

EFL STUDENT TEACHERS' PRE-TEACHING PERFORMANCE

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ABSTRACT

This article is concerned with the study of student teachers' pre-teaching performance at class VI/A English department at university of Pasir Pengaraian in academic year 2014. The aspects explored in the study involved students' activities in the learning of TEFL II course. The research employed the descriptive quantitative design. The instruments used in collecting the data were the performance test and classroom. The data analysis showed the presentation and analysis of data. The findings showed that the the student teacher's pre-teaching performance were in the level of fair, especially on the performance of opening the lesson, comprehension of learning materials, teaching and learning activities and evaluation.

Key words; TEFL course, teaching performance & student teachers

INTRODUCTION

One of the courses served to the student teachers is teaching English as a foreign language course (TEFL). This course is divided into two parts, namely TEFL_I and TEFL_II. Orderly, TEF_I prepares students with basic knowledge of teaching skills and TEFL_II continues with the practice. Based on the researcher's previous experiences in teaching the TEFL course, it seemed that he demanded more on the strengthening of student teachers' knowledge of teaching skills theories than student teachers' performance of teaching practice. In discussion about teaching skills, it does not only discuss about delivering the materials to the students but also discusses about developing classroom learning situation, building a conducive learning situation and conveying informations or materials to the student.

Based on the curriculum owned by the teacher-training program at university of Pasir Pengaraian, The TEFL I course equips the student teachers with knowledge of teaching skill and it continues with its practice in TEFL II. Practically, TEFL II adopts a part of micro teaching activities. In the classroom practice, the student teachers are to perform some methods or techniques of teaching English as a foreign language.

In discussion about the practice teaching skill in TEFL course then followed by microteaching, those activities are excellent ways or organized teaching practices to build up skills and confidence. Those activities also help student teachers to experience a range of lecturing or tutoring styles and to learn and practice giving constructive feedback; drawing

learners' attention, asking questions, using and managing time effectively and concluding the lesson. The goal of such practice is to give student teachers confidence, support, and feedback by letting them try out teaching among friends and colleagues (Anthonia, 2014; Methan; 2006; Kilic, 2010).

In addition, Asril (2011) summarized the the purpose of the micro teaching for teacher candidates; togives the basic teaching experience, to develop their teaching skills before they went into the field, and to provide a wide variety of teaching skills. Edwin (2014) and Ansa (2012) summarize nine of micro teaching skill. They are set induction and closure, explaining skill, questioning skill, reinforcement skill, using instructional media, guiding small group discussion, classroom management skill, stimulus variation and leading individual small discussion.

Helmiati (2014) lists eight basic components of micro teaching skill.

1. Set induction and closure
Draw students' attention, giving a reference, make a link between the materials, and make students clear with the material to be taught.
2. Explaining lesson skill
Oral communication interaction dominated by the teacher, the effectiveness of speech needs to be improved.
3. Questioning skill
Generating interest curiosity of students to the subject, Generating student motivation and encourage students to participate actively in lessons,

4. Conducting variation
The impression of a unique and attract the attention of students in learning, teachers' skill in conducting indispensable variation in learning activities.
5. Reinforcement
Respected, appreciated, praised and extolled.
6. Classroom management
Organize learners and learning objectives and controls in a pleasant atmosphere to reach learning purposes, instructional
7. Teaching small group and
Facilitate the learning system is needed by students both in the classical and individuals,
8. Leading small group discussion.
Involving groups of learners in the face to face interaction with the goal of optimal cooperative information or experience to make decisions

Similarly, Hasibuan and Moedjiono (2010) proposed aspects of teaching skill namely: opening and closing skills lessons, skills provide reinforcement, classroom management skills, describes the skills, questioning skills, using a variety of skills, skills to guide small group discussions, small group teaching skills and individuals.

In general, the teaching skills involves the teachers' performance in opening the lesson, behavior in the classroom, comprehension of learning materials, teaching and learning activities, teaching and learning media, evaluation and closing the lesson.

RESEARCH METHODS

This study applied a descriptive method, by the quantitative design. Sugiyono (2014) describe the descriptive research is the research

which had purpose to accurate the situation, condition and other which is said, in which the process is preceded by preliminary study . In addition, such

design can be used if the researcher wants to find out the answer of a question concerning with the status of the object of the study. Widoyoko (2012) explains that quantitative data gained from quantitative study is tangible figure on as a result of observation and measurement.

This research was carried out to find out the student teachers' basic teaching performance at class VI/A of English department of university of Pasir Pengaraian at 2014/2015. All population of this study became the samples, totally consisted of 24

students. The instruments used to collect the data were the students' performance test valued by the guidelines of teacher assesment instrumentations (IPKG) as on table 1 and researcher's own observation. To analyze the data, the researcher used the range recommended by the committee of practice teaching of university of Pasir Pengarain on table 2 (Darwati, et.al.,2014). To support the data gained from student teachers' performