

## Teaching Skill Performance of Sixth Semester Students of English Education Program Merangin University

Hera Hartati<sup>1</sup>, Retno wahyu Ningsih<sup>2</sup>, Herysa Oktawati<sup>3</sup>

Faculthy of Teacher Training and Education, Universitas Meranging, Indonesia

Correspondence email: hera.adit@gmail.com

**Abstract:** The purpose of this research was to describe about students' teaching skill in micro teaching class of English Education Program. Micro teaching as the course to prpere them to be a professional teacher. The teaching skill needs by the senventh semester student before conduct Practice Teaching in some schools around the Merangin regency This reasearch was descriptive quantitave research. It was conducted in English Educational Program of Teacher Training and Education Faculthy Merangin University. The population was the seventh semester students consists of two class, it consisted of 28 students . It used purposive sampling. The researcher use observation sheet and field notes as the instruments of collecting data. In doing this research, the researcher analyzed the data by connecting between the indicator of teaching skills (opening and closing the lesson, explaining the lesson, questioning skill, guiding group and individual, giving motivation, giving variation, using media and appropriate strategy, managing the class) that covered on observation sheet and students performance or practice teaching in micro teaching class. Those teaching skills observed by the another students (audience) while the students practice them. The lecturer also observed the students in implementing those teaching skill. In filling the observation uses Likert's Scale. Based on the result of the research, it can be concluded that from seventh indicator, students have highest skill in explaining skill and the lowest skill in opening and closing the lesson. From 30 sub indicators, they have lowest skill in giving variation of reinforcement and the highest skill in simple and clear explanation. In order to further students improve teaching skill especially can master or practice well about those seventh components. It ia a basic for teacher candidate before to be the real teacher.

**Keyword:** Teaching Skill, Micro Teaching Class

**Abstrak:** Tujuan dari penelitian ini adalah untuk mendeskripsikan tentang keterampilan mengajar siswa di kelas micro teaching Program Pendidikan Bahasa Inggris. Micro teaching sebagai mata kuliah untuk mempersiapkan mereka menjadi guru yang profesional. Keterampilan mengajar yang dibutuhkan oleh mahasiswa semester VII sebelum melakukan Praktik Mengajar di beberapa sekolah di sekitar Kabupaten Merangin Penelitian ini merupakan penelitian deskriptif kuantitatif. Kegiatan ini dilaksanakan di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Merangin. Populasinya adalah mahasiswa semester tujuh yang terdiri dari dua kelas yang berjumlah 28 mahasiswa. Pengambilan sampel menggunakan purposive sampling. Peneliti menggunakan lembar observasi dan catatan lapangan sebagai instrumen pengumpulan data. Dalam melakukan penelitian ini, peneliti menganalisis data dengan menghubungkan antara indikator keterampilan mengajar (membuka dan menutup pelajaran, menjelaskan pelajaran, keterampilan bertanya, membimbing kelompok dan individu, memberi motivasi, memberi variasi, menggunakan media dan strategi yang tepat, mengelola kelas) yang tercakup dalam lembar observasi dan kinerja siswa atau praktik mengajar di kelas micro teaching. Keterampilan mengajar tersebut diamati oleh siswa lain (penonton) saat siswa mempraktikkannya. Dosen juga mengamati mahasiswa dalam mengimplementasikan keterampilan mengajar tersebut. Dalam pengisian observasi menggunakan Skala Likert. Berdasarkan hasil penelitian dapat disimpulkan bahwa dari ketujuh indikator tersebut, siswa memiliki keterampilan menjelaskan yang paling tinggi dan keterampilan membuka dan menutup pelajaran yang paling rendah. Dari 30 sub indikator, mereka memiliki keterampilan terendah dalam memberikan variasi penguatan dan keterampilan tertinggi dalam penjelasan sederhana dan jelas. Untuk lebih meningkatkan keterampilan mengajar siswa terutama dapat menguasai atau mempraktekkan dengan baik tentang ketujuh komponen tersebut. Ini merupakan dasar bagi calon guru sebelum menjadi guru yang sesungguhnya.

**Kata Kunci:** Keahlian Mengajar, Kelas Mengajar Micko

### INTRODUCTION

Micro teaching is a course that must consider in the curriculum of University that concerned about teacher education. The target is to prepare teacher candidate are able to teach the students. Based on Minister of National Education Regulation No 16 2007 states that the training and upgrading of profession should include four competencies: a) pedagogy, b) personality, c) social, and d) professional. It means that the teacher profession must have four competences as a requirement. Therefore the curriculum in education

training have to consider about it, how to provide the competence teacher while the students study there.

