

BUKU AJAR

MICRO TEACHING

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PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS PSIKOLOGI DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SIDOARJO
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**Buku Ajar
Micro Teaching**

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PREFACE

Alhamdulillah, puji syukur kepada Allah SWT, sehingga Buku Ajar Micro Teaching ini dapat disusun dengan baik meskipun perlu penyempurnaan lebih lanjut. Micro Teaching merupakan mata wajib kuliah di Program Studi Pendidikan Bahasa Inggris. Buku ajar Micro Teaching ini dikhususkan untuk pegangan Mahasiswa semester 6. Tidak terdapat mata kuliah prasarat yang harus diselesaikan sebelum mengambil mata kuliah ini.

Penulisan buku ajar Micro Teaching ini ditulis dalam 4 bab yang berisi:

Chapter 1 Micro Teaching

Dalam bab 1 ini dijelaskan tentang definisi Micro Teaching dan perbedaannya dengan *real teaching*.

Chapter 2 Lesson Planning

Dalam bab 2 dijelaskan cara menyusun lesson plan mata pelajaran Bahasa Inggris pada level SMP dan SMA/SMK.

Chapter 3 Teaching Strategies

Dalam bab 3 ini dijelaskan tentang variasi strategi pembelajaran Bahasa Inggris yang meliputi empat keterampilan, *Listening, Speaking, Reading, and Writing* dan diintegrasikan dengan teknologi.

Chapter 4 Basic Teaching Skills

- *Dalam bab 4 ini dijelaskan tentang keterampilan dasar mengajar. Keterampilan dasar tersebut terdiri dari: Set Induction and Closure; Questioning; Explaining; Reinforcement; Stimulus Variation; Classroom Management; Teaching small group and individual learner; Guiding small group discussion. Rubrik observasi juga dibahas didalam buku ini sebagai acuan aspek apa saja yang akan dilihat ketika mengajar. Sebagai penunjang dari praktek mengajar dan observasi, self-assessment juga diperlukan untuk dilakukan setelah mengajar. Hal ini dapat memberikan penguatan bagi calon guru untuk melihat kekurangan dan kelebihan dari dirinya sendiri selain dari masukan observer.*

Penulis menyampaikan terima kasih khususnya kepada:

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Akhir kata, saran perbaikan sangat diharapkan untuk penyempurnaan buku ajar ini. Harapan kami semoga buku ajar ini dapat digunakan sebagai tambahan informasi dan bermanfaat bagi aktivitas pembelajaran mata kuliah Micro Teaching di Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo.

Penulis

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CHAPTER 1

MICRO TEACHING

Think Aloud

Before reading this chapter, please think the most important preparation for your teaching. Share your ideas with your peer. Does he/she have the similar view?

1.1 What is Micro Teaching?

Micro-Teaching is a teaching situation that is carried out in a limited time and number of students for 5–20 minutes with a total of 3–10 students. (Cooper and Allen, 1971). A simple form of teaching, where prospective teachers/lecturers are in a limited and controlled classroom environment. It is also only teach one concept by using one or two basic teaching skills.

Generally, microteaching exercises aim to improve the ability in teaching process or professional ability of prospective teachers and/or improve the ability of education personnel in various specific skills. Practice teaching exercises in laboratory situations through micro-teaching, prospective teachers or teachers can practice various teaching skills in controlled conditions to improve their competence. In particular, learning exercises through micro teaching aim to:

- Improve the trainees' skills on how to prepare Micro-Lecture Preparation/Lecture Program Units
- Improve the skills of effective teaching techniques for trainees
- Can analyze the behavior of teaching himself and his friends
- It is hoped that teaching skills training through laboratories will be avoided in the future in delivering learning to be "clumsy and rigid".

1.2 Characteristics of Micro Teaching

The characteristics of micro teaching are teaching components that are simplified or made on a smaller scale. Micro teaching is different from real teaching. The striking difference between the two is in the teaching scope. In real teaching, the learning scope is not limited, while in micro teaching is only limited to one basic competency and one subject matter. This is also related to the allocation of available time in micro-teaching. Therefore, in micro teaching, the available time allocation is between 10-15 minutes. The time is short enough to be used in the teaching and learning process. However, it is because it only focuses or develops on one competency in micro-teaching, the allocation of 10-15 minutes is considered sufficient as "practice" in micro-teaching.

The concept of micro teaching is based on the main ideas, namely real teaching which means that teaching is not carried out in its actual form, but in mini form with the following characteristics according to Beni (2010):

- The participants ranged from 5-10 people.
- The teaching time is limited to about 10-15 minutes.
- The teaching component developed is limited.
- The exercises are centered on teaching skills.
- Using information and knowledge about learning levels.
- Feedback on the ability of teachers / prospective teachers.
- Teaching is carried out for students with different backgrounds and based on the intellectual abilities of certain age groups.
- Strict control of the training environment held in the micro teaching laboratory.
- Procurement of low-threat-situation to make it easier for prospective teachers to teach teaching skills.
- Providing a low-risk-situation that allows students to actively participate in teaching.
- Provision of retraining opportunities and training distribution arrangements within a certain period of time.

Hartono (2010) mentioned four characteristics of micro teaching as follows:

- Teaching is done on a small scale
- Micro teaching teaches learning to learn complex teaching skills separately in depth and detail.
- Micro teaching is actual teaching in a learning situation.
- Micro teaching is not a simulation.



Figure 1. Animated Design of Micro Teaching



Figure 2. The Real Example of Micro Teaching in Classroom

1.3 Models of Micro Teaching

Microteaching has various models of teaching skills but the two dominant models are offline and online teaching. Face to face is the main method of teaching where it for practicing the learning directly like learning process in the class, so it calls offline micro teaching. Whereas, synchronous meeting method through online learning media and asynchronous meeting via video or E-learning, it can call online micro teaching because the learning process done with indirectly meeting.

a. How do teachers teach? (the process/cycles)

The teachers prepare the lesson plan that the subject is determined before. In teaching stage of cycle, the teachers perform micro lessons to real students or their peers that disguised as students that were planned and prepared by them. Also, the learnings are recorded by video camera. In case of online micro-teaching, the teachers may teach the students via online media (such as Skype, Zoom, Google Meet, and so on). After that, the teachers watch and hear by themselves from the video recording at the end of the learning.

For face to face learning is almost the same, the teacher needs to prepare the lesson plan before, after understanding the concepts and components of each core teaching skill, the teacher should prepare a micro-lesson for each core teaching skill, and implement one skill in each microteaching session in a sequential manner (Remesh A.2013). Teaching face to face might be more challenging since students can get bored sometime, preparing some games that still related to the material can be useful too.

b. What should teachers avoid?

Teachers should avoid ambiguity, misunderstanding in delivering the material, poor time management, and feeling nervous that led into slip of the tongue. Also, teacher should avoid giving too much in one day learning, controlling the emotion is also

needed. Offline and online microteaching are 2 quite different model. Either offline or online microteaching need almost the same preparations, such as:

- A clear lesson plan
- Assessment
- Observing, adopting and adapting
- Keep it simple, and
- Practice

c. Why is it called Offline/Online?

- It is called online because online micro-teaching is practiced with the help of information and communication technologies over the internet. Kusmawan (2017) stated online micro teaching as a technology integrating technique that occurs through (repetitive) actions of asynchronous learning, action learning, interactive, and clinical practice, all through the use of online media. Online micro-teaching integrates video-taped teaching strategies with expert opinions, teacher judgements, and discussion forums.
- The big difference that obviously that can be seen between online and offline is the location of the learning and also microteaching practice in class for internal attendance students, which means short focused peer-teaching in small groups, and a set of independent practical activities for students enrolled externally(BODIS,2020)

More specifically, if it is divided based on the platform, teachers can avoid the following behaviors:

Online Class:

- Camera.
If you use a webcam for your classes, please give some consideration to your appearance and background.
- Microphone Placement.
Microphone placement is also another important thing that **teachers** need to think about.
- Over Talking.
- Lack Of Variety.
- Not Enough Feedback.

Offline Class:

- Don't try to teach too much in one day. ...
- Don't teach a lesson without a student activity. ...
- Don't send kids to the office. ...
- Don't allow students to shout out answers. ...
- Don't make tests too hard. ...
- Don't be indecisive. ...
- Don't tell a student you're calling home.

1.3.1 Offline Micro Teaching

1. Offline teaching is a teaching practice attended by teacher and students with face to face at the same place and same time.
2. In offline teaching, teacher usually prepares the material for learning activities and prepares the stuff for teaching activities like projector, etc.
3. The steps in offline teaching practice including planning, teaching and giving feedback and reflection.
4. Not really care about the classroom atmosphere, ineffective communication, teaching without planning, not on time of starting and ending lessons.

1.3.2 Online Micro Teaching

1. Online teaching is a teaching activity carried out online with the help of communication facilities and infrastructure over the internet and allows teacher and students to interact with each other at the same time and in separate places using applications.
2. In online teaching, teacher prepare the materials and the stuff for online teaching like laptop, Zoom, Google Meet or other applications for teaching activities and prepare the stable internet connection.
3. The steps in online teaching almost the same with offline teaching, including planning, prepare stuff for online teaching, teaching, giving feedback and reflection.
4. In online teaching what should teacher avoid is almost the same with offline teaching, but in online teaching teacher must be extra in monitor her students and prepare the stable internet connection to avoid broken explanation.

1.4 Micro Teaching Steps

The steps for implementing micro teaching consist of three stages that must be carried out, understood and prepared such as preparation, implementation of micro teaching, and follow-up.

1.4.1 Preparation Stage

The preparation stage is the earliest stage to prepare for micro learning. There are several preparations that must be considered including:

- a. Understanding about theory of Micro Teaching

For understanding the nature of micro teaching, we need to underline that micro teaching is teaching that is simplified from usual teaching, both in terms of time, number of students and also material. After we know clearly about its essence, we can also understand the theories used in teaching which will later be useful in its application.

- b. Understanding basic teaching skills

In micro teaching, there are several basic teaching skills that we need to know including opening and closing lessons, questioning skills, explaining skills, and so on. The need to understand basic teaching skills is to make it easier for prospective educators to carry out the micro teaching process.

c. Observing and reviewing real teaching in schools

Observing real teaching in schools, especially in the classroom will be very helpful for prospective teachers or someone who will carry out micro teaching. It is because we can see firsthand how these basic teaching skills are used. Then, they can be our examples in carrying out micro teaching. Besides that, it is better after we observe these activities, we study more deeply about the activities commonly referred to as teaching and learning activities.

d. Developing Lesson Plan

Lesson plans are essential in carrying out teaching and learning activities. In this case, before prospective teachers carry out micro teaching, they must prepare a Lesson Plan (RPP) first, this will make it easier for prospective educators to carry out micro teaching, because the RPP is useful as an educator's guidance guide. However, the RPP that is prepared should be adjusted to the rules of micro teaching, namely simplified teaching.

e. Dividing group

In the implementation of micro teaching, in addition to a teacher role, students will be divided into 2 groups namely observer groups or observers and student groups. The whole class should experience all of the roles so they can be act based on their position.

The five preparations should be done seriously because in this preparation stage more emphasis is placed on theory, so that micro teaching participants are required to study and understand theory thoroughly. Theory in micro teaching is considered important to understand because it is the basis or foundation for direct practice to run smoothly.

1.4.2 Implementation of Micro Teaching

The implementation stage is the stage where prospective teachers directly practice micro teaching with a support group namely observers and student groups also involved in it. There are several things that need to be done in the implementation stage, as follows:

a. Practicing micro teaching

Prospective teachers who are not on duty as observers and students practice the micro teaching process in front of their friends in the student group. Usually, the teaching process that is practiced is in accordance with the Lesson Plan that has been prepared previously in the preparation stage.

b. Observing and giving feedback

In this stage, the important role is the observer group because in essence the observer tasks are the observer, the assessor and also the commentator. In which case the observer observes the appearance of prospective teachers in the learning process whether this is in accordance with the RPP that has been prepared, as well as other aspects or not. In addition, the observer also provides an assessment of the viewer and also provides feedback. The feedback is given usually contains comments on the prospective teachers' appearance as well as suggestions that should be made for future performers, to make them better.

c. Following teaching and learning process

In this stage, the important role is the students' group. It is because the group is an object where the appearance conveys the material that has been prepared.

In addition, the three stages that need to be carried out in each group and also performers with their respective proportions that have been carried out. There are things that also play an important role in this implementation stage, namely adequate facilities and facilities that also affect the implementation of the micro teaching process.

1.4.3 Following-up

This stage is the last stage in micro teaching. At this follow-up stage, it usually contains evaluations and inputs for improvement, the evaluation aims to determine the extent to which the micro-learning process has gone as planned.

In essence, the follow-up to micro teaching is the process of discussing and discussing the results of the performance. Then, the recommendations or suggestions must be carried out as a follow-up. One of the concrete forms of final activity and follow-up process for micro teaching includes playing back recordings, comments and feedback discussions, self-evaluation, and follow-up (retraining). The purpose of this follow-up stage is so that the parties involved in micro teaching, and it can improve themselves and also improve their teaching skills to be even better.

To visualize the steps, figure 3 can describe more clearly the activities the student teachers face during micro teaching. The terms used in the figure can be represented by another term in another model such lesson planning is “teaching”, conducting lesson means “teaching”, discussion and conclusion refers to the process of “follow-up, observation and feedback transfer”.



Figure 3. Procedure of Micro Teaching, Source: <https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/>

Inside the steps, there are three steps happening in micro teaching, knowledge acquisition – skill acquisition – transferring phase as depicted in Figure 4. In transferring

phase, the students come out in a real situation, which is not controlled. This is also considered as the last and major phase of micro-teaching.



Figure 4. Phases of Micro Teaching, Source: [//content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/](http://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/)

Dealing with technology integration that become more emerging in this period, student teachers need to see several components when using the digital applications. First, they need to make sure whether the class is synchronous or Asynchronous. Second, it deals with student engagement. Some activities may be identified from their learning process, namely, self-directed learning, discussion forum, small group work, or combination of part or all of them. Those can be list like what Figure 5 shows. This consideration will make the student teachers easy to prepare the performance.



Figure 5. Principle to consider when doing Online Class, Source: <https://www.pearson.com/ped-blogs/blogs/2020/03/tips-moving-class-online-quickly.html>

Reflection:

1. What have you learnt from chapter 1?
2. Is there any point you need more explanation? if yes, consult with the lecturer.
3. What thing(s) you remember a lot about this chapter?
4. What thing(s) you disagree from this chapter?

Assessment

In group, please find out three references about micro teaching. Identify what matters can be selected as topics for discussion. Make an outline in a piece of paper based on the topics you have identified and give strong arguments why those are important.

Write your answers in this template

Group Members	1. 2. 3. 4. ...
References	
Potential Topics for Discussion	
Rationales	

Why is Micro Teaching in Cycles?

