



Problems of the 6th Semester Students in Micro Teaching Class at English Education Department FTIK of UIN SMDD Bukittinggi

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ABSTRACT

This research was motivated by the theory that problems of 6th semester micro teaching students in teaching skills. The purpose this research was to analyse what the students teaching skills in micro-teaching. This research used a qualitative descriptive research design. There were 12 students in the 6th semester as the informants in this research. The instrument used in this research was interview and observation sheet. There are 8 questions of interview covering the 5 indicators of the problems micro teaching and There are a total of 40 statements related to teaching skills, covering the 8 basic teaching skills. The analysis of the data was carried out using an interactive model method, and each informant was observed individually. The result of the analysis has been presented in a structured narrative explanation. The result is finding the problems of the 6th semester students in teaching skills and solutions of the problems.

Problems, Solutions, Teaching Skills, Micro Teaching.

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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. 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 requires skills that must be mastered properly. In addition, according to (Dawn, 2006) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

A teacher should master the necessary skills and be proficient in these skills, especially in the scientific field they have. Some of the teaching skills needed by a teacher are course and lesson planning, classroom management, learning technology, subject knowledge, and understanding your learners (British Council, 2011).

Understanding and mastering some of these skills are very important for a teacher. By mastering these skills, a teacher will meet the quality or standard of being a good teacher.

In addition, students also should take part in micro-teaching classes. In this course, each of them is allowed to carry out micro 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. Microteaching facilitates the student to practice their teaching skills. The main purpose of this course is to prepare students to have good pedagogical skills (Utami et al., 2016). 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.

Many factors have affected the result of education. Without a doubt, the most important factor is teacher. A teacher has main role in education process. The most important role of a teacher in school is to guide students while providing knowledge. With this role, teacher shapes the terminal behaviors of students, helps students to have positive relationships and make them skillful.

From the traditional perspective, a teacher is the source and transmitter of knowledge; however, nowadays teacher has become a guide of students throughout the learning process. Learning is an activity or process of gaining knowledge or skill we need other people and various learning medias which all of them help us in the learning process. All the knowledge and skills we have learned will be useful for us in our daily lives.

In the sixth semester at English Education of Department FTIK of UIN SMDD Bukittinggi there is a subject which is a Micro Teaching. In the Micro Teaching class the students learn to teach in front of the class like a teacher in school. Student are asked to prepare lesson plan, media, and how to control the state of the class when learning process take place.

Micro Teaching is one of the activities that English student as teacher candidates participate during their education program. According to (Koross, 2016) Micro Teaching is defined as the subject that used by pre - service teachers to put their knowledge and abilities into practice, bridging the gap between theory and practice. Consist of a small group of students ranging 5 - 10 people. Focused on basic teaching skills. In Micro Teaching, English student put themselves in front of small group audience while also seeing and commenting on the performance of others.

The importance of Micro Teaching for pre - service teachers, such as: develop and foster certain skills of teachers or prospective teachers in teaching, can practice new methods and strategies in a supportive environment, immediately get feedback on the

performance by playing back the recorded video, can prepare and carry out learning by reducing anxiety (Helmiati, 2013).

Micro Teaching provide student with the skill of managing the classroom, curriculum design, lesson planning, lesson presentation, and reflecting about their performance (Msimanga, 2020). There are 8 basic teaching skills needed by all of educators, they are explaining, strengthening, leading class discussion, class controlling, asking questions, making variation, guiding small group discussion and learning. All of that skill should be teach in prior terms courses theoretically and practically in micro teaching subject. In addition, this is the final subject before student of education and teacher training try to teach in real class at school. Students in Micro Teaching class have to demonstrate their ability to produce learning materials and teach in a class based on their prior knowledge and skills. Furthermore, (Nugraheni, 2019) after learning this course, students of education and teacher training faculty can be expected being a good teacher when they teach a lesson.

