

## Variation Teaching Method of Pre-Service Teacher in Micro-Teaching Class

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### **Abstract**

*This research was based by the interest of researchers to find the methods used by prospective PI English teachers in Padang. The purpose of this research is to find out what methods are used by prospective English teachers . The implementation uses several methods in learning, especially in learning English. This research is a qualitative research. The instrument used is an observation checklist. Data was collected from micro teaching video recordings which were then analyzed based on the observation checklist. The observation checklist is based on the Discover Learning and Problem-Based Learning methods which are then analyzed for the learning process in the recording. The results of this study were found that as many as 8 prospective teachers used Discovery Learning in learning while 2 prospective teachers used Problem-Based Learning in learning in the Micro Teaching class. The conclusion of this study is that all the learning carried out by prospective English teachers is good even though they use different methods. The suggestion is that prospective English teachers should be able to teach it in every phase of the learning method so that the learning objectives can be achieved.*

*Keyword: Pre-Service teacher, Discovery Learning, Micro Teaching, Problem-Based*

### **Abstrak**

*Penelitian ini di motivasi oleh ketertarikan peneliti untuk menemukan metode yang di gunakan oleh calon guru bahasa inggris pI di Padang. Tujuan dari penelitian ini adalah untuk mengetahui metode apa yang digunakan oleh calon guru bahasa inggris . Pelaksanaannya menggunakan beberapa metode dalam pembelajarannya terutama dalam pembelajaran Bahasa Inggris. Penelitian ini merupakan penelitian kualitatif. Instrumen yang digunakan adalah observation checklist. Pengumpulan data dilakukan dari rekaman video micro teaching yang kemudian dianalisa berdasarkan observation checlist. Observation checklist berdasarkan dari metode Discover Learning dan Problem-Based Learning yang kemudian di analisa proses pembelajaran yang ada dalam rekaman. Hasil dari penelitian ini adalah ditemukan sebanyak 8 orang calon guru menggunakan Discovery Learning dalam pembelajaran sedangkan 2 orang calon guru menggunakan Problem-Based Learning dalam pembelajaran di kelas Micro Teaching. Kesimpulan dari penelitian ini semua pembelajaran yang dilakukan oleh calon guru bahasa Inggris sudah bagus meskipun menggunakan metode berbeda. Saran adalah calon guru bahasa inggris sebaiknya kemampuan mengajarkannya dalam setiap fase dari metode pembelajaran sehingga tujuan pembelajarann dapat tercapai.*

*Kata kunci: Calon Guru, Discovery Learning, Metode, Micro Teaching, , Problem-Based*

## INTRODUCTION

A teacher that is still in a study called pre-service teacher. The pre-service teacher needs more knowledge before doing duty in the school. The placement process is normally located them to a class containing students who are studying the subject that they wish to teach upon their qualification. They are also can be matched with an age group they would like to work with such as; Elementary school, Secondary and pre-school. Usually, they will get a microteaching class before implement what they have learned in a real classroom.

Microteaching is known as a method that is used in simulating mini-teaching between pre-service teachers and supervised by an in-service lecturer in that College. It is conducted in a classroom consists of pre-service teachers their lecturer. A pre-service teacher is a College student that is in preparation to carry out Teaching Practice (PPL) activities at schools that is recommended by the local government. It is very important because by that activity pre-service teachers will be able to improve their teaching and strategy implementation skill as well as their adeptness skill will be developed.

English teaching itself focus on transferring about major core skills that is needed for students not only to improve their knowldge but to prepare them to face after graduated world that require some skills especially english skill. There is a process of transferring knowledge in teaching learning process in the classroom with English core skills; Listening, Speaking, Reading Writing, and also vocabulary mastery. Those skills must be balanced so their comprehension regard it is useful for the future. That is why it is a teacher's role to hone and enhance their skills.

Scientific Approach in teacher learning process implementation being a good topic to be discussed between

education ministry and teacherselves. Scientific was designed in teaching learning process in order to make students actively involved in constructing concept, law, and principle that is founded in the process of identification, problem statement, hypothesis statement, data collection with various technique, data analysing, and then summarizing them. It is similar with Permendikbud no. 65, 2013 that is in order to establish scientific approach, scientific-based learning is needed which is Discovery Learning as the most recommended one, then Problem-Based, and Inquiry-Based Learning. It is making students to make them discover new things by themselves eventhough most people know it. Those new things can be in form of concept, theory, formula, hypothesis, etc. In order for them to discover those things so they need to do guessing, trying, and other efforts by using their own knowledge. Thus, those methods are relevant with scientific approach that is reccommended by K-13 cause it is able to improve students critical thinking and concept comprehension.

sort of pattern when teaching material. Then, Not following the lesson plan, When examining their lesson plan carefully and matching it with their presentation in teaching material some of them do not match each other.

In conclusion, Based on issues above researcher decide to examining how pre service teacher teach English in Micro Teaching Class.

Based on the background of the problem above, researcher found some problems; there is some mismatch between pre-service teachers performance and the method listed on lesson plan. Then, Not following the lesson plan, Then, even if they follows the lesson plan, they do not follow it based on the lesson plan. the researcher focuses on describing pre-service teacher teaching method variation when

implementating scientific approach in K13 when teaching TextFormulation of the Problem

From the identification and the limitation of the problem mentioned above, the problem is formulated as follows What is the variation of method that is used by pre-service teacher and how they implement the method that in English Micro Teaching Class .

## RESEARCH METHOD

### English Language Teaching

According to (Patel & Jain, 2008) English is used as a state of communication and also its existence can not be detached from daily life. Every country has its own national language when any region in it has its local language that sounds a bit similar to the national language. That is why english is used as important courses in the school. School make english as second language that needs to be learnt. So that by mastering english people is able to communicate to other around the world and the job also needs english as requirement.

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English (Klein & Dimroth, 2009). The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow:

- a. As a means of international communication
- b. As an aid to develop the Indonesian language into modern one

- c. As an instrument in utilizing modern science and technology for development

He adds that language is purely human and it's not an instinctive method of communicating ideas, emotion, and desire by means of a system of voluntarily produced symbols. Different from the animal that is the way they communicate is as their instinctive method for showing intimidation and survivability.

When teaching a language to students, a teacher has many roles as pointed out authority figure, knower, director manager, counselor, guide, and even friend (Frazier & Brown, 2001 , p. 200). Rich knowledge of being anything that students need is really important, especially when teaching English to the student.

Thus, English language teaching is really important because it becomes second language in most school in the world. By being a requirement for almost any jobs in the world english skill becomes more crucial. A demand of english acquisition skill comes to be very important as it provides full skill to face real live nowadays.

### B. Micro-Teaching

According to (Prasetya & Ahmadi, 2005) Micro Teaching aa way for fixing and improving pre service teacher skill and comprehension before go on duty to be a profesional teacher. According to (B. Veena & Digumarti 2003) said that Micro teaching is a training procedure aiming at simplifying the complexities of the regular teaching process. Micro teaching is real teaching, although a teaching situation is constructed in which the student teacher and pupils work together in a practice situation. By understanding and comprehend the simulation of teaching, it will helps student to prepare in real teaching situation.

According to (Undiyaundeye & Inakwu, 2012) Microteaching has been widely used in preservice teacher education programmes to enhance pre-service teacher skill and comprehension in real teaching. For a pre-service teacher that is will be on duty, the use of microteaching offers valuable opportunities for them to develop effective strategies. Because of it micro

teaching class be a class to prepare teacher before go on duty.

After completing College courses, teacher candidates are required to pass their practicum, reach an acceptable level of performance, and then become certified to teach (Le Maistre & Paré, 2010). New teachers need help with coping strategies because of a lack of classroom problem-solving strategies which is gained through experience. That is why a microteaching classroom is so important to prepare pre-service teachers to face the school that they will get duty to.

(Mahmud, 2013) believed that micro-teaching has the following characteristics:

1. Micro Teaching is a real teaching situation.
2. Micro Teaching reduces the complexity of the real classroom teaching situation in terms of the number, the amount of time, and the amount of learning contents.
3. Micro Teaching emphasizes training for mastery of teaching activities such as skills, techniques, methods, and Journal of Education and Practice
4. Micro Teaching offers better control over practicing teaching activities because many easily can be manipulated to attain this greater degree of control in the training programme.
5. The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided.

In conclusion, micro-teaching is the preparation of the teacher before taking apart as a teacher in a target school chosen by the government. It can improve pre-service teachers' skills in teaching English in the classroom. As (realtime coaching) Micro-teaching can improve the skill development

of pre-service teachers and deserve a more prominent role in pre-service teacher education.

### **1. Core Skills in Micro-Teaching**

As a student teacher is a College student that is still in the study they must have faced many difficulties and things in mind that affect their personality and self-control. According to (Korthagen & Verkuyl, 2007, p. 106) students teacher need to aware of their inner selves to contribute in suitable way to children learning, growth and well-being. By awaring of pattern about own survival behavior, pattern, that often surface when tension or pressure occurs in the classroom.

Several core skills need to be possessed by the pre-service teacher in the micro-teaching classroom. (Asril, 2018, p. 69) explain about those skill as seen below:

1. Set induction and closure, A way of the teacher to recondition the classroom so that students will focus on him and prepared to do learning. An activity for opening the lesson is also a core activity that will affect the learning process until the end of the lesson. Can be done by taking attention, chaining the material with real-life, etc. About the closure, it is also important because of the bigger effect that decides whether the students understand the whole lesson or not. By summarizing the lesson in the end of the class. The teacher will be able to detect and assess the student's comprehension.
2. Classroom management, Includes teacher's skills in accomodating class, keeping their self-reflective as a good teacher, and conducting rules that exist in English teaching-learning classrooms. Skill in mastering classroom activity, and tension and motivate students to improve their interest in the lesson.

3. Reinforcement, Focusing on giving enhancements toward students' behavior whether it good or bad in form of reward and punishment. It will make a good impression on students and they will feel that they are appreciated and also a punishment to show them that they do not do something gives a positive impact on themselves and the entire class.
4. Guiding small discussion, Includes teachers' skills when in leading a good small group discussion. Leading students to make a group discussion, guiding them when discussion, and also make sure the participation between group members is balance.
5. Questioning, A good teacher needs to have good comprehension when giving questions to students. The question itself need to stimulate students thinking and help them to improve their critical thinking to reach the educational purpose.
6. Explaining, In general, the one that explains most in the classroom is teachers. Teachers need to make preaching as effective as possible because the explanation in the book is different and students tend to not understand much from it. The explanation needs to be meaningful for students and it can be given in the beginning, middle, and in closing teaching.
7. Variation Stimulus, Sometime in the teaching-learning process students get boring easily so that is the teacher's duty to turn out the classroom into a good atmosphere by doing a variation of teaching. To do that teachers need to

master some methods so that method will be able to derive in teaching when meeting cases like a boring and cold classroom to be more variative.

It concluded that in conducting a learning-teaching process in the classroom teacher need to master some skills that will have an important role in the classroom and help both teachers and students to have a good atmosphere in the classroom.

### C. Pre-service teacher

A pre-service teacher is a College level student in which still studying about being a professional teacher. They need to have a special training class before they go to the recommended school that is provided by the government. They must begin to understand the complexity and challenge of teaching itself even in the level of College (Russell & Loughran, 2007, p. 23). By understanding the complexity of teaching it will make them start thinking like a real teacher, not a student. They need to prepare their minds in order to be a good teacher.

(Husaini, 2008) stated the basic teaching skills that must be possessed by pre-service teachers are:

- a. asking skill,
- b. provide reinforcement skill
- c. explanation skill,
- d. opening and closing the lessons skill
- e. guiding small group discussions and individuals skill,
- f. classroom management skills

Besides having a basic skill of teaching that needs to be possessed, student-teacher also needs to require to have essences of pedagogical practice for supporting the learning of prospective teachers to think like a teacher. (Crowe & Berry, 2007, p. 33) explain the principles :

- a. Thinking like a teacher involves learning to see teaching from the learners' viewpoint. Experiencing it will develop pre-teachers comprehension about teaching as a teacher.

- b. The pre-service teacher needs opportunities to see into thinking like a teacher of experienced others.
- c. The pre-service teacher needs opportunities to try out thinking like a teacher to develop the way they think as being a teacher.
- d. The pre-service teacher needs scaffolding such as; guidelines, questions, and structure to support them in the process as they start to think like a teacher.