Faculthy of Teacher Training and Education Merangin University has four objectives, one of them are *menghasilkan tenaga pendidikan yang professional, berdaya saing global, adaptif dan responsive terhadap perubahan dan tuntutan zaman*, it means that it concerns to produce professional teacher based on the field and era. One way to reach that objective, it covers some courses into the curriculum. one of them is micro teaching that course are in all of departments in it. it is a requirement for contracting Magang III, one of practice that conducted school. So it is importance to prepare students well as the teacher candidate before in the real condition after graduate from the institution.

Micro teaching is a course which trains the students can teach students in junior and senior high school or in the real teaching and learning process. Based on description of Micro teaching course is targeted to discuss about teaching and learning concepts and it also practices the use of eight teaching skill that students have been gotten the theories about design the teaching and learning process, design the evaluation of learning, and understand about the curriculum that appear in previous semeseter in courses; Instructional Design, Language Testing, and curriculum development. Besides that, they also have been followed some courses that trained them to know about the learners characteristics, development of the learners, and the basic of teaching and learning. Those are appeared in *Perkembangan Peserta Didik, Belajar dan Pembelajaran, dan Pengantar Pendidikan*. Therefore in micro teaching, the students are ready to apply those theory in practically in their teaching skill, because they will practice teaching based on pre teaching ( how to design the learning), whilst teaching (how to apply the strategies, manage class, guide group and individual, giving motivation,etc) and post teaching (how to evaluate the teaching).

Based on the description above, it is important to know about the students' teaching skill in micro teaching class. It focuses on Students in English Education program especially sixth semester students. It purposes to describe about which type of teaching skill indicator that the most difficult to apply. It give contribution for giving information about students teaching performance.

## **LITERATURE REVIEW**

### **Micro Teaching**

Micro teaching has been used since 1960s (Saban and Coklar, 2013), micro teaching becomes from two words ; micro and teaching. The meaning of micro is small, it means in practicing of teaching skill; the number of students is less students and the duration is short time (5-15 minutes). Teaching is transfer a knowledge in specific material for the students or learner in specific class with the specific situation and environment. According toBuyukarcy (2014) Micro teaching is an effective way to train students to be a teacher (teacher candidate). Micro teaching train students to design and apply the teaching and learning activities. It provide them to prepare teaching and learning administration tool and implementing the teaching and learning in the class. It also train them understand of teaching and learning situation such as know how to manage closs, manage disscussion indiviudaly and group.

In addition, Wilson and Anson (2006), micro teaching as a type of teaching skill application is involve trough time and has become more aplicable as technology has developed.it means that it has importance role to prepare teacher candidate to be a teacher because it combines between theory and practice, so the students will be include in the real teaching and the spcific time. Allen and Ryan (1996) define about microteaching is a training concept that can be applied at various pre-service in-service stage in the professional development of teacher. It means that micro teaching is a requirement stage that must be followed by the student as the teacher candidate to be well-trained students before they become a teacher or professional teacher.

In sum, it can be conluded that micro teaching is an effective way to tarin the teacher candidate to be able a professional teacher related to teaching skill that must be practice in the real class. It also a small class in number of students, specific materials, and short duration time. Beside that it also a requirement

### **Characteristics of Micro Teaching**

Real teaching is different to micro teaching. Micro teaching is an effective way to train student therefore it creates in simple ways. micro teaching is a class that manipulated to be real teaching, in fact it is not real teaching. The students is their friend (peer teaching). Their friend give suggestion and criticism to

the students that practice teaching in the class. There are some characteristics of micro teaching class based on Saban and Cocklar (2013) ; a) limited to the time, the teaching and learning process is conducted in 10 to 15 minute, b) limited to the amount of students, it limits to the 10 to 15 students. In order to be effective and focus to maximize the students skill in teaching, c) it focuses to the specific material, it means that the material not to integrated skills.

