

**AN ANALYSIS OF STUDENTS' PERCEPTION OF ONLINE LEARNING  
IN MICRO-TEACHING CLASS AT ENGLISH DEPARTMENT UNP**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Bachelor  
of Education (B.Ed) in English Language Education Program*



By:

**VENI ROZELA ARFI**

**17018101/2017**

**Advisor :**  
**NORA FUDHLA, S.Pd., M.Pd.**  
**NIP:19890323 202012 2 005**

**ENGLISH LANGUAGE DEPARTEMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI PADANG**

**2021**

**Arfi, Veni Rozela. (2021). An Analysis Of Students' Perception Of Online Learning In Micro-Teaching Class at English Department UNP. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang**

## **ABSTRACT**

This study aimed to determine Student Perceptions of Online Learning in Micro-Teaching Classes in the English Department of UNP. The sample was students of the English language education program at the English Department of UNP. Sampling was carried out using the proportional random sampling method. The number of samples in this study was 105 students. Data was collected by means of a questionnaire. This research is a descriptive research with a quantitative approach. The results of this study indicate that the student's perception of online learning in the micro-teaching class in the English Department of UNP is good. Based on the calculation of the average of all indicators, students' perceptions of online micro learning are at a percentage of 82.12% in the good category.

**Keywords:** Students' perception, Micro-teaching, Online learning

**Arfi, Veni Rozela. (2021). An Analysis Of Students' Perception Of Online Learning In Micro-Teaching Class at English Department UNP. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang**

## **ABSTRACT**

Penelitian ini bertujuan untuk mengetahui Persepsi Mahasiswa Terhadap Pembelajaran Online Pada Kelas Micro-Teaching Di Jurusan Bahasa Inggris UNP. Sampel yang digunakan merupakan mahasiswa Program Studi Pendidikan Bahasa Inggris UNP. Pengambilan sampel dilakukan dengan menggunakan metode proportional random sampling. Jumlah sampel dalam penelitian ini adalah 105 siswa. Pengumpulan data dilakukan dengan kuesioner. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Hasil penelitian ini menunjukkan bahwa Persepsi Mahasiswa Terhadap Pembelajaran Online Pada Kelas Micro-Teaching Di Jurusan Bahasa Inggris UNP adalah baik. Berdasarkan perhitungan rata-rata semua indikator, persepsi siswa terhadap pembelajaran mikro online berada pada persentase 82,12% dalam kategori baik.

**Kata Kunci : Persepsi Siswa, Micro-Teaching, Online Learning**

## **Acknowledgments**

AlhamdulillahiRabbil Alamin, the researchers said thank Allah Swt, the Almighty, for the blessings and mercy. The researcher can finish composing the mini proposal thesis "An Analysis of Students' Perception Toward Online Learning In Micro-Teaching Class At English Department UNP." Salawat and Salam were addressed to Muhammad Saw, the beloved and chosen messenger.

In carrying out the completion of thesis, the researcher received a lot of assistance and guidance from various parties. The researcher would like to express deep and sincere gratitude to her respected advisor, Nora Fudhla, S.Pd., M.Pd., for her genuine advice and support. Her guidance, patience, and advice truly inspired the researcher. The researcher also owes sincere thanks to the contributors, Dr. Yuli Tiarina ,M.Pd., and Fitrawati, S.S., M.Pd., for their guidance, insightful comments and valuable suggestions.

It is also impossible without genuine help and participation from students English language education program at English Department UNP 2018 entrance year. The researcher is also grateful to her beloved and supportive parents, for their caring, support and prayers. Finally, the writer would like to express her gratitude to my beloved Femil Hidayat and her dear friends Fitri , Ririn, Inaya, Dwi Fuza, Vikhy, Fenny, Weni and the others whose names may not be mentioned one by one.

