

# Basic Teaching Skills of Language Teachers on Microteaching Lessons

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**Abstract**—The purpose of this study was to identify basic teaching skills of language teachers on microteaching lesson and aspects of the basic teaching skills conducted by language teachers on microteaching lesson. The basic skills of teaching students are asking, explaining, opening and closing, using variations, providing reinforcement, teaching small groups and individuals, managing classes, and guiding small group discussions. This research is a quantitative descriptive research with observation and interview method. The results showed that the aspect of conducting variation and managing the class is still less than the maximum done by students in applying microteaching learning. It is seen in the patterns of interaction, the transfer of sensory use, developing the ability to think, help each other, and improve students' understanding is still less visible. Therefore, an effective model of learning, reflection, and microteaching coaching is required.

**Keywords**—teaching skills; field experience program; microteaching lessons

## I. INTRODUCTION

One of the professional competence of prospective teachers can be measured from the ability of microteaching. Through microteaching can train all aspects of student skill in an integrated way from all the learning and knowledge he has learned, in four competent of teacher aspects: professional, social, pedagogical, and personality aspects [1]. However, in reality there are still students who do not maximize in practicing teaching skills in this microteaching course. Meanwhile, microteaching permits the students to practice certain skills effectively and using collaborative teaching technique in practice teaching [2,3]. Students also still lack in practice and mastery of material that is still limited, especially material applied in secondary education level.

Microteaching is an early stage training in establishing competence and teaching skills through the actualization of basic teaching competencies in small or limited scope [4]. In addition to basic teaching competencies, students are also able to integrate applying advanced teaching competencies by applying other innovative learning models. The basic competencies of teaching students relate to basic teaching skills: asking, explaining, opening and closing, using variations, providing reinforcement, teaching small groups and individuals, managing classes, and guiding small group discussions [4–6]. The advanced teaching skills that are

innovative, such as applying approaches and methods of scientific learning. With microteaching learning is expected that prospective teachers are not awkward and embarrassed in the face of students in the classroom and Practitioner can prepare himself either start the lesson plans, materials, learning methods, learning media, and evaluation tools that will be used in teaching.

The results of research conducted by Cahyati based on questionnaire given to the students that there is influence of Microteaching course and field experience to the maturity of prospective teachers of 28.5% (0.285), while 71.5% influenced by other variables [7]. Then, the role of students of micro teaching participants is more effective in supervising the implementation of micro teaching so that the time required is shorter and the students are more skilled in carrying out teaching practice and skilled in speaking [8]. A similar study was conducted by Morios and Losif [9] and Nurbayani [10] that programmed microstructure will affect the intensity and quality of effective micro teaching in training basic students' teaching skills. It is also supported by Wena that microteaching is also beneficial tool which assist and increase their teaching skills [11]. Harini argues that mental readiness, motives, knowledge and materials, and student skills in the high category in preparing Field Experience Program (PPL), while in the emotional aspect in the low category because it is still covered with anxiety and fear of PPL [12]. Harini stated in his research that role play method can improve students' teaching competence through Microteaching course [12].

Research in terms of the need for Microteaching course by [5] suggests that there are various needs for the development of innovative learning models, namely discovery, knowledge, and group learning dynamics. In line with that Sudiyanto and Nuryanto apply the microteaching learning model for prospective teachers SMK RSBI indicate that the weakness of English language mastery so that the material needed and conversation deepening of English gradually and parallel [13]. Likewise with media by Mutaqin shows that 82.06% (3.28) or very good and decent media prototype VCD is used as a medium of learning [14]. Similarly, with Masyhud et al. result finding that using video feedback in clinical supervision can increase 23,90% of questioning ability, limit of error in asking questions at 69,26%, and improve 49,99% in frequency of basic questioning skill [15]. Another thing proposed by Moerdiyanto suggests that the microteaching by real students

model is better than the microteaching model by peer student both in terms of lesson plans and teaching skills [16].

Furthermore, another study also clarified that microteaching effects regard to pre-service teachers' critical thinking dispositions. The result demonstrated that pre-service teachers in experimental group had greater progress significantly in critical thinking compared to control group [17]. Then, it is also argued by Rama in their research conducted in private B. Ed college in Chittor town India to see student teachers' attitude due to microteaching [18]. The study found that student teachers had great attitude to microteaching and microteaching method can evaluate strengths and weaknesses of student teachers in teaching. The teacher candidates also commented that program of microteaching practice was fruitful for them and they satisfied due to assessment and evaluation through e-portfolio system [19].

However, those studies have not discussed deeply yet due to the basic teaching skills of language teachers on microteaching lesson. A considerable some research has investigated regard with microteaching affects quality of students practice teaching, microteaching is a beneficial tool and increases teaching skills as well as creates mental readiness in facing real classroom, various needs for innovative learning model development, media such as using video, assessment and evaluation through e-portfolio system can improve basic questioning ability, and microteaching can affect pre-service teachers' critical thinking. Therefore, additional study related to the basic teaching skills of language teachers on microteaching lesson is needed. The aim of this study was to identify the basic teaching skills of language teachers on microteaching lesson and aspects of the basic teaching skills conducted by language teachers on microteaching lesson.

**II. METHODS**

This research is a quantitative descriptive research. Descriptively this research is conducted solely based on facts that exist or phenomena that are empirically found in microteaching learning activities [20,21]. Quantitatively based on the observed results tabulated in percentage form to find the basic skills of pursue skills that the students get. The quantification data is the result of descriptive data that researchers observe from every microteaching learning activity. Data were obtained through observation of predetermined indicators of basic teaching skills of some microteaching learning activities and some notes as well as interviews in microteaching learning reflection. After that, the data is inventoried, classified, tabulated, and formulates the conclusion [22]. The observations were performed with five-dimensional checklists on the condition that they were very poor / not visible (1.00-1.50), poor / slightly visible (1.51-2.50), good enough / dominant (2.51- 3.50), good / accustomed (3.51-4.50), and very good / entrenched (4,51-5,00).

**III. RESULTS AND DISCUSSION**

**A. Results**

The micro-teaching that researchers explain in this paper is a practice-based micro teaching. Students are required to

practice every basic teaching skill in micro teaching. The first meeting described the description of lectures, lecture contracts, and lecturing appraisals. The next meeting of researchers to discuss the concept of each micro-teaching skills that will be practiced later until the midterm exam. Furthermore, the researchers presented several cases and models of Indonesian language learning through audiovisual impressions. Then students discuss in small groups to find various audiovisual display problems. Students then report in writing various findings and problems in teaching through audiovisual impressions. Description of the above activities conducted two meetings. After that, students practice applying every basic teaching skill in turn. Before conducting the activity of micro teaching practice students discuss and report in preparing learning tools. Every student finished doing micro learning practice done by replication. The results of observation in the practice of teaching micro to the basic skills of teaching students in Microteaching course as listed in table 1.

**TABLE I. BASIC SKILLS OF STUDENT TEACHING**

No.	Basic Skills Aspects of Teaching	Student Teaching Basic Skills Ability	Category
1.	Make variations	3,45	Good enough / dominant
2.	Open and close	3,87	Good / familiar
3.	Asking	4,01	Good habit
4.	Strengthening	4,37	Good / familiar
5.	Explain	3,46	Good enough / dominant
6.	Teaching small groups	3,42	Good enough / dominant
7.	Teach individuals	3.45	Good enough / dominant
8.	Manage classes	3,45	Good enough / dominant
	total	3,68	Good / familiar

Based on table 1, it can be explained that the basic skills of teaching students have been good and used to apply every practice of teaching in the course of Teaching Micro with an average of 3.68 (good / accustomed). Good and used here means that students in the practice of teaching always pay attention, apply, determine, and assess in groups or mutual assessments in every basic teaching skills that will and when teaching practice. Nevertheless, out of eight basic teaching skills, there are still five basic teaching skills that are still good enough or dominant in establishing basic teaching skill (3.45), that is, variation, explaining, small group teaching, individual teaching, and classroom management. That means also that the basic skills of teaching students is still 38% is good from the eight basic skills of teaching, while 62% is still in enough categories. It requires a lot of practice and reflection again in every teaching practice activity. However, aspects of opening and closing teaching, asking, and providing reinforcement are good or accustomed in applying the basic skills of teaching students (4.08).

## B. Discussion

Based on the observation of the researchers from the eight basic teaching skills, the aspect of holding variations and managing the class is still less than the maximum done by students in applying microteaching learning (3.45 or good enough). It is seen in the patterns of interaction, the transfer of sensory use, developing the ability to think, help each other, and improve students' understanding is still less visible. This is in accordance with the results of the study of Nurbayani shows the number of scores of data collection results located in the interval "Sometimes" [10]. This means that the management of the class is still very simple and even sometimes sometimes not, because time is limited with the appearance of some skills in a short time. This is reinforced by the results of research found by Wena suggests that the emotional aspect in the low category because it is still covered by anxiety and fear of facing PPL [11]. Anxiety sometimes causes the students to focus less on the learning objectives so that the students are less able to manage the class well. In addition, the complexity of aspect skills to make variations and manage the class causes this aspect to be less or less in activity (2.21) in class.

Aspects to open and close the learning done by the students are running well (4.21) and systematic. Opening learning begins with greetings, apperception, determines learning goals, and conditions the class. However, aspects that are still forgotten sometimes delivered by students, namely aspects of apersepsi. The reasons given by some students of that aspect are sometimes not delivered because students consider the micro teaching done in the classroom is on the focus of the material that will be taught at that time. Different when the learning time in the classroom has been built linkages and sustainability of each learning material. The closing aspect of the students has been done well (3.54) in the form of reviewing, evaluating, giving follow-up, and concluding. Aspects that are still sometimes forgotten by students, namely aspects of review and provide follow-up. Students argue that the review aspect is already part of the evaluation, while reviewing more on the understanding of the material already understood, while the evaluation is more on the assessment or measuring the ability of the material that has been studied classically, while the review is representative of some students to the understanding that has been Studied. It is in accordance with Asri opinion that the skill of opening and closing the lesson or set of induction is the teacher's effort to create the preconditions for the students to have both mental and focused attention to what is and has been learned. In other words, the activities the teacher undertakes to create a ready-made mood and engage students' attention to focus on the things to be learned [4].

Questioning skill that students do is good (4.01). It is seen in the intensity of questions that students point out to children, both at the opening of learning, core, and post-micro learning. Questions on the opening and closing of micro learning are still on the rhetorical question, whereas core learning has been referring to the question of the nature of understanding, other questions still not on aspects of analysis, evaluation and sintesis. The question that often arises is still the question of using the word question what, who, when, and where, while why and how still rarely or slightly expressed students.

Students assume difficult questions later difficulties answered by students, but as enrichment, questions can be given to students who are more ability than other friends so that students will be challenged and improve students' thinking ability better.

Giving strengthening is already good (4.37), both with nonverbal and verbal. It's just that the strengthening is still less varied, for example if the dominant verbal reinforcement of good words. Some students have applied other verbal reinforcement, such as great, amazing, steady, cool, you can be, spirit, and mother's child is smart. Likewise, with nonverbal reinforcement given, good words dominant followed by thumbs up one hand, but can also be followed by two hands or two thumbs. Some children already apply with other nonverbal reinforcement, such as giving gifts, clapping, there are words of motivation, and by touching or approaching their students. As stated by Asri that giving reinforcement as a form of response, whether it is verbal or nonverbal from the modification of teacher behavior toward student behavior, aims to provide information or feedback for the recipient (student) for his actions as a boost or correction [4].

The skill of explaining Indonesian language both in junior high and high school is good enough (3,46). Conditions caused by students in lectures as usual generally explain a lot of material with the media presentation so that the material delivered less well understood, and materials in the Curriculum 2013 many types of new text materials. In addition, in explaining the material some practician still focused on one place in explaining the material, whereas practician can while walking in explaining material or position practician can move. In addition, in explaining the material needs to diringi with the media in order to be able to give full information to students. It is as suggested by Asri that explaining it is presenting, describing, defining orally organized information systematically aimed at showing relationships, for example between cause and effect, or between known and unknown, or between laws Apply with everyday evidence / example [4].

Practician in teaching small groups (3.42) and individuals (3.45) has gone well. This is done by practician with the beginning of the division of groups vary, as based on hobbies, games, and the names of unique and character groups (names of famous figures). The right division of the group will make it easier for teachers to guide and direct each task that needs to be discussed so that the task will be more focused and timely. Generally this group in the micro lecture amounted to 10 to 15 students so that the tendency of the group there are three groups or five groups if each group each three people. The success of this group discussion is also supported by the systematic and directed task instruction and teacher's patience in guiding, guiding, assisting, and facilitating students in discussions. This is in accordance with Asri opinion that teaching small groups and individuals is defined as teachers' actions in the context of teaching and learning that serve only 3-8 students for small groups and only one for individuals. Interpreted teachers encounter many groups and many students, each of which has the opportunity to meet face-to-face groups and individuals [4].

The process of determining a good and systematic group will make it easier for teachers to guide their students so that the learning objectives will work well, either individually or in groups. In this group discussion is a process experienced by teachers in guiding, directing, controlling, and facilitating their students so that the purpose of the discussion goes well. Therefore, the students as a practitioner in guiding small group discussions that the author observes have been going well (3.42). Conditions in the discussion in addition to the above, the teacher also has prepared various sources of reading well and internet connection in search of sources support student ideas. As Asri points out that small group discussion is a regular process that involves a group of people in face-to-face interaction with the purpose of sharing experiences or information, making decisions or enforcing a problem [4].

#### IV. CONCLUSION

We concluded that the basic skills of teaching students from the eight basic teaching skills practiced in micro lectures have been good (3.68). However, from the eight aspects, the aspect of conducting variation and managing the class is still less than the maximum done with the acquisition of good enough (3.45) students in applying microteaching learning. It can be seen in the patterns of interaction, the transfer of sensory use, developing the ability to think, help each other, and improve students' understanding is still less visible.

The dominant done by practitioner on the condition is still monotonous or less varied and systematic in managing the class. For that, practitioner needs more practice with maximum time control and learn and apply innovative learning model, reflection, and effective microteaching guidance.

Basic teaching skills are basic professional competencies with minimum standards to be well controlled. Therefore, practitioner as a prospective teacher needs to do a good teaching activity independently and guided. Independently, practitioner can practice at home or group out of college schedule of teaching skills that they will do. Guided, practitioner doing teaching activities in the classroom with the guidance of lecturers as well as reflection of each end of learning. In addition, learning tools that are mature, such as lesson plans and instructional media need to be well prepared and programmed. In addition, students as practitioner and as students need with awareness and adjustment in each learning or role well in accordance with the duties and functions of each.

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