No	Opinions	Your ideas (Agree or Not)	Rationales
1	This cycling method has purpose to make sure how effective of lesson is. It also to emphasize the students' memory and remember last lesson. And also teacher as a guidance could observe how much effective last lesson is.		
2	Microteaching is in cycle because all of the elements interconnected. The main unsure is plan where it uses as the scenario of learning before teaching process starting and if the teacher begins to deliver the knowledge based on the planning. Teacher will be encountered some problem when facing the students, so feedback is needed to improve the teacher to make better lesson. Moreover, re-plan appear as the solution of the previous mistakes and teacher begins the better performance, no doubt that re-feedback also appear to evaluate that plan solver is better or not. These steps made micro teaching is in cycle that happens over and over and keep turning like that.		
3	Microteaching is in cycle because each step is connected. Basically, the process of teaching is planning, teaching, and giving feedback. In a short time of microteaching, we have to be able to deliver the concept of content clearly. It's good for teacher trainee to re plan after being given the feedback. It means we know what's supposed to be corrected, added or even dismissed. We may re arrange the concept to be clearer and re teach to the different group of pupils if topic is the same. It can develop the students' knowledge about the lessons. Thus, the teacher trainee can get better re feedback of the skills practiced during microteaching.		
4	Microteaching is in cycle because all		

No	Opinions	Your ideas (Agree or Not)	Rationales
	<p>of the steps must be coherent. Basically, the teacher is started teaching the class with the plan that has made. In learning process the teachers may facing some problems, when they are running the plan. Therefore, this is why feedback is needed. Feedback is very useful for both students and teacher. The teacher could re-plan to make the better one to solve the previous problem in lesson also it could improve their skill.</p>		
5	<p>Microteaching is in cycle, because the elements are related to one another. The first is the plan, in the teaching and learning process that is carried out first, namely planning a lesson that will be conveyed by the teacher to students, then secondly, teach, teaching activities are carried out if the teacher already has a plan / has teaching materials. The third is feedback, feedback is carried out when the teaching and learning process has been carried out. The activity will be repeated again in the microteaching element called re-plan, re-teach, and re-feedback. This repetition is done in order to improve the quality of learning from microteaching. Teachers can fix deficiencies in their teaching plans and methods, while students can improve their learning from the feedback they receive.</p>		
6	<p>Beacuse with this method it is easier for students to understand because it is interrelated. In general, micro teaching aims at establishing and developing basic teaching competencies as the provision of real teaching in schools or educational institutions in PPL programs. Specifically, the purpose of multi-disciplinary learning is as follows (Kusumawati et al., 2015): (1)</p>		

No	Opinions	Your ideas (Agree or Not)	Rationales
	to understanding the basics of micro-teaching; (2) to train students to prepare the Lesson Plan (RPP); (3) to establish and improve basic teaching-based competencies; (4) to establish and improve basic and integrated teaching basic competencies; (5) to establishing personality competence; and (6) to establish social competence.		
7	Micro teaching is in cycle because micro teaching is carried out in a laboratory in the form of a simulation. In order for everyone who participates in the teaching exercise to get the best performance, it is necessary to design a micro teaching system including planning, evaluation, control and improvement.		
8	Microteaching is in cycle because microteaching is a controlled practice system that makes it possible to focus on specific teaching behaviors and on practicing teaching under a controlled condition. The process of teaching is planning, teaching, and giving feedback. Competence In one skill developed before proceeding to another skills.		
9	Micro teaching is in cycle because to know the effectiveness of the teaching process. And to know if the teaching method carried out has been according to student needs or not. As well as feedback is needed as an evaluation of the teaching process that has been done. So the teacher will know what less during the teaching process is, and it could later make a re-plan and re-teach as an improvement of the previous teaching process.		
10	Microteaching is in a cycle because every process is related to one another. Good teachers go through an iterative process of assessing student needs, planning instruction, delivering instructions, assessing results, and then determining student needs again.		

No	Opinions	Your ideas (Agree or Not)	Rationales
11	<p>Micro teaching is carried out on a cycle basis because in micro teaching learning there are steps and rules to carry out this activity. Where students are given assignments using media that will be used in accordance with the plans and objectives of micro teaching learning. So that students can give each other opinions to improve student performance in subsequent activities.</p>		
12	<p>Micro teaching in cycle because it have elements that are interrelated to each other. First is the plan, in the teaching and learning process that is done first, which is to plan the that teachers will deliver to students, secondly, teaching activities are conducted if teachers already have a plan/have teaching materials for students third is feedback done when the teaching and learning process has been performed. Micro teaching activity will be repeated or may be called re-plan, re-teach, and re-feed back. This repetition is done to improve the quality of learning. Teachers can improve the original plan that still has many flaws in the teaching methods of students. While students can improve learning from the feedback they receive.</p>		
13	<p>Microteaching is in cycle because the pre-service teacher programs which for learning teaching skills moreover to improve pre-service teacher quality. To get the real teaching situation for developing skills. The pre-service teacher needs the steps or cycle to be effective,skills and practices of microteaching have been implemented. The feedback needed in microteaching from their friends or lecturer after their finished evaluation. To evaluate teaching learning practice and to improve the lesson.</p>		
14	Because micro teaching, not only		

No	Opinions	Your ideas (Agree or Not)	Rationales
	<p>teaching without preparation, and without processing the material and also without managing the class properly. Therefore, the existence of micro teaching in the cycle is a controlled system practice which later can help the readiness of teachers in learning which always focuses on how the development of knowledge, attitudes and creativity of the students themselves.</p>		
15	<p>Of course, feedback is needed in a microteaching program because feedback from trusted people can increase one's self-understanding. Feedback is very helpful in understanding aspects that exist in a person, including consequences that have never been realized before. Feedback as a means of knowing the abilities and weaknesses when someone teaches. The existence of feedback is of course very important as a benchmark for improving specific readiness.</p>		

CHAPTER II

LESSON PLAN

Think Aloud

Have you ever thought why teachers need to make lesson plan. Share your opinion with your classmate, and identify the opposite ideas for your insights. Express your agreement or disagreement with that new information.

2.1 What is Lesson Plan?

Lesson Plan is a more detailed description of the syllabus in an effort to achieve Basic Competence. Each teacher must develop a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical development as well as psychological learners (Sudrajat, 2009).

The preparation of lesson plans in learning is very important because in principle learning is an interaction between teachers and students, in order to create student learning experiences such as reading, listening, studying, analyzing, doing things, and various other forms of activity (Abimanyu, 2008). Thus, the existence of Lesson Plan is expected to facilitate, improve, streamline, and optimize the quality of the learning process in order to achieve learning objectives.

2.1 Components of Lesson Plan

The preparation of lesson and classroom teaching by a teacher refers to the lesson plan components. It is suggested that all of the elements are written, starting from:

- **School Identity**
- **Core Competencies**
- **Basic Competencies**
- **Learning Indicators**
- **Learning Objectives**
- **Learning Materials**
- **Learning Approach / Learning Methods**
- **Instructional Media**
- **Learning Tools**
- **Learning Resources**
- **Learning Activities (Introduction, Core and Closing Activities)**
- **Assessment**
- **Remedial Learning and Enrichment**

2.2.1 Learning Objectives

Learning Objective characteristics: observable and quantifiable, Unambiguous, Clearly spelled/specific results, both quantitative and qualitative parameters measurable, Communicate good behavioral education. The text of materials is suggested to be given at 2 levels, written in terms of performance: First and second levels

1st level:

Determine the general objective of the program or educational event instruction

Sometimes terminal objectives are termed

2nd level:

Identify the goals needed to achieve 1st level goals, termed enabling objectives

In determining the learning objectives, student teachers need to examine their consistence with the level of Bloom Taxonomy in addition to the appropriateness with certain core competence and basic competence. To identify the consistence, the operational verbs used in learning objectives should match with the six levels of Bloom's Taxonomy. A clear information related to level and procedure is presented in Figure 7 and Figure 8.

2.2.1 Bloom's Taxonomy

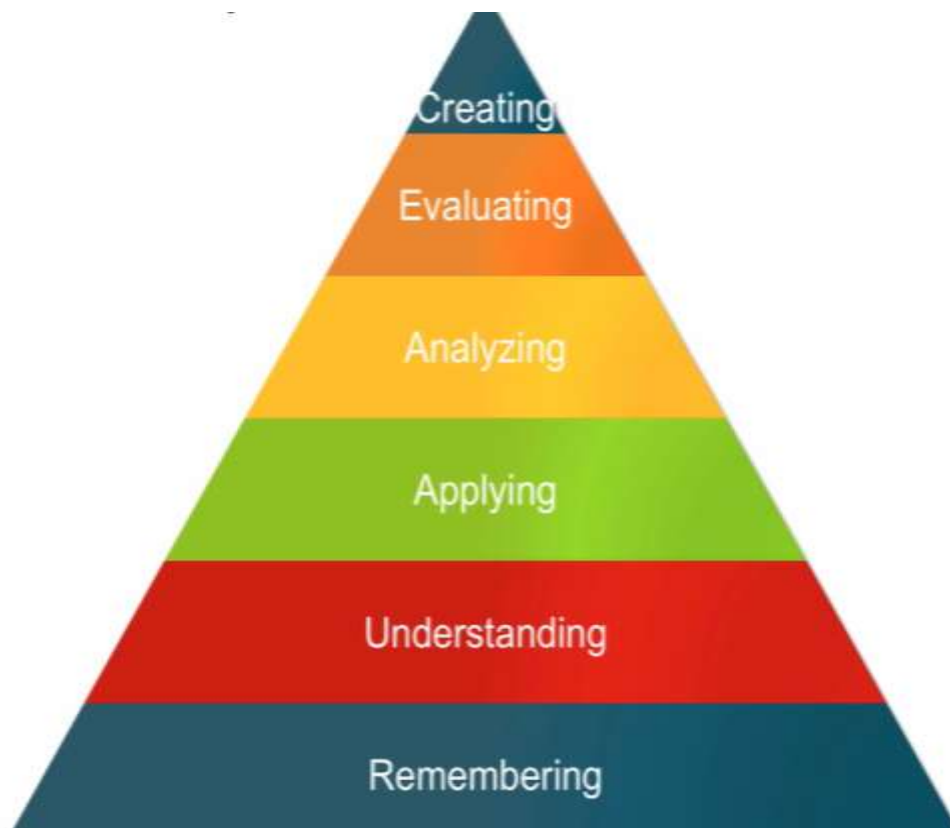


Figure 6. Cognitive Level in Bloom's Taxonomy

How can Bloom's help with course design?

Before you can **understand** a concept, you must *remember* it.

To **apply** a concept, you must first **understand** it.

In order to **evaluate** a concept, you must have **analyzed** it.

To **create** an accurate conclusion, you must have completed a thorough **evaluation**.



Figure 7. The structure of level achievement

To mention the level, it is important to make sure the students' proficiency. Teachers are not allowed to think based on their own interest but consider seriously what the students need. In one school, perhaps the level is higher than other schools. So, teachers are expected to be familiar with the classroom environment. In Bahasa Indonesia version, the student teachers can modify the operational verbs based on Figure 9, 10, and 11. Then they can translate into English.

RANAH KOGNITIF

MENINGAT (C1)	MEMAHAMI (C2)	MENERAPKAN (C3)	MENGANALISIS (C4)	MENGEVALUASI (C5)	MENCIPTAKAN (C6)
Mengetahui Misalnya: istilah, fakta, aturan, urutan, metoda	Menerjemahkan, Menafsirkan, Memperkirakan, Menentukan ... Misalnya: metode, prosedur Memahami ... misalnya: konsep, kaidah, prinsip, kaitan antara, fakta, isi pokok. Mengartikan Menginterpretasikan ... misalnya: tabel, grafik, bagan	Memecahkan masalah, Membuat bagan/grafik, Menggunakan .. misalnya: metoda, prosedur, konsep, kaidah, prinsip	Mengenalai kesalahan Memberikan ... misalnya: fakta-fakta, Menganalisis ... misalnya: struktur, bagian, hubungan	Menilai berdasarkan norma internal ... misalnya: hasil karya, mutu karangan, dll.	Menghasilkan ... misalnya: klasifikasi, karangan, teori Menyusun ... misalnya: laporan, rencana, skema, program, proposal
1	2	3	4	5	6
Menemukenali (identifikasi) Mengingat kembali Membaca Menyebutkan Melafalkan/melafazkan Menuliskan Menghafal Menyusun daftar Menggarisbawahi Menjodohkan Memilih Memberi definisi Menyatakan dll	Menjelaskan Mengartikan Menginterpretasikan Menceritakan Menampilkan Memberi contoh Merangkum Menyimpulkan Membandingkan Mengklasifikasikan Menunjukkan Menguraikan Membedakan Menyadur Meramalkan Memperkirakan Menerangkan Menggantikan	Melaksanakan Mengimplementasikan Menggunakan Mengonsepan Menentukan Memproseskan Mendemonstrasikan Menghitung Menghubungkan Melakukan Membuktikan Menghasilkan Memperagakan Melengkapi Menyesuaikan Menemukan Dll	Mendiferensiasikan Mengorganisasikan Mengatribusikan Mendiagnosis Memerinci Menelaah Mendeteksi Mengaitkan Memecahkan Menguraikan Memisahkan Menyeleksi Memilih Membandingkan Mempertentangkan Menguraikan Membagi	Mengecek Mengkritik Membuktikan Mempertahankan Memvalidasi Mendukung Memproyeksikan Memperbandingkan Menyimpulkan Mengkritik Menilai Mengevaluasi Memberi saran Memberi argumen-tasi Menafsirkan Merekomendasi	Membangun Merencanakan Memproduksi Mengkombinasikan Merancang Merekonstruksi Membuat Menciptakan Mengabstraksi Mengkategorikan Mengkombinasikan Mengarang Merancang Menciptakan Mendesain Menyusun kembali Merangkaikan

Figure 8. Cognitive Level

RANAH AFEKTIF

MENERIMA Menunjukkan Misalnya: kesadaran, kemauan, perhatian. Mengakui, misalnya: perbedaan, kepentingan	MERESPON Mematuhi mis.: peraturan, tuntutan, perintah. Berperan aktif, mis: di laboratorium, dalam diskusi, dalam kelompok, dalam organisasi, dalam kegiatan.	MENGHARGAI Menerima suatu nilai, menyukai, menyepakati. Menghargai misal: karya seni, sumbangan ilmu, pendapat, gagasan dan saran	MENGORGANISASIKAN Membentuk sistem nilai. Menangkap relasi antar nilai. Bertanggung jawab. Mengintegrasikan nilai.	KARAKTERISASI MENURUT NILAI Menunjukkan mis.: kepercayaan diri, disiplin pribadi, kesadaran moral. Mempertimbangkan. Melibatkan diri.
A1	A2	A3	A4	A5
Menanyakan Memilih Mengikuti Menjawab Melanjutkan Memberi Menyatakan Menempatkan Dll.	Melaksanakan Membantu Menawarkan diri Menyambut Menolong Mendatangi Melaporkan Menyumbangkan Menyesuaikan diri Berlatih Menampilkan Membawakan Mendiskusikan Menyatakan setuju Mempraktekkan Dll.	Menunjukkan Melaksanakan Menyatakan pendapat Mengambil prakarsa Mengikuti Memilih Ikut serta Menggabungkan diri Mengundang Mengusulkan Membedakan Membimbing Membenarkan Menolak Mengajak Dll.	Merumuskan Berpegang pada Mengintegrasikan Menghubungkan Mengaitkan Menyusun Mengubah Melengkapi Menyempurnakan Menyesuaikan Menyamakan Mengatur Memperbandingkan Mempertahankan Memodifikasi Mengorganisasi Mengkoordinir Merangkai Dll.	Bertindak Menyatakan Memperhatikan Melayani Membuktikan Menunjukkan Bertahan Mempertimbangkan Mempersoalkan Dll.