According to Allen and Ryan (1996) there are some characteristic of micro teaching; a) focus to students' performance, it means that the students attitude in practice the skills. How they apply them naturally. b) specific and concret, it must focus to the skill to be trained. It can presures to the aspect in details.c) feed back, the process to give comment, solution and suggestion to the practice students in order to they practice maximally and give folow up to the next practice. d) balancing; it meand that beside the lecturer give critcsm to the students, she also appreciate the achievement of the students in their performace. The students' achievement and weaknesses told transparancy. e) completeness, it means that the practice teaching must be complete , if the students can not maximize in their practice teaching, it can be repeated in some times to be perfect performance. f) continuity, it motivate students to learn from their performance to get the perfect performance. it not only in this course but in other opportunity and situation. According Goni (2010) microteaching has the following has characteristics: a) It is a real teaching situation. b). It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents. c). It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection. d) It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the training program. e). The feedback dimension is expanded considerably because the student can receive meaningful feedback

Because of micro teaching is needed for teacher education, it must correlated to the aim of education nationally. It means that the the characteristics must be suitable to the purpose of education in Indonesia. Therefore micro teaching is a preparation to be professional teacher.

### **Advantage of Micro Teaching**

Micro teaching has some advantages to provide teacher candidate to be the real teacher. Goni (2010) proposes some advantages of micro teaching, there ar; a) Microteaching is a training opportunity and the students can profit from all of the advantages of the situation. b) Microteaching provides the student with a much less complex learning milieu than, e.g., school practice. c) It offers the student the opportunity to more easily and purposefully practice teaching skills during the presentation of micro-lessons. d) It provides the student with a context in which his primary responsibility is to learn to teach more effectively without the urgency of taking into account the needs and demands of pupils. e) It offers the student the opportunity to systematically analyze and evaluate his teaching. f) It offers the student the opportunity to practice particular teaching skills until they are mastered before the more complex real teaching situation is dared. Those are advantages that can change the students' ability and understanding form previous to be after. How the students apply the be the real teaching.

Furthermore, Sakirman (2012) states that there for advantages of micro teaching a) mempersiapkan, membina dan meningkatkan mutu guru agar dapat memenuhi standar kompetensi pedagogik b) mempersiapkan, membina dan meningkatkan mutu guru agar dapat memenuhi standar kompetensi professional c) mempersiapkan, membina dan meningkatkan mutu guru agar dapat memenuhi kompetensi kepribadiand) mempersiapkan, membina dan meningkatkan mutu guru agar dapat memenuhi kompetensi sosial. Those advantages are related to UU no 10 about teacher and lecturer, it means micro teaching is facilitated to reach that competences.

In addition, the advantages of micro teaching is to train, prepare and guide the teacher candidates belong teacher competences to perform the perfect skill in teaching and learning process. It has targeted to teaching learning quality.

### **Teaching Skill**

Teaching skills is a skill that must have by the teacher. According to Singh (2011), Teaching skill is a set of teacher behaviors which are effective in bringing about desired changes in pupils. moreover, Menon (2 0 0 9) defines teaching skill as "a group of behaviors which can be developed through practice

and can be used in an equally efficient manner in situations other than these utilized for its practice”, this skill can make effective of teaching and learning process. The target of teaching and learning will be achieved because the trained teacher can create good situation and good learning for their students.

However, Goni (2010) proposes teaching skills into eight categories; a) explaining skill, it made the students understand about the concept and principle. The teacher explain the material vividly b) Motivational skills, how the teacher motivate student to study from early until at the end of learning c) Presenting and communication skills, these skill show the interaction between the teacher and students during the teaching and learning process, beside that how the teacher performance in the class d) Questioning skills, it is a skill to know student’s mastery about the lesson and it stimulate students’ to thinking e) Skills of small group and individual instruction, these skill, how the teacher guide the students individual and in group f). Developing pupil thinking, it provided students to develop their thingking some variation in teaching g) Evaluative skill, it is a skill that reflect about the teacher evaluated the student by using appropriate measurement and h) Classroom management and discipline, it relates to the teaching the class into convenient and condusive class for learning.

