

MICRO TEACHING AND STUDENTS' TEACHING SKILL DEVELOPMENT

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Abstract

This study investigated to what extent micro teaching develops students' teaching skill. It was a descriptive qualitative research. It used purposive sampling technique involving two lecturers of micro teaching and 66 seventh semester students majoring at English education study program and Indonesian language and literature education study program in the academic year of 2016/2017. Questionnaire with open ended questions were distributed as the technique for collecting data and then the data were analyzed and interpreted to answer the research question. The finding revealed that microteaching had played a significant role in developing students' teaching skill. It provided students with both conceptual knowledge as well as teaching practice activities which built up their better understanding and confidence needed in preparing themselves before doing teaching practice program.

Keywords: micro teaching, students teaching skill, development

Penelitian ini menyelidiki dalam hal apa pengajaran mikro mengembangkan kemampuan mengajar mahasiswa. Penelitian ini merupakan penelitian deskriptif kualitatif. Penelitian ini menggunakan teknik pengambilan sampel purposif dengan cara melibatkan dua dosen pengampu mata kuliah pengajaran mikro dan 66 mahasiswa semester 7 program studi pendidikan bahasa Inggris dan program studi pendidikan bahasa dan sastra Indonesia di tahun akademik 2016/2017. Angket dengan pertanyaan terbuka didistribusikan sebagai teknik pengumpulan data dan kemudian data dianalisis dan diinterpretasikan untuk menjawab pertanyaan penelitian. Hasil penemuan penelitian ini menunjukkan bahwa pengajaran mikro telah berperan secara signifikan dalam mengembangkan kemampuan mengajar mahasiswa. Pengajaran mikro memberikan mahasiswa pemahaman konseptual dan kegiatan praktek mengajar yang membangun pemahaman secara lebih baik dan kepercayaan diri yang diperlukan dalam mempersiapkan diri sebelum pelaksanaan program praktik lapangan (PPL).

INTRODUCTION

The aim of English education study program are expected to train students to be qualified and professional teachers of English. Therefore, students under the faculty of teacher training and education are given subjects which build and prepare them to reach the goal. They learn about the concept of pedagogic skills, language skills and aspect, teaching strategies in English language teaching, classroom management and curriculum and material development. Further, they do not just learn the concept, but in fact in micro teaching, students will not only learn about concept but also practice their teaching skill which will then be followed by teaching practice program in which it is the chance for them to get their teaching experience and implement their understanding on the concepts they have learnt during the lectures.

As a subject which prepares students to get ready to have their teaching practice program, micro teaching developed by Allen and Ryan in 1969 covers six related steps. They are planning, teaching, observation and criticism, re-planning, re-teaching, and re-observation. At planning step, the lecturer plans the teaching skills, behaviors, and evaluation standards that are expected from pre-service teachers during microteaching. He presents a model lesson plan which is followed by the pre-service teachers planning on their teaching activities for microteaching. At teaching step, the pre-service teachers implement their lesson plan for 15 to 20 minutes. Then the lecturer does note taking, observation and records the teaching activities of the pre-service teachers via a video recorder. At the observation and criticism step, the lecturer and the other pre-service teachers in the class watch the video recorded teaching activities of the pre-service teachers. A group discussion on the teaching performance of each pre-service teacher is generated and feedback to the pre-service teachers about their teaching performance is also provided. At the re-planning step, new teaching activities for a different or the same objective and subject by considering the feedback and suggestions of the teacher educator and the other pre-service teachers are planned by the lecturer. At this step, the pre-service teachers are required to improve their teaching performance. At the last step, the lecturer does observation and records on the pre-service teachers' teaching performance and finally, the evaluation on the teaching performance according to the teaching evaluation criteria is done by lecturer. Moreover, the evaluation is also done by the pre-service teachers on their own teaching performance (Arsal, 2015). In addition, Savas (2012) said that nowadays, the teaching skills of preservice teachers can be improved using technological devices. Their teaching practice can be recorded and later replayed by both the lecturer and the students with the aid of digital technology for criticism.