Figure 9. Affective Level

RANAH PSIKOMOTOR

MENIRU Menafsirkan rangsangan (stimulus). Kepekaan terhadap rangsangan	MANIPULASI Menyiapkan diri secara fisik	PRESISI Berkonsentrasi untuk menghasilkan ketepatan	ARTIKULASI Mengkalkan berbagai ketrampilan. Bekerja berdasarkan pola	NATURALISASI Menghasilkan karya cipta. Melakukan sesuatu dengan ketepatan tinggi
P1	P2	P3	P4	P5
Menyalin Mengikuti Mereplikasi Mengulangi Mematuhi Membedakan Mempersiapkan Menirukan Menunjukkan dll	Membuat kembali Membangun Melakukan, Melaksanakan, Menerapkan Mengawali Bereaksi Mempersiapkan Mempraktikkan Menanggapi Mempertunjukkan Menggunakan Menerapkan Dll.	Menunjukkan Melengkapi Menunjukkan, Menyempurnakan Mengkalibrasi Mengendalikan Mempraktekkan Memainkan Mengerjakan Membuat Mencoba Memposisikan dll	Membangun Mengatasi Menggabungkan Koordinat, Mengintegrasikan Beradaptasi Mengembangkan Merumuskan, Memodifikasi Memasang Membongkar Merangkaikan Menggabungkan Mempolakan Dll.	Mendesain Menentukan Mengelola Menciptakan Membangun Membuat Mencipta menghasilkan karya Mengoperasikan Melakukan Melaksanakan Mengerjakan Menggunakan Memainkan Mengatasi Menyelesaikan \dll.

Figure 10. Psychomotor Level

For attitude or affective assessment, non-test techniques can be used. According to Kochhar (2008:56-63) to assess attitudes or affective can use non-test techniques. According to Arifin (2012: 180) this non-test technique can be done with several activities including observation, interviews, attitude scales, check lists, rating scales, questionnaires, case studies, incidental notes, sociometry, personality inventories, and techniques for giving awards to students.

According to Sudjana (2009: 182) the measurement of the psychomotor domain will usually be combined with the assessment of the cognitive domain. The portfolio assessment component includes teacher notes, student work results, and student progress data. Instruments that can be used to measure the psychomotor domain of students can use a matrix. The content of the matrix states the details of the aspects of the skills to be measured, to the right shows the achievable score. The scores will be added up and divided by the number of assessment variables whose results will be obtained and will be used as the psychomotor value of students. For the psychomotor domain or skills, it can be obtained from the results of product assessments, which are produced by students and their performance. To measure it, teachers can use simulations, performance or identification tests. Similar to the attitude domain, the results to be obtained will be scaled, one of which can use a scale of 1 to 5, namely very good (5), good (4), moderate (3), not good (2), and not good (1) .

ABCD Model for Writing Objectives

To write a quality learning objectives, ABCD model is important to be implemented. Please see the format of learning objective in Figure 12.

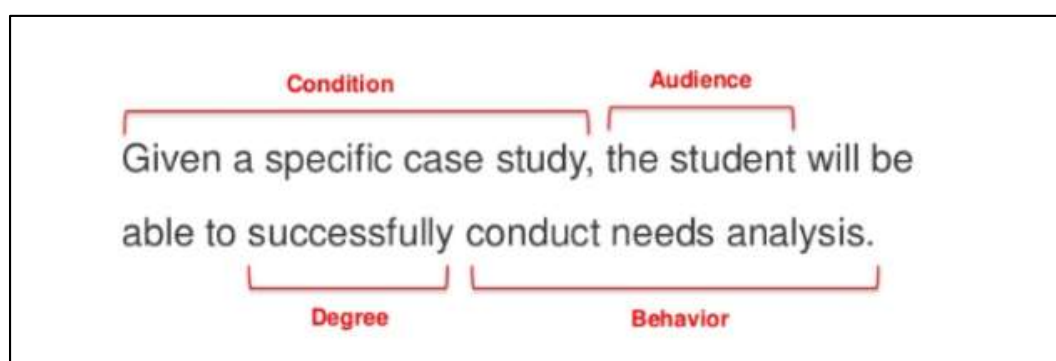


Figure 11. The position of ABCD model

To understand what ABCD model is implemented in the objective formulation, it is described as follow.

Audience

- Describe students or learners involved in the instruction
- Example : The students ...

Behavior

- Defines students' capability
- it consists of observable operational verbs
- If it is a skill, it should be a real world skill
- The "behavior" can include demonstration of knowledge or skills in any of the domains of learning: cognitive, psychomotor, affective, or interpersonal
- Example: ... be able to arrange a procedure text...
- Example: ... be able to explain the communicative purpose of the text...

- a. Cognitive domain
 - stresses the recall or reproduction of anything that is probably learnt
 - Connect with the knowledge, understanding, comprehension, resolving, spelling, criticism etc.
- b. Psychomotor domain
 - highlight muscular motor skills, material and object manipulation or an act that involves coordination between neuromuscular
 - The way a student moves or controls the body
- c. Affective domain
 - Consisting of two kinds of behaviours: reflexive (attitudes) and voluntary acts (values)
 - Phases: awareness, choice, action and assessment
- d. Interpersonal domain
 - Stresses learning skills in connection with interpersonal exchanges (not knowledge or attitude)
 - In various settings, how a learner interacts with others

Condition

- Equipment or instruments which can (or cannot) be used to carry out their conduct
- Environmental conditions may also be included
- Example:
 Given a stick and a picture, ...
 Given the video of William Shakespeare, ...
 Given a paragraph about public figure,

Degree

- Standards for acceptable performance (time, precision, proportion, quality, etc. Standard)
- Example:
 ... without grammatical error.
 ... 5 out of 7 times.
 ... within 30 minutes.
 ... fluently.
 ... appropriately
 ... confidently

2.2.2 Introduction of Digital Bloom’s Taxonomy

Technology gives impact to the development of Bloom’s taxonomy. It can be seen from the verbs developed by some authors. Although it is not a must to be obviously mentioned in the learning objectives, the teachers need to know it well. To make teachers easy to identify, Teachthought graphic in Figure 13 provides 126 power

verbs for digital learning—a kind of Bloom’s Digital Taxonomy that relies on the existing Remember–Understand–Apply–Analyze–Evaluate–Create and then provides common digital tasks like moderating, duplicating, blogging, wiki-building, podcasting, and more.

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Moding Facilitating Managing Negotiating Leading

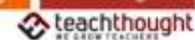


Figure 12. Bloom’s Taxonomy Digital Planning Verbs (Source: <https://www.teachthought.com/critical-thinking/126-blooms-taxonomy-verbs-digital-learning/>)

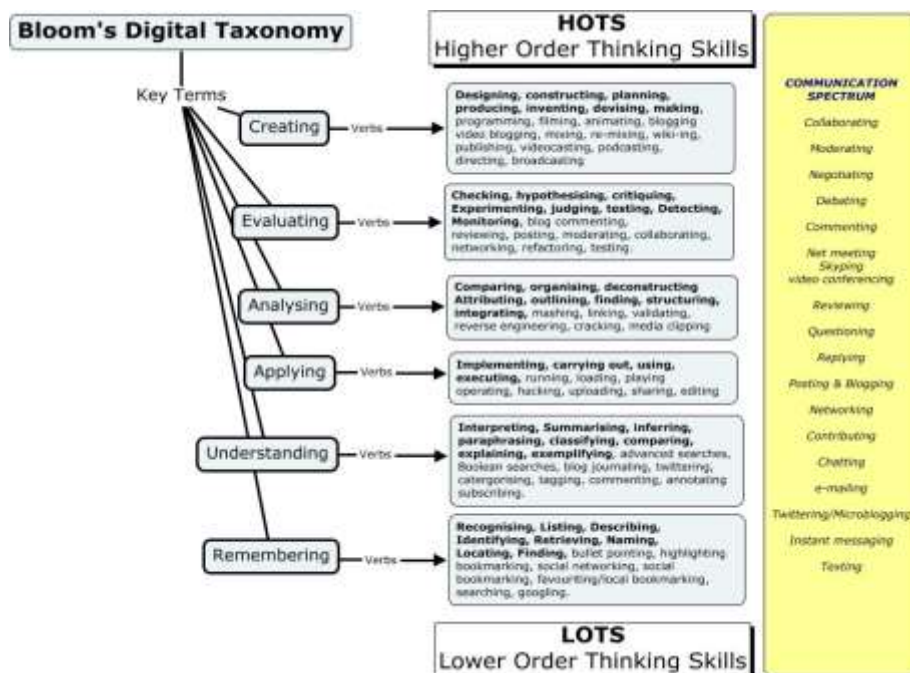


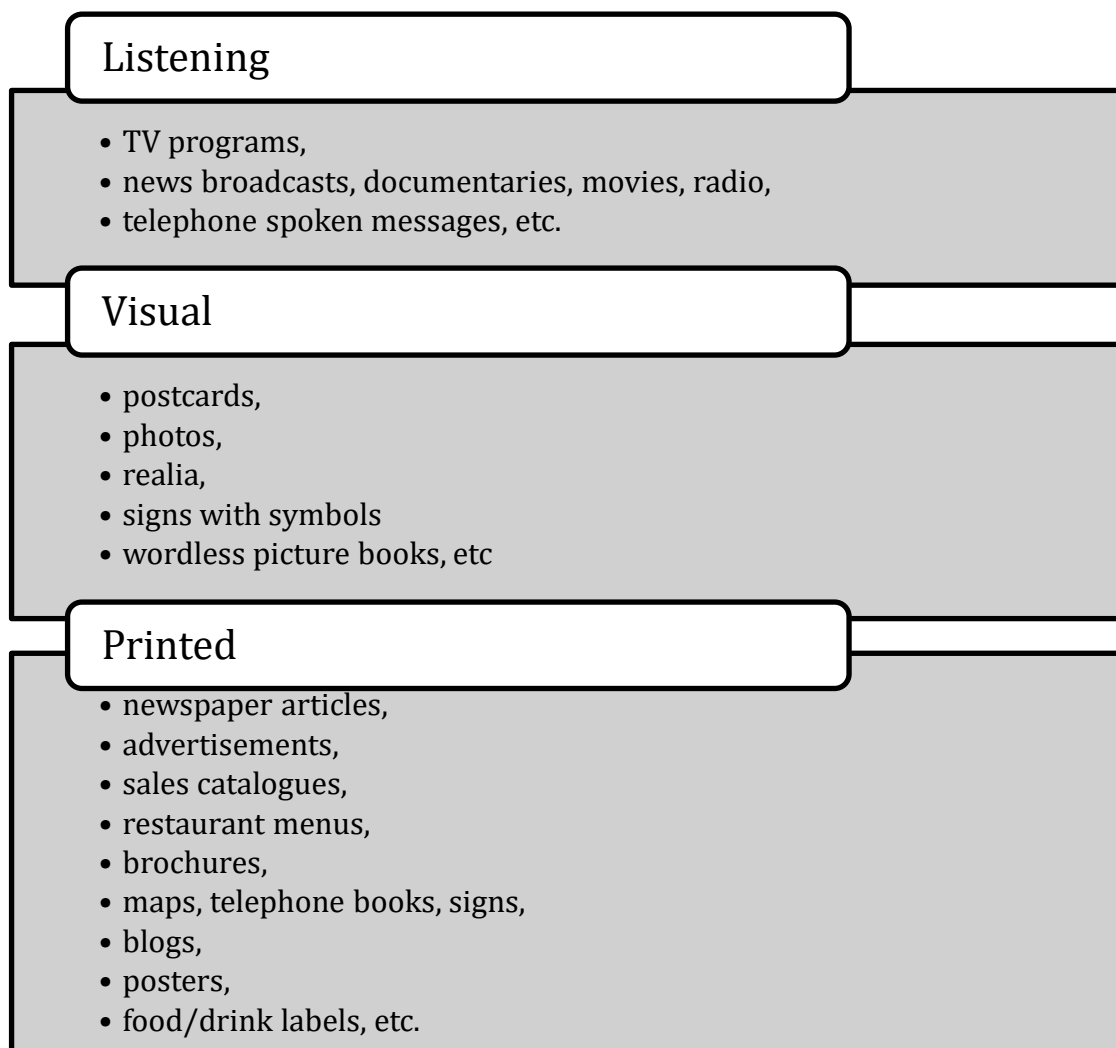
Figure 13. The Connection between Bloom's Digital Taxonomy and HOTS/LOTS

○ Materials in Lesson Plan

When we talk about materials, we need to identify what type of materials we will present to the students. Please pay attention on the following classification:

● Authentic Materials

Authentic materials are resources designed specifically for native speakers of the target language. Authentic materials can include:



● Concept Materials

According to Tommlinson (2004), material development is anything which is done by writers, teachers or learners to provide sources of language input and promote language learning. Therefore, materials development processes will be success if the curriculum developers have the good concepts of material development. The student's approach (personal goals, skill level and interest), consideration of the context (length, resources, relationship with another subject), consideration of the target context (future roles of learners and text, and the tasks they require), establishment of course of the goal, is suggested in Ken Hyland (2003) in nine steps of materials for study materials.

- Principles Materials

Richards et al. (2001) presents sixteen ideas that he believes many Second Language Acquisition (SLA) scholars would agree are the core principles of SLA applicable to the production of materials for language education. These principles are summarized as follows:

- Material should have an effect, make learners feel at ease, and help them gain confidence.
- What is taught should be viewed as relevant and beneficial by students.
- Materials should encourage and enable learner self-investment, as well as give chances for learners to utilize the target language for communicative reasons.
- Materials should take into consideration the following factors: beneficial impacts of teaching are generally delayed, learners have varied learning styles, and emotional attitudes differ.
- Materials should allow for a quiet time at the start of training, should not rely too much on controlled practice, and should include chances for result feedback.

In addition, Richards & Renandya (2002) states that materials obviously reflect the writer's views of language & learning, and teachers (& students) will respond according to how well these match their own beliefs and expectations. Thus, suggests some points to be considered in providing effective materials:

- Language - is functional and must be contextualized; should be realistic and authentic; requires learner engagement in purposeful use of language
- Classroom materials will usually seek to include an audio visual component
- Second language learners need to develop the ability to deal with written/spoken genres
- Materials need to be flexible enough to cater to individual and contextual differences

- Enrichment Materials

Enrichment is defined as providing students with activities, experiences, or information that improve their level of knowledge and awareness about a certain idea or topic taught in school. The purpose of the enrichment material is to teach pupils how to spell correctly. It denotes the beginning of the writing process. Before they can write an essay, the pupils must first learn how to spell. As a result, the purpose of this content is to educate and allow pupils to practice spelling. The letters of the words were supplied in the question, but not in the correct sequence. Students can rearrange the letters to create a meaningful word. The vacant areas were provided to assist kids, and they are formed like the letters of the alphabet. To help pupils spell correctly, pictures of the words are supplied.

- Remedial Materials

Remedial material is development content that provides students with exercises, chances, and information to help them improve a certain ability.

2.3 Assessment

Assessment should be done in three ways: evaluation of learning (assessment of learning/AoL), assessment for learning (assessment for learning/AfL), and assessment as learning (assessment as learning/AaL).

1. Assessment as Learning.

This assessment is typically used to assess student learning outcomes. Assessment is positioned in this context as though it were a distinct activity from the learning process. The use of assessment involves more than just knowing whether or not learning goals have been met; it is also vital to understand how testing may improve students' abilities during the learning process.

2. Assessment of learning

It is an evaluation that occurs after the learning process has been completed. The completion of the learning process does not necessarily occur at the end of the year or when students complete schooling at a specific level. After the learning process is completed, each educator performs an assessment that is meant to offer acknowledgment of the accomplishment of learning outcomes, implying that the educator conducts a learning assessment. Assessments of learning include national examinations, school/madrasah exams, and different types of summative evaluation (assessment of learning outcomes).

3. Assessment for learning

It is performed during the learning process and is often used to improve the teaching and learning process. Educators can use assessment for learning to offer feedback on students' learning processes, monitor progress, and determine their learning progress. Educators may utilize assessment for learning to enhance their effectiveness in facilitating pupils. Assessment for learning includes a variety of kinds of formative assessment, such as assignments, presentations, projects, and quizzes (assessment for the learning process).