Furthermore, Usman (1992) devides teaching skill into some component, they are a) opening and closing the lesson, how the teacher starts and end, make students are ready to follow the lesson from the early until at the end, and make students focus attention to the lesson the lesson. These skills have sub components taking students attention, giving motivation, giving reference, doing review, evaluate, and support psychology. b) explaining skill, it is giving information about something or lesson oral and systematically. It made students understand about it. The sub components are; having oriented and motivation, using simple and clear language, sytematically, having variation, giving feedback. c) making variation, how the teacher performance about their variation in the class. It has some sub components; intonation, paying attention to the students, eye contact, expression, gesture, teacher position, interaction pattern. d) using strategy, how the teacher can use the strategy and match to the material and class condition. The sub components are appropriate the strategy with the objective of the lesson and the suitable of the strategy with the teaching scenario. e) using method, how the teacher made the lesson more attractive. The subcomponent consists of the appropriate of choosing media or method and the mastery how to aplicate them in the class. f) questioning skill, it is a skill to ask students in order to think about their understanding. The subcomponents are clear and concrete, giving time to thinking, distributing the question for all students, and having quality and g) reinforcement skill, it means that how the teacher gives motivate the student and control their motivate during the learning. The sub components are reinforcement verbally, reinforcement non-verbal and variation in reinforcing.

In sum, teaching skill is a set of skill that apply in the class to make the quality of teaching and learning process. Some experts propose some components and among of them have similarity. In this research, the researcher uses Usman theory to be an instrument to observation about students’ teaching skill, because it has completed to the sub component and it has simple way.

## **METHOD**

In this research, the researcher used descriptive quantitative research. Quantitative research used measurement to gather numeric data that are used to answer question or documentation about the result of test. (Ary, 2010: 22). In addition, Iskandar (2008:24) states a descriptive research is used to collect the data in order to answer the research questions. In this case, the researcher wants to describe the students’ teaching skill in micro teaching class

The Population of the research was the sixth semester students of English Education Program, especially they have contracted micro teaching class. The researcher chose them since they have learned about instructional design, language testing, curriculum and material development, *perkembangan peserta didik, belajar dan pembelajaran, pengantar pendidikan* those are the requirement course before contract micro teaching and they follow Practice Teaching (Magang III).

As Arikunto (2006 :45) Said that sampling is the process of selecting individual for a study. The technique that is used to determine the sampling is purposive sampling. Purposive sampling is the process of selecting a sample in such based on specific purposes. So, the sample of the research was

class A consist of 21 students, because there are two lecturers teach micro teaching class and it focuses to class that taught by the researcher.

In this research, observation sheet of teaching Skill that filled by the students and the field note of students' practice teaching that noted by the lecturer are the instrument to collect the data. This is the classification of the teaching skill in micro teaching class

**Table 1. Observation sheet**

No	Componens of teaching skill	Sub indicator	Amount
1	Opening and closing the lesson	a. taking attention b. giving motivation c. giving referring d. reflecting e. evaluating f. giving stimulation	6
2	Strategy used	a. suitable to learning objective b. appropriate to the material	2
3	Explaining the lesson	a. orientation and motivation b. clear and simple language c. giving example d. procedure of teaching e. variation in asking question f. question (feed back)	6
4	Giving variation	a. voice b. pay attention c. eye contact d. expression and gesture e. teacher position f. interaction pattern g. hand movement	7
5	Method used	a. suitable in choosing b. mastery to applicate	2
6	Asking question skill	a. clear and concrete b. giving time c. question	3
7	Reinforcement	a. verbal b. non verbal c. variated	3

(Usman : 2002)

The data of this research was collected by using observation sheet and field note. The researcher administers the observation sheet with the time allocation is 15 minutes for each student that did practice teaching. While the researcher writes the field note related about students practice teaching and give the grade after that.

The result of observation sheet is analyzed to know students' teaching skill by using Likert Scale consisting four categories; never agree, seldom agree, usually agree, and always agree that are scores by 1234. Then the researcher analyzes the result of the field note and student' s grade of practice teaching. In analyze the data, the researcher devided the student observation sheet result into seventh indicators by pay attention the sub indicator of the teaching skill. The researcher would account about each indicator and sub indicator. Then the researcher displayed the data and describe into all indicators.