According to (Kroll, 2004, p.102) student-teacher often taught mostly about theory and then proceed to the classroom where their knowledge only the absorption daily practice and problem solving on the spot teaching. When go to duty things will be different than what they actually learnt previously in inclass learning teaching process with the lecture. That is why it is really important for them to enhance their pedagogical skill.

Thus, preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The preservice teacher begins as an observer and finishes the preservice teaching experience as a competent professional.

- a. use appropriate resources
- b. issues studied are linked closely with the real world and are motivating for students
- c. active involvement in integrating information and skills from different disciplines

Disadvantages of PBL

- a. Some students have difficulty to differ irrelevant information from

what is relevant for addressing the problem or issue.

- b. Some students lack flexibility in their thinking process and therefore approach an issue from a very narrow perspective.
- c. Some problems and issues are very complex
- d. Teachers have difficulty to choose a facilitative, rather than a directing and instructing role.
- e. Groups don't always work effectively. Some issues may require access to outside information because school information is not enough.

Furthermore, Problem-based teaching strategy is work by providing issue to the students.

## FINDINGS AND DISCUSSION

This part describes the data and the result of the study. The researcher presents the data description of "What are the variation of teaching method used by pre-service teacher when teaching English in Micro Teaching Class General Description

The purpose of this research is to describe how pre-service teacher taught English in Micro-Teaching in STKIP PGRI Sumbar. STKIP PGRI Sumbar known as one of the Universities in West Sumatera, it is located in Gunung Pangilun, Padang. As a College which focus on producing professional teacher to educate students in school.

The researcher choose this College to conduct research is because researcher has connection in this College about the data researcher need and also this College is the College researcher study in. By studying the documented videos of pre-service teacher in STKIP PGRI Sumbar researcher described about how the pre-teacher teach English in micro teaching classroom. As known that there are three methods in Language Teaching that is able to implement with Curriculum 2013 which are Discovery

Learning, Problem-Based Learning, and Inquiry-Based Learning.

The population of this research is documented teaching videos STKIP's pre-service teacher third year and the sample is chosen from session A,B and C. Those sessions were chosen because it is the latest class that conduct micro teaching class which is in current time it is unaplliable in face to face session due to pandemic. This researcher used indicator from Discovery Learning, Problem-Based Learning, and Inquiry-Based Learning that is collected through observation checklist.

to introduce our self . This teaching learning process is good and performed in a good as it match with the discovery learning stage and cover almost of the points in indicator which are only two point that do not condcuted which are second point of problem statment that talk about teacher that asks students for making a hypothesis of the problem statement stage

Datum 7 with the what time is it which are focus on making students able to understand about time and its use. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery learning method that cover almost all of the point except one point which is the second point that talk about teacher that asks students for making a hypothesis of the problem statement stage.

Datum 8 with the topic descriptive text which are focus on making students understand about the generic structure, language feature and the purpose of the text. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery learning method that cover almost all of the point except one point which is the second point that talk about teacher that asks students for making a hypothesis of the problem statement stage.

Datum 9 with the topic formal invitation letter which are focus on making students able to understand the purpose, generic structure and language feature of the personal letter. This teaching and learning process . Based on the explanation above

researcher concluded that this stage follows the phases in problem-based learning.

Datum 10 with the topic asking and giving opinion which are focus on the interactional skill rather than comprehension skill. In this material students is learning about how to ask and giving response related to opinion with other people. This teaching learning process Based on the explanation above researcher concluded that this stage follows the phases in Problem-Based Learning.

## CONCLUSION

Pre-service teacher known to be a teacher who is going to teach in selected school for several months, before this phase they are going to have a micro teaching class to imorove their skill in teaching. The explanation and summary below answer the research question that ‘‘What are the variation of teaching method used by pre-service teacher when teaching english in Micro Teaching

In total 10 pre-service teachers has conducted a good teaching which follows the stage in Discovery Learning are 8 pre-service teachers which did it in a good way when the other 2 pre-service teachers follow the stage of Problem-Based Learning. All of the teaching learning process that they conducted is good.

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