In order to perform their jobs, teacher candidates should possess certain competencies. It is due to the fact that teaching is a profession that requires specialized knowledge and skills. Teacher candidates, the ones who will later guide the young generation in shaping the future are required to possess adequate competencies to perform their duties. Therefore, students should be given special training before starting their profession (Sisman & Acat, 2003) in Kilic (2010). Further, Nielsen (2004) stated that realizing that teachers need to apply their knowledge and lead the activities in the classrooms effectively, a training is needed to give.

The training involves not only developing teacher competencies on the basis of theoretical education during teacher education but also applying teaching practice.

On the basis of the government regulation No. 19 in 2005, educator as the learning agent has some major tasks, they serve as: 1. facilitator with professional duties in managing learning. To help students learn easily, teachers are required to comprehend basic teaching skills, 2. learning motivator. Teachers need to have ability and skills in encouraging and preserving students motivation growth to create an effective learning process, 3. learning trigger, dealing with motivating function, teachers are expected to play their role as learning trigger by arising students' learning spirit. When students have both motivation and spirit in learning, teachers then will find it easy to handle students' learning activities and 4. inspirator, teachers do not act as knowledge giver, in stead they inspire students to develop their own competence optimally because students are actually active learners who have some experiences. In relation to the teachers' major tasks, it can be stated that teachers are required to understand kinds of basic teaching skills. Basic teaching skill mastery needs to be trained in a simultaneous way, it needs to be done in a planned and organized learning approach, that is micro teaching.

Allen and Ryan (1969) claimed that by reducing the complexity of the authentic classroom environment and limiting content, time, and the number of students, microteaching enables to improve pre-service teachers teaching skills. Further, a research by Sen (2010) found that peer teaching and micro teaching experiences contributed positively to preservice teachers' teaching skill. With the contribution from peer teaching and micro teaching applications, they showed significant change on their teaching skill. On the basis of the above discussion, the researcher was interested in doing a research with the research question formulated as 'to what extend does micro teaching develop students' teaching skill development?'

METHODS

Research design

The objective of this study was to find out to what extend micro teaching develops students' teaching skills. It used descriptive qualitative research. Denzin and Lincoln (2000) stated that qualitative research is a research which involves an interpretive and naturalistic approach. Meaning that qualitative research attempts to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. In other words, in qualitative research, researchers study things in their natural settings. Further, Atkinson *et.al.* (2001) claimed that qualitative research is a form of social inquiry focusing on the way people interpret and make sense of their experiences and the world where they lived. It is used in exploring the behaviour, perspectives, feelings and experiences of people that lies at the core of their lives. The aim of the type of research is understanding the individuals, groups, and cultures social reality.

Setting and Participants

This study took place at faculty of teacher training and education, university of Tridianti. The samples were chosen using purposive samples which involved two lecturers teaching micro teaching and the 66 seventh semester students taking micro teaching from two study programs; English education study program and Indonesian language and literature education study program in the academic year of 2016/2017.

Data Collection Method and Analysis

Questionnaire was used as a technique for collecting the data. In order to have abroad understanding in answering the research question, the questionnaire was designed using an open ended questions in bahasa Indonesia. Before it was distributed, the researcher validated the items to Prof. Dr. Rusman Roni, M.Pd. and Drs. Marwan Pulungan, M.Pd. to make sure that the items made were substantantially valid and the language was understood in order that it could help the researcher answer the research problem. The data were then analyzed and interpreted to answer the research question.

FINDINGS AND DISCUSSION

Findings

To what extent does micro teaching develop students' teaching skill?

On the basis of the lecturers' point of view, it was found that at the beginning some teaching concepts and basic teaching skill were introduced by the lecturers. It also trained students' teaching skill. The lecturer taught them with the materials which cover micro teaching objective, basic teaching skill, learning models, assessment, teaching media, lesson plan dan individual teaching performance, and peer teaching and micro teaching. One lecturer stated that curriculum was not explained specifically with the assumption that it was already been discussed at certain subjects, she just focused on the lesson format. The other lecturer mentioned that she discussed it not in detail, the component and the function of the KTSP curriculum were the things that she explained in relation to the curriculum. Then the lesson plan was made and suggestions and revisions were given for improvement before students performed their teaching practice. In short, lecturers of micro teaching became the ones who facilitated the running of both peer teaching and micro teaching, observed students during their practice and supervised and assessed them during their performance. During the practice activities, the aspects that the lecturers measured were students skill based on the concept of basic teaching skill including the skills of opening, closing, explaining, giving reinforcement, asking questions, using variation, and managing classroom. While in assessing students' lesson plan, the aspects which were measured were learning material, learning method and strategy, type of assessment used, the appropriateness of indicator formulation with learning objective and assessment tool including the steps in conducting the learning process.