## **FINDINGS AND DISCUSSION**

There were 20 English students were taken Micro teaching class for class A. They were performed teaching skill two times, the researcher took the data from twice performance that the audience filled the observation sheet. The table below showed the students' teaching skills :

**Table 2. Students Teaching Skill**

No	Range of score	1 <sup>st</sup> Performance		2 <sup>nd</sup> Performance	
		Amount of	Percentage	Amount of	Percentage
1	88-100	5	25	11	55
2	83-87	8	40	5	25
3	78-82	4	20	2	10
4	73-77	3	15	2	10
<b>5</b>	<b>68-72</b>	-	-	-	-

From the table above, it can be seen that in the first of students' performance in teaching skill (peer teaching), there are 5 students or 25% in the first range, 8 students or 40% got score in the second range, 4 students or 20% in the third range, and 3 students or 15% in the fourth range. While in the second students' performance in teaching skill, there were 11 students or 55% got score in the first range, 5 students or 25% got score in the second range, 2 students or 10% got score in the third range, and 2 students or 10% got score in the fourth range. The table above the score of students in teaching skill that contains of 8 indicators; opening and closing the lesson, Strategy used, explaining the lesson, using variation, method used, questioning skill, and reinforcement.

Based on those indicators and sub indicators of teaching skill, there were the result of students skill in first teaching performance

**Table 3. Students' teaching skill based on the the indicators**

No	Component of Teaching Skill	Total score	Mean Score
1	Opening and closing the lesson	627,67	78,45
2	Explaining material skill	655,5	82,93
3	Teaching variation	668,34	83,54
4	Use teaching method	660,71	82,59
5	Asking question skill	630	78,75
6	Use teaching strategy	665	81,88
7	Giving reinforcement	601,51	75,19

This table above shown that from seven indicators, the highest mean teaching skill indicator was 83,54 it was explaining skill, 82,59 for teaching variation, 82,93 for teaching strategy, 81,88 for asking question skill, 78.75 for teaching method, 78,45 for opening and closing the lesson, and the lowest indicator was giving reinforcement 75,19.

**Table 4. Students' teaching skill based on sub component**

No	Components of teaching skill	Sub indicator	Score
1	Opening and closing the lesson	a. taking attention	638
		b. giving motivation	608
		c. giving referring	614
		d. reflecting	623
		e. evaluating	636
		f. giving stimulation	602

2	Strategy used	a. suitable to learning objective b. appropriate to the material	648 655
3	Explaining the lesson	a. orientation and motivation b. clear and simple language c. giving example d. procedure of teaching e. variation in asking question f. question (feed back)	636 692 691 658 638 645
4	Giving variation	a. voice b. pay attention c. eye contact d. expression and gesture e. teacher position f. interaction pattern	686 658 651 649 642 640 653
5	Method used	a. suitable in choosing b. mastery to apply	672 670
6	Asking question skill	a. clear and concrete b. giving time c. question quality	658 658 638
7	Reinforcement	a. verbal b. non verbal c. varied	578 602 575

Based on table above, there were some descriptions; In Opening and closing the lesson, the students have lowest skill in giving motivation, second, they have highest ability in taking attention. In using strategies, students have lowest skill in choosing appropriate strategy with suitable to the purpose of learning, but they have highest skill choosing appropriate strategy with suitable to the material. In Explaining the lesson, Students have lowest skill in orientation and motivation, but they have highest skill in using simple and clear explanation. In Using variation, students have lowest skill in teacher position, but they have highest skill in voice quality. In Using methods, students have lowest skill in mastery of implementing the method, but they have highest skill in choosing appropriate media or method. In Asking question skill, students have lowest skill in quality of question but they have highest skill in clear and concrete question. In Giving reinforcement, students have lowest skill in giving variation of reinforcement, but they have highest score in giving verbal reinforcement

Based on the description above, it can conclude that from seventh indicator, students have highest skill in explaining skill and the lowest skill in opening and closing the lesson. From 30 sub indicators, they have lowest skill in giving variation of reinforcement and the highest skill in simple and clear explanation. Opening and closing is an importance step skill in teaching, because if a teacher success in this skill, he or she would success to continue to another skill. It is supported by Mulyatun (2014) state that opening and closing skill is a crucial skill in teaching process, if a teacher success; in this skill, she or he will success to continue the teaching learning process until at the end. So, it better to prepare students to have good skill in this teaching skill. Reinforcement is a part in teaching and learning process while teacher interact with the students. reinforcement is a way to control the students' activity in the class. Giving reinforcement can motivate students to focus in learning. Thus, it needs to give some variation in giving feedback for the students.

## CONCLUSION

Based on the description above, it can conclude that from seventh indicator, students have highest skill in explaining skill and the lowest skill in opening and closing the lesson. From 30 sub indicators, they have lowest skill in giving variation of reinforcement and the highest skill in simple and clear explanation

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