

Analysis of Students' Teaching Skills in Micro-Teaching Course

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Abstract

This research was triggered by the problems experienced by students at the microteaching course. The problem was lack of use of learning media when teaching, lack of pronunciation during explaining material, lack understanding of the subject matter to be taught. Because of these problems, researcher interested in seeing how teaching skills are possessed by students at the end of micro teaching course in order to analyze how are teaching skills that students have in microteaching courses. This research used a qualitative descriptive research design. The informants in this study were 11 6th-semester students in the English education study program. The instrument used in this research was observation sheet related to 8 basic teaching skills based on the theory of Arifmiboy. Based on the results of observation and data analysis related to students' teaching skills in micro teaching courses, it found that students have implemented the teaching skills in micro teaching courses properly. keterampilan mengajar yang dapat ditampilkan mahasiswa adalah opening and closing skills, explanation skills, questioning skills, reinforcement skills, variations skills, group discussion guiding skills, and last classroom management skills.

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan yang dialami oleh mahasiswa pada mata kuliah microteaching. Permasalahan tersebut adalah kurangnya penggunaan media pembelajaran saat mengajar, kurangnya pengucapan saat menjelaskan materi, kurangnya pemahaman terhadap materi pelajaran yang akan diajarkan. Berdasarkan permasalahan tersebut, peneliti tertarik untuk melihat bagaimana keterampilan mengajar yang dimiliki oleh mahasiswa di akhir mata kuliah microteaching dengan tujuan untuk menganalisis bagaimana keterampilan mengajar yang dimiliki oleh mahasiswa pada mata kuliah microteaching. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Informan dalam penelitian ini adalah 11 mahasiswa semester 6 di program studi pendidikan bahasa Inggris. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi yang berkaitan dengan 8 keterampilan dasar mengajar berdasarkan teori dari Arifmiboy. Berdasarkan hasil observasi dan analisis data terkait keterampilan mengajar mahasiswa pada mata kuliah micro teaching, ditemukan bahwa mahasiswa telah menerapkan keterampilan mengajar pada mata kuliah micro teaching dengan baik. keterampilan mengajar yang dapat ditampilkan mahasiswa adalah keterampilan membuka dan menutup pelajaran, keterampilan menjelaskan, keterampilan bertanya, keterampilan memberi penguatan, keterampilan mengadakan variasi, keterampilan membimbing diskusi kelompok, dan yang terakhir adalah keterampilan mengelola kelas.

INTRODUCTION

Teaching is a complex activity carried out to provide or convey information as well as knowledge. To carry out a teaching process teachers need to make prior preparations. According to Darshana Sharma said that teaching is an activity that involves various planning, strategies, interactions, organizational arrangements, and material resources that occur in the teaching-learning process (Darshana Sharma, 2021). Based on the previous explanation, it can be seen that teaching is a complex activity. To carry out teaching activities required skills that must be mastered properly.

Prospective educators must be able to transfer information, experience, and knowledge to students. Therefore, a teacher must be good at creating an effective learning atmosphere to achieve each of the learning objectives. As stated in Law no. 14 of 2005 Chapter II Article



6 concerning Teachers and lecturers: the status of teachers and lecturers as professionals are aimed at realizing the national education system and achieving national education goals, namely developing the potential of students who are faithful and pious, have a noble character, and are healthy, knowledgeable, competent and creative, independent, and democratic and responsible citizens.

The skills to carry out learning well are known as basic teaching skills. Basically, basic teaching skills are special and fundamental forms of behavior (ability) or skills that teachers must have as basic capital to carry out learning tasks professionally. Basic teaching skills for teachers absolutely must be mastered, so that teachers can implement various strategies, approaches or learning models. By mastering each type of basic teaching skill, the teacher will be able to carry out his role as a learning manager well. The teaching skills seen from students and discussed based on the theory from (Arifmiboy, 2019) are: a. opening and closing skills, b. explanation skills, c. questioning skills, d. reinforcement skills, e. variations skills, f. group discussion guiding skills, g. classroom management skills.

In addition, students should also take part in micro-teaching classes. In this course, each of them is allowed to carry out peer-teaching activities where they act as teachers and their classmates as students. Their skills in managing classrooms, preparing lesson plans, and presenting learning materials will be assessed. According to Utami et al microteaching facilitates the student to practice their teaching skills(Utami et al., 2016). The main purpose of this course is to prepare students to have good pedagogical skills. In addition, the micro-teaching course also aims to shape the attitude of students to be better. Therefore, micro-teaching can be seen as one of the important factors in the success of teaching practice that students do at school later.

Based on studies Zulfikar et al. there are six benefits of micro-teaching in teaching apprenticeships for students namely: increasing self-confidence, improving teaching strategies, improving communication skills, improving blackboard skills, improving students questioning skills, and developing reinforcement skills(Zulfikar et al., 2020). For additional related benefits from micro teaching-learning. discussion regarding the benefits of micro-teaching was also discussed by Natasha & Firdaus in their quantitative research(Natasha & Firdaus, 2022). The results of his research explained that based on data analysis showed that the students' perceived benefits of the micro-teaching course were in the very positive category of 69%. So, it can be seen clearly that the benefits of micro-teaching learning for students have a very important influence on the development of students' teaching skills.

The previous research was conducted by Rafi et al(Rafi et al., 2020). entitled "An analysis of the teaching skills of English students in microteaching courses at Madako University". This research aims to determine what are the teaching skills that are implemented by students in the microteaching course at the University of Madako Tolitoli. The results of this study show that students majoring in English who have followed the practice of microteaching implemented seven teaching skills. They are opening skills, explaining skills, reinforcement, variation skills, questioning skills, class management skills, and closing and evaluating skills. From the results of the research, it can be seen that students can already use several basic teaching skills.

The next previous study was from (Mujais & Haryani, 2019)entitled "The Analysis of Microteaching in Improving Teaching Skills of pre-service Physics Teachers". The results of the study by Mujais and Haryani showed that the implementation of microteaching, the skills of opening and closing lessons, questioning skills, explaining skills, strengthening skills, classroom management skills, and small group discussion skills, as well as individual skills, were very good and those who are effective in improving teaching skills of pre-service Physics teachers.

Based on the background above, the focus of this research is to analyze students' teacher's skills in micro-teaching courses and the purpose of the research was to analyze how are

students' teaching skills in micro-teaching courses while peer teaching practice. This research used a qualitative descriptive research design in order to describe all the data obtained.

METHODS

The purpose of this study was to analyze how the teaching skills of students in micro teaching courses. This study used descriptive qualitative research design. The informants in this study were 11 6th semester students in the English education study program. The instrument used in this research is an observation sheet related to 8 basic teaching skills based on the theory of Arifmiboy. On the observation sheet, there were a total of 40 statement items from 8 teaching skills related to teaching activities observed by the researcher. The data analysis of this study is presented and explained in narrative form based on how the students' teaching skills in general.

RESULT AND DISCUSSION

RESULT

Based on the results of research related to students' teaching skills, it can be seen that overall they have carried out all indicators of teaching skills. The researcher can conclude this opinion based on the results of observational data that the researcher has collected and re-examined. The researcher provides an explanation regarding the conclusion above;

Opening skills

The first explanation related to data description is opening skills. In opening skills, there are several indicators that are observed, namely Attract Students' Attention, Motivate Students, Convey the Structure of Learning Materials, Connecting the Subject Matter. To open the learning process at least a teacher needs some of these indicators in order to be optimal in opening the class.

In the first indicator of opening skills, students generally attract the attention of their students with enthusiastic voices, which is asking how are students' conditions and welcoming the students with enthusiasm. Some of the students also use good eye contact with their students by paying attention to the behavior and condition of the students. Students also use audio-visual methods, that is by using videos and images related to their subject matter.

The second indicator is motivating students. some students motivate by telling stories that have moral values to their students. Students also motivate students by arousing student curiosity using pictures and videos, then explaining the purpose of the media they use. Students also use introducing activities such as inviting students to do ice breaking using fun dances so that students are excited and fresh to start the learning process.

The third and fourth indicators of opening skills are explaining and showing the learning objectives that will be implemented. Overall students can explain and show the learning objectives that they implement to their students by explaining the basic competencies according to the syllabus and their learning objectives.

The last indicator was connecting learning materials with something familiar to the students or providing background knowledge for students. Overall, students can connect their subject matter with something familiar to students such as giving examples of dialogues or sentences related to the subject matter, and also asking questions about students' experiences related to the subject matter.

Explaining skills

The next description relates to Explanation Skills. In Explanation Skills have several indicators such as Structured and Clear Instructions, Use Appropriate Examples and Make Conclusions, Check Students' Understanding, Fluent and Eloquent When Speaking. It can be seen that the most of the students were able to explain their subject matter. In general, students can use each indicator of explanation skills well. When explaining that students have structured their learning material, it is shown that each student can explain their material from definitions to giving examples to students. Students can also check their students' understanding by asking students questions such as "Do you understand?" or "Are there any questions related to the lesson material". Overall, students can also provide examples and conclusions that are appropriate to the lesson material. When explaining, students can also provide explanations in language that is easy for students to understand. However, some students are still not fluent enough when explaining using English. That is why, they mostly use Indonesian when explaining the subject matter.

Questioning skills

In questioning skills, overall students can provide questions that are in accordance with the topic of their lesson. Students provide questions to their students such as asking students to mention back some parts of the material that have been explained such as "who can mention what the generic structure of the sentence earlier?", "so far so well learned students?" and provide general questions related to the explanation.

The second component is that questions from students must be clear or not confusing. Most students were able to ask clear questions during teaching by asking questions that were easy for students to understand such as "who can mention....." "what are the components of" "are there any questions? ", "is there anything that is still unclear?".

The next component is students distributing their questions to pupils in their class. Students were able to distribute their questions to their students in class by asking questions that lead to each student such as "does anyone want to ask questions?", "is there anything that is still unclear from the previous explanation?". The last being, most of the students also listen carefully to the answers given by their students when answering by being quiet and paying attention to the questions given by students so that they can be answered properly.

Closing skills

In general, it seems that students are also able to perform the closing skills. The closing skills have several indicators which are, giving verbal and non-verbal cues, summarizing learning material, checking student understanding, giving advice and conveying aphorisms, giving appreciation for student participation.

In closing skills most students are able to close learning by giving verbal cues such as declaring the end of the learning hour by saying "okay students our class time is up...." or "well, it looks like we're running out of time...". Most students have also been able to provide conclusions from the subject matter that has been explained by repeating a little of their lesson material. Then re-examine students' understanding by asking them to provide a summary they can understand of the subject matter. The last one is related to closing skills, in general students have been able to provide rewards for the participation of their students in class and invite students to attend the next meeting by saying thank you to students, some also appreciate their students with applause, and some also give small gifts such as snacks for students. In addition, most students have also been able to invite students to the next meeting such as saying "see you next week, or let's meet at the next meeting" and giving home assignments according to the subject matter.

Reinforcement skills

The fifth finding is related to students' strengthening skills. It shows that the students were able to perform the reinforcement skills. The research findings show that on strengthening skills, overall students are able to immediately provide reinforcement for their students. This is shown by students being able to provide and invite students to applaud for students who are active and successfully answering questions. Generally students can also provide positive words for students who answer questions using the words "good, good job", "nice", "okay good, give applause.....". Overall students also look friendly and enthusiastic when teaching.

Variations skills

In variation skills, students are also quite able to make variations such as variations in voice when explaining, providing variations on communication patterns and finally varying their position when teaching. From the findings, students can vary their voices when teaching, such as raising their voices in certain parts when explaining or giving feedback to students. Some of the students also use body movements when teaching, such as approaching students, giving hand movements, and inviting students to do ice breaking movements. In line with that, students also provide variations in interaction patterns in class, such as practicing dialogue in pairs and asking questions, most students only ask questions when teaching.

Group discussion guiding skills

In the group guiding discussion skills, most students were able to display these skills. However, there are some students who do not practice these skills. From the data found, it can be seen that students can state the purpose of the activities or discussions they carry out by explaining the tasks they give students, such as looking for components of a text, creating a dialogue, and answering questions given to students. Some students can also explain opinions or ideas that are still unclear when answering. Next, students can quite encourage their students' responses to other students' performances by asking for students' opinions such as "Is his answer correct?" or "does anyone want to add something to the student's answer?".

Classroom management skills

In classroom management, it can be seen that overall students can practice it. This can be seen by them being able to carry out the indicators assessed in the existing classroom management skills. In the first indicators, students show responsiveness when teaching, such as paying attention to students' behavior and reprimanding students who chat or make noise while studying. In the next component, namely paying attention visually and verbally, students seem able to do this by asking students' conditions and opinions when teaching, as well as paying attention to the activities and characteristics of their students in the classroom. Next, to maintain students' focus when studying, students do this by providing ice breaking activities when they see that their students are starting to lose focus using simple games, singing, and doing fun activities. The next component is providing clear instructions and providing reinforcement. Overall, students can do this by providing words that are easy for students to understand, such as straightening their seats or carrying out learning activities. In addition, students can also provide reinforcement in the form of positive words and applause for students in the learning and teaching process.

DISCUSSION

After describing and analyzing the data, it can be known the information about student teaching skills in micro teaching courses. Students have implemented teaching skills properly in micro teaching courses such as opening and closing skills, explanation skills, questioning skills, reinforcement skills, variation skills, group discussion guiding skills, and classroom management skills. When teaching, each individual has their own way depending on what

method is suitable and can be used for the subject matter they are teaching. Based on the previous findings, it was explained that all students were able to perform the indicators of teaching skills with their own ways and skills.

Overall, the average basic teaching skills of English education study program students in micro teaching courses with good criteria, but if we look at the individual, there is still a lot that needs to be improved, including:

- a. Explaining skills still need to be improved, such as increasing the use of English when teaching. This can be seen because most students when explaining their lesson material are good but still use too much Indonesian.
- b. Students still lack skills in guiding group discussions when teaching. Group discussion activities should be able to help students to discuss and also understand the subject matter better because it can be a place to exchange opinions and carry out exercises for students.
- c. Students are still lacking in variation skills. In fact, with variations carried out by teachers, students can eliminate boredom and boredom in following the lessons given. Varying activities carried out by teachers can also help teachers to make learning more active and productive.

CONCLUSION

Based on the results of observation and data analysis related to students' teaching skills in micro teaching courses, it was found that students have implemented the teaching skills in micro teaching courses properly. On average, the teaching skills of English education study program students are good. Overall, in opening skills they're able to attract students' attention by using an enthusiastic voice and using audio-visuals such as pictures or videos and in closing skills, students can provide a summary of the lesson material well and also reward students' participation. In explaining skills, students can explain the lesson material using the lecture method, although most of them use Indonesian. In questioning skills, most of the students can ask questions that are clear, not confusing and appropriate to the lesson's topic. In strengthening skills, students can give positive words such as good, nice, good job, that's right and so on. In varying skills students can also vary the position or their place while teaching, show body movements, and vary interaction patterns in class such as teacher-student, teacher-group. Lastly, in the group discussion guiding skills, only some students can display this skill while teaching, and in classroom management skills, students are generally able to manage class conditions by giving clear instructions, showing a responsive attitude, and providing attention visually and verbally. However, there are still skill components that need to be retrained so that they can be implemented optimally.

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