



English Student's Teaching Skills Applied in Microteaching Class Muhammadiyah University of Bengkulu

Fetriani¹, Emi Fitri Lolita², Eki Saputra³

^{1,2,3} Pendidikan Bahasa Inggris, Universitas Muhammadiyah Bengkulu, Indonesia

Email: fetriani@umb.ac.id

Abstract

The objective of this research was to investigate and describe the English students' teaching skills applied in Microteaching Class at University of Muhammadiyah Bengkulu Academic year 2020/2021. The design of this research was a descriptive qualitative research. This research took the subject of the study with total 25 students at the sixth semester that enrolled microteaching class at English program. The researcher used observation checklist to obtain the data. The findings of this research revealed that the teaching skills applied by English students in Microteaching Class are questioning skills, reinforcement skills, variation skill, explaining skills, opening skill, small group discussion skill, classroom management skills, organizing small group work and individual work, closing skill; and using teaching media skill.

Keywords : Teaching Skills, Microteaching Class, English Students

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan keterampilan mengajar bahasa Inggris siswa yang diterapkan di Kelas Microteaching di Universitas Muhammadiyah Bengkulu tahun ajaran 2020/2021. Desain penelitian ini adalah penelitian deskriptif kualitatif. Penelitian ini mengambil subjek penelitian dengan jumlah 25 mahasiswa semester VI yang mengikuti kelas microteaching pada program studi Bahasa Inggris. Peneliti menggunakan observasi checklist untuk mendapatkan data. Hasil dari penelitian mengungkapkan bahwa keterampilan mengajar yang diterapkan oleh mahasiswa bahasa Inggris di Kelas Microteaching adalah keterampilan bertanya, keterampilan penguatan, keterampilan variasi, keterampilan menjelaskan, keterampilan membuka, keterampilan diskusi kelompok kecil, keterampilan kelas, keterampilan manajemen, mengorganisir kerja kelompok kecil dan kerja individu, keterampilan menutup; dan keterampilan menggunakan media pengajaran.

Kata Kunci: Keterampilan mengajar, Kelas Micro, Mahasiswa Bahasa Inggris

Introduction

In university level, students' teachers have to take microteaching class to prepare them in the teaching practice. Since the aim of microteaching is to prepare them with practical experiences, it becomes an integral part for teacher to have teaching experiences moreover reflect on student teacher strength and weakness in the teaching practices. Microteaching is one of the most effective ways in training student teachers (Buyukkarci, 2014). Microteaching offers opportunities to student teachers in planning and implementing teaching strategies.

Microteaching, as a type of teaching skill application is evolved through time (Wilson & I'Anson, 2006) and has become more applicable as technology has developed. Moreover, microteaching has an important role in the preparation of student teachers to be teachers because it holds the relationship between theory and practice.

Microteaching is an integral part of any teacher education curriculum since it is a good avenue for pre-service teachers to apply the theories they learned in the real classroom setting. Although practice teaching in education is still a challenge because it does not fully prepare student teachers for the actual classroom teaching, Starkey and Rawlins (2012) mentioned that these student teachers should be well-monitored, supervised, and guided by their supervising teacher through online discussion and classroom teaching observation for them to become prepared.

Through Micro teaching, a candidate teacher is trained with several teaching skills whereas supervisor act as facilitator; guide the student teacher in preparing lesson plan; guide students in the simulation or limited teaching; and observe the simulation thoroughly (Mulyasa, 2003). This is in accordance with National Regulation No 49 Year 2014 that learning must be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and students centered. It is expected that through this way, students

will be able to develop their competences either in cognitive, affective, or skills and higher education goals namely to enable students to become knowledgeable person, smart, creative, self-sufficient, skillful, and civilized.

