

AN ANALYSIS OF THE TEACHING SKILL OF ENGLISH STUDENTS IN MICROTEACHING COURSE AT MADAKO UNIVERSITY

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ABSTRACT

This study aims to determine what are the teaching skills that implemented by students in the microteaching course at the University of Madako Tolitoli. The type of this research is descriptive qualitative research that located in University of Madako Tolitoli. The data source consists of 10 students who had practiced microteaching class. Data collection techniques used interview and documentation. The result of this study shows that students majoring in English who had been followed the practice of microteaching implemented seven (7) teaching skills. They are opening skill, explaining skill, reinforcement, variation skill, questioning skill, class management skill, and closing and evaluating skill.

Key words : teaching skill, microteaching

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apa keterampilan mengajar yang diimplementasikan oleh mahasiswa bahasa inggris dalam matakuliah mikroteaching di universitas madako tolitoli. Jenis penelitian ini adalah deskriptif kualitatif. Lokasi penelitian ini berada di Universitas Madako Tolitoli. Sumber data berasal dari 10 mahasiswa yang telah melaksanakan praktek Mikroteaching. Teknik pengumpulan data menggunakan wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa mahasiswa jurusan bahasa inggris yang telah mengikuti praktek mikroteaching telah mampu menerapkan 7 keterampilan mengajar seperti keterampilan membuka pelajaran, keterampilan menjelaskan, keterampilan memberi penguatan, keterampilan mengadakan variasi, keterampilan bertanya, keterampilan mengontrol kelas, keterampilan menutup dan mengevaluasi.

Kata kunci : keterampilan mengajar, microteaching

1. Introduction

Microteaching is the process or practice of teaching in a small scope in the classroom which aims to develop the basic skills of students as prospective educators. Dadang Sukirman (2012) stated that a learning with an approach or a way to practice teaching performance that is done in a “micro” or simplified. The simplification relates to each component of learning, for example period of time, material, number of students, types of basic teaching skill that are trained, use of learning method and media, and other learning elements.

Teaching is a process of guiding students, delivering knowledge and information from teacher to students. Hamalik (2001) states, teaching is conveying knowledge to students, efforts to organize the environment so as to create learning condition for students, provide learning guidance for students, define culture to the younger generation, prepare students to become good citizens, the process of helping students in facing life in everyday society.

The teacher is one of the most important factors for achieving good education. The most important role of teacher is as an information center and as a good example for students in attitudes and behavior in daily life. In this era, teacher is required to be able to improve students’ abilities in all aspects of learning. This cannot be realized by the passivity of a teacher but of course an attractive teacher is needed to guide students to gain knowledge and build their character. Furthermore, teachers are needed to be able to change class into comfortable place to study, teachers are also required to be more innovative and creative. Therefore, training is needed for prospective teacher to improve their skill in terms of teaching and educating through the campus learning process.

Micro teaching aims to provide opportunities for prospective teacher students to practice teaching English in front of classmates. Micro teaching is expected to provide mental readiness, skills and abilities to teach as provisions for actual teaching in schools. So this research will be conduct to find out what are the teaching skill that implemented by the English students in microteaching course.

There are some researches that are closely related to this research. The researchers choose some literatures about students’ teaching skill in microteaching course. The first study is entitled “Analysis the Basic Teaching Skill of PGSD Students in Microteaching Course”. By: Yoo Eka Yana Kansil and Fredy (2017). This research is a descriptive study with a qualitative approach that aims to determine the quality of PGSD students’ basic teaching skill in microteaching course. Data collection is done by using observation techniques, the instrument used is the rubric sheet lesson plan assessment and assessment of teaching skill. The result show that the basic teaching skill of students are good enough in several aspect but there are still aspects which need to be trained again.

The second is “Basic Teaching Skill of Biology Education Students of FKIP UMS on Microteaching Course” by: Kartika Budilestari (2018). The purpose of this study was to determine the basic skill teaching Biology Education students of FKIP UMS in the microteaching course. Type of this research is descriptive research. The result show that the basic teaching Biology Education FKIP UMS students in the microteaching course for the 2017/2018 academic year are categorized as good (73.83%) the third is “Analysis of The Implementation of Microteaching For Economic Education Students In The Tarbiyah and Teacher Training Faculty of Sultan Syarif Kasim Islamic University “. By: Rahmat Tendi (2019). The main purpose of this research is to determine the implementation of learning micro teaching students of Economic Education Faculty of teacher training. Data collection techniques using observation, interviews and documentation.

Based on the background above, the formulation of the problem can be written as follow analyzed what are the teaching skill that implemented by English students in microteaching course?

2. Method of the Research

This research used descriptive qualitative design. The technique of collecting data used interview and documentation where the data obtained from the lecturer, students and teaching practice video of students.

3. Findings and Discussions

3.1 Findings

3.1.1 Opening Skill

Opening skill are important components that must be considered when carrying out the learning process, both large-scale learning and small- scale learning (microteaching). Practitioners provide opening skill in several way such as greeting students, pray, check attendance list, giving motivation, giving a clue that related to the material

3.1.2 Explaining Skill

Explanation skill in learning is the capacity of a teacher to present information using structured and systematic oral speech. This is intended so that information can be conveyed properly so that understanding will be formed. 10 samples already provide explaining skill. The way the practitioner does in explaining material such as giving example, giving illustration related to the material, the language used is easy to understand.

3.1.3 Variation Skill

The skill of making variations is a teaching skill that must be mastered by the teacher with the aim of eliminating student boredom in receiving the material provided by the teacher and to stimulate and attract student attention so that they can be active and participate in the learning process. 10 sample already provide variation skill such as power point and whiteboard as a media of learning, video, gesture in teaching, tone voice .

3.1.4 Questioning Skill

Asking skill for a teacher is a very important skill to master because through this skill the teacher can create a more meaningful learning atmosphere. It can be conclude that learning will be very boring when a teacher explains the material for many hours without being interrupted by a question, either just a provoking question or a question to invite student to think. 10 students provide questioning skill. The practitioner express the questions clearly, repeation of questions.

3.1.5 Reinforcement

Reinforcement can be interpreted as the ability of teacher to respond to student behavior in teaching and learning activities so that students are encouraged to improve the quality of learning. 10 sample already provide reinforcement in verbal and nonverbal reinforcement in several way such as “yes, very good”, “give applause to your friends” , “ thank you”, “ correct” and the practitioner gives a gift to the students.

3.1.6 Class Management

Managing the classroom is a teacher’s skill to create optimal learning condition and restore disrupted learning condition. In practice of microteaching in English Department, class management skill is one of the assessment points. 10 students already manage the class, the way the practitioner does in manage the class such as goes arround or supervise students, give warning to the students.

3.1.7 Close the lesson and Evaluation

Closing the lesson is an activity carried out by the teacher to find out the achievement of learning objectives and students’ understanding of the material that has been studied, then ends the learning activity. 6 students already close the class with give conclusion and give evaluation to the students before end the learning process while 4 students just give evaluation without give conclusion

3.2 Discussion

The researchers described the result of the research about the teaching skill of english students in microteaching course

1. First, the researchers observed the students by watching students' performance in video. After that, researchers conducted interviews. The interview was given to the lecturers and the students.
2. Second, the researchers examined the results of the video and the results of the interviews.
3. Finally, the researchers conducted an analysis by looking at the comparison between all teachers and students answers and then making conclusion.

Table 1. Students Teaching Skill

Students' skill	Students' Activities
1. Opening class	1. Greetings, pray, checking attendance list, giving
2. Explanation skill	motivation, giving questions or clue that related to the material.
3. Questioning skill	2. Using word that easy to understand, using example that related to the material, giving questions as a feedback.
4. Reinforcement	3. Giving questions to all students then randomly and also give questions using clear and concise words
5. Skill of class management	4. Practitioners give reinforcement to the students in several way such as : "good", "thankyou", "give applause", "correct". And give a gift to the students who answer the questions correctly.
6. Variation skill	5. Practitioner manage the class by giving admonition to students, moving closer, giving instructions on every activity that students will do
7. Clossing and evaluating skill	6. Practitioners provide variation skills by using tone of voice, mimic changes, using media in the form of power points, pictures on the board, videos. Practitioners also diversify student learning activities such as forming groups, asking students to practice the text given.
	7. Practitioners give evaluation to the students either individually or group and give conclusion in the end of learning process

4. Conclusion

Based on the finding and discussion, the analysis of teaching skill of English students in microteaching course can be conclude that the students provided some teaching skill in microteaching course such us : opening skill, explanation skill, variation skill, reinforcement, questioning skill, manangement class, closing and evaluation skill.

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