Lecturers point of view is also in line with students perception, the finding showed that all students attended micro teaching class before doing teaching practice program. 60 of them mentioned that the time allocated to the class and meeting frequencies were sufficient for them. However, 6 students claimed that time allocation was not sufficient. It should be allocated more than 1 credit hour. During the class, lecturers gave oral assessment, suggestions and feedback after peer teaching for their further improvement. However, all students claimed that micro teaching prepared them in doing teaching practice especially dealing with classroom management. Students also mentioned that by taking micro teaching class, they were not only exposed to the theoretical knowledge but also practiced their teaching skill. It became the guideline in doing teaching practice program. During the class, they learnt some criteria of competent teachers, such as: lesson-plan making, teaching techniques and media, assessment, classroom management, eight basic teaching skills. In teaching, they used three teaching phases which consisted of pre activity, whilst activity and post activity.

In dealing with the implementation of micro teaching class so far, students expected that lecturers would provide more time to have teaching practice in class. They also suggested not only discussed KTSP curriculum, but also 2013 curriculum which was used more widely in schools. Still dealing with the implementation of micro teaching, 3 students mentioned that the teaching module in micro teaching class was not available yet. The teaching materials for theoretical lesson were taken from handout. Students further stated that module with content appropriate to support their teaching practice program was needed. Another 63 students claimed that micro teaching materials used were already designed with an easily understood composition. It already helped students in making lesson plan, syllabus, and teaching practice report. It is suggested that the module contained the materials such as: the introduction of micro teaching, teachers' competence, curriculum and lesson plan making, teaching methods, classroom management, learning evaluation and teaching practice performance.

In other words, All students mentioned that the materials given were relevant for them to do teaching practice. The teaching materials were 80% contributive in preparing them to do teaching practice program. The part that needed improvement was the curriculum explanation. It is suggested that the lecturers did not just explain the lesson plan with KTSP format. Both lesson plans, KTSP and 2013 curriculum must be explained considering that the 2013 is more commonly used at schools nowadays. Another weaknesses were a lack of understanding on the use of teaching techniques like PQ3R, bottom up, top down, and mapping was also found and students also needed a more detail information on the material given.

Discussion

The finding revealed that lecturers and students shared similar point of view that concepts given during the micro teaching class and also the practice activities enabled students to develop their teaching skill. Micro teaching objective, basic teaching skill, learning models, assessment, teaching media, lesson plan and individual teaching performance, and peer teaching and micro teaching were conceptually learnt during the class. Practically, the teaching skills of opening, closing, explaining, giving reinforcement, asking questions, using variation,

and managing classroom were trained. Then, the training was also done by the lecturers in which they gave guidance and assessment on students' lesson plan by measuring the aspects of learning material, learning method and strategy, type of assessment used, the appropriateness of indicator formulation with learning objective and assessment tool including the steps in conducting the learning process. In other words, it was the conceptual knowledge and the practice activities which built students comprehension on how to be a good teacher and did their teaching practice program which consequently also developed their teaching skill.

To support the above finding, Gee (1992) stated that micro teaching develops students' skill in preparing lesson plan, choosing teaching goals, speaking in front of a group, asking questions and using evaluation techniques. By doing that, It enables self confidence growth in a comfortable environment and provides an opportunity to learn important multiple skills for teaching a short time. Micro teaching gives students' experience to learn how to realize the goals of teaching through a model lesson planning. Through micro teaching, preparation, organization, presentation are showed important in learners' learning. It makes activities selection and their logical order placement and improvement maintenance become a whole with the content. Determining productivity and using teaching strategies can be done by means of receiving immediate feedback. A strong learning environment can be established by asking appropriate questions. Then, asking questions at various difficulty level may create interaction environment. Mahmud and Rawshon (2013) added that repeated experiments have shown that microteaching produces remarkable improvement in teaching skills over a period of time.