According to (Passy, 1976), there are 9 teaching skills, namely: 1) Reinforcement, 2) Basic Questioning, 3) Variability, 4) Explaining, 5) Introductory Procedures and Closure, 6) Advanced Questioning, 7) Classroom Management and Discipline, 8) Guiding Small Group Discussion, 9) Small Group Teaching and Individualized Instruction. According to Rani (2011), there are 13 teaching skills. The first skill on this list is writing instructional objectives, followed by the skills in introducing a lesson and the fluency in questioning. The fourth skill in this list is the skill in probing questioning. The fifth is the skill in explaining. The sixth skill deals with the ability in illustrating with examples. The seventh skill is the capability in creating stimulus variation. The eighth skill is the ability in using silence and nonverbal cues. The ninth skill deals with the skill in giving reinforcement. The tenth skill in this list is the ability in increasing the students' participation. The eleventh skill is the skill in using black board effectively. The twelfth skill is the ability in achieving closure. And the last skill in this list is the ability in recognizing attending behavior.

According to (Candiasa, 2011), there are 21 teaching skills, namely: the skills in writing instructional objectives, the skills in introducing the lesson, the skills in questioning, the skills in explaining, the skills in probing questions, the skills in illustrating with examples, the skills in giving variation, the skills in using silence and nonverbal cues, the skills in giving reinforcement, the skills in increasing pupil's participation, the skills in using black board, the skills in achieving closure, the skills in recognizing attending behavior, the skills in experimentation, the skills in diagnosing difficulties of students related to

subject matter, the skills in using teaching aids, the skills in maintaining the science laboratory, the skills in giving assignment, the skills in developing critical and independent thinking among the students, the skills in maintaining discipline, and the skills in facing the lesson (Candiasa, 2011).

Furthermore, the standardization of basic teaching skills used is the basic teaching skills developed by the Educational Teaching Institution Development Team in 1984, covering 8 (eight) basic teaching skills. It is just that giving material is sorted based on the most basic skills, which starts from questioning skills, followed by reinforcement skills and variation skill, and then explaining skills, opening and closing skill, followed by small group discussion skill, classroom management skills, and the last is the skill of organizing small group work and individual work. These eight skills become the basic skill of teaching that should be had by the preservice teachers in Microteaching class.

Research Method

This research took the subject of the study with total 25 students at the sixth semester who enrolled microteaching class at English program of UMB Bengkulu academic year 2020/2021. The researcher only took 25 students as the subjects of this research because the researcher took two video recording (practice of microteaching and examination of microteaching) as the data of this research, there were three class of microteaching which apply both activities while another class of microteaching did not apply examination of microteaching. Therefore, the researcher only took three classes of microteaching with 25 students.

Result and Discussion

This research was aimed to investigate and describe the English students' teaching skills applied in Microteaching Class at University of Muhammadiyah Bengkulu

Academic year 2020/2021. The finding of this research showed that there were ten teaching skills applied by the students in microteaching class at English Study Program of UMB; (a) Opening Skill (55%); (b) Explaining Skill (82%); (c) Variation Skill (59%); (d) Questioning Skill (79%); (e) Small Group Discussion Skill (3%); (f) Organizing small group work and individual work Skill (17%); (g) Management Skill (55%); (h) Reinforcement Skill (48%); (i) Using Teaching Media Skill (96%); and (j) Closing Skill (41%). Moreover, the students dominantly applied using teaching media skill and they rarely applied small group discussion skill in microteaching class.

The finding confirmed theory from some experts. As experts (Sihotang and Simorangkir, 2020) divided the microteaching skills into ten; (a) questioning skills; (b) reinforcement skills; (c) variation skill, (d) explaining skills, (e) opening skill; (f) small group discussion skill; (g) classroom management skills; (h) organizing small group work and individual work; (i) closing skill; and (j) using teaching media skill. Another experts were Allen and Ryan (1969) who divided there are 14 microteaching skills. The first skill on the list is the ability to create stimulus variation. The second skill is the ability to set induction. The next skill is covers to skill to provide Closure. The fourth skill includes the skill to use silence and nonverbal cues. The fourth skill on the list is the ability to reinforce pupil participation. The sixth skill is fluency in questioning, followed by the skill in probing questions. The eight skill is include the skill to use of higher questions followed by the skill to create divergent questions. The tenth skill deals with the ability to recognize the students' attendance pattern. The next skill on the lost is the capability of giving illustration of concepts and providing related examples. The twelfth skill is the skill in lecturing. The thirteenth skill is the ability to create planned

repetition, and the last skill is the ability to create complete communications.

This research finding showed that mostly the students applied using media teaching skill dominantly in microteaching class. The way teacher view the role of media in classroom teaching will to a large extent determine the level and degree of its usage. Teacher forms an impression which is favorable or otherwise, depending on specific traits teacher attribute to media. (Romiszowski, 2008) has grouped the roles of media into two. In the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the teacher's presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and nonconventional setting. According to (Morris, 1962) the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, these media will determine more than anything else the quality of our educational effort. Studies have shown, however, that teachers generally have favorable disposition toward the role of media, in which media are used as instructional aids than media as instructional systems.

Furthermore, the rarely skill applied by the students in micoteaching class was small group discussion skill. The skill of guiding small group discussion is an organized process by involving a group of students in optimal cooperative face-to-face interaction with the aim of various information or experiences of making decisions or solving a problem. The components of guiding small group

discussion skill include Focusing attention, clarifying problems or order of opinions, analyzing students' views, improving students' description, spreading opportunities to participate, and closing discussions.

Conclusion

The teaching skills applied by English students in Microteaching Class at University of Muhammadiyah Bengkulu Academic year 2020/2021 are questioning skills, reinforcement skills, variation skill, explaining skills, opening skill, small group discussion skill, classroom management skills, organizing small group work and individual work, closing skill; and using teaching media skill.

References

- Afifah, N. 2017. Basic Teaching Skill Quality of Teacher Candidates in Microteaching Study Subject of Department of Biology Education, Pasir Pengaraian University. *Jurnal Pendidikan Biologi Indonesia*, 3(1), 10–18.
- Allen DW, Wang W. 1996. *Microteaching*. Beijing: Xinhua Press
- Allen and K. Ryan. 1969. *Microteaching*. Massachusetts: Addison-Wesley Publishing Company.
- Ary, D., Jacobs, L.C., & Razavieh, A. 2010. *Introduction to Research in Education*. Chicago: Wadworth Group.
- Anson J, Rodrigues S, Wilson G. 2003. Mirrors, Reflections and Refractions: the Contribution of Microteaching to Reflective Practice. *Eur J Teach Educ.*26:189–99.
- Benton-Kupper, J. 2001. The microteaching experience: Student

- perspectives. *Education*, 121(4), 830-835.
- Bell ND. 2007. Microteaching, What is it that is going on here? *Linguist educ.*;18:24-40.
- Buyukkarci K. 2014. The Effect of Formative Assessment on Learners' Test Anxiety and Assessment Preferences in EFL Context. PhD Dissertation, Unpublished. Adana, Cukurova University
- Brumfit. 2001. *Individual Freedom in Language Teaching*, Oxford: Oxford University Press.
- Candiasa, I.M. 2011. Pengujian instrumen penelitian disertai aplikasi iteman dan bigsteps. Singaraja: Unit Penerbitan Undiksha.
- Dillenbourg, P., Baker, M., Fischer, G., Hoppe, H. U., Koschmann, T., O'malley, C., Roschelle, J., & Suthers, D. 2018. The evolution of research on collaborative learning. In E. Spada & P. Reiman (Eds) *Learning in Humans and Machine: Towards an interdisciplinary learning science*. (Seventh). Elsevier
- Hightower, A.M. 2011. Improving student learning by supporting quality teaching: Key issues, effective strategies. *Editorial Projects in Education*.
- Hornby, AS. 2005. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press
- Howard. 2015. Correlation Between Student Satisfaction and Grades: A Case of Mistaken Causation? *Journal of Educational Psychology*, 72, pp. 810-820.
- Jamal, A., & Sandhya, K. 2016. Micro Teaching Skills Based Second Language Learning. *An International Multidisciplinary Research E-Journal*, 3(1), 149-153.
- Jiang, Y. 2016. A Study on Professional Development of Teachers of English as a Foreign Language in Institutions of Higher Education in Western China. In *A Study on Professional Development of Teachers of English as a Foreign Language in Institutions of Higher Education in Western China*. Springer
- Klinzing, H. G., & Folden. R. E. 1991. The development of the microteaching movement in Europe. *ERIC Documentation Reproduction Service No. ED 352 341*.
- Moh. Rafi'I, Moh.Sata, Erna. 2020. An Analysis Of The Teaching Skill Of English Students In Microteaching Couse At Madako University.
- Morris, B. 1962. The function of media in the public schools. *Audiovisual Instruction*, 8 (9), 9 – 14
- Mulyasa, E., 2003. *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*. Bandung: PT Remaja Rosdakarya.
- Myhill, D. 2016. Talk, Talk, Talk: Teaching and Learning in Whole Class Discourse. *Research Papers in Education*, 21(1), 19-41.
- Nasir, C., Yusuf, Y., Q., & Wardana, A. 2019. A Qualitative Study of Teacher Talk in an EFL Classroom Interaction in Aceh Tengah, Indonesia. *Indonesian Journal of Applied Linguistics*, 8(3), 525-535.
- Passy, B.K. 1976. *Becoming better teacher: microteaching approach, developed at the centre of advanced study in education*. the M.S. University of Baroda, Baroda. India: Sahitya Mudranalaya
- Putri, D., S. 2015. The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English As a Foreign Language Classroom. *Journal of English and Education*, 3(2), 16-27.
- Quick, J.C., Gavin, J.H., Cooper, C.L., & Quick, J.D. 1985. *Executive health:*

- Building strength, man -aging risks. Academy of Management Executive, 14(2), 34-44
- Rani, B. 2011. Classification of the teaching skills based on q-methodology using the perceptions of sec. school teachers. International Journal of Educational Planning & Administration , 1, 141-150
- Ratih. 2016. The Micro Teaching Students' Strategies to Deal With Classroom Management.
- Reddy KR. 2019. Teaching How To Teach: Microteaching (A Way To Build Up Teaching Skills).
- Romiszowski, A.J. 2008. The Selection and use of Instructional Media. London: Kogan Page.
- Saban, A. & Coklar, A. N. 2013. Pre-Service Micro-Teaching Method in Teaching Practice Classes.
- Scrivener, J. 2012. Classroom Management. New York: Cambridge University press.
- Soejono. 2010. English Learners Perception on Lecturers' Corrective Feedback. *Journal of Arts and Humanities*, 10-21.
- Sudjoko. 2001. Petunjuk Kegiatan Pembelajaran Mikro (Instructions For Micro Learning Activites). Journal – Fakultas Matematika dan IPA UNY .
- Sukirman, Dadang. 2012. Pembelajaran Micro teaching. Jakarta: Direktorat Jendral Pendidikan Islam Kementrian Agama.
- Starkey, L. and Rawlins, P. 2012. Student Teacher Learning during practicum experience, Tean Journal 4 (1). Available at: <http://bit.ly/15VJ5s>.
- Tebabal, A. & Kahssay, G. 2011. "The Effects of Student-Centered Approach in Improving Students' Graphical Interpretation Skills and Conceptual Understanding of Kinematical Motion," Lat. Am. J. Phy. Edu, 5(2): 374-381.
- Tuli, F. and File, G. 2009. Practicum experience in teacher education. Ethiopian Journal of Education and Science. 5 (1). 107-116..
- Turgut, Y. 2017. Tracing Preservice English Language Teachers ' Perceived TPACK in Sophomore, Junior, and Senior Levels. Cogent Education, 43(1), 1-20. <https://doi.org/10.1080/2331186X.2017.1368612>
- Traynor.P. 2005. Factors Contributing to Teacher Choice of Classroom Order Strategies. ProQuest Information and Learning Company 123(3).
- Wilson, G. & P' Anson, J. 2006. Reframing the Practicum: Constructing Performative Space Initial Teacher Education. Teaching and Teacher education. 22. 353-361.