Padang, Nov 2021

Veni Rozela Arfi

## HALAMAN PERSETUJUAN SKRIPSI

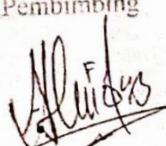
Judul : *An Analysis Of Students' Perception Of Online Learning In Micro-Teaching Class At English Department UNP*

Nama : Veni Rozela Arfi  
NIM : 17018101/2017  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, November 2021

Disetujui oleh,

Pembimbing

  
Nora Fudhla, S.Pd., M.Pd.  
NIP: 19890523 202012 2 005

Mengetahui

Ketua Jurusan Bahasa dan Sastra Inggris

  
Desvalini Anwar, S.S., M.Hum., Ph.D.  
NIP. 19710525 1998 02 2002

## HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah mempertahankan skripsi di hadapan Tim Penguji  
 Program Studi Pendidikan Bahasa Inggris  
 Jurusan Bahasa dan Sastra Inggris  
 Fakultas Bahasa dan Seni  
 Universitas Negeri Padang  
 dengan judul:

*“An Analysis Of Students' Perception Of Online Learning In Micro-Teaching Class At English Depgrtment UNP”*

Nama	:	Veni Rozela Arfi
NIM/ TM	:	17018101/2017
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang, November 2021

**Tim Penguji,**

1. Ketua : Fitrawati, S.S., M.Pd.

**Tanda Tangan**



2. Sekretaris : Dr. Yuli Tiarina, M.Pd.

3. Anggota : Nora Fudhla, S.Pd , M.Pd.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
 UNIVERSITAS NEGERI PADANG  
 FAKULTAS BAHASA DAN SENI  
**JURUSAN BAHASA DAN SASTRA INGGRIS**  
 Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347  
 Web: <http://english.unp.ac.id>



### SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Veni Rozela Arfi  
 NIM/TM : 17018101/2017  
 Program Studi : Pendidikan Bahasa Inggris  
 Jurusan : Bahasa dan Sastra Inggris  
 Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *An Analysis Of Students' Perception Of Online Learning In Micro-Teaching Class At English Department UNP* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan Negara.

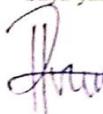
Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, November 2021

Diketahui oleh,  
 Ketua Jurusan Bahasa dan Sastra Inggris

  
Desvalini Anwar, S.S., M.Hum., Ph.D.  
 NIP. 19710525 1998 02 2002

Saya yang menyatakan,

  
  
Veni Rozela Arfi  
 17018101/2017

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>Acknowledgments .....</b>	<b>iii</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLE .....</b>	<b>ix</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
A. Background of The Problems .....	1
B. Identification of the Problems .....	5
C. Limitation of the Problem .....	6
D. Formulation of the Problem .....	6
E. Research Question .....	6
F. Purpose of the research .....	6
G. Significance of the research .....	7
H. Definition of the key term .....	8
<b>CHAPTER II .....</b>	<b>9</b>
<b>LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....</b>	<b>9</b>
A. Review of Related Theories .....	9
1. Online Learning .....	9
2. Micro Teaching .....	14
3. Perception.....	24
B. Review of Related Studies .....	34
C. Conceptual Framework .....	37
<b>BAB III.....</b>	<b>38</b>
<b>RESEARCH METHOD .....</b>	<b>38</b>
A. Research Design .....	38
B. Population and Sample .....	38
1. Population .....	38

2. Sample.....	39
C. Instrumentation.....	40
D. Validity.....	43
E. Reliability.....	43
F. The technique of Data Collection .....	44
G. The technique of Data Analysis .....	45
<b>BAB IV .....</b>	<b>47</b>
<b>FINDINGS AND DISCUSSION.....</b>	<b>47</b>
A. Data Description .....	47
B. Data analysis and findings .....	48
1. Analysis of Respondent Characteristics Description.....	48
2. Description of Data Analysis .....	48
C. Discussion .....	57
<b>BAB V.....</b>	<b>63</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>63</b>
A. Conclusion.....	63
B. Suggestion .....	64
<b>References .....</b>	<b>66</b>
<b>APPENDICES.....</b>	<b>70</b>

**LIST OF TABLE**

Table 3.1 Population table.....	39
Table 3.2 Grid of research instrument .....	41
Table 3.3 Scoring of questionnaire statements .....	42
Table 3.4 Reliability score .....	44
Table 3.5 Assessment norm.....	46
Table 4.1 Characteristic of respondent by class .....	48
Table 4.2 Description of data .....	49
Table 4.3 Description of data indicator introduction (understanding of micro-teaching concepts ).....	50
Table 4.4 Description of data indicator model presentation and discussion	52
Table 4.5 Description of data indicator planning/preparing for teaching ...	53
Table 4.6 Description of data indicator teaching practice .....	55
Table 4.7 Description of data indicator feedback and discussion .....	57