Further, Baytekin (2004) in Kilic (2010) shared similar idea, he said that micro teaching help teachers acquire new roles and changes on the basis of recent development. In addition, Ananthakrishnan (1993) also claimed that micro teaching is effective to develop and share certain skills and get rid of the mistakes. It enables understanding important behaviors in classroom teaching, and increases the teacher candidates' self-confidence. For both pre-service and experienced teachers, it provides an extensive application domain, enables to develop teaching competency model and involves immediate feedback. Clement (2010) cited in Mahmud and Rawshon (2013) said that the most serious problem for new teachers is classroom management which affect students learning. Without proper training, it becomes easy for a new teacher to manage as they were managed or resort to other techniques they may have been told or seen. Therefore, micro teaching is also a medium for students to train themselves in managing classroom.

Eventhough the finding showed that micro teaching had given much contribution in preparing students' teaching practice program, it was also found that students felt the time allocated to the micro teaching class was not sufficient. To have better understanding and more develop their teaching skill, 1 credit hour needed to be lengthen. Especially when referring to the Permendikbud No. 49 in 2014, stating that credit hour is defined as the time needed for students in achieving certain competence using certain type of learning pattern and material. 1 credit hour refers to the 50 minutes for learning in class, 50 minutes for personal assignment and 1 hour for structured assignment in each week. For practice learning, including

microteaching, 1 credit hour is similar to 160 minutes for each week. Therefore, the regulation can be used as the guidelines for study program especially to consider a curriculum rearrangement by lengthening time allocated for the micro teaching class to ensure that the students can have more time to get both theoretical knowledge and practice on how to become good teachers of English.

Another problem found from the finding was the fact that lecturers did not exposed lesson plan based on 2013 curriculum, they more focused their explanation on the previous curriculum, the KTSP curriculum. In relation the the finding, According to Allen and Ryan (1969), micro teaching is characterized by an emphasis training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection. Further, Sukirman (2012) said that micro teaching is not just effective in training teaching skill. It can also be used as a tool in trying out and implementing new curriculum, model, strategy and learning technique. Then, the discussion of curriculum is also one of the reasons why micro teaching has grown fast in the area of teacher training. Good teachers of English do not just need to perform their teaching skill well, in fact they also need to make administration preparation including lesson plan before teaching. Therefore, it is important for the teachers to expose students to all lesson plan formats; the KTSP format and the 2013 curriculum format. Discussing their similarities and differences will make them have broader understanding on the lesson plan which later help them in making their own lesson plan.

CONCLUSIONS

On the basis of the lecturers and students' perception dealing with to what extend micro teaching develops students' teaching skill, it can be concluded that micro teaching both theoretically and practically had given much contribution in preparing students for teaching practice program. During the class, students learnt many things including theoretical knowledge, starting from basic teaching skill, learning models, assessment, teaching media, lesson plan dan individual teaching performance, and peer teaching to micro teaching. The teaching skills, such as opening, closing, explaining, giving reinforcement, asking questions, using variation, and managing classroom were also trained during the class. Moreover, lecturers of micro teaching class also guided and improved students lesson plan by measuring and revising the aspects such as, learning material, learning method and strategy, type of assessment used, the appropriateness of indicator formulation with learning objective and assessment tool including the steps in conducting the learning process. In short, It is shown that micro teaching played a significant role in developing students' teaching skill. Students were provided with both conceptual knowledge and teaching practice activities which were important in building up their better understanding and confidence needed to prepare before doing teaching practice program. Dealing with lesson plan, students suggested the lecturers to give broader explanation by exposing the lesson plan format using the new curriculum which is used in most school nowadays especially realizing the fact that micro teaching is a medium where new curriculum can be tried out or implemented. Suggestion was also given to the study program to consider a curriculum rearrangement in determing the time allocation given to the

micro teaching in order that it could be lengthen to provide more undertsanding on conceptual knowledge and practice to them.

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