

# Peer Collaborative Teacher:

## Awareness in Teaching

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**Abstract**—Teachers are required to have good competencies, performance, actively involved in professional development, engage knowledge with current issues, conduct the tasks ethically, and show commitment or responsibility. This qualitative study that employs a case study explores how teacher students gain awareness of teaching in microteaching class. The subjects of the research were semester 6 students of a Public University who took microteaching. Data were collected in the form of videos, weekly-journals, questionnaires, observation, focused-group interviews. Stimulated recall technique was also used for participants to reflect on the video materials that they had used to follow-up interviews, then they were analyzed qualitatively. Data analysis shows that working with others in peer collaborative teacher allows teacher students to identify and to be aware of learning gap. It improves teaching competencies of student teachers and clarity competencies are perceived as a valuable thing. This also helps them to promote the collaborative environment and effort to drive instruction. However, more supervision is needed for teacher students during the program as well as non-teaching. The lecturer needs to help them to have self-confident during teaching.

**Keywords**—competency; learning; teaching practice

### I. INTRODUCTION

In the last decade, there has been a shift of teaching paradigm. This due to the fact that teachers are important elements and play a very important role to achieve educational goals in teaching. They have to be able to manage learning experiences and environments. In teaching, teachers use their knowledge, skills, attitude, and practice and students' learning achievement highly depends on teachers' readiness in establishing activity [1]. Besides, their effects towards students' learning appear to be sustained and accumulative [2].

A report of world bank in 2015 says that the average of Indonesian students' achievement for basic reading is low. More than 50% of Indonesian fifteen year olds do not master basic reading [3]. Thus, raising performance in Indonesian education is crucial to meet the challenge of reaching a high income status. Studies on teacher effects towards students' achievement show that teachers determine students' learning and they also can make a bigger difference to students' educational success than most other variables [4].

Responding to the facts above demands competent teachers is increasing. The role of teachers in the success of every student is of paramount importance. Related with the complex status of English in today's world [5] that it has been

worldwide phenomena that for some people to view English as an important factor to determine social status and economic development. Thus, several people learn English for different purposes to fulfill their need. As a consequent, it is not only competent teacher needed but also language programs that can equip students with skills and competencies as today's global citizen [5]. Sustained and continuous professional growth towards effective English teaching is every teacher's and every school's responsibility.

Related to English competent teacher, this presents how teacher students become aware of their teaching through peer collaborative activities and microteaching. This also deals with a current issue in teacher education which view teachers' development as a process that involves both acquisitions of practical knowledge and skills and examination of beliefs, principles, and theories and how they influence the way teachers teach. English teacher education has to link the content of teacher education to the context where they work.

### A. Peer Collaboration

To build collective capacity, teachers have to collaborate to implement an effective method for systemic improvement in teaching skills. Teachers enhance the qualities beyond the classroom by sharing their expertise with colleagues and developing a strong school culture through peer support, collaboration, and trust. They use their skills to develop colleagues' knowledge and skill base and promote a collaborative environment that positively affects every member of the community [6].

Peer collaborative teachers support their colleagues by coaching, observing, and giving meaningful opportunities for improving the quality of teaching. They also have to work with others who have different experiences, work autonomously with superior communication skills, feel confident with their ability to comments on others teaching practices, and be self-guided as well.

In this case, states coaching roles are defined in one of two ways coaching as a component of professional learning and coaching to attempt whole school reform [7] [8]. Their notes function as a document of professional learning. Coaching leads peer collaborative teachers to help close the student achievement gap and accelerate learning by building teacher capacity through implementation of effective instructional practices.

## B. Teaching

There has been a shift of phenomena in teaching. In the past teaching is defined as a citation of a person imparting skill or knowledge or giving instruction. Nowadays, [9] defines it as an attempt to assist students in acquiring or changing some skill, knowledge, attitude, or appreciation. Some other suggest teaching as an effort to assist or shape growth.

Based on the definitions above, teachers need to concern with aspects of students' development, i.e. physical, social, emotional, and cognitive [5]. These aspects are suitable with Bloom-taxonomy that teaching should cover cognitive domain, affective domain, and psychomotoric domain.

Being an effective English language teacher involves mastering practical classroom skills as well as acquiring the specialized knowledge that teacher makes use of in their teaching. It demands teachers to have a deep understanding of teaching through that of teaching. In teaching, teachers actually draw personal beliefs, values, and personal knowledge [10].

Specific skills are necessary for effective teaching in all grades. Referring to [9] these generic skills consist of pre-instructional skills, instructional skills, and post-instructional skills. Pre-instructional skill covers planning of the objectives, content, teaching methodology, evaluation, and outcomes. Instructional skill requires the teacher to be good at implementing the plan. Post-instructional skill concerns with evaluation. Information of evaluation should be collected and analyzed reading with the level of students' achievement and analysis of teaching materials and methodology that is developed for prior and future instruction.

## II. METHODS

This is a qualitative research that is carried out by studying peer collaboration of teacher students pedagogical reasoning in a microteaching class. The subjects of the research were 25 students of English Department in Education and Teacher Training Faculty of Tidar University. They were students of the sixth semester who took teaching practice of English. This also involved university supervisor (US) or lecturer as well as a senior high school teacher as a cooperating teacher (CT). Each week during a practicum, those twenty five teacher students received training in clarity skills. So the focus of the study is to describe how a group of teacher students become aware of their teaching through microteaching and peer collaboration.

Data were collected in the form of videos, weekly journals, questionnaires, observation, and focused-group interviews. To get complete data on how teacher students of English were teaching, video-taped is utilized. The researcher made use of the installed camera to shoot teaching-learning process. This data collecting technique provided natural data when the teachers were teaching because the lecturer did not attend during teaching-learning process. Then stimulated recall technique was used for participants to reflect on the video materials that they have used. Introspective interviews were employed for participants to provide comments about the insight of their own. Teacher students were asked to say whatever they were looking at, thinking, doing, and feeling, as they go about their task. This enabled the researcher to see the

first-hand process of task completion (rather than only its final product). The researcher in such a task objectively took notes on everything that the teacher students say, without attempting to interpret their actions and words. The purpose of this method was to make explicit what is implicitly present in research subjects. Teacher students' responses to interview questions in the stimulated recall were interpreted as reflecting primarily their thinking during the interview. Follow-up interviews were analyzed qualitatively.

## III. RESULTS AND DISCUSSIONS

Due to teaching skill, analysis data cover pre-instructional skills, instructional skills, and post-instructional skills. During the student practice teaching in microteaching class, prospective teachers typically practiced and applied the theories of teaching that they got in the teacher education program. In English as a foreign language theories of teaching methodology, language teaching covers a number of topics such as language acquisition, linguistics, pedagogical grammar, interlanguage, syntax, phonology, syllabus design, etc.

### A. Pre-Instructional Skill

Teaching and peer collaboration provide opportunities to discuss, analyze, and reflect on problems of professional practice. Data collected from observation of five teaching episodes of twenty five teacher students research participants that yield information to make the following findings.

Based on data analysis due to pre-instructional skill, the subjects of the research carried out teaching with planning. All of them always plan what they have to do within the teaching practice program. Since this is an institutional compulsory program, they have to obey the rule and requirement of the faculty member. Consequently, this forces teacher students to acquire the pre-instructional skill.

Goals of the program have been set by the institution and setting the goals of teaching is also a must for them in writing a lesson plan. As students, they are motivated to meet the requirements in order to get a good score. They discuss with peer about important activities to carry out such as determining desired goals or specific objectives to achieve in carrying out the task, activating previous knowledge concerning with material and metacognitive knowledge in this case recognizing difficulties involved in several task, identifying knowledge and skills needed for addressing the tasks, knowledge about resources and strategies to carry out the task. These cognitive areas related with the activation of motivational teachers' beliefs, i.e. self efficacy, goals, the value given to the task, personal interest and emotion or affective area, planning time and effort and activation of perception regarding the task and the context of the area.

### B. Instructional Skill

In teaching-learning activities of micro teaching, one of the teacher students practiced to be a teacher and the rest became students. Finding reveals that most teacher students research participants in this study conduct classes or teaching practice using recitation methodology of teacher created question and answer. Below is an example of teacher-students interaction.

- T : Today we are going to study about narrative text. Do you know narrative text?
- Ss : Yes..... (choir)
- T : Please mention a story of Narrative text.
- S1 : Cinderella
- S2 : Snow White
- T : Can you mention other stories?
- Ss : Yes..... (choir)
- T : What are they?
- S5 : Timun Mas

The teacher and students interact using very short utterances or less than sentence level. This question and answer teaching technique are typical of the beginning level of foreign language teaching-learning activity in classes where the focus of instructions are vocabulary and grammatical mastery. Asking a question using full sentences is clarity skill that is mostly used by the teacher students. The following is another interaction that occurs during teaching practice in microteaching class.

- T : Do you know language feature of descriptive text?
- Ss : Yes..... (Choir)
- T : What do you know?
- S1 : Simple present tense.
- T : Good.....any else?
- S2 : Use adjective
- S3 : Nominal sentence
- T : Yes....

The descriptive text uses simple present tense...and the sentences use adjectives, for example interesting, boring, beautiful, smart, small, etc...etc.... since the sentences use the adjective, we must build a nominal sentence or we use relational process. Look at the example of the text that I prepare for you: 1) Magelang is a small town. or 2) Kyai langgeng park is an interesting tourism resort.

The excerpt above shows an interaction when the teacher explained about linguistic features of the descriptive text. Here the teacher tried to engage students in learning using the question-answer technique. The example of interaction presented suggests that in the context of foreign language teaching teacher student preferred recitation method, use the example in text-book or prepared-text, and their own example rather than discussion-based teaching.

### *C. Post Instructional Skill*

Post instructional skill that is confirmed in post conference deals with the capability of teachers after conducting teaching-learning activities. This step ensures the teachers to keep the strategy, skill or concept and make them as part of classroom repertoire. It functions to analyze an application of skill or a set of skill that becomes a focus of

training. This is supported by [5] that peer collaboration provides student teachers opportunity to their implementation of clarity skills and discussion of which practices match with their objectives as EFL teachers. Clarity competencies are perceived as valuable for them because they enhance teacher students' presentations of grammatical topics, organization of communicative activities, and classroom management techniques. It also shows more pedagogical reasoning that as a vehicle for competencies acquisition and teacher reflection.

The teacher students practicum is held by combining direct teaching experience and university based-teacher education. This applies triad supervision consisting of student, university supervisor (US) or lecturer as well as a senior high school teacher as a cooperating teacher (CT). There is two supervisory model; traditional supervision and traditional supervision combined with peer coaching.

The finding reveals that the role of CT in the supervisory triad is critical in determining how student teachers regard teaching aspects of practicum. Early in practicum, teacher students report receiving support from their CT as a collaborator and peers based on video-taped teaching practice. This resembles the collegiality function of peer coaching. Teacher students note initial welcome, the sharing ideas, and resources to implement in the classroom. While the US is less helpful than this school based segment. During this time, teacher students report that university portion is lack of collegiality and is carried out in a business manner that focuses on clarity skill.

Another finding shows the uniformity of the skill used by teacher students from the peer-collaborative teacher. Asking question and examples are used as the first most frequently used by fifteen among twenty five teacher students. Five of them repeated important points, and other twenty ones asked pupils to write what they explain. Thus peer-collaboration leads them to have uniformity. In other words, clarity skill has become a topic during peer collaboration in pre and post conference.

The cooperating teacher that is also supposed to be peer is a key success of teacher students' interaction with pupils, classroom management, and adaptation of content to relevant aspects of pupils' learning needs. Lecturer's feedback assists teacher students in setting goals for improvement. The peer coach fulfills functions of collegiality, technical feedback, adaptation to students, analysis of the application, and support in situations where peer coaches have teaching concerns for which assistance is needed.

In post instructional phase, teacher students share ideas and problem solving concerning with instructional skill as the second phase. Monitoring activities in post instruction phase show 25 teacher students as novice teachers share their teaching experience with their consultant who is senior high school English teacher after teaching. There are eight students who have metacognitive awareness and monitoring of cognition by telling their weaknesses and difficulties during teaching. These occur to those who have awareness of monitoring effort, time use, and need for help. These activities reflect self observation of behavior. They get helps to be aware of their cognition, motivation, emotions, use of time and effort

and condition of tasks and classroom context. The activities are realized in the following teaching practice when they are aware of mismatch in the lesson plan and teaching practice. They understand what they design in teaching objectives is not suitable for learning activities and evaluation, likewise, this process directs the teacher students to put into play in order that they are aware of the motivational pattern. This process represents the judgment of them whether they are competent for performing the task, value them, or guide and direct their academic behavior. This phase also covers an activity of being aware of teacher students as novice teachers' behavior in having more time and effort to understand the task of teaching practice such as designing syllabus, lesson plan, teaching materials, teaching methodology that is used, teaching aids, evaluation as well as classroom context for example existing class, task requirement, how teaching performance is assessed, reward and punishment system, etc.

Self monitoring seems to be a very important component in the intervention of the peer. That is why all teacher students present monitoring behavior when the CT discusses about their previous teaching practice. These 23 of them earn strategies. They have to oversee the application of carrying out the task, the effectiveness, and how to change of modifying in case they are ineffective. The rest two novice teachers tend to be passive. They are not motivated to earn as teachers in their future life. Thus they are reluctant to have a self reflection of their teaching practice.

Due to control activities, this facilitates teacher students, cooperative teacher, and university supervisor as peers to analyze demonstrated teaching practice together. 20 teacher students encompass the selection and utilization of thought control strategies. They use cognitive and metacognitive strategies, motivational strategies and strategies for emotional control. They are able to select and adapt cognitive strategies in teaching practice. In regulating time and effort, most of them get difficulties in the first month of practice. They need an effort to control diverse tasks, control the classroom atmosphere as well as manage the class. These are the realization of thinking and learning in professional development. This professional development is indicated by being able to change and renegotiate task that is making pupils study content knowledge and organizing learning based on context.

This post instruction skill actually concerns with reflection, it is actually an evaluation of task and context that covers judgment and evaluation. This makes them be aware of their tasks execution, comparing them with the criteria that have been determined by the faculty members, attributing made concerning with causes of failure and success of the teaching practice, choice of behavior in the future, and evaluation of the task and class environment. Being aware of teaching skills, two of the subjects who fail to meet the determined criteria tend to argue that being teacher is not his idea.

Peer collaborative teacher is a form of highly targeted professional learning. Effective collaboration has a solid understanding of research-based learning. Collaborators must understand theories underlying instructional strategies, skills,

and concept being presented. Then they have to study or analyze video-taped teaching practice that is also assumed as stimulated recall technique. In this context, research based learning occurs and lead the students to understand and be aware of effective teaching. Teacher students carry out a study about effective teaching with their peer by constructing several semantic maps for words that are included in the particular selection. Under the direction of the lecturer, they discuss how they did and receive input from their peer and lecturer.

Being aware of effective teaching, teacher students focus to develop and achieve standards that fall in three categories. They are context, process, and content. Context standards deal with where the learning will be applied and organized. Besides, it refers to where improvement is expected. Process standards concern with how the learning occurs and content standards relates to the content knowledge of what is learned.

#### IV. CONCLUSION

Based on data analysis peer collaboration improves teacher students competencies. Using method of stimulated recall they are aware of effective teaching after sharing ideas with their peer about their teaching practice. Peer collaborative teacher facilitates teacher students to have problem-based learning and research-based learning. These provide opportunities to analyze and reflect on problems of effective teaching leading to professional development. Problem solving provides much awareness. It also shows more pedagogical reasoning that is a vehicle for competencies acquisition and teacher reflection. Teacher students report peer collaboration beliefs across a variety of teaching practices.

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