Table 1. The summary of each type of assessment

Assessment	Of Learning	For Learning	As Learning
Type	Summative	Formative	Formative
What	Teachers assess students' progress or application of information or abilities in relation to a standard.	Teachers and peers check progress and learning to help learners to determine how to improve.	Learner assumes responsibility for their own learning, inquires about their own learning and the learning process, and investigates ways to improve.
Who	Teacher	Teacher & Peers	Learner & Peers
How	Formal evaluations utilized to collect proof of the progress	Implies formal and informal evaluation efforts in the context	Students utilize official, informal feedback and self-

Assessment	Of Learning	For Learning	As Learning
	of the student and may be used for grading.	of learning and to influence future learning planning.	assessment to assist them comprehend the next stages.
When	Periodic report	Ongoing feedback	Continual reflection
Why	Ranking and reporting	Improve learning	Deeper learning and learning how to learn
Emphasis	Scoring, grades, and competition	Feedback, support, and collaboration	Collaboration, reflection, and self-evaluation

2.5 Worksheet

Worksheets are a useful tool for our pupils to engage their minds in the course of their classes. Class worksheets can also assist direct out-of-class student study. The following list provides examples of objectives which may be dealt with utilizing worksheets with links to discussion and illustrated examples. In the lesson plan, worksheets have to be inserted to guide teachers when the time for assessment comes. Worksheet refers to a document showing work that needs to be done or that has been done (Cambridge Dictionary). To use certain type of worksheet, teachers should recognize the type of assessment. Furthermore, in English class, skill and component focus is important for determining the students' tasks.

Worksheets can bridge the gaps in the coursebook and for some people who are often intensive or extended to write or talk. This will enhance your course, one or two workbooks a week, so that students may expand on the learning they have acquired from this book and focus more on their shortcomings. Next, students get independence from worksheets. Some pupils like to draw, others prefer to write notes and ideas, to put colours, to emphasize or to write and to wipe it out. You may embrace that by adding a drawing element, note-taking, coloring etc., integrating various talents.

A worksheet is a piece of paper that may be worked on, exchanged, stuck or even handed to mark. Students may also walk around or out of the class with a single piece of paper simpler. Moreover, the more worksheets you create, use and consider, the better you understand the talents, preferences and work of your pupils in your classroom. With strong feedback, your workbooks will improve every time you create a link between you and your students. Encourage them to offer future sheets and maybe strive to become their own.

Some recommended websites for students' worksheet are accessed in the following links:

- <https://en.islcollective.com/english-esl-worksheets/search/importance>
- <https://www.englishworksheets.com/>
- <https://www.englishclub.com/esl-worksheets/>

To give ideas when developing worksheets for English learning, please read the following examples.

Exercises

Unit
5

5.1 Read what Laura says about a typical working day:



I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

Yesterday was a typical working day for Laura. Write what she did or didn't do yesterday.

- | | |
|---|-----------------------------------|
| 1 She <u>got up</u> at 7 o'clock. | 7 at 5 o'clock. |
| 2 She a big breakfast. | 8 tired when home. |
| 3 She | 9 a meal yesterday evening. |
| 4 It to get to work. | 10 out yesterday evening. |
| 5 at 8.45. | 11 at 11 o'clock. |
| 6 lunch. | 12 well last night. |

5.2 Complete the sentences using the following verbs in the correct form:

buy catch cost fall hurt sell spend teach throw write

- Mozart wrote more than 600 pieces of music.
- 'How did you learn to drive?' 'My father me.'
- We couldn't afford to keep our car, so we it.
- Dave down the stairs this morning and his leg.
- Joe the ball to Sue, who it.
- Kate a lot of money yesterday. She a dress which £100.

5.3 You ask James about his holiday in the US. Write your questions.

- YOU: Where did you go ?
JAMES: To the US. We went on a trip from San Francisco to Denver.
- YOU: How? By car?
JAMES: Yes, we hired a car in San Francisco.
- YOU: It's a long way to drive. How long?
JAMES: Two weeks. We stopped at a lot of places along the way.
- YOU: Where? In hotels?
JAMES: Yes, small hotels or motels.
- YOU: good?
JAMES: Yes, but it was very hot – sometimes too hot.
- YOU: the Grand Canyon?
JAMES: Of course. It was wonderful.

5.4 Complete the sentences. Put the verb into the correct form, positive or negative.

- It was warm, so I took off my coat. (take)
- The film wasn't very good. I didn't enjoy it much. (enjoy)
- I knew Sarah was busy, so I her. (disturb)
- We were very tired, so we the party early. (leave)
- It was hard carrying the bags. They really heavy. (be)
- The bed was very uncomfortable. I well. (sleep)
- This watch wasn't expensive. It much. (cost)
- The window was open and a bird into the room. (fly)
- I was in a hurry, so I time to call you. (have)
- I didn't like the hotel. The room very clean. (be)

Figure 14. Worksheet of Grammar activities

Pronunciation

Minimal Pairs /g/ /k/ words like BAG and BACK

Activity 1

Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1

bag
log
wig
snag
girls
grime
grease
gold
anger
stag
guards

Column 2

back
lock
wick
snack
curls
crime
crease
cold
anchor
stack
cards

Activity 2

Listen to your teacher saying one of the words from Activity 1. Say if you think the word is in Column 1 or Column 2.

Activity 3

Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D 2. S D 3. S D 4. S D 5. S D
6. S D 7. S D 8. S D 9. S D 10. S D

Activity 4

Listen to your teacher reading the sentences below. Circle the word you hear.

1. Give me that bag/back!
2. The logs/locks are enormous.
3. The wig/wick was too short.
4. There weren't any snags/snacks.
5. The girls/curls were blonde.
6. Have you ever seen such a big stag/stack?
7. Be careful! Don't grease/crease it.
8. This dish is all gold/cold!
9. His anger/anchor certainly didn't help.
10. The guards/cards arrived too late.
11. The city is full of grime/crime.

Activity 5

Imagine you are the teacher now! Work with a partner and repeat the activities above. Then swap roles.

Figure 15. Worksheet for Pronunciation Practice

English Banana.com

Test Your Vocabulary Skills

Talking About the Weather 3

Write two or three sentences to answer each of these questions:

1. What is the weather like at the moment?

2. What is the weather usually like in your country, compared to another country?

3. What do you usually wear if it is...
 - a) hot and sunny...?

 - b) raining...?

 - c) snowing...?

4. What is your favourite type of weather? Why?

5. What is your least favourite type of weather? Why?

6. What is the worst weather you have ever seen?

For more fun tests, quizzes and games log onto www.englishbanana.com now!

This worksheet can be photocopied and used without charge

Figure 16. Worksheet for Vocabulary



6. IN THE MONEY CI

Reflect on the unit's tasks so far. What role does money play in your life?

1. **Look back** on the unit's texts. **React** to what you've learned so far. **Take some notes**.
2. In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to research studies.
3. **Select** a question or statement from your card. **Take turns** initiating a 15-minute discussion with your classmates by giving your opinion about the issue presented in your question.
4. To interact, you may:
 - a. **agree** and **disagree** with what your classmates say;
 - b. **build** on and **add details** to what your classmates say;
 - c. **react** to and **comment** on their opinions;
 - d. **express** opinions and ideas that are related to the issues but also to what your classmates say;
 - e. **ask questions** or **ask for clarification** about what they say.



Student A	Student B
<ul style="list-style-type: none"> Do you think it is fair that younger drivers have to pay more for car insurance? Why or why not? Should the same job offer the same salary everywhere in the world? Why or why not? Should the government limit the amount of personal debt a person can accumulate? Why or why not? 	<ul style="list-style-type: none"> What changes could you make to your daily life in order to lower your monthly costs? Would it be easy to make these changes? Extreme frugality is something we should all aspire to. Do you think there should be a minimum wage for any job across Canada? If so, what should it be?
Student C	Student D
<ul style="list-style-type: none"> Do you think that budgeting should be covered in high school? Why or why not? Happiness increases with the amount of stuff and belongings that you have Being a student, buying a first house, having a baby and giving to charity are valid reasons to get a tax refund. 	<ul style="list-style-type: none"> Does the appearance of wealth count for too much in our society? Why or why not? Has this unit changed your financial habits? Explain your answer with examples. Compare the use of a credit card, debit card and cash.

Refer to Workshop A: Group Discussion Skills on page 27 and the functional language on page 222 of the Reference Section for help.

Figure 17. Worksheet for Speaking Skill (Upside English as a Second Language Secondary 5 Student Workbook, 2019)

PROJECT EXTRA

STORY TIME

PROJECT

A

BOOK JACKET PRESENTATION

Prepare a poster-sized book jacket for your favourite tragedy or comedy, classic or modern. Include a front cover and a back cover in your book jacket.

1. **Think about** your favourite stories (books, TV shows, films, real life). **Select** the story that you relate to or that brings out your emotions.
2. **Look** at the book jackets of some popular English-language books for inspiration.
3. **Note** important information about characters in the story and the storyline of your chosen story. **Use** the pyramid of action for help.
4. **Choose** which story elements you will include on the back cover.
5. **Write** a few short reviews of your story for the back cover. **Highlight** why this is such a good story.
6. **Choose** a photo for the front cover. **Include** the title and author's name.

PROJECT TIPS

- ▶ Use the steps of the production process.
- ▶ Refer to the information in the unit.
- ▶ Revise and edit your work using a writing checklist.
- ▶ Ask for and integrate feedback from classmates.
- ▶ Share your work.

PROJECT

UNIT 2

PROJECT

B

SKETCH

Work in teams to **adapt** a story that you will then perform as a short sketch. **Perform** the sketch for your classmates.

1. **Choose** a story from a movie, a television show, a book or real events.
2. **Plan** your sketch. **Think about** the characters and the storyline. **Use** the pyramid of action.
3. **Write** a short script based on the story.
4. **Include** dialogue and stage directions.
5. **Assign** different roles to the members of your group.
6. **Present** your sketch to your classmates.



Figure 18. Worksheet for Project (Upside English as a Second Language Secondary 5 Student Workbook, 2019)

Name: _____ Date: _____ Group: _____

Extra Reading
Unit 4

Law and Order

Handout ER 4
(cont.)

After Reading

5. **Discuss** with a partner or group possible arguments for and against the students in the case described in the article. **Take notes** below.

FOR: _____

AGAINST: _____

6. According to the article, why are teens today more aware of their rights?

7. According to the article, do most teens recognize the responsibilities that come with expressing their rights? **Explain** your answer.

8. What does Principal Felsen feel is the positive side of this experience?

9. Do you think that the Breathalyzer test was reasonable considering the circumstances? **Explain** your answer.

10. What is your opinion on the case described in the article? **Pick** an argument from Step 5 that reflects your opinion and **write** a supporting paragraph.

Figure 19. Worksheet for Reading (Upside English as a Second Language Secondary 5 Student Workbook, 2019)

2.6 One-Page Lesson Plan

One-page lesson plan covers 5 components, namely school identity, learning objective, learning activities, assessment signature. In developing lesson plan with one page, schools are still flexible to implement it in the school since there has not *Peraturan Pemerintah* regarding its use in each education level. When teacher or student teachers want to use this type of lesson plan, it is clear that the format is more interesting. Colorful background is allowed and text position is not limited.

Nama Sekolah SMP Mata pelajaran Bahasa Inggris Materi Nama hari, bulan, waktu dalam hari, waktu lama bentuk angka, tanggal dan tahun.		Kelas/Semester VII Tahun Pelajaran 2020/2021 Alokasi 6 Pertemuan	
TUJUAN PEMBELAJARAN			
Menjelaskan fungsi sosial, struktur, dan unsur kebahasaan serta menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.			
KEGIATAN PEMBELAJARAN			
Pertemuan 1	<ul style="list-style-type: none"> Menyanyikan lagu mengenai pengucapan angka dan nama hari. 		
Pertemuan 2	<ul style="list-style-type: none"> Mengucapkan angka, mengucapkan ordinal number sesuai dengan urutan tempat duduk. Membentuk kelompok 3 orang satu kelompok. Melengkapi puzzle mengenai nama-nama hari dan nama waktu dalam satu hari. Menuliskan bulan. Menyampaikan hasil kerja kelompok. 		
Pertemuan 3	<ul style="list-style-type: none"> Mendiskusikan kegiatan atau acara secara berpasangan. Mengajukan pertanyaan mengenai mengucapkan waktu dalam bahasa Inggris secara berpasangan. 		
Pertemuan 4	<ul style="list-style-type: none"> Mengidentifikasi waktu kedalam bentuk kalimat (half past seven in the morning and seven thirty in the morning). Menyajikan hasil pekerjaan. 		
Pertemuan 5	<ul style="list-style-type: none"> Berpasangan menanyakan jadwal kegiatan sehari-hari menggunakan ungkapan "what time do you get up?" Membaca jadwal kegiatan di sekolah. 		
Pertemuan 6	<ul style="list-style-type: none"> Membuat jadwal kegiatan mulai dari bangun tidur sampai tidur. 		
Refleksi dan Konfirmasi	<ul style="list-style-type: none"> Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. 		
PENILAIAN			
SIKAP		PENGETAHUAN	
1. Bekerja sama menyelesaikan puzzle 2. Tanggung jawab terhadap pekerjaan; Disiplin dalam waktu		1. Menentukan nama hari dan waktu. 2. Menulis waktu dan tanggal dalam bentuk kalimat pendek dengan cermat. 3. Mencocokkan gambar dengan jam sesuai dengan rekaman yang didengarnya.	
		KETERAMPILAN	
		Menulis rencana kegiatan yang akan dilakukan dengan bahasa yang santun.	
Mengetahui, Kepala Sekolah		Jakarta, Guru Mapel	

Figure 20. (Source: Renacana Pelaksanaan Pembelajaran Inspiratif, 2019)

Self – Assessment in lesson plan preparation for student

This instrument aims to assist you in developing or making lesson plans/preparations before the micro learning practice is carried out. Therefore, you can use this instrument by checking the stages of making lesson plans one by one.

Name :

Class :

No	Statement	Finished	Not Finished
1.	I have referred to the syllabus before this lesson plan was made.		
2.	I have used the latest lesson plans that apply at school.		
3.	I have developed the statement of Core Competence and Basic Competence into operational indicators which contain the following elements: A = Audience (obviously who the audience is) B = Behavior (there is clear behavior and it is stated by operational verbs) C = Condition (obviously the desired condition) D = Degree (there is clear level of competence to be achieved)		
4.	Use a clear statement of purpose.		
5.	The material is relevant and in accordance with the level of development of students.		
6.	It is clear what approach and method to use.		
7.	It is clear the media and props used.		
8.	The steps of learning used:		
	a. Clear and easy for students to understand.		
	b. Innovative		
	c. Stimulate higher order thinking		
	d. Provide opportunities for students to practice the use of the foreign language they are learning.		
	e. Use effective classroom management.		

	f. Provide opportunities for students to experience for themselves and formulate new knowledge based on the experience.		
	g. Attractive.		
9.	Assessment		
	a. Assess according to the material which being taught.		
	b. Relevant.		
	c. Authentic.		
	d. Appropriate indicators.		
	e. Accompanied by examples.		
	f. There is a rubric of assessment.		
10.	Closing		
	a. Guiding the students to summarize the material which being taught.		
	b. There is closing activities.		

Are you sure that your RPP is the best? Give the reason briefly.

.....

What problems did you face in making the RPP?

.....

Self-Assessment for Lesson Plan Construction for lecturer

This instrument is used to find out how your process in making preparations before carried out the micro learning practice. Please answer the following statements as they are by crossing the “yes” or “no” options. Your answer does not affect your score, it is only used to make it easier for the lecturer to help you.

Name :

Class :

No	Statements	Yes	No
1.	The time available to do teaching preparation is sufficient.		
2.	I am skilled at searching for materials online.		
3.	I found many relevant sites to develop materials for my teaching materials. Among them are (write examples of sites that you have tried): a..... b..... c..... d..... e.....		
4.	For me making preparations in a group is better than working alone.		
5.	I had no problems in making preparations.		
6.	For me making this preparation is inefficient.		

