpful in making teaching preparations for students	Can learn to teach well and correctly

Comments provided on the table 5 about guidebook and benefit of implementation micro-teaching course shows that all students agree that the micro-teaching book and the benefits of implementing micro-teaching courses have a positive impact on students who take micro-teaching courses, so that they can provide opportunities for students to improve their understanding and skills in teaching.

Students' Ability in Micro-Teaching Course at English Education Department of UIN Suska Riau

The following data is assessment of students' ability in teaching preparation of micro-teaching course at English education department of UIN Suska Riau.

Table 6. Frequency of Assesment on Students' Ability in Teaching Preparation

No	Statement	Frequency	Percent	Category	
1	I have referred toon the previous syllabus this RPP was created	Not yet	13	50.0	Passable
		Already	13	50.0	
		Total	26	100.0	
2	I have used the latest RPP format which applies in schools	Not Yet	18	69.2	Poor
		Already	8	30.8	
		Total	26	100.0	
3	I have developed the Core Competency and Basic Competency statements into operational indicators, namely those containing the following elements: A: Audience (clearly who/its audience) B: Behavior (there is clear behavior and it is stated in words/operational work) C: Condition (clear/desired condition) D: Degree (clear competency level)	Not Yet	6	23.1	Good
		Already	20	76.9	
		Total	26	100.0	

4	Use clear statement of purpose	Not Yet	1	3.8	Very Good
		Already	25	96.2	
		Total	26	100.0	
5	The material is relevant and appropriate to the level of development from the participants' education	Not Yet	3	11.5	Very Good
		Already	23	88.5	
		Total	26	100.0	
6	Have noticed movement in strengthening character education, 21st century learning skills and "high order thinking" to students	Not Yet	8	30.8	Good
		Already	18	69.2	
		Total	26	100.0	
7	It is clear what the approach is and the method used	Not Yet	6	23.1	Good
		Already	20	76.9	
		Total	26	100.0	
8	It is clear what media and props are used	Not Yet	3	11.5	Very Good
		Already	23	88.5	
		Total	26	100.0	
9	Learning Steps Used				
	a. Clear and makes it easier for participants to understand	Not Yet	4	15.4	Very Good
		Already	22	84.6	
		Total	26	100.0	
	b. Innovative	Not Yet	4	15.4	Very Good
		Already	22	84.6	
		Total	26	100.0	
	c. Stimulating high level thinking	Not Yet	7	26.9	Good
		Already	19	73.1	
		Total	26	100.0	
	d. Providing opportunities for students to practice using foreign language that they have studied	Not Yet	5	19.2	Good
		Already	21	80.8	
		Total	26	100.0	
	e. Using class management which is effective	Not Yet	4	15.4	Very Good
		Already	22	84.6	
		Total	26	100.0	
	f. Giving opportunities for students to experience and formulate their new knowledge based on the experience	Not Yet	7	26.9	Good
		Already	19	73.1	
		Total	26	100.0	

	Assessment			
		Not Yet	Frequency	Percent
10	a. Assess according to the material taught	Not Yet	7	26.9
		Already	19	73.1
		Total	26	100.0
	b. Relevant	Not Yet	1	3.8
		Already	25	96.2
		Total	26	100.0
	c. Authentic	Not Yet	3	11.5
		Already	23	88.5
		Total	26	100.0
	d. In accordance with indicator	Not Yet	4	15.4
		Already	22	84.6
		Total	26	100.0
	e. Accompanied by examples	Not Yet	5	19.2
		Already	21	80.2
		Total	26	100.0
	f. There is an assessment rubric	Not Yet	4	15.4
		Already	22	84.6
		Total	26	100.0
11	Closing			
	a. Guiding participants to summarize taught material	Not Yet	1	3.8
		Already	25	96.2
		Total	26	100.0
	b. There are closing activities	Not Yet	1	3.8
		Already	25	96.2
		Total	26	100.0

Based on table 6, the following data is students' ability on teaching preparation in micro-teaching course at English education department of UIN Suska Riau.

Table 7. Students' Ability in Teaching Preparation

	Category	Frequency	Percent	Mean
Students' ability in teaching preparation	Very poor	0	0	4,36
	Poor	1	4.5	
	Passable	1	4.5	
	good	9	40.9	
	Very good	11	50.0	
	Total	22	100.0	

Based on table 6 before, there are 22 items in questionnaire, then in table 7 about students' ability in teaching preparation, there was no item in "very poor" category. There is 1 item as the lower percentage (4,5%) in "poor" and "passable" category. Then 9 items (40.9%) in good category. And 11 items as the higher percentage (50%) in "very good" category. Based on the table above, the researcher found 4,36 as mean score. According to (Banditvilai, 2016), it can be assumed that student' ability in teaching preparation were classified into very high level of category.

The following data is table of frequence assessment of students' ability in preparation process (making RPP) of micro-teaching course at English education department of UIN Suska Riau.

Table 8. Frequence of Assessment of Students' Ability in Preparation Process (Making RPP)

No	Statement	Frequency	Percent	Category	
1	Time available for do preparation teach enough	No	4	15.4	Very good
		Yes	22	84.6	
		Total	26	100.0	
2	I am skilled at searching for materials by online	No	5	19.2	Good
		Yes	21	80.8	
		Total	26	100.0	
3	I found many sites that relevant for develop materials for my teaching materials. Among them are (write an example) <i>sites you've tried</i>): a. https://www.nhk.or.jp b. https://siriusshades.wordpress.com c. https://kelaskita.com d. http://erlangga.co.id/component/content/article/9579.html e. http://erlangga.co.id/component/content/article/9578.html f. http://erlangga.co.id/component/content/article/9577.html	No	5	19.2	Good
		Yes	21	80.8	
		Total	26	100.0	

4	For me making preparations in a group is better than work alone.	No	3	11.5	Very good
		Yes	23	88.5	
		Total	26	100.0	
5	I have no problems in making preparations	No	12	46.2	Passable
		Yes	14	53.8	
		Total	26	100.0	
6	For me making this preparation is inefficient	No	11	42.3	Passable
		Yes	15	57.7	
		Total	26	100.0	

Based on table 8, the following data is Students' ability in preparation process (making RPP) in micro-teaching course at English education department of UIN Suska Riau.

