
THE USING OF LEARNING VARIATION IN MICRO TEACHING MIDTERM TEST ON FIFTH SEMESTER OF S1 ENGLISH EDUCATION DEPARTMENT OF NAHDLATUL ULAMA UNIVERSITY OF SURABAYA

Ela Nur Laili¹, Warda Latifah Ismiyati², Silpi Wahyunita³

¹Nahdlatul Ulama University of Surabaya
Surabaya, Indonesia
elalaili23@gmail.com

²S1 English Education Department/ Faculty of Teacher Training and Education, Nahdlatul Ulama
University of Surabaya
Surabaya, Indonesia
wardalatifah25@gmail.com

³S1 English Education Department/ Faculty of Teacher Training and Education Nahdlatul Ulama
University of Surabaya
Surabaya, Indonesia
silpi.nita@gmail.com

Abstract

Learning is the process of interacting participants with education and learning resources in a learning environment", based on the concept, in the word learning sometimes 2 activities are learning and teaching. teaching is an activity that is related to efforts to teach students to develop the potential that exists in themselves and there is a process of change in themselves both cognitively, effectively and psychomotor. this means that learning requires communication between two directions or two parties, namely the party who teaches (the teacher) as an educator with the learning party (students) as students. To make the success interactions between teacher and students must using learning variation because it is important for students to make them understand easily during the class, get the information from teacher and they can practice. Data analysis techniques used in this study are qualitative methods. It is done by comparing the variation of learning with the stimulus variation method used by the pre service teacher. various kinds of learning used by pre service teachers presented in data in the form of tables and graphs. The results of classroom action research on fifth semester of S1 English Education Department of Nahdlatul Ulama University of Surabaya, showed that the application of learning variation in micro teaching midterm test with variation stimulus method was able to improve abilities and add experience in delivering material using variations of learning.

Keywords: *Learning variation, micro teaching, midtrem test, fifth semester of S1 English Education Department.*

Introduction

Learning is an activity planned by the teacher to help someone learn a new ability, skill and or value in a systematic process through the stages of design, implementation and evaluation in the context of teaching and learning activities.(G. Knirk & Kent L. Gustofson, instructional technology: A Systematic Approach to Education, (New York: Holt & Winstun, 2005).

The national education system law no. 20 of 2003 states that: "learning is the process of interacting participants with education and learning resources in a learning environment", based on the concept, in the word learning sometimes 2 activities are learning and teaching. teaching is an activity that is related to efforts to teach students to develop the potential that exists in themselves and there is a process of change in themselves both cognitively, effectively and psychomotor. this means that learning requires communication between two directions or two parties, namely the party who teaches (the teacher) as an educator with the learning party y (students) as students.

With the understanding of learning above, E. Mulyana stated that: "learning is essentially the interaction between students and their environment, so that there is a change in a better direction". these changes are good in the cognitive, effective and psychomotor domains. (E. Mulyana, *Manajemen Berbasis Sekolah: Konsep, Strategi dan Implementasi*, (Bandung: Remaja Rosda Karya, 2002), hlm. 100). While Daeng Sudirwo also argues that: "learning is an interaction of teaching and learning in an interactive atmosphere that is directed at the learning objectives that have been determined". (Daeng Sudirwo, *Kurikulum Pembelajaran Dalam Otonomi Daerah*, (Bandung: Andira, 2002), hlm. 31)

Based on the three theories of learning above, it can be concluded that learning is the process of interaction of students with educators and learning resources in a learning environment that is directed at the learning objectives that have been determined.

To make the success interactions between teacher and students must using learning variation because it is important for students to make them understand easily during the class, get the information from teacher and they can practice.

Student of Fifth Semester of S1 English Education Department as pre service teacher they have to practice learning variation in Micro Teaching in midterm test this aims to provide experience and provision to them before becoming a teacher.

Research Methods

This research is a stimulus variation research with the aim of describing learning problems, and knowing the variation of learning through the micro teaching test when the midterm test of the fifth semester S1 English Education Department of Nahdlatul Ulama University of Surabaya. Such as stated by Creswell (2012) collecting data such as interviews, observations, and documents are the instruments in qualitative research. So, in this journal will use also the same process of collecting data that stated by Creswell. This journal do collection techniques through observation, tests, interviews and documentation. The validity of the data used to guarantee the consolidation and the correctness of the data obtained in the study are selected and determined the appropriate ways to develop the validity of the data obtained. The technique used to test the validity of the data in this study is triangulation.

Data analysis techniques used in this study are qualitative methods. It is done by comparing the variation of learning with the stimulus variation method used by the pre service teacher. various kinds of learning used by pre service teachers presented in data in the form of tables and graphs. In qualitative data analysis techniques are carried out by observing and comparing learning activities conducted by pre service teachers by using a stimulus variation method in order to obtain maximum results. Such as stated by Sugiyono (2009) qualitative method is a research method based on on the post-positivism philosophy, used to examine on naturalistic object condition while the researcher is the key instrument.

Research Results and Discussion

The results of classroom action research on fifth semester of S1 English Education Department of Nahdlatul Ulama University of Surabaya, showed that the application of learning variation in micro teaching midterm test with variation stimulus method was able to improve abilities and add experience in delivering material using variations of learning.

Table 1. Research result using variation stimulus.