Assessment

IN PAIRS, COMPLETE THIS ASSIGNMENT BASED ON THESE CRITERIA:

1. READ SYLLABUS
2. DETERMINE THE LEARNER TARGET (SMP OR SMA LEVEL)
3. SELECT ONE BASIC COMPETENCE
4. DEVELOP A LESSON PLAN
5. WRITE LEARNING OBJECTIVES WITH ABCD MODEL
6. WRITE THREE ASPECTS IN ASSESSMENT : COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR
7. DEVELOP WORKSHEET BASED ON YOUR LEARNING OBJECTIVES

CHAPTER III

TEACHING STRATEGIES

Think Aloud!

Have you ever thought that white board can be digitally used from your home? Share your ideas with your friends. Find the supporting references for your opinion.

3.1 Definition and Types of English Language Teaching Strategies

3.1.1. Definition

The term "teaching strategies" refers to the methods used to assist students in acquiring the desired course content and subsequently developing attainable goals. Teaching strategies analyze the various available learning methods in order to develop the most effective strategy for the identified target group. According to experts, there are numerous perspectives on teaching strategies. One of them, proposed by Dick and Carey (2005) that teaching strategies is a generic component of a collection of instructional materials and procedures that teachers and students will use collaboratively throughout the learning process. There are five components to learning strategies to consider: pre-learning activities, information delivery, student participation, tests, and follow-up activities. Meanwhile, according to Garlach & Ely (1980) a teaching strategy is a comprehensive approach within a learning system that takes the form of general guidelines and a framework of activities aimed at achieving general learning objectives, and that describes systematic procedures for assisting students' learning efforts, organizing learning experiences, organizing, and planning instructional materials in order to accomplish specific learning objectives.

Lan and Oxford (2003) define language teaching strategies as "individual learners' techniques for facilitating the comprehension, retention, retrieval, and application of information in a second or foreign language." English teachers have historically been critical in teaching English as a second or foreign language to students in both second and foreign environments. They must teach English as a general or specialized language. Throughout the history of English teaching, English teachers have employed a variety of methods, techniques, and approaches in ELT classes. Syllabus designers, create materials, and a curriculum to help English learners apply their knowledge in real-world situations (Khansir, 2014).

Based on the definition above, an English learning strategy is a procedure that assists students' efforts to master the target language, organizes their learning experiences, and organizes and plans teaching materials in order to create a more effective and efficient learning process that results in the achievement of the learning objectives.

3.1.2. Types of English Language Teaching Strategies

Numerous experts have suggested various strategies for teaching English (Murcia, Herrel, Moughamian). Numerous characteristics characterize learning strategies. Naiman et al. (1978: 3), citing Stern (1975), proposed ten distinct types of learning strategies: **planning, active, empathic, formal, experimental, semantic, training, communicative, monitoring, and appreciation**. This classification appears to encompass a great deal of what occurs during the teaching and learning process. However, as Stern himself stated, these are still temporary strategies that require confirmation and modification. For instance, several of these groups appear to overlap. Certain characteristics of the planning strategy are analogous to those of the monitoring strategy. As a result, there is a formal strategy and a training strategy.

Numerous researchers categorize learning strategies into four types (O'Malley and Chamot, 1990; Cohen, 1990; Oxford, 1990). **Cognitive** strategies refer to the ability of learners to think critically when processing teaching and learning materials. **Metacognitive** strategies refer to learners' tactics or methods for interacting with and managing teaching and learning materials. **Affective** strategies take into account the learners' attitudes and feelings when it comes to the learning process. The term "**social** strategy" refers to how learners collaborate with their peers to accomplish learning objectives. This grouping appears to be simpler, but the boundaries are more distinct. Oxford (1990) distinguishes two types of learning strategies: direct and indirect. Direct strategies are further classified into three categories: **memory, cognitive, and compensatory**. Three types of indirect strategies exist: **metacognitive, effective, and social**. Each strategy entails a distinct set of activities.

In contrast to Oxford, Burdo & Byrd (1999) suggest two strategies that teachers can choose in learning, including:

1. Deductive-Inductive Strategy

When teachers plan lessons, it is necessary to consider strategies that are useful for achieving learning success. Some strategies are teacher-centered, such as lectures, recitations, questions, and practices. A more learner-oriented strategy, which emphasizes inquiry and discovery. Learning strategies show a continuum stretching from more explicit teacher-centered strategies to less explicit learner-centered strategies. With deductive learning strategies, learning begins with known principles to unknown principles. The difference between the two is exemplified as follows: the teacher teaches the concept of "topic sentence", a teacher who uses a deductive approach asks students to read the sentence and ends the lesson by asking students to read the definition of the "topic sentence". Then, the teacher gives examples of "topic sentences" and ends the lesson by asking students to write and giving feedback.

The strength of this deductive strategy is centered on learning strategies that relate to the teacher's examples and student assignments. Although newspapers are a good medium to use for "topic sentence" lessons. Teachers who use an inductive approach may provide example paragraphs with an emphasis on "topic sentences". With this strategy the teacher does not tell at the beginning when the students study the "topic sentence" or the teacher gives the definition, but in the end the students will find out for themselves what is meant by the "topic sentence".

2. An expository strategy and comprehensive learning

The teacher structures the lesson using the direct expository strategy by progressing chronologically. The teacher exerts tight control over the subject matter and skills being studied. In general, the direct expository strategy enables the teacher to quickly convey new skills and concepts. The direct learning strategy is material-centered, and the teacher communicates the learning objectives to the students plainly. Teachers assess students' comprehension and provide constructive feedback on their performance. Included in the strategy of direct learning, specifically explicit learning. While the complete learning strategy is based on the belief that all students are capable of completing the material being taught if the learning environment is conducive to doing so. These conditions include providing students with adequate study time, providing feedback on their performance, assigning students to individual learning programs focused on the portion of material that was not mastered during the initial learning, and providing students with the opportunity to demonstrate mastery following remediation.

3.2. Teaching Strategies for Language Skills with Technology

In this section, this book discusses teaching strategies for four language skills, including listening, speaking, reading and writing. The following parts are the example on the classroom activities the teachers may adapt, adopt, or develop to create technology-based lesson plan.

3.2.1 Zoom Annotation: Fun Learning to Practice Speaking Skill Using Disney Movies Soundtrack (Megawati et al., 2021)

To optimize the virtual meeting room, teachers are suggested to use zoom annotation to substitute the absence of blackboard or whiteboard as depicted in Table 2.

Table 2. Activities with Zoom Annotation

Preliminary Activities	Time
- Teacher opens greetings and prayers to start learning through Zoom application. (www.zoom.us/meetings)	5 minutes
- Teacher checks the attendance of students as an attitude of discipline.	
- Teacher tells the learning material to be discussed at the meeting at that time.	

-
- Teacher conveys the learning objectives at the meeting that takes place.
 - Teacher explains the learning implementation mechanism according to the learning steps.
-

Core Activities

LITERACY

35 minutes

- Students are asked to listen a song entitled “Speechless” by Naomi Scott through share screen in Zoom application and students should interpret the meaning of song regarding social functions and linguistic elements which related with teenage life.
 - ✓ <https://www.youtube.com/watch?v=mw5VIEIvuMI>
(Soundtrack song of Disney movies entitled Aladdin using English subtitle)
 - ✓ <https://www.youtube.com/watch?v=2SFPGyQZNAQ>
(Soundtrack song of Disney movies entitled Aladdin using Indonesia subtitle)

CRITICAL THINKING

- Teacher asks several questions to find out students' understanding of social functions and linguistic elements of the song. Then, teacher also asked the students about the moral value of the song through share screen menu in Zoom application
- Students answer some of the teacher's questions obtained through convey their ideas based on the song.

COLLABORATION

- Teacher and students jointly discuss about the meaning and moral value of soundtrack song of Disney movies by compared it with students daily life. Then, teacher activate menu of Zoom Annotation to make sure that the students will be participate in the discussion using draw or text option in conveying their ideas.

COMMUNICATION

- Teacher directs students to choose one of students' favorite soundtrack songs in Disney movies and each students should sing the song no more than one minute and after that explain the moral value of the song clearly.

CREATIVITY

- Teacher directs students to convey their ideas in interpreting the moral value of the song to practice speaking skill.
-

Closing Activities

- Teacher and students conclude the learning outcomes at this meeting.
 - Teacher closed the lesson with greetings.
-

5 minutes

3.2.2 Teaching Strategies for Online Reading Class



Figure 21. Alternatives for online reading class strategy

3.2.3 Teaching Strategies for Writing Class with Instagram

Social media is an alternative way for teachers to develop students' skill. One of the social media attracting students' interest is Instagram as stated by Avivi (2020). The main activities represented writing approach is explain in table and figures as follow,

MEETING 1
<ul style="list-style-type: none"> ▪ Getting material about recount text
<ul style="list-style-type: none"> ▪ Showing example of recount text on Instagram
<ul style="list-style-type: none"> ▪ Planning (first step) Making an outline of recount text
<ul style="list-style-type: none"> ▪ Drafting (second step) Writing caption of recount on Instagram <i>Account: Instagram class account @onebee.multimedia2</i> <i>Caption: Students' recount and identities</i> <i>Features: location, tagging, comment</i>

MEETING 2
<ul style="list-style-type: none"> ▪ Understanding feedback from teacher in column feature
<ul style="list-style-type: none"> ▪ Editing (third step) Writing revision of recount in a book or paper
<ul style="list-style-type: none"> ▪ Final Version (fourth step) Publishing through reposting on personal Instagram <i>Account: students' personal account</i> <i>Caption: Students' final recount and identities</i> <i>Feature: location, tagging, comment</i>

The figures presenting the students' activity when using social media (Instagram) for the purpose of learning are depicted in the following part.

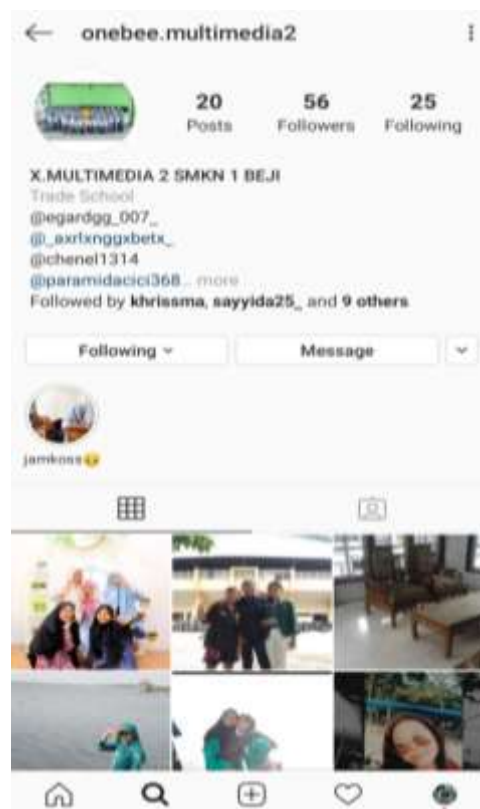


Figure 22. Instagram class account of Multimedia 2

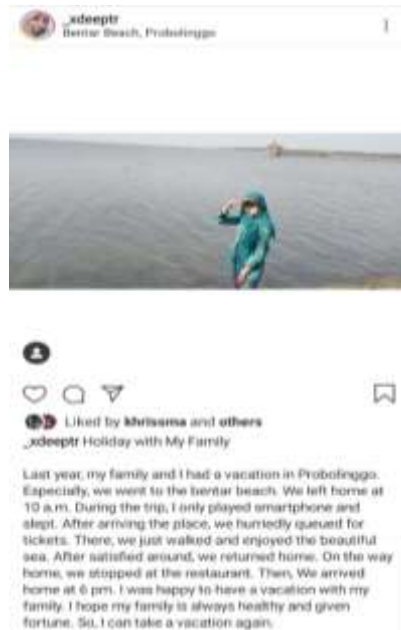


Figure 23. One of the students' recount texts in Instagram



Figure 24. The feedback from the teacher

CHAPTER IV

BASIC TEACHING SKILLS

Think Aloud

Suppose you are an English teacher now, and after this you are assigned to teach in the class. What activities will you perform? Who is your inspiring model?

4.1. What are Basic Teaching Skill?

Basically, teaching skill is special ability regarding aspects of the implementation of learning activities that must be possessed and applied by teachers in carrying out teaching and learning activities. Some of the basic teaching skills proposed by Allen and Ryan (1987) include:

- Opening Lessons tactics
- Stimulus Variations
- Questioning Skills
- Gesture
- Illustration/Examples
- Communicating Ability
- Reinforcement and Feedback
- Learning Closing Strategy

4.1.1 Set Introduction & closure

Starting and ending skill of teaching and learning process. The teacher prepares students to receive lessons beginning with the delivery of goals and steps to be taken and at the end of concluding the lesson.

Principles of starting and ending lessons:

- Giving meaning to students using relevant ways.
- The preliminary, core and task relationships are clear and logical.
- Introducing the subject of learning in relation to student experiences.

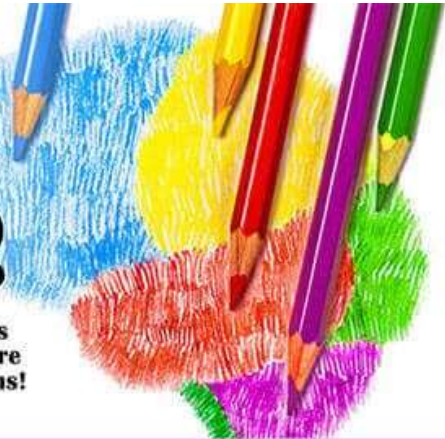
4.1.2 Questioning

Questioning skills. Utterances in the form of interrogative sentences aimed at students to elicit their responses. Principle of asking:

- Focus on one problem to give students a chance to think. Short, dense and clear.
- Distributed to all students. Randomly awarded.
- In accordance with students' ability and readiness.
- Avoid leading rhetorical questions.

The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



Who	<ul style="list-style-type: none"> ... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? 	<ul style="list-style-type: none"> ... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	<ul style="list-style-type: none"> ... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument? 	<ul style="list-style-type: none"> ... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	<ul style="list-style-type: none"> ... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem? 	<ul style="list-style-type: none"> ... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	<ul style="list-style-type: none"> ... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action? 	<ul style="list-style-type: none"> ... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	<ul style="list-style-type: none"> ... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this? 	<ul style="list-style-type: none"> ... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	<ul style="list-style-type: none"> ... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely? 	<ul style="list-style-type: none"> ... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

Figure 25. <https://www.teachthought.com/critical-thinking/48-critical-thinking-questions-any-content-area/>

4.1.3 Explaining

Explanation skills. Skills to present systematic learning materials that are easy for students to understand. For now, the teacher's explanation can be given synchronously and asynchronously. During the process of explaining, teachers should consider these criteria:

- The explanation is adjusted to the students' abilities. Interspersed with questions and answers.
- Teacher master the material.
- In accordance with the learning objectives. Useful and meaningful for students.
- Accompanied by concrete examples and related to life.

When explaining the materials, teachers seem to feel easy to share explanation video to the class. To raise the students' interest and engagement, teacher's explainer video gives a lot of contribution. Thus, student teachers should have skill to design and produce it for their own educational purpose.

Here are some programs that may help you present the lesson in the class in addition to PPT:

InVideo – Generous free plan with 3000+ templates

Vyond – Modern templates with endless options

Promo.com – Tons of high-quality stock footage

Animaker – Good selection of free templates

PowToon – Tons of video footage and music included

Wideo – Easy-to-use interface

Rawshorts – AI technology

Moovly – Generous export limit

Mysimpleshow – Offer help with scriptwriting

Toonly – Installed locally

Biteable – Reasonable prices

Renderforest – Great price for one-off exports

Sparkol Videoscribe – Whiteboard explainer videos

Figure 26. <https://www.websitetooltester.com/en/blog/explainer-video-software/>

4.1.4 Reinforcing

Skills to provide reinforcement (motivation) are important to be developed. It can be Positive and Negative encouragement. The positive one is in the form of actions and speech that will improve the students' learning quality. Meanwhile, negative reinforcement is a form of reinforcement in which an undesirable object or circumstance is removed to strengthen a good behavior. Furthermore, it may be described as a strategy of reducing unwanted behavior by associating it with a pleasurable result. For example, a teacher may provide fewer homework assignments to pupils in order to alleviate the stress that comes with having to complete a large number of assignments on a regular basis. The principle of reinforcement:

- ✓ Doing it with warmth and enthusiasm.
- ✓ Giving a positive impression.
- ✓ Positive impact on student behavior.
- ✓ Tend to personal or group.
- ✓ Avoiding negative responses.

Focusing on the type of reinforcement, it can be seen from verbal and non-verbal. The verbal reinforcement generally takes the shape of words of praise, gratitude, consensus and the like. For example teachers may say *good; very good; correct; smart; yes, a hundred for you!* Nonverbal reinforcement does not employ any kind of expression as verbal reinforcement does, instead relying on gesture, closeness, touch, activity, and token/symbol reinforcement. Usman (2017) classify non-verbal reinforcement into several types.

1) Gestural Reinforcement

This type involves the use of facial expressions such as smile, laugh, and joy. Aside from that, body gestures such as nodding, thumbs up, clapping, and so on can be employed.

2) Proximity Reinforcement

A teacher's activity that demonstrates her/his attention in students' performance by coming closer, standing next to, or sitting close to pupils.

3) Contact Reinforcement

It involves wiping a student's head, shaking hands, or raising a student's hand in class.

4) Activity Reinforcement,

This includes the teacher's decision to let students choose any activity they choose as a kind of reinforcement for their effort.

5) Token/symbolic Reinforcement

This involves the teacher's discretion to provide prizes, nice comments on books, and so forth.

4.1.5 Stimulus Variation

Stimulus variation is a teaching method that refers to activities taken by the instructor to generate and maintain a high degree or maximum attention on the part of the students throughout the duration of a session, such as mannerisms, voice, personality, media, and materials utilized during instruction. Skills to use stimulus variations need to be introduced in order to attract students' engagement during the learning activities. The principle of using variation in teaching:

- ✓ Using variations fairly.
- ✓ Changing one type of variation to another must be effective.
- ✓ Planning in accordance with materials, methods and students' characteristics.

Some Recommended Games for stimulus Variation in Offline Class

Game	How to Play
<p style="text-align: center;">Who's Telling the Truth?</p>	<p>Each pupil has to put on a paper three facts that nobody knows about himself. Check that the name of each student is at the top of the page. Convey to the front of the room three kids and gather paper sheets. Read one of these three students' actual facts aloud.</p>
<p style="text-align: center;">Variations on the game Taboo</p>	<ul style="list-style-type: none"> ✓ Take one student to the front of the room and let them sit back to the PowerPoint with a substrain in each slide for alternative 1. The remaining students turn to describe the words on the slides, and the student in front of them must guess. ✓ Divide the students for alternative 2 into groups of 4 or 5. Place a stack of cards with random nouns in the center of each group. Let students define a word to guess about their group. The group member who responds properly keeps the card, so it rivals to see if the cards are the most effective at the end of the game. ✓ For advanced speakers, Variation 3 is available. Divide the group into two teams. In addition to a list of terms that they cannot use in their description, a word is given to students to characterize their colleagues. It should take 2 to 3 minutes for each kid to see how many terms their teammates can devise.
<p style="text-align: center;">Descriptive drawing activity</p>	<p>Assign each student an image and place it face down so that couples cannot see</p>

	each other's cards. They must describe the image so that their companion can sketch it.
Comic strip descriptions	Distribute a section of a comic strip to each pupil. Students should try to explain their images and place the comic strip in the right sequence without displaying their photos to one another. After approximately 10 minutes, the students can estimate the sequence, present their portions to one another, and check whether they were accurate.
Secret word	The students receive an alleged topic and a random sentence that is unrelated to the issue. In a discourse about the issue, students must hide the word to avoid others from devinating the overshadowed term. The other pupils are careful about the talk and try to figure out the term.

Figure 27. <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>

In Online class, can teachers paly game with the students interactively? Of course, yes. Kahoot! seems to be popular for fun activities. You can create account and start exploring the game for your students.

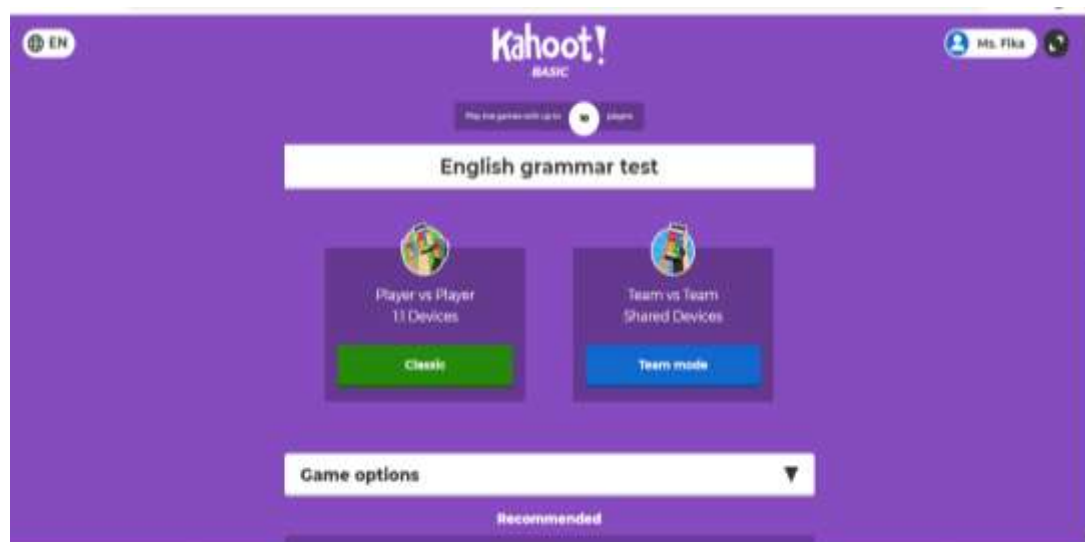


Figure 28. Layout of Kahoot

4.1.6 Classroom Management

Classroom management skill. Teachers are able to create and maintain an optimal learning atmosphere. Principles of managing a flexible class:

- ✓ Warmth and enthusiasm.
- ✓ Varies.
- ✓ Using challenging words and ingredients.
- ✓ Instilling self-discipline in students.
- ✓ Emphasizing positive thinking.

One of crucial issue in managing classroom is coping with cheating. Both offline and online class have potential to see students' academic dishonesty. Low confidence and limited knowledge about acknowledging other people's work contribute to make students think that other people's work is better.

Please identify the differences between offline and online cheating by completing this box.

Offline Cheating	Online Cheating
.....
.....
.....
.....
.....

The Danger of Online Cheating

Academic dishonesty is a serious offense at all major schools and universities, and it can result in instant expulsion. Imagine spending all that money on tuition and class time just to be kicked out of college or university without a diploma. The ramifications do not stop there. If you wish to complete your degree, you will have a tough time finding another college that would take you. You will also ruin your connections with your professors and school faculty, who are essential mentors and might potentially provide letters of recommendation for you while looking for a job or pursuing higher education.

Plagiarism Detection Software

Because plagiarism checkers such as Turnitin may be linked directly into LMS software, your work can and will be automatically examined for deliberate or unintentional plagiarism. In contrast to a real classroom where you could present your work printed out, your professor would have to go out of their way to see whether you had plagiarized. In an online classroom, this is not the case.

4.1.7 Teaching small group and Individual learners

Individual and group teaching skills. Teachers are able to become students' facilitator individually or in groups by knowing the differences in students' abilities, determining

objectives, teaching materials, procedures and time spent. Principles of individual and group teaching:

- ✓ In teaching individually, the teacher determines the objectives, teaching materials, procedures and time to be used.
- ✓ Dividing groups consist of 3-5 students.
- ✓ Lesson guiding skills.

4.1.8 Guiding small group discussion

- ✓ Skills to guide small group discussions. The teacher is able to direct students in groups to achieve learning goals.
- ✓ Principles of guiding small group discussions:
- ✓ Discussions are carried out in a pleasant atmosphere.
- ✓ Enough time.
- ✓ Planning discussions systematically.
- ✓ Teacher as friends during guide the discussions.

4.2 Observation

Observation is a research that is carried out systematically and intentionally by using the senses (especially the eyes) for events that can be directly captured at the time the incident took place (Walgito, 2010). Kartono (2011) also explained that observation is a test with a certain purpose about something, especially with the aim of collecting facts, a score or value, a verbalization or disclosure of everything that has been observed.

In addition, classroom observation is intended as a technique or way to understand the classroom state by observing and recording quantitative and qualitative factual data, either directly or indirectly related to and influencing the teaching and learning process.

The purpose of observation itself is also to obtain data that is as objective as possible so that the material obtained can be used in analyzing the difficulties faced by teachers in an effort to improve teaching and learning.

For teachers, the analyzed data will be able to help change the ways of teaching in a better direction. Then, for students, it will certainly be able to have a positive influence on their learning progress. In particular, it should be emphasized that the purpose of classroom observation is not to find and assess the teacher's weaknesses and mistakes, but it is to find problems and determine a number of solutions to help achieve the goals or learning outcomes more optimally (Sahertian and Mataheru, 1981).

Let's Think

What should teachers avoid in applying the basic teaching skill?

- Opening Lessons tactics
- Stimulus Variations
- Questioning Skills
- Gesture
- Illustration/Examples
- Communicating Ability
- Reinforcement and Feedback
- Learning Closing Strategy

4.2.1 How to Observe

a. Pre-Observation

Pre-observation is a planning stage of observation. The steps or things that need to be considered in planning are the time of observation, the distribution of the observation targets, the location (class) to be observed, the approach and type of observation to be used, and what observation instruments will be used.

The purpose of the distribution of observation targets is the choice of observation's target, it can involve people and the type and level of the problem faced) which is then used as the object of observation. In this case, the observer must be able to distribute the objectives to be observed. Therefore, it needs to be done because each person and location is different in terms of the nature, knowledge, skills and intensity of the problems faced.

The type or variety of observations should be planned from the start. Selection of the variety of observations whether the variety of invitations, impromptu. For example, it will affect other factors such as instruments in this stage. Sometime, someone (the teacher) is very willing to consult other people to solve the problems they face. If so, a supervisor should not hesitate to invite the person concerned for a dialogue.

On the other hand, to invitational observations, a supervisor should plan for sudden observations. Planning is carried out by identifying in advance who and what problems must be observed suddenly. Other than the two types of observations, those also known as direct and indirect observations. Whatever the type, it is clear that this needs to be planned by the supervisor.

b. The Implementation of Observation

The first important step taken by the observer at this stage is the creation of pre-conditions for observation. This step is indicated by the creation of a close working atmosphere between the supervisor and the teacher, including the introduction of the teacher's background, the student's background, or other similar things. This step is taken to create a conducive situation for the implementation of effective and efficient observations so that the collected factual data reflects the actual situation.

From the beginning, the observer should consider the main attitudes that must be shown later in carrying out the duties of the observer. In terms of the duration of observation time, the observer should also plan the duration range he or she needs to complete the observation tasks. It is no exaggeration if in this case the observer is required to manage time. So, his or her observations are truly effective and efficient.

c. Post Observation

The important step at this stage is to process all the data and facts that have been collected through the instrument, so that they are ready to be presented for analysis or documentation. In other words, the activity of processing factual data until it is ready to be presented, analyzed, and finally becomes an important material for policy making which is an important step of the whole observation activity.

4.2.2 Observation Instrument

Instrument is an observation tool or media that functions as a recording device or recorder and can also function as a measuring tool. It is used to record class situations. In this case, the observer records or writes down the data he or she gets from the location, such as how the teacher opens, starts and closes the lesson, how he or she motivates students, uses psychological principles to solve learning difficulties, or notes a number of existing and non-existent class facilities etc.

1. Instrument Criteria

- Valid: the instrument selected by the supervisor should have a good level of validity.
- Reliable: the instrument selected should be completely reliable, and have been agreed upon by at least two competent observers.
- Objective: the selected instrument can really guarantee that the data obtained is objective such free from any influence of subjective considerations and weaknesses of the observer.

2. Instrument Type

- Check List: is a tool to collect data in completing more objective information on teaching and learning situations in the classroom. The form of the check list is a list that contains items that have been provided beforehand, and the answerer only needs to check each item. Two categories that are often used are evaluative check lists and activity check lists.

- **Factual Records:** are factual records that are used to find out a number of facts about the progress of activities or the relationship between various aspects of activities. These records can be divided into two forms, namely:
 - Attention Chart is a list in the form of pictures or codes to record the status of students who pay attention to the teacher's teaching.
 - The participation chart is a list used to record student participation in classes. It is divided into two forms, namely the quantity participation chart (measures and records the quantity/amount of student participation) and the quality participation chart (measures the quality of student participation).

Table 3. The Example of Check List Instrument

No	Aspek yang diobservasi	A	B	C	D	E
1	Formulate service objectives operationally					
2	Student learning activities					
3	Student creativity in solving problems					
4	Ways to organize teaching and learning activities (teaching methods)					
5	Use of service tools (service media)					
6	Use of tests a. Subjective b. Objective					
7	Services for students who have learning difficulties					
Average						

Notes:

- A = 81-100% Excellent
 B = 61-80% Good
 C = 41-60% OK
 D = 21-40% Fair
 E = 0-20% Poor

Observer

(_____)

Second version of Observation Instrument

NAME:
DAY/DATE:
PENGAMAT:
TOPIC:
CLASS:

NO	ASPEK YANG DINILAI	SKOR			
		0	1	2	3
1	The appropriateness between Core competence and Basic Competence				
2	Opening lesson skill				
3	Verbal and non-verbal language skill				
4	The Instructional Media use skill				
5	Skill on selecting learning method/model				
6	Explaining skill				
7	Questioning skill				
8	Assessment skill				
9	Giving Motivation skill				
10	Closing lesson skill				
11	Punctuality				
	Dressing appropriateness				
Total					

Note for Score
 3 = very good
 1 = Moderate
 1 = Poor
 0 = not performed

FINAL SCORE : Score X 100 : 36

- 1 Impression:

- 2 Strengths:

- 3 Weaknesses:

- 4 Suggestion

Observer

(_____)

Third version of Observation Instrument (each basic teaching skill)

1. Assessment for opening and closing

**OBSERVATION SHEET
OPEN AND CLOSE LESSONS**

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT	Score				Description
	4	3	2	1	
OPENING THE LESSON					
1. Starting a routine <ul style="list-style-type: none"> a. Greeting b. Pray c. Check student attendance 					
2. Strategies to make students focus <ul style="list-style-type: none"> a. Using interesting teaching strategies b. The use of teaching aids varies c. Multi-interactive interaction pattern 					
3. Motivating strategy <ul style="list-style-type: none"> a. Spirit and enthusiasm b. Cultivate curiosity c. Stimulates critical thinking d. Pay attention to student interest 					
4. Giving reference <ul style="list-style-type: none"> a. State the competencies that must be achieved b. State the activities to be carried out 					

<p>5. Making the Link</p> <ul style="list-style-type: none"> a. Making connections between relevant aspects b. Bridging the known knowledge with the topic to be taught 					
<p>CLOSING THE LESSON</p>					
<ul style="list-style-type: none"> 1. Review <ul style="list-style-type: none"> a. Emphasize b. Reviewing c. Summarizing the essence of the lesson d. Make a summary 2. Assessment <ul style="list-style-type: none"> a. Authentic b. Giving homework 3. Follow-up 					
<p>Total of Value</p>					

2. Assessment for Explaining skill

**OBSERVATION SHEET
EXPLAINING SKILLS**

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT	Score				Description
	4	3	2	1	
<p>1. Clarity of the language used</p> <p style="padding-left: 20px;">a. Using word choices that are easy for students to understand</p> <p style="padding-left: 20px;">b. Use simple sentences</p> <p style="padding-left: 20px;">c. Adequate volume and intonation of voice</p> <p>2. Presentation</p> <p style="padding-left: 20px;">a. Using examples and illustrations in accordance with the topic and material being taught</p> <p style="padding-left: 20px;">b. Relevant to the goal and to the real world on the pitch</p> <p style="padding-left: 20px;">c. According to the age and ability of the students</p> <p style="padding-left: 20px;">d. Stimulate students' curiosity and critical thinking</p> <p style="padding-left: 20px;">e. mean</p> <p>3. Procedure explained</p> <p style="padding-left: 20px;">a. Inductive</p> <p style="padding-left: 20px;">b. Coherent</p> <p style="padding-left: 20px;">c. Systematic</p> <p style="padding-left: 20px;">d. Provide opportunities for students to</p>					

<p>explore</p> <p>e. Varies with various media and strategies to facilitate student understanding</p> <p>f. Motivate students to develop curiosity</p> <p>g. Communicative and provide opportunities for students to use the target language being studied</p> <p>4. Relevance</p> <p>a. Referring to the learning objectives</p> <p>b. In accordance with the development of students</p> <p>c. In accordance with the competencies to be achieved</p>					
Total of Value =					
Final score = total score divided by the number of points scored					
<p>Things to maintain:</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>Things that need to be fixed:</p> <p>.....</p> <p>.....</p> <p>.....</p>					

3. Assessment of Classroom Management

OBSERVATION SHEET SKILLS OF CLASSROOM MANAGEMENT

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT	Score				Comments
	4	3	2	1	
1. Class setting a. Instruction effectiveness b. Involve all students to 'on task' seating arrangements are varied and meaningful					
2. Attention a. Give equal attention to all students b. Using meaningful strategies to get students' attention c. Creating a comfortable and enthusiastic academic atmosphere					
3. Interaction and discipline a. Multidirectional interaction b. Discipline in every activity c. Using positive expressions d. Promote self-discipline Respond positively and appropriately					
4. The position of the teacher in the classroom a. As needed b. In accordance with the purpose					

<p>5. Body movement</p> <ul style="list-style-type: none"> a. Adequate b. Mean c. Make it easier for students to understand 					
<p>6. Create and maintain learning conditions</p> <ul style="list-style-type: none"> a. Respond b. Focus group attention c. Firm d. Clear e. Give a proper reprimand f. Provide relevant reinforcement 					
<p>7. Control of learning conditions</p> <ul style="list-style-type: none"> a. Behavior modification b. Group management or process c. Find and resolve behavior that causes problems 					
<p>8. The suitability of the classroom management strategy with the abilities of students.</p> <p>9. Classroom management strategies can lead to active, creative, effective and fun learning.</p>					
<p>Total of Value =</p>					
<p>Final score = total score divided by the number of points scored</p>					
<p>Things to maintain:</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>Things that need to be fixed:</p> <p>.....</p> <p>.....</p> <p>.....</p>					

4. Assessment of guiding small discussion

**OBSERVATION SHEET
SKILLS OF GUIDING SMALL DISCUSSION**

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT OF SKILLS	Score				Comments
	4	3	2	1	
1. Orientation skills a. Group work goals b. Group division system c. Arrangement of group work mechanism d. Tasks and roles of group members					
2. Spread the opportunity to contribute or give opinions. a. Stopping the monopoly in the discussion b. Stimulate passive participants to contribute					
3. Improving the quality of student discussions a. Provoking questions b. Provide examples c. Analyze the opinions of group members and provide clarification d. Directing the discussion to the topic e. Guiding and facilitating learning					
4. Give equal attention to all group members a. Respond to group needs b. Sympathetic and listen to any group difficulties					

Make the group feel comfortable					
5. Closing the discussion a. Reviewing b. Guiding students to make conclusions c. Follow-up d. Assess the results of the discussion					
Total of Value =					
Final score = total score divided by the number of points scored					
Things to maintain:					
Things that need to be fixed:					

5. Assessment of creating variation

**OBSERVATION SHEET
SKILLS OF CREATING VARIATION**

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT OF SKILLS	Score				Comments
	4	3	2	1	
Variations in teaching styles					
1. Sound: pitch of voice, volume of sound, speed of sound					
2. Variations in body movements					
3. Silence: the use of quiet time					
4. Eye contact: casts eye contact					
5. Position change: motion					
6. Centering: emphasize the important points					
Variety of media and materials					
7. Visual variation: with visual media					
8. Audio variation: recording or voice					
9. Tactile					
Variations in patterns of interaction and activities					
10. Classical					
11. Group					
12. Individual					
13. Discussion, practice, demonstration or simulation					
Variety quality					
14. According to the needs of students					
15. Stimulate the curiosity of students					
16. Cultivate positive behavior					
17. Promote active and interesting learning					

18. Avoid boredom					
Total of Value =					
Final score = total score divided by the number of points scored					
Things to maintain:					
Things that need to be fixed:					

6. Assessment of questioning

**OBSERVATION SHEET
SKILLS OF QUESTIONING**

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT OF SKILLS	Score				Comments
	4	3	2	1	
1. Disclosure of questions is clear and concise					
2. Giving reference					
3. Centering					
4. Shifting turn to ask					
5. Deployment					
6. Giving time to think					
7. Quality of questions					
a. Ease of understanding					
b. Stimulate critical thinking					
c. Track students' abilities					
Total of Value =					
Final score = total score divided by the number of points scored					
Things to maintain:					
.....					
.....					
.....					
Things that need to be fixed:					
.....					
.....					
.....					

7. Assessment of reinforcing

**OBSERVATION SHEET
SKILLS OF REINFORCING**

Description:

Fill in the following fields with the correct rating:

4 = very good

3 = good

2 = enough

1 = less

Name of Lecture :

Date :

Topics :

COMPONENT OF SKILLS	Score				Comments
	4	3	2	1	
1. Verbal reinforcement					
a. Using words					
b. Using sentences					
2. Non-verbal reinforcement					
a. Mimic or motion					
b. Touch					
c. Symbols					
3. The strength of the strengthening strategy used					
a. Warm and enthusiastic					
b. Mean					
c. Positive respond					
d. Clear target					
e. Immediately and precisely					
f. Varied					
4. Innovation of the strengthening strategy used					
Total of Value =					
Final score = total score divided by the number of points scored					
Things to maintain:					
.....					
.....					
Things that need to be fixed:					
.....					
.....					

8. Assessment of Integrated teaching skill

No	Skill Aspect	Description	Score (1-10)	Description
1.	Opening skills	Remind the past lessons and linking them with current lessons according to the lesson plans; prepare students psychologically and academically for the lessons to be followed		
2.	Ability to explain and master the material	Mastering the material presented without looking at the notes, in accordance with the design of the learning material, relevance to the purpose, meaningful, in accordance with the background and abilities of students		
3.	Skills in presenting and explaining material	Systematics are clear, planned, use examples, give emphasis, the material is continuous and orderly so that it is easily understood by students		
4.	Skills in using methods and strategies	Using relevant and sequential learning methods and strategies, complemented by verbal reinforcement		

No	Skill Aspect	Description	Score (1-10)	Description
		such as praise, rewards and non-verbal reinforcement. The methods and strategies used create a comfortable academic atmosphere and make it easier for students to understand the lesson		
5.	Skills in choosing and using learning media	Using media and teaching aids that are relevant to the material presented, easy to make, simple and attractive		
6.	Class management skills	Can create an active, creative, effective and fun learning situation		
7.	Student guiding skills	Guide students to understand the lesson, pay attention, be responsive, systematic and motivating		
8.	Summarizing and judging skills	Conclude and conduct an assessment at the end of the lesson appropriately and in accordance with the competency indicators to be achieved		
9.	Skills in closing lessons	Reviewing, summarizing and		

No	Skill Aspect	Description	Score (1-10)	Description
		following up		
	Total of value =			
	Final score = total score divided by the number of points scored			
General rating:				
.....				
.....				

4.2.3 Feedback

Feedback in micro teaching is recording the observation result by observers, both supervisors and students, which is collected as data to be seen and heard again about the appearance and skills of the micro learning (Roestiyah, 2008). In short, feedback is giving criticism and suggestions to student's micro teaching in order to maximize student performance in the next micro teaching. In providing feedback, observers convey the strengths and weaknesses of students in micro learning performance.

Giving feedback can be done in various ways such as written feedback delivered by the supervisor directly or with colleagues. VTR (Video Tape Recorder) can also be used as a tool to provide feedback on micro learning, so that students can see and improve for their next performance and reflect on their abilities in teaching.

Moreover, feedback is carried out after the micro teaching practice. If the students are their own friends, they are invited to provide feedback. In the feedback, there are discussions, criticisms, and evaluations of the results of observations. So the function of discussion here is as feedback. Students who carry out microteaching practice require an open attitude and motivation to improve. When using a recording device/mechanical recorder, the sound and picture can be played back. Then, it is used as material for discussion and criticism. After the feedback, preparations are made for the same skills, which have been improved and then practice Microteaching again.

In providing feedback, there are several suggestions so that feedback can be received, as follow:

- a. Be specific rather than general
- b. Be descriptive, not evaluative
- c. Describe something the person can act upon
- d. Choose one or two things the person can concentrate on
- e. Avoid inferences about motives, intentions or feeling

Meanwhile, when receiving feedback, student responses are:

- a. Be open to what you are hearing
- b. If possible, take notes
- c. Ask for specific examples, if you need to
- d. Judge the feedback by the person who is giving it

The benefits of feedback is explained as follow:

- a. It is an arena that provides an opportunity to express opinions / constructive criticism and discuss a problem that is faced together.
- b. Opportunity to recognize oneself and others, by assessing oneself and others.
- c. Knowing one's own weaknesses and pushing for improvement.
- d. Have an open attitude towards others.
- e. Develop self-confidence.
- f. Cultivate cooperation.
- g. It is a joint effort to perfect the skills of teachers.

(Roestiyah, 2008)

4.3.1 Why Feedback is important?

In this part, some opinions regarding the important of feedback in the context of Micro Teaching class are listed. Please identify which one do you think is the relevant arguments in Table 3.

Table 4. Students' Opinion towards feedback

Student	Opinion	Your ideas (Agree or Not)	Rationales
1	The feedback we needs are the observation result during lesson		
2	The feedback is needed for us as the teacher trainee is the strengths and the weaknesses of our performance. Maybe, during the micro teaching, we missed a thing, it can be fixed in the next re plan and reteach to be more creative and we can begin the better performance.		
3	For the students, feedback is used to know their understanding level about the learning's topic. It must be specific, be descriptive, and		

Student	Opinion	Your ideas (Agree or Not)	Rationales
	<p>explained in detail. The feedback process can be done by discussion, giving suggestion and evaluation between teacher and students. Then, teacher will create the plan solver and will be reapplied or re-teach in class, and there is a re-feedback. So, it will be continued like that.</p>		
4	<p>As a teacher, feedback is also important because from the feedback a teacher can evaluate himself again with the teaching process that is applied. Maybe ask students to write impression messages when taught in a microteaching class.</p>		
5	<p>For feedback is an important feature, because feedback provides an opportunity for the practitioner to reflect on his / her abilities.</p>		
6	<p>Feedback is very useful to giving information to the teacher trainee about his performance. The information included the points of strengths as well weakness relating to his/her performance</p>		
7	<p>A teacher also needs feedback in the form of criticism and suggestions for the development of better teaching skills. From this feedback we can reflect on ourselves to prepare for a better performance.</p>		
8	<p>Feedback is needed and such reteaching help teachers to improve their teaching skills</p>		

Student	Opinion	Your ideas (Agree or Not)	Rationales
	<p>one by one. However, it is important that this cycle be used only to help the teacher. To get constructive feedback from peers and/or students on what has succeeded and what improvements can be made to their teaching techniques. The existence of feedback can improve student performance for the better.</p>		
9	<p>The feedback we, as teacher trainee needed must be pointing out the good points of our way of teaching, the lack of our performance and some advice in finding the best suited way of teaching to improve our teaching.</p>		
10	<p>Feedback is needed so that we know any mistakes or shortcomings that occur in the micro teaching process</p>		
11	<p>Feedback is important to teacher trainee for it can point out their strengths and weaknesses in the way they teach and from that, the teacher trainee can figure out a better teaching style that will suit them and the learners. And after that, the teacher trainee may re-plan the better learning based on the feedback they get. if the teacher trainee do this cycle obediently and develop their teaching skills, they may get better evaluation in re-feedback.</p>		
12	<p>After getting the feedback, the teacher will evaluate their</p>		

Student	Opinion	Your ideas (Agree or Not)	Rationales
	technique improvement because as shown in the picture of micro teaching cycle, we repeating the process after getting the feedback for our improvement.		
13	The feedback we need is the result of observations during learning and also we need how well this method is used for teaching.		

4.3 Self-Assessment

Self-assessment is the act or process of assessing and evaluating oneself or one's activities. All types of profession can self-assess themselves, including teachers. As the reflection activity, self-assessment can be used for teachers or student teachers look back at their performance to identify the strengths and the drawbacks of the teaching performance. It does not provide the expected result, such as correct or incorrect responses that would indicate mastery of a subject. It is a method of learning about yourself by collecting data on your work-related values, interests, personality type, and aptitudes. Based on the results, your objective will be to identify things to be maintained and improved. To train teachers do self-assessment is a challenging task if it is not become the habit. Here is the important aspects teacher-self assessment according to Airasian & Gullickson (1994).

1. There are four phases in this process: problem identification, information collecting (practice analysis), interpretation (reflection), and decision making;
2. It is self-referenced, the goal of the evaluation is to evaluate the instructor;
3. It requires teacher's interpretation and evaluation of the data;
4. It is begun in various ways - discordant occurrences or unexpected happenings in classrooms, personal interest and the reflection on external evaluations;
5. It is contingent on the teacher's willingness to accept responsibility for his or her practice; and
6. It is focused on criteria and standards that drive practice judgements. As a result, the distinguishing qualities of self-evaluation are that it is an assessment of the teacher by the teacher; that it is formative in nature; and that it is understood by the teacher.

Let's identify some benefits the teachers will obtain when they do self-assessment. Write (✓) if it refers to teachers and (x) it refers to other profession in Table 4.

Table 5. The importance of self-assessment

Points to remember in self-assessment	Answer
1. Self-assessment gives you certainty and confidence in your skills. It removes or minimizes work-related anxiety and uncertainty.	
2. It allows the employee to analyze himself, make rapid changes, and enhance his talents. In other terms, it promotes capacity development.	
3. It assists people in determining which jobs or school programs are most suited to them. For example, if you discover that you are an unpleasant or antisocial person, you may know that a job in marketing is not for you.	
4. Self-assessment helps to steer training. Once you understand your strengths and limitations, you may select the appropriate instructor or training for your specific job goals.	
5. It enables the person to create resumes and cover letters that are tailored to his talents and showcase his unique traits. This distinguishes your cover letter from the others.	

4.3.1 Form of Self-Assessments

In this book, the sample of the self-assessment is associated with the technology integration in teaching. This is important to note that technology has supported classroom instruction directly and indirectly. Thus, teachers also need to be careful and wise in integrating technology to their class. If it is found that the technology does not support the learning, modification is highly suggested.

Name of Pre-service Teacher:

School/Class :

Date of Teaching :

KI & KD :

Topic :

Technology implemented :

No	Criteria	Score				Notes
		4	3	2	1	
1	Curriculum Goals & Technologies					
2	Instructional Strategies & Technology					
3	Technology Selection					
4	Fit					
5	Instructional Use					
6	Technology Logistics					

Rubric of Self-Assessment

Aspects	Score			
	4	3	2	1
<p>Curriculum goals & Technologies</p> <p>(Curriculum based-technology use)</p>	Technologies selected for use in the instructional plan are <u>strongly aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>partially aligned</u> with one or more curriculum goals	Technologies selected for use in the instructional plan are <u>not aligned</u> with any curriculum goals
<p>Instructional Technologies & Strategies</p> <p>(using technology in teaching/ learning)</p>	Technology use <u>optimally supports</u> instructional strategies.	Technology use <u>supports</u> instructional strategies.	Technology use <u>minimally supports</u> instructional strategies.	Technology use <u>does not support</u> instructional strategies.
<p>Technology Selection(s)</p> <p>(compatibility with curriculum goals & instructional strategies)</p>	Technology selection(s) are <u>exemplary</u> , given curriculum goals(s) and instructional strategies	Technology selection(s) are <u>appropriate, but not exemplary</u> , given curriculum goals(s) and instructional strategies	Technology selection(s) are <u>marginally exemplary</u> , given curriculum goals(s) and instructional strategies	Technology selection(s) are <u>inappropriate</u> , given curriculum goals(s) and instructional strategies
<p>Fit</p> <p>(Content, pedagogy, and technology together)</p>	Content, pedagogy, and technology <u>fit together strongly</u> within the instructional plan.	Content, pedagogy, and technology <u>fit together</u> within the instructional plan.	Content, pedagogy, and technology <u>fit together somewhat</u> within the instructional plan.	Content, pedagogy, and technology <u>do not fit together</u> within the instructional plan.
<p>Instructional Use</p> <p>(using technologies effectively for instruction)</p>	Instructional use of technologies is <u>maximally effective</u> in the observed lesson	Instructional use of technologies is <u>effective</u> in the observed lesson	Instructional use of technologies is <u>minimally effective</u> in the observed lesson	Instructional use of technologies is <u>ineffective</u> in the observed lesson

Technology Logistics (operating technologies effectively)	Teacher and/or students operate <u>very well</u> in the observed lesson	Teacher and/or students operate <u>well</u> in the observed lesson	Teacher and/or students operate <u>adequately</u> in the observed lesson	Teacher and/or students operate <u>inadequately</u> in the observed lesson
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4.4 Critical Incidents

In a given context, a critical incident is something that we interpret as a problem or a challenge. It is not common, for example, when a student consistently arrives late in class, when some students make noise while teachers are teaching, and so on. A critical incident is frequently personal to a single teacher. Different scholars define a critical incident in different ways. Some of them are shown here.

Similarly, Tripp (1993) stated, "... a critical incident is an interpretation of an event's significance." Taking something as a critical incident is a value judgment we make, and the basis of that judgment is the significance we place on the incident's meaning" (p. 8). Furthermore, he says:

"The term 'critical incident' comes from history where it refers to some event or situation which is marked a significant turning-point or change in the life of a person or an institution... The vast majority of critical incidents, however, are not at all dramatic or obvious: they are mostly straight forward accounts of very common place events that occur in professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis (pp. 24–25)."

Both good and bad classroom experiences could be critical incidents. Teachers, for example, can plan to involve their pupils in communication efforts to enhance their speech abilities. But they might learn in the classroom that their pupils participate more than they thought and have superior talk habits and results. Although a teacher is a frequent event, he or she may consider it a key incident as it would be important for the future. From time to time, teachers might arrange work group activities. You explain to your pupils what they will do, dividing them into groups, assigning assignments, etc.

A teacher develops and presents several lesson plans to enable students to learn different elements (for instance, grammar, vocabulary), to learn skill (hearing, talking, reading, writing), and to practice how to construct courses for different topics over several weeks to complete. They develop lesson plans and conduct model lessons by teaching

different features and abilities. But one of the pupils might ask "What is the format for a curriculum?"

These types of incidents are referred to as critical incidents because they are unexpected and cause teachers to pause and reflect on the significance of such events in order to improve (if a negative incident occurs) their teaching in the future. All incidents in the classroom may or may not be critical. Depending on how an event is interpreted, it can become a critical incident. Teachers themselves will occasionally visit. Consider an incident to be critical. They occasionally enlist the assistance of their students.

Please answer these questions based on your experience in Online Micro Teaching Class. All questions are required and must be answered.

- 1 At what moment in class were you most engaged as a learner?**
- 2 At what moment in class were you most distanced as a learner?**
- 3 What action from anyone in the forums did you find most affirming or helpful?**
- 4 What action from anyone in the forums did you find most puzzling or confusing?**
- 5 What event surprised you most?**

CHAPTER V

CHALLENGES IN MICRO TEACHING

Think Aloud

What do you think about the difference between the challenges of today's micro teaching and previous micro teaching?

5.1 Types of Problems in Micro Teaching

Although micro teaching is not carried out in the real school, teachers and students should be aware of the difficulties found during the process. Bartell (2004) investigated the difficulties encountered by new teachers and classified them into 7 classifications. In addition to those categories, Bartell provided an example of a problem as presented in Table 6.

Table 6. Possible Difficulties in Micro Teaching

Category	Examples
Procedural	Knowledge of school and district processes and staff expectations;
Managerial	classroom management strategies; time management; classroom setup; materials and resources collection, scheduling; attendance collection; classification techniques; record keeping;
Psychological	Stress management, self-assurance, handling of problems and disappointments, the transition from student to teaching;
Instructional	Curriculum graduation requirements and expectations; preparation of lessons; educational materials; evaluation of the progress of eight students and use of findings to form training; use of various instructional techniques; Adapting training to the needs of each learner
Professional	Standards and methods for teaching; acceptable boundaries between professors and students, legal concerns; the function of professional bodies, chances for professional development;
Cultural	Connecting students and parents; environmental understanding and enjoyment; leveraging community resources; embracing diversity; and strengthening cultural skills;
Political	To get to know colleagues; to participate in an extracurricular programme; establish relationships with colleagues, employees and managers; to grasp the larger educational context and initiatives for reform.

To be more specific, the challenges can be classified into the following parts. Please mention the other examples based on the result of your reading and discussion with your pairs.

Please find the examples of each category then explore it into certain context.

Category	Examples	Context	Reference
Procedural	Technical		
Managerial	Classroom Preparation Class Management		
Psychological	Unconfident		
Instructional	Lesson Planning ...		
Professional	Voice Control Hand Writing ...		
Cultural		
Political		

In English language teaching and learning, Yang (2017) states that student teachers can encounter some problems during micro teaching.

1. The limited knowledge of microteaching theories

Learning theories of microteaching ensures their good functioning. English regular students may only use the teaching facility to further develop their skills in order to understand the basic concepts, training procedures and material. But it is not unusual for English teachers as well as students to be reflected in the absence of a detailed knowledge of micro-teaching.

2. The improper design of the class

In a whole class the students are not separated into various groups but pick one to two students to have a display and then remark. After that, the teacher selects one or two people. Only a few pupils do the practice, while the majority of students are disregarded. And in the class there is just a teacher assessment, so that pupils may lose interest in the project without an appraisal by peers. Moreover, English microteaching is better carried out in various groups, so that students may converse and offer each other a hand.

3. Individual skill isolation from integrated abilities

There might be two sorts of outcomes in the specific implementation of this type. Firstly, adequate attention is paid to the teaching skills of the individual English language, but they cannot be used in actual English. In the meantime, the formation of other abilities is often ignored because of lack of complete educational objectives.

For example, some students exercise a teacher's assignment after class attentively, such as sketching the blackboard figure. They concentrate on doing this one ability successfully in the following lesson. They generally do this skill well, but when they observe the performance of other skills in an integrated teaching process is not even awful. The reason is that just the individual training in skills is focused, without taking other skills into consideration and coordination.

4. The Unscientific Assessment Procedure

There is a dearth of scientific criteria in assessing English microteaching skills. For example, it is occasionally time for mentors to assess student performance in the classroom. However, certain aspects may not be recalled and described properly, but they depend on experience and feelings. Their assessment is quite generic and strongly subjective.

The instructor displays a video of the student's classroom and then questions pupils about it. Factors like face evaluation, interrelationships, etc. may influence pupils or teachers to communicate their actual opinions about this, but to offer deceptive remarks and compliments. They may not be willing. It thereby reduces the difference between assessment and factual performance.

5. Class and equipment insufficiency

In combination with a relatively few micro classrooms, the training duration of each student only lasts four to five times. The time is too short for pupils to do everything so that teaching effectiveness might be greatly reduced

Furthermore, although many of institutions have established a normal laboratory in microteaching, due to an undue amount of microteaching attention, lack of money, or restrictions on certain other targets, insufficiency of equipment is still a problem for many teachers. It is common knowledge that microteaching needs a certain hardware facilities. The bad situation might be imagined to have detrimental effects on the teaching ability of the pupils.

5.2 Strategies for English Micro Teaching

If there is problems, there should be solution. In the same study, Yang (2017) promotes the solution for the mentioned problems in micro teaching.

1. Enhancing microteaching theoretical knowledge

Students should diligently complete and strengthen the understanding of theory of language teaching and practice before they have English microteaching, and familiarize themselves with a technique of teaching that English microteaching may employ. In the meanwhile, pupils should study some language methodically, watching a higher degree film from which to learn effectively how to organize classrooms. They must also outline certain basic ideas for teaching languages such as the theory of foreign language education, the principle and technique for managing the classrooms, the difference of learners.

2. Class Design Improvement

It is better to comply with the following teaching practices when having English microteaching:

- Verification of final grade assignments.
- The presentation, inquiry or question discussion of the instructional topic.
- The teacher describes the form, the procedure and the phases of the training.
- The student must prepare and practice the lesson.
- Group exercises for pupils.
- Students in micro-rooms or laboratories are arranged into groups.
- Observe and evaluate the teacher's and students' video in instruction.
- Provide video marks and feedback and record the outcomes.
- The allocation of training tasks.

3. Connects personal skills to integrated skills

In prioritizing teaching, English teachers should integrate and use many teaching techniques from linear to comprehensive education, helping students handle different abilities in a competent manner. For example, the instructor can focus first on the asking skill and then have pupils prove their understanding via imitation. This knowledge is explained.

The instructor then provides a situation in which pupils utilize the ability to teach. In the meanwhile, this performance assessment also includes the last-class competencies learned. Afterwards, the remainder of the pupils should assess the lecturer on the basis of his integrated performance, wherein the teacher is aware of other competences.

4. Creation of a mechanism for reasonable assessment

To define the procedures for the evaluation to avoid simple formality, each person should design a special and scientific assessment system. The following requirements should be met by evaluation criteria:

- (1) the divergence of the assessment subject. It is better to integrate the self-assessment, evaluation of other students and summary of teachers with particular emphasis to the initiatives of students.
- (2) Content streamlining. To check the application of distinct abilities, the teaching process may be reasonably breaking down.
- (3) criterion for operational assessment. Assessment subject and weight scoring should be broken out. Also, the quality and quantity should be emphasized

5. Enhancing the Number of Class Hours and Purchasing the Required Equipment

A specific percentage of time should be allotted to microteaching training for English regular students. To achieve these objectives, the school can implement efficient strategies. In addition to a uniform layout of the school, the shortage of equipment may be solved by "simulated micro teaching" by the student, which can solve the problem of the equipment, such as using the popular general gadget, such as the camera and video players.

Final Project for English Micro Teaching

Please read the instruction in Step 1 and Step 2 carefully.

Step 1. Teaching Performance

1. Develop one-page lesson plan with appropriate main competence and basic competence based on the students' education level.
2. To support the process of teaching and learning activities, integrate technology application.
3. Attach Appendix to provide the detailed materials and media.
4. Consult the lesson plan to your lecturer before you record your video.
5. After the lesson plan is approved, use it for conducting teaching performance
6. If you have access to use LCD, you may use it.
7. If there is no LCD, create big media to support your performance. Don't forget to provide materials and tasks in printed one.
8. Wear formal clothes and UMSIDA *almamater* when you are teaching.
9. Record the teaching performance with full body appearance.
10. Edit your video for better quality.
11. Upload the video in your Google Drive and share the link to me. Make sure you have changed the setting that enable me to see it.
12. Submit your document consisting of cover, lesson plan, appendix (Ms. word file) and upload to E-learning.
13. Submit your video link to E-learning.

Step 2 . Self-Reflection

Based on your experience, identify the problems you encountered during the practice and your suggestion to solve that problem.

Category	Problem	Solution

- GOOD LUCK -

Rubric for Final Project

After the final project is carried out the assessment will be conducted by using the rubric as depicted in Table 7

Table 7. Rubric used in final project

Aspect	Excellent 4 (86-100)	Good 3 (70-85)	Fair 2 (50-69)	Poor or Missing 1 (0-49)
Content of Lesson	<p style="text-align: center;">Excellent</p> <p>Content of lesson is grade level appropriate (14-18 year old students), meets the objective, and is engaging for students</p>	<p style="text-align: center;">Good</p> <p>One of the following areas are deficient: Content of lesson is grade level appropriate(14-18 year old students), meets the objective, and is engaging for students</p>	<p style="text-align: center;">Fair</p> <p>Two of the following areas are deficient: Content of lesson is grade level appropriate(14-18 year old students), meets the objective, and is engaging for students</p>	<p style="text-align: center;">Poor or Missing</p> <p>Three of the following areas are deficient: Content of lesson is grade level appropriate(14-18 year old students), meets the objective, and is engaging for students</p>
Quality of Presentation	<p style="text-align: center;">Excellent</p> <p>Quality of voice, professional behavior, organization, respect for the assigned time, interaction with students, and overall presentation are evident.</p>	<p style="text-align: center;">Good</p> <p>One to two of the following are deficient: quality of voice, professional behavior, organization, respect for the assigned time, interaction with students, and overall presentation</p>	<p style="text-align: center;">Fair</p> <p>Three of the following are deficient : quality of voice, professional behavior, respect for the assigned time, interaction with students, and overall presentation</p>	<p style="text-align: center;">Poor or Missing</p> <p>Four or more of the following are deficient or unacceptable: quality of voice, professional behavior, respect for the assigned time, interaction with students, and overall presentation</p>
Preparedness	<p style="text-align: center;">Excellent</p> <p>The work group is completely prepared, has rehearsed and respect the assigned time.</p>	<p style="text-align: center;">Good</p> <p>The work group seem pretty prepared but might have needed a couple more rehearsals. They respect the assigned time.</p>	<p style="text-align: center;">Fair</p> <p>The work group seem pretty prepared but might have needed a couple more rehearsals. They do not respect the assigned time.</p>	<p style="text-align: center;">Poor or Missing</p> <p>The work group does not seem at all prepared to present.</p>
Language Use	<p style="text-align: center;">Excellent</p> <p>The speech presents no grammatical mistakes or they are not noticeable.</p>	<p style="text-align: center;">Good</p> <p>There are some minor grammatical mistakes along the speech but they do not affect the comprehension of the information.</p>	<p style="text-align: center;">Fair</p> <p>There are some important grammatical mistakes which affect the comprehension at the level of sentence but not the whole information.</p>	<p style="text-align: center;">Poor or Missing</p> <p>The speech cannot be followed because of the amount of grammatical mistakes</p>

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