Table 9. Students' Ability in Preparation Process (Making RPP)

	Category	Frequency	Percent	Mean
Students' ability in preparation process (making RPP)	Very poor	0	0	4.00
	Poor	0	0	
	Passable	2	33.3	
	good	2	33.3	
	Very good	2	33.3	
	Total	6	100.0	

Based on table 8 before, there are 6 items in questionnaire, then in table 9 about students' ability in teaching preparation, there was no item in "very poor" and "poor" category. There are 2 items in "passable", "good" and "very good" with same percentages (33,3%). Based on the table above, the researcher found 4,00 as mean score. According to (Banditvilai, 2016), it can be assumed that student' ability in preparation process (making RPP) were classified into high level category.

The following data is Assessment to improve explanation skill in micro-teaching course at English education department of UIN Suska Riau.

Table 10. Assessment of Students' Ability to Improve Explanation Skill in Micro-Teaching Course

Course						
No	Statement	Frequency	Percent	Mean	Category	
1	I practice the foreign language I am learning for 30 minutes every	Rarely	4	15.4	3.15	Passable
		Sometimes	15	57.7		
		Usual	6	23.1		

	day to improve my explaining skills increase	Often	1	3.8		
		Total	26	100.0		
2	I read a book or articles in foreign language the one I study to improve vocabulary I said	Rarely	4	15.4	3.08	Passable
		Sometimes	17	65.4		
		Usual	4	15.4		
		Often	1	3.8		
		Total	26	100.0		
3	I like to do independent activities to practice the foreign language I am learning without being told teacher	Rarely	0	0	3.42	Good
		Sometimes	16	61.5		
		Usual	9	34.6		
		Often	1	3.8		
		Total	26	100.0		
4	I like watching broadcasts in foreign language that I studied for increase insight into the target language culture	Rarely	4	15.4	3.23	Passable
		Sometimes	13	50.0		
		Usual	8	30.8		
		Often	1	3.8		
		Total	26	100.0		
5	I like to communicate with a native speaker of a foreign language that I am learn	Never	1	3.8	3.27	Passable
		Rarely	2	7.7		
		Sometimes	13	50.0		
		Usual	9	34.6		
		Often	1	3.8		
		Total	26	100.0		

Based on table 10 before about assessment students' ability to improve explanation skill in micro-teaching course there are 5 items in questionnaire. There was no item in "very poor", "poor", "very good" categories. There is 1 item in "good" category and 4 items in "passable" category. Based on the table above, researcher assumed that student ability to improve explanation skill were classified into enough level of category.

Table 11. Students' Ability in Micro-Teaching Course

No	Student' Ability	Item	Category
1	Teaching preparation	22	Very high
2	Preparation process (making RPP)	6	High
3	Explanation skills	5	Enough

Based on the table above, the researcher found that students' ability level in micro-teaching course are divided into 3 abilities. First, students' ability in teaching preparation with 22 items and very high level of category. Second, students' ability in preparation process (making RPP) with 6 items and high level of category. Third, students' ability to improve explanation skill with 5 items and enough level of category.

DISCUSSION

Based on the research findings, the researcher found that for students' perception on micro-teaching course at the sixth semester of English education department of UIN Sultan Syarif Kasim Riau are first, students' opinions about content of the book and implementation in micro-teaching course were classified into very good level. Based on interview before, the result of this research about students' perception on micro-teaching has positive comments from sixth semester students. This study found that micro-teaching can help sixth semester students improve their teaching skills, confidence, class management, lesson planning, public speaking, instructional material selection, anxiety reduction, and time management. This research supports the finding of Mutmainnah et al., (2019) who found that after studying micro-teaching subject, it supports their teaching skills before doing real teaching practice in school and minimizes mistake when doing teaching practice in the future.

Second, students' ability in micro-teaching course are divided into three abilities in this research. First, students' ability in teaching preparation were classified into very high level of category. Second, students' ability in preparation process were classified into high level category. Third, students' ability in explanation skill were classified into enough level category. Based on these three students' abilities of micro-teaching in this research, students' have prepared well in teaching preparation with making good lesson plan and making sure that the instructional material and media are good. Then students' ability in explanation skill, students' ability is enough because the preparation for material explanation was not so good such as with English as foreign language students practiced less, so the students are not doing well for explaining materials in micro-teaching course.

CONCLUSION

This research was conducted to describe students' perception on micro-teaching

course and what is students' abilities in micro-teaching course at the sixth semester of English education department of UIN Sultan Syarif Kasim Riau. Based on what have been presented and analyzed, the researcher concludes that. First, for students' perception on micro-teaching at the sixth semester of English education department at UIN Sultan Syarif Kasim Riau course were classified into very good level of category with (M= 4,68) and students' comments are positive for students' perception on micro-teaching. Second, students' abilities in micro-teaching course. Students' ability in teaching preparation were classified into high level of category with (M= 4,36), students' ability in preparation process were classified into high level of category with (M= 4,00), and students' ability in explanation skill were classified into enough level of category.

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