

## IS IT TRULY MICROTEACHING SUBJECT CAN PUSH TEACHING SKILL STUDENTS?

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**Abstract:** The research aims to find out the perception of English Education students toward the effectiveness of microteaching subject to support their teaching skills in terms of planning for the lesson plan and classroom management. The subject of this research was the English Language Education students 2016 of Sulawesi Barat University which consist of 5 participants who were selected by using purposive sampling method. This study used qualitative method in collecting data. The researcher conducted interview by using telephone and recorded it directly due to the government's appeal to stay at home due to the soaring of covid-19 outbreak in Indonesia. Data collection was conducted on 16<sup>th</sup> May 2020 and 18<sup>th</sup> May 2020. This study revealed that microteaching subject is effective to support the teaching skills of English Education students of Sulawesi Barat University, both in preparing learning materials and also classroom management. The findings revealed that Students of English Education of Sulawesi Barat University gained knowledge from microteaching subject in TEFL II course and they believe that microteaching subject is a great importance to prepare them to face the actual teaching process situation. The result of this research is expected to give positive contribution for education field. The findings of this research are expected to provide useful information to educators as well as students. The results can be used to enlighten parties concerned on the impact of microteaching on teaching skills.

**Keywords :** perception, microteaching, teaching skills.

### 1. Introduction

Otsupius (214) defined microteaching as a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe. Furthermore, Microteaching has an important place in preparation for the teaching profession because

of its potential to emphasize the relationship between theory and practice (Ajayi-Dopemu and Talabi, 1986).

Microteaching has been implemented at the English Education Study Program of Sulawesi Barat University for the first time in 2018. Microteaching is a new subject for the sixth semester students who take TEFL course.

Study related to EFL students' perception towards microteaching is still rarely conducted, thus

it is necessary to have study about it, particularly from the view of the student teachers themselves. This study aims to investigate the EFL student teachers' perception of microteaching subject. This study revealed how the student teachers perceive the effectiveness of microteaching subject to support their teaching skill which in turn can find out their experiences in implementing microteaching lesson study. In addition, it will inform the benefits of the EFL student teachers gain as well as the constraints they face during microteaching subject which will be of valuable input for teacher or educators to modify or improve their microteaching subject implementation for the better result.

The researcher decided to focus on researching about lesson plan and classroom management skills rather than some of other teaching skills due to in microteaching subject that was conducted, it was more focused on these two skills as a consideration that these two skills are basic skills and have to be known by prospective teachers.

Based on the explanation above, the researcher thinks that it is important to know the students' perception toward the effectiveness of microteaching subject. The student perceptions are needed to know on the basis that the student as the center of the learning process. After knowing the perception of students, the researcher expect the appropriate adjustments can be made to the success of the learning process in Microteaching subject as suggestion to the teacher and further information will be helpful as the development of microteaching as a new subject in English Education Study Program of Sulawesi Barat University

## 2. Methodology

### Research Design

This study employs descriptive qualitative design. According to Gay, Mills & Airasian (2006), the qualitative method design deals with the collection, analysis and interpretation of comprehensive, narrative, and visual data in order to gain insight into a particular phenomenon of interest. The purpose of this research focuses or deals with promoting a deep understanding of a particular phenomenon, such as environment, a process, or even belief. Furthermore, the researcher employs this research design to collect and analyse data which are suitable with the purpose of this research in order to get the description of pre-service teachers' perceptions toward the effectiveness of microteaching subject to support their teaching skills.

### Research Participant

Research participants are the people from whom data were collected and they contribute their voices in the research project (Vanderstop, scoot W' 323 and Johnston, 2009). The informants of this study were 5 pre-service teachers who will be selected by using purposive sampling from the population of all 2016 English education students at West Sulawesi University. The criteria of informants are they should be in the eighth semester and should have passed microteaching subject in their sixth semester.

### Research Instrument

The instrument is a tool that has been applied to help researcher find the data or information. Interview was used to get the data from the research

participant, in order to conduct the interview, the researcher used semi-structured interviews with the specific question to be asked and it has been developed based on the researcher's need. A semi-structured interview is one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is prepared to allow the interview to develop in unexpected directions where these open up important new areas.

### Data Collection Technique

The researcher contacted the informants for their willingness to be interviewed. After that, the researcher made letter of statement of the informants' willingness to be signed and then the researcher determined the interview schedule according to the informant's request.

The researcher conducted interview by using telephone and recorded it directly due to the government's appeal to stay at home due to the soaring of covid-19 outbreak in Indonesia. Data collection was conducted on 16<sup>th</sup> May 2020 and 18<sup>th</sup> May 2020.

### Data Analysis Technique

The data were analyzed descriptively. Miles, Huberman and Saldana in 2014 claimed that there are four steps in analyzing the data such as data collection, data condensation, data display and drawing/verifying conclusions.

## 3. Finging and Discussion

### Finding

#### 1. The students' perception of the effectiveness of microteaching subject in improving their skill on planning for lesson plan

Based on the data analysis, the researcher has found that all of pre-service teachers agreed with the statements "microteaching subject is effective to improve their skill on planning for lesson plan. Lesson plan was important to measure how success the teaching learning process in the class. In microteaching subject, the pre-service teachers of the 6<sup>th</sup> semester have learnt more about how to make a good lesson plan. This lesson was used to draw the small teaching chronology in the class.

In this research, the researcher identified that there are some steps in planning for lesson plan. These steps were taught by the lecturer during microteaching class. These steps were included of:

- a. Determining the subject matter by adjusting the strategy and learning model.

During teaching and learning process, the pre-service teachers face with some uncontrolled condition. In this research, the researcher found that in creating lesson plan, the pre-service teachers would determine what strategy and model or method of teaching and learning that would be used. This case also mentioned in interview data of the pre-service teachers.

- b. Determining the teaching material according to the students' need.

In microteaching class, the pre-service teachers were taught about the teaching material and the students' need. As a good teacher, they have to understand the lesson materials that are needed by their students. The teacher should teach the students based on what the students need.

- c. Determining lesson material by adjusting the level of difficulty.

In microteaching subject, the pre-service teachers who want to make a lesson plan have to know the level of the student's understanding material. In a real teaching, they meet some heterogeneous students who come with the different understanding level and different educational background. There was a student who fast in understanding material and the other one was a student who need to more attention and review or she/he get difficult in understanding material.

- d. Adding an interesting material in the lesson plan.

In microteaching class, the pre-service teachers learnt about how to make an interesting material. So the students would feel interest and enthusiasm in following teaching and learning material. In this case, the students often feel bored in the middle of teaching and learning process. It was caused by the students passed the lesson with the same method.

## 2. The pre-service teachers' perception of the effectiveness of microteaching subject in improving their classroom management.

Based on the interview data, the researcher categorized that microteaching subject was effective to be taught through classroom management. The researcher found that the undergraduate students applied some knowledge about classroom management that they have got from microteaching class into the real teaching class practice. They showed some management that related with sitting position, teaching time management, non-conductive management, and students' motivation in learning. For detail explanation, was described below:

- a. Managing sitting position

In microteaching subject, the pre-service teachers discussed about the sitting position. It helped for the teacher who wanted to improve the effectiveness of teaching and learning process, such as when the teacher wanted to add teaching media, the teacher would to change the students' sitting position. It was used to adjust the lesson material and the method that wanted to apply.

- b. Managing teaching time

In microteaching subject, the pre-service teachers were taught about managing time during teaching and learning process, for example the pre-service teachers were taught to manage how much time was needed to open the teaching and learning activity in delivering the material until closing the lesson.

- c. Managing the non-conductive situation of students

In microteaching class, the pre-service teachers were taught to know more about the students' character. The students' character that might be faced was different. The researcher found that every students showed their character during teaching and learning process such as clever, lazy, diligent, active, naughty and others. The students also showed their character that make the class became non conducive. The students make any problem such as making noise during lesson, getting lazy, coming late, and disturbing the other friends. This condition actually might disturb the students' focuses toward teaching and learning material.

To control the students' situation became conducive, pre-service teachers were taught to be assertive to the students. The next action was to admonish the students verbally. But if the students were still acting up, the pre-service teachers were taught to provide a deterrent punishment for the students, such as not following students to attend the lesson. They also ever noted the name of trouble maker students and report them to the teacher in the school.

- d. Creating and maintaining the students' motivation in learning process

To manage the classroom, the teacher have to give the feedback for encouraging the students' enthusiasm and participation. In microteaching class, the pre-service teachers were taught to create some motivation for the students. They could to give some motivation in the middle of the teaching and learning process or before

it was end. It was important for the students' learning in following teaching and learning with a good delivery.

#### 4. Discussion

##### 1. The effectiveness of microteaching subject in improving pre-service teachers skill on planning for lesson plan.

In this research, the pre-service teachers have explained that they agreed with the statement which tells microteaching subject is effective to improve their skill in planning lesson plan. They also feel that microteaching help them to prepare for being a good teacher. As Coppola et. al. (2004) states that lesson plan is main foundation of educational structure and it is core of education. Here, the pre-service teachers learn more about how to make a good lesson plan for improving their teaching learning skill. Meanwhile, in this microteaching class, they are taught to make good lesson plan based on some criteria. Those criteria are used to support the success of teaching and learning in the real condition.

For the first, to create a good lesson plan, pre-service teachers have to determine subject matter by adjusting the strategy and learning method. This finding is also explained by Spratt, Pulverness and William (2005) through lesson plan definition. They point out that lesson plan provide direction for a teacher of what kind of material of study to be taught and how to teach them. In this case, as the teacher, they have to add some strategies and learning methods to gain the students' understanding material easily. For example, the teacher should make the class conducive with creating teaching media during

teaching learning process. Ismail (2011) applies the teaching strategy to interact the student's enthusiasm. He tries to use technology appropriately in his teaching process. This strategy is also used to make the students easy in accepting and understanding the material. In other side, Jones, et.al. argues that not only teaching strategy and learning method, as the teacher, he/she should choose the purpose of learning related to guidelines of school curriculum and use the appropriate resource.

For the second criteria is in microteaching class, the pre-service teachers are taught about students' need. As a good teacher, they have to adjust the teaching material through lesson plan with the students' need. The teacher should do evaluation in every teaching process. From the evaluation, the teacher will know what students' need toward learning material. So, the teacher and the students can achieve their goal in teaching and learning process. In this microteaching class, the teacher also able to select which material that need to be taught for the students, and which on is not. Based on Houston and Beech (2002), there were the difference of students' need that will be met during teaching and learning process. It will create several problems for the teacher. So, in this case, it is categorized as an important knowledge and information that teacher have to know during planning the lesson plan.

In the third criteria, the researcher mentioned that in microteaching class the pre-service teachers are introduced with the heterogent students that might be met during teaching and learning process. As the teacher, they should know what is the strength and the weakness of the students in learning

material. It is categorized into the level of difficulty through accepting and understanding material. Different characteristics and range of abilities in the class also create some students with their difficulty level (Houston and Beech, 2002). In the class, not all students are categorized as a clever student or someone who get easy in accepting and understanding material. That's why, in this research, the pre-service teachers are also taught to do evaluation and observation to classify them based on their difficulty level. Meanwhile, the teacher will create good lesson plan and determine suitable material just for making the students easy to be accepted.

For the last criteria, the pre-service teachers are taught to add interesting material in lesson plan. From microteaching subject, they also already get a lot of knowledge about creating interesting material. In microteaching class, the pre-service teachers practice their teaching one by one. Then, their friend will get knowledge from their learning material presentation. In other side, they also get some suggestions and evaluations from the lecturer. This criterion also helps the pre-service teacher to manage the classroom condition. In other means when the students interact with this lesson plan, which have created by interesting material, the teacher can make that learning process become conducive (Majid, 2006).

From those criteria that have discussed above, the researcher believe that attending microteaching class is important for pre-service teachers who will prepare teaching in a real situation. Microteaching subject is effective to be taught for them who want to

create their good lesson plan. So, they will get used to apply it into the real teaching field.

## 2. The effectiveness of microteaching subject in improving classroom management

Microteaching is important subject that have to be followed by the pre-service teachers. Besides it is effective to improve their skill in planning lesson plan. It also can help them to manage their classroom. Marzano (2003) stated that classroom management is a key to high students' achievement. Classroom management for teaching and learning process also give positive impact for the students. It can manage some aspect related with the classroom. They are included of managing the students' sitting position, managing teaching time, solving non conducive situation in teaching and learning and creating and maintaining the students' motivation.

Microteaching teaches the pre-service teachers about how to manage the students' sitting positions. In this case, this thing has an important impact for attitude and skill of teaching and learning process. It can support with the teaching strategy that teacher want to use. Besides that, teaching time management is also important to be taught for teaching and learning. According to Jones et. al. (2006), a skill that is needed to prepare the students teacher is the classroom management. He said that in classroom management, he uses time setting and space to ensure the smooth running of the learning activities. Ismail (2011) agreed that microteaching help to organize the time. They as the teacher should manage and divide the procedure of teaching time. In this case,

time management is also used to apply the discipline time in teaching and learning process.

In this research, the researcher found that microteaching help to discover any non conducive situation during teaching and learning process. Non conducive situation might rose when the teacher fails to manage the class, the teacher use same strategy and create uncomfortable condition in the class. That's why, the pre-service teachers get uncontrolled for their self confidence. Whereas, Ningsih (2007) mentioned that in microteaching subject, the student teachers should have more self confidence before and after practicing in a real teaching. In microteaching class, the pre-service teachers are taught to give some feedbacks to the students, such as giving them motivation. Motivation is not only come from the end of teaching and learning process, it also can be created from students' relation. It indicate a genuine concern to provide the motivation through the development of the students.

From the explanation above, the researcher believe that attending microteaching class is important for pre-service teachers who will prepare teaching in a real situation. Microteaching subject is effective to be taught for them who want to have a good classroom management. So, they will get used to apply it into the real teaching field.

## 5. Conclusion and Suggestion

### Conclusion

Based on the research finding and discussion, it can be concluded that:

1. Microteaching is effective for improving the pre-service teachers in planning the

lesson plan. From the interview result of five informants, the researcher found that the pre-service teachers get knowledge from microteaching subject. It is about the criteria of lesson plan that can be improved. They are include of determining the subject matter by adjusting the teaching strategy and learning method, determining the teaching material according to the students' need, determining lesson material by adjusting the level of material difficulty, and adding an interesting material in the lesson plan. Those criteria make the pre-service teachers believe that microteaching subject is important to prepare them for real teaching and learning.

2. Microteaching subject is also effective for improving the classroom management. Managing the classroom is important to make the student get their self-confidence. This also makes the teacher adjust teaching material and some aspects that supporting them during teaching and learning. In this research, the researcher some aspect that related with classroom management. Microteaching is effective when the pre-service teachers can manage the students' sitting position. Then, they can manage the teaching time and manage non conducive situation of students. They also can create and maintained the students' motivation during teaching and learning process. From the microteaching class, they are brave to try managing classroom. So, they will get

it used to it in a real teaching and learning practice.

### **Suggestion**

Based on the conclusion of the research, the researcher makes a number of suggestions. They describe as follow:

#### **1. The pre-service teachers**

This research is indicated that microteaching subject is effective for improving the pre-service teachers' skill in planning lesson plan and managing the classroom. Furthermore, this research can be information for the pre-service teachers who are preparing themselves in teaching in the real situation about the important of attending and getting knowledge from microteaching subject.

#### **2. The Lecturers**

This research is indicated that microteaching subject is effective for improving the pre-service teachers' skill in planning lesson plan and managing the classroom. Furthermore, this research can be information for the lecturers who conduct the microteaching subject. Hopefully the microteaching subject will be able to be delivered with more duration for the pre-service teachers' practice time that will train the pre-service teachers' confidence in teaching.

#### **3. The future researcher**

For the future researcher, they can conduct the research with the similar topic about microteaching subject. In this research, the researcher focus in two focuses included of the lesson plan and classroom



management. Furthermore, microteaching can be as specific purpose like observing teacher's strategy, teaching challenges, and teacher's expression after teaching process.

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