Micro Teaching is a subject that must be given to students before being deployed to school. Training should be a place for mental naturation and character or prospective teachers but in reality, micro learning has not been explored to the fullest. Students still have difficulty in planning and implementing learning. It will be difficult for students if they do not know what the needs of new teachers in the education program are.

In Micro Teaching class there are several phenomena that often occur during class Micro Teaching is that students do not yet know what things are needed by new teachers in educational program. As a new teacher, of course there are several categories that students must know before doing directly to school. These things must be known and learned by students in Micro Teaching class so that they are not surprised by the original conditions at school.

RESEARCH METHODE

This study is descriptive qualitative research that will be conducted by using qualitative interview data collection tools. To explore the problem faced by pre-service teachers during micro teaching, the researcher employed a descriptive qualitative research design (Kothari, 2004). Based (Liaw, 2012) says that descriptive studies describe existing phenomena and find potential research areas and connections that were neglected by previous related studies. In addition, according to Creswell, qualitative methods rely on text data or in the form of words and pictures for data analysis and use various design (Creswell & Creswell, 2018). As the study aims at investigating students micro teaching problems in their micro teaching studies, using qualitative research tools was considered to be more useful for the study's purpose because the researcher wanted to have a deeper understanding of what the students micro teaching problem faced in their teaching practice.

1. Research Setting

This research was carried out at English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic of University of Sjech M. Djamil Djambek Bukittinggi. The university located in Jl. Gurun Aua, Kubang Putiah, Kec. Banuhampu, Kota Bukittinggi, Sumatera Barat.

2. Informants

The selection of informants in qualitative research is completely determined by the researcher, so calls it purposeful sampling, namely selecting cases informative (information-rich cases) based on established strategies and objectives determined by the researcher, the number of which depends on the objectives and resources of the study (Heryana, 2015).

This research will conduct at the English Education Department in the faculty of tarbiyah and teaching training at UIN Sjech M Djamil Djambek Bukittinggi. Informants in this study were 6th semester students who are undergoing micro-teaching courses as teaching practice preparation program. The main informants in this research are 6th semester English education students who have passed the pre-requisite courses and are currently undergoing micro teaching.

Table 1.
Informant of The Research

No.	Informant Names	Initials
1	Heni Oktavia	HO
2	Imam Maulana	IM
3	Leni Afrizola	LA
4	Annisa Putri	AP
5	Ivandra Fauzi	IF
6	Annisa Reskita	AR
7	Yhuly	Y
8	Rama Nugraha	RN
9	Nurlia Sari Sihotang	NSS
10	Rosana	R
11	Gusti Rani	GR
12	Abdul Aziz	AA

Source: English Education Department FTIK of UIN SMDD Bukittinggi

The table above shows that there were 12 Informants in this study, consisting 8 women and 4 men and the informant selected were those who experienced problems according the purpose of this study.

RESULT AND DISCUSSION

Problems of micro teaching students in teaching skills and solutions. From the interview results, it was found that the problems of micro teaching students in teaching skills are micro teaching students feel nerveous when practice in front of the classroom and then the lack of time when micro teaching students doing practice in the class.

To support the interview results, researcher also conducted obsevation checklist by examining 8 indicators and 40 sub indicators. From the result of checklist observations conducted by researcher teachers when teaching the class also forgot to make agreements on various opinion with students and also doesn't says positive word like a good, right, correct, smart, and etc. Just a middle from the micro teaching students already interviewing and observing.

The solutions from problems of micro teaching students based on result interview, the students will study hard to practice at home to miss nerveous when practice in front of class also watch video on youtube. The solustions of micro teaching students according to (Yang, 2017); enriching the theoritical knowledge of micro teaching, optimizing the class designing, connecting the individual skill with the integrated skills, establishing reasonable evaluation mechanism, and increasing the class hours and necessary equipment.

Based on the description of data, the researcher analyzed the problems of the 6th semester students in micro teaching class below:

1. The Lack of Theoritical Knowledge of Micro Teaching

According to the interview results students have taught the theoritical knowledge of micro teaching by the lecture who teach in micro teaching class. This supported the research because in the theories said that students of micro teaching some theoritical knowledge solely receiving the skill training. But on this research students already taught the basic theory of micro teaching at the first meeting in the classroom.