No.	Name	NIM	Variation in teacher teaching styles					Media and Learning Tools Usage					Interaction Pattern and Student Activity Variation
			A	B	C	D	E	F	G	H	I	J	
1.	Atika Ayu N.	4330016001	√	√		√	√		√	√	√		√
2.	Suad Vandana	4330016002	√		√	√		√		√	√	√	√
3.	Rina Indah R.	4330016004		√	√		√		√		√	√	√
4.	Anita Firdaus	4330016005	√	√	√	√		√	√	√		√	√
5.	Ubaidatur R.K.	4330016006	√		√	√		√	√		√	√	√
6.	Fauziyah T.A.	4330016007	√	√		√	√	√		√		√	√
7.	Ichtianur M.F.	4330016009	√	√		√	√	√	√	√		√	√

8.	Nada Rona A.	4330016010	√	√	√		√	√	√	√	√		√
9.	M. Ulin Nuha	4330016012		√	√		√	√		√	√	√	√
10.	Sendy Aprinika	4330016013	√	√		√	√	√	√	√	√		√

Note

- | | | | |
|---|----------------------------|---|----------------------|
| A | = Teacher Voice | F | = Teacher's Movement |
| B | = Focusing | G | = Visual Aids |
| C | = Teacher Silent | H | = Auditif Aids |
| D | = Eye Contact and Movement | I | = Audio-Visual Aids |
| E | = Body and Facial Movement | J | = Motoric |

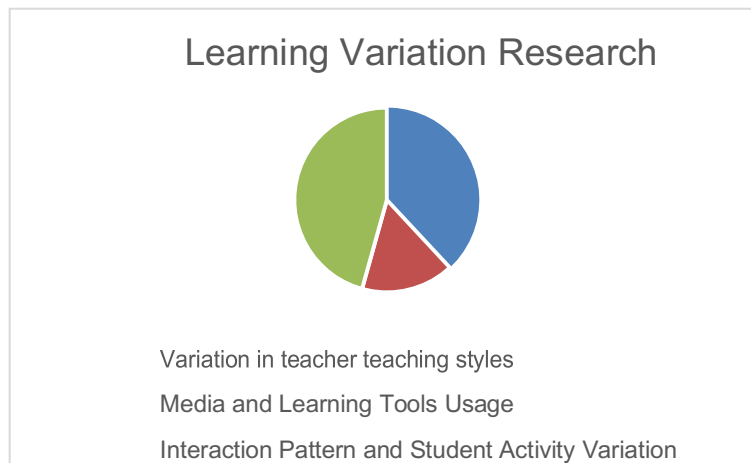


Figure 1. Graphic research result using variation stimulus.

Students will be bored when teachers always teach in the same way. Saturation can make students not interested in learning, consequently the goal of learning is not achieved. Variation is diversity that makes things not monotonous. variation can manifest changes or differences that are intentionally created to give a unique impression and attract students' attention to learning. Thus the skill of teachers in conducting variations is very necessary in learning activities.

Making variations means doing various actions that make things not monotonous in learning so that it can eliminate boredom, increase students' interest and curiosity, and make students' activity levels increase. The same opinion was expressed by Uzer Usman that holding variations is a teacher's activity in the context of the teaching and learning interaction process aimed at overcoming student boredom, so that in the learning situation students always show perseverance, enthusiasm, and full participation. (Uzer Usman, *Menjadi Guru Profesional*)

In teaching and learning process, variations are shown by changes in the teacher's teaching style, the variety of media used, and changes in interaction patterns and student activities. this variation is more of a product. (Syaiful Bahri Djamarah, *Guru dan Siswa dalam Interaksi Eduktif*, (Jakarta: PT. Rineka Cipta, 2000), hlm,125).

Conclusion and Recommendation

The conclusion of this research is that the students of fifth semester of S1 English Education Department of Nahdlatul Ulama University of Surabaya, when they used the application of learning variation in micro teaching midterm test with variation stimulus method was able to improve abilities and add experience in delivering material using variations of learning. Like it was stated in the discussion, In teaching and learning process, variations are shown by changes in the teacher's teaching style, the variety of media used, and changes in interaction patterns and student activities. this variation is more of a product. (Syaiful Bahri Djamarah, *Guru dan Siswa dalam Interaksi Eduktif*, (Jakarta: PT. Rineka Cipta, 2000), hlm,125).

From this research, student of fifth semester of S1 English Education Department be able to teach by learning variation in micro teaching midterm test. They get experience and knowledge before teaching in classrom in the future we suggest for the next researcher who have the some topic to not research just in one semester but in all semester such as third, Fifth and seventh semester to find a different data that able to know the standart of their learning variation in teaching.

References

Creswell, J. W. 2012. *Educational Research: P (lanning, Conducting and Evaluating Quantitive and Qualitive Research* (Fourth ed.). Massachusetts: Pearson Education, Inc.

Djamarah, Syaiful Bahri,. 2002. *Guru dan Siswa dalam Interaksi Eduktif*. Jakarta: PT. Rineka Cipta.

Helmiati,. 2013. *Micro Teaching*. Yogyakarta: Aswaja Pressindo.

Krink, G & Kent L. Gustafson,. 2005. *Instructional Technology: A Systematic Approach to Education*. New York. Holt Rinehart & Winston.

Mulyasa, Enco,. 2002. *Manajemen Berbasis Sekolah: Konsep, Strategi dan Implementasi*. Bandung: Remaja Rosdakarya.

Sugiyono,. 2009. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit Alfabeta.

Sudirwo, daeng,. 2002. *Kurikulum Pembelajaran dalam Otonomi Daerah*. Bandung: CV Andika.

Usman, Uzer,. 2006. *Menjadi Guru Profesional*. Bandung: PT Remaja Rosdakarya.