**LIST OF APPENDICES**

Appendices 1 Observation sheet .....	71
Appendices 2 Students quisionnaire result .....	78
Appendices 3 Reliability .....	82

## CHAPTER I

### INTRODUCTION

#### **A. Background of The Problems**

The Corona Virus Disease (Covid-19) pandemic or plague has afflicted over 200 nations worldwide, posing a threat to educational institutions, particularly higher education. Anticipating the virus's spread, the government has implemented a variety of regulations, ranging from isolation, social and physical separation, to Large-Scale Social Study at Home Jamaluddin et al. (2020). To prevent the development and spread of Covid-19 within the education unit environment, the Ministry of Education and Culture (Kemdikbud) issued Circular Letter No. 3 of 2020 dated March 9, 2020, which contained 14 appeals or instructions. Nadiem Makarim, Indonesia's Minister of Education and Culture, issued a circular letter instructing schools and other educational institutions, including higher education, to temporarily halt traditional teaching and learning activities in schools and encourage students to conduct lessons from home via online learning using e-learning and any others.

As well as other educational institutions, all universities required study from home using online learning. According to Dabbagh and Bannan-Ritland (2005), when viewed from pedagogic, online learning is defined as a learning environment open by utilizing internet networks and web portals to facilitate learning, building knowledge through meaningful learning activities and interactions. Online learning is the best alternative for the pandemic because by

utilizing the internet, learning can still be done without having to do classroom learning.

Nevertheless, online learning in pandemic era has come across some problem which makes learning process not run well, that cause difficulties, challenges, or pressure for students. According to Martin (2009), all students at a certain time will experience difficulties, face challenges, pressure, or poor learning outcomes especially at times when online learning is administered . Also for practical subjects such as micro-teaching classes taken by 6<sup>th</sup>semester students in the English language education program at the English Department of UNP, the challenge occurred is the sudden change of practical classes to online classes.

According to Barnawi and Arifin (2016), micro-teaching is a teaching and learning approach used in teacher education and other environments. Micro-teaching involves a group of aspiring teachers practicing basic teaching skills, engaging in teaching exercises, and having conversations about the issues they encounter. The supervisor supervises the teaching and learning process. Prospective teachers switch roles, some will eventually become teachers, and some will become students. Many teacher education institutions have used this approach. According to Kilic (2010) Micro-teaching is a teacher education approach in which a student teacher teaches his peers "a minimal part" of a topic while teaching abilities are assessed under "tight supervision," allowing for a smooth transition from theory to practice. According to Zainal Asril (2011) , there are five procedures and aspects in micro teaching course:Introduction (understanding the concept of micro teaching),Model presentation and

discussion, Teaching preparation and planning for micro teaching ,Teaching practice, and the last is Discussion and feedback.

On the other side, the students enrolling micro-teaching classes hope that they will be able to improve their teaching strategies in class later as they can teach well and that they will deliver learning material better so that their students will appreciate it later. As a result, they will be more imaginative, creative, and innovative, so able to make learning media that is easily understood by students later.

However, due to the pandemic situation, micro-teaching classes should be conducted virtually. as in English language education program students from English department UNP, in this case students are limited in practicum during this pandemic, practice is carried out from home and they are only asked to produce learning videos and make their videos while teaching practice from home, while micro-teaching is dominated by aspects psychomotor (physical skills) and aspects of communication with students who are taught in class, and students should also practice teaching in class directly with real students. this cause they do not get the experience of being a teacher in the classroom from this micro-teaching classes.

Some studies of applying online learning in the pandemic situation have been carried out too such as Bali and Liu (2018) researched the perception of the difference between online learning and face-to-face learning. In their research, they found that face-to-face learning perception was higher than online learning in terms of social presence, social interaction, and satisfaction. Next, Agung et al. (2020) found the result of the current study suggests that accessibility is still the

major factor influencing the success of online learning. Online learning for English Language Education Study Program at STKIP Pamane Talino, and potentially Indonesia in general, requires some more friendly platforms so that students' participation can be increased. This is especially for students who reside in rural areas with limited internet connections and other support systems. Mishra et al. (2020) also conducted another study to determine students' and instructors' perceptions of the online learning process in higher education during the COVID-19 pandemic. The research shows that as time passes, both teachers and students become accustomed to the online learning system, albeit it is still too early to say if this technique will be beneficial in the future. During the COVID-19 pandemic, and the last is Rasmitadila et al. (2020) research performed research on primary school teachers' perceptions of distant learning. Teachers are found to be dealing with a variety of issues, including instructional approach, teaching media, teaching resources, technological preparedness, students' limited technical aptitude, and poor internet signal or connection.

Many perceptions can be analyzed in online learning situations to see how online learning has an impact on many levels of education, including students, especially students majoring in education because they have to do practical learning such as micro-teaching. The difference between this study and previous research is that this study focuses on student perception of online learning in practical courses, namely micro-teaching in the English language education program at English Department UNP.

Based on the explanation above, it is necessary to conduct a research to know the students' perception of online micro-teaching class at the English department of UNP. The students' perceptions will be used as material for evaluating the advantages and disadvantages of online micro-teaching class by the English language educational program from English department UNP. The assumption of these students will be viewed from aspects of micro-teaching. It has not been known how the student perceives online learning in micro-teaching classes. Thus, the perceptions given by students are important because it determines the final result of the online learning process micro teaching class at the English language educational program from English department UNP.

## **B. Identification of the Problems**

From the background of the problems above, some problems can be identified as follows:

1. The sudden changes of teaching practice in pandemic force all learning process to be conducted online including higher education and universities.
2. The sudden changes from micro-teaching class that should be practical class into online classes.
3. There are still few who have researched students' perceptions of online micro teaching classes.

### **C. Limitation of the Problem**

In line with the identification of the problem, the focus of the researcher is to know the students' perception of online learning in micro-teaching class at English Department UNP.

### **D. Formulation of the Problem**

Based on the focus of the research above, the researcher formulated the problem into How do students perceive online learning in micro-teaching classes at English Department UNP ?

### **E. Research Question**

- a. How do the students perceive about introduction (understanding of micro-teaching concepts) procedure in online micro teaching class?
- b. How do the students perceive about model presentation and discussion procedure in online micro teaching class?
- c. How do the students perceive about teaching preparation and planning procedure in online micro teaching class?
- d. How do the students perceive about teaching practice procedure in online micro teaching class?
- e. How do the students perceive about discussion and feedback procedure in online micro-teaching class?

### **F. Purpose of the research**

To find out students' perceptions about:

- a. Introduction (understanding the concept in online micro teaching class).
- b. Model presentation and discussion in online micro teaching class.

- c. Teaching preparation and planning for micro teaching in online micro teaching class.
- d. Teaching practice in online micro teaching class.
- e. Discussion and feedback in online micro teaching class.

## **G. Significance of the research**

The researcher thinks that this study will be beneficial both conceptually and practically. The following are some of the advantages that may be gained through this research:

### **1) Theoretically**

The findings from this research will be useful for education and will be able to describe Students' perception of online learning in micro-teaching classes at English Department UNP.

### **2. Practically**

#### **a. For lecturers**

It is hoped that the findings of the study will be beneficial in increasing the quality of teaching and perfecting the learning process with learning conditions from home as well as a follow-up description of the teacher's readiness about it.

#### **b. For the English department UNP**

This research is likely to contribute and give an evaluation as well as become an illustration for institutions regarding online learning in micro-teaching.

#### **c. For Researchers**

With this research, researchers gain insight into knowledge about online learning in micro-teaching learning conditions from home and experiences that are useful for researchers to be able to analyze a problem.

## **H. Definition of the key term**

### **1. Perception**

Perception is the process of inferring information and interpreting signals to gain an experience of things, events, or connections. Perception is a person's opinion about an object.

### **2. Online learning**

Online learning is defined as a learning activity using internet networks and web portals to facilitate learning, building knowledge through meaningful learning activities and interactions.

### **3. Micro Teaching**

Micro-teaching is a teaching and learning approach used in teacher education and other environments. Micro-teaching involves a group of aspiring teachers practicing basic teaching skills, engaging in teaching exercises, and having conversations about the issues they encounter.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of research and discussions that have been carried out in the previous chapter, it can be concluded that students' perceptions of online learning in micro-teaching classes can be explained as follows:

1. Based on average calculations students' perceptions of online learning in micro-teaching classes are in the classification score of 76-90%, indicating a good category with a percentage of **82,12%**.
2. Based on average calculations on the Introduction (Understanding of micro-teaching concepts) indicator for students English language educational program at English department UNP is **85,1%**, it means that the Introduction (Understanding of micro-teaching concepts) indicator is in the good category.
3. Based on average calculations on the model presentation and discussion indicator for students English language educational program at English department UNP is **81,25%**, it means that the model presentation and discussion indicator is in the good category.
4. Based on average calculations on the teaching preparation/planning indicator for students English language educational program at English department UNP is **79,88%**, it means that the teaching preparation/planning indicator is in the good category.

5. Based on average calculations on the teaching practice indicator for students English language educational program at English department UNP is **80,56%**, it means that the teaching practice indicator is in the good category.
6. Based on average calculations on the discussion and feedback indicator for students English language educational program at English department UNP is **83,83%**, it means that the discussion and feedback indicator is in the good category.

It can be concluded that students' perceptions of online micro teaching-learning are going well for students to continue to carry out micro teaching-learning well even though they are online.

## **B. Suggestion**

1. For lectures

To make micro-teaching online enjoyable and understandable, the teachers should consider utilizing the technology to meet the students' needs.

2. For English department

This research can be used as material to add insight into micro teaching-learning to students in increasing knowledge and being adequate information, especially for related parties. It can also be used as additional material for micro teaching-learning materials, especially in the field of English.

3. For the other researchers

The next researchers can conduct further research regarding the topic of this study so there will be more suggestions and opinions to develop a better micro-teaching online experience for the lectures and students.

## References

Adila, K., & Harisah, Y. (2020). Persepsi Siswa Kelas X Mipa Sma Negeri 1 Bojong Terhadap Pembelajaran Online Pada Pelajaran Matematika. In ProSANDIKA UNIKAL (Prosiding Seminar Nasional Pendidikan Matematika Universitas Pekalongan) (Vol. 1, pp. 401-406).

Aggarawal, J. C. (2006). Principles, methods, and techniques of teaching. 2 nd Revised Edition. New Delhi: VIKAS Publishing House PVT Ltd.

Agung, A. S. N., Surtikanti, M. W., & Quinones, C. A. (2020). Students' perception of online learning during COVID-19 pandemic: A case study on the English students of STKIP Pamane Talino. SOSHUM: Jurnal Sosial Dan Humaniora, 10(2), 225-235.

Allen, D. W. (1967). Micro-teaching: A description. California: Teacher Education Program, Standford University.

Amelia, Y., & Darussyamsu, R. (2020). Persepsi siswa terhadap pembelajaran online matapelajaran biologi di masa pandemi Covid-19. Bioilmii: Jurnal Pendidikan, 6(2), 86-93.

Arikunto,S.2010.*Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: RinekaCipta.

Asril, Z. (2010). *Micro teaching: disertai dengan pedoman pengalaman lapangan*. Jakarta: PT RajagrafindoPersada.

Bali, S., & Liu, M. C. (2018, November). Students' perceptions toward online learning and face-to-face learning courses. In Journal of Physics: Conference Series (Vol. 1108, No. 1, p. 012094). IOP Publishing.

Bandur, D. B. & A. (2018). *Validitas Dan Reliabilitas Penelitian*. Mitra Wacana Media. <Https://Doi.Org/10.31219/Osf.Io/Tr4m7>

BarnawidanArifin, M. 2016. *Micro Teaching: Teori dan Pengajaran yang Efektif dan Kreatif*. Yogyakarta: Ar-Ruzz Media

Dabbagh, N &Bannan-Ritland, B. (2005). Online Learning: Concepts, Strategies, and Application. New Jersey: Pearson Education, Inc.

Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). Educational research: Competencies for analysis and applications (eds). Prentice Hall.