2. The Innappropriate Class Designing

According the interview results some students have difficulty to balance the theory and practice. Because the students felt nerveous when practice in front of their friends in the class. This supported the research, in the theories said in english micro teaching, students sometimes can not balance theory and practice. Teachers hold the view that it's highly important to make students understand, but in their class, the theoritical explanation takes up large preportion, while students practical performance is finished in short time. On other hand, teaching is more important than the introduction material.

3. The Isolation of Individual Skill from Integrated Skills

According to the interview results students have difficult to balance the individual skills from integrated skills, but when the students practice more they can balance

the individual skills and integrated skills when practice teaching. This supported the research, some students diligently practice acting as a teacher in the class. They only focus on the individual skill, without coordinating with other skills.

4. The Unscientific Evaluation Mechanism

According to the interview results students have already get evaluation from the lecturer and their friends. In the theories the students evaluation on micro teaching practice is almost a mere formality, the evaluation of english micro teaching skills lacks of scientific standards. Their evaluation tends to be very general with a strong subjectivity. But from the interview results evaluations from the lectures very important to increase their ability in micro teaching.

5. The Insufficiency of Class Hours and Equipment

According to the interview results for micro teaching practice they lack of time, its mean for practice they need more time when practice micro teaching. In the theories said that the time for micro teaching is too limited.

Based on Observation Checklist, the researcher analyzed the problems at the 6th semester in teaching skills below:

1. Opening Skills

The first explanation related to data description is opening skills. In opening skills, has several indicators that are observed, namely Attracts 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.

2. Explaining skills

The next description related to Explanation Skills. In Explanation Skills have several indicators such as Structured and Clear Instructions, Use Appropriate Examples and Make Conclusion, 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 until giving examples to students. Students can also check their students' understanding by asking students questions.

3. 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 has been explained such as "do you understand."

4. Closing skills

In generally, it seems that students' also able to performed the closing skills. The closing skills has several indicators which is, giving verbal and non-verbal cues, summarizing learning material, checking student understanding, giving advice and conveying aphorisms, giving appreciation for student participation.

5. Reinforcement skills

The fifth finding is related to students' reinforcement skills. It shows that the students were able to performed the reinforcement skills. The research findings show that on reinforcement skills, overall students are able to immediately provide reinforcement for their students.

6. Variations skills

In variation skills, students are also sufficiently 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 reprimands to students. Some of the students also use body movements when teaching, such as approaching students, giving hand movements, and invite students to do ice breaking movements.

7. 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.

8. Classroom management skills

In classroom management, it can be seen that overall students can perform it. This can be seen by them being able to carry out the indicators assessed in the existing classroom management skills.

CONCLUSION

The research findings, discussion and data analysis reveals that students have performed the teaching skill properly. It shows that students have good opening skills because almost all students can open learning well by attracts students' attention with audio-visual method and using voices. Students also have quite good explaining skills because they can convey learning material well to their students. Students questioning skills are also good because students can ask good questions appropriate to their topics, not confusing, and to the point questions. Furthermore, the reinforcement skills possessed by student also look very good because each student are able to provide

reinforcement in the form of positive words and fun activities for their students. In addition, the variation skills possessed by students are also well because they can provide variations in voice, body movements, and patterns of interaction with their pupils. The next were students still lack of group discussion guiding skills because students lacks of learning activity while teaching. Finally, generally students also have good classroom management skills while teaching because they can provide reinforcement, show responsiveness, give attention visually and verbally, focus the group's attention, give clear instructions.

Overall, the students' teaching skills in the micro teaching course are good. Becoming a professional teacher means having to master all the necessary teaching skills so that students can learn the skills in micro teaching courses and hone the skills in their teaching practice activities. However, every skill possessed by students should be further improved so that they can master teaching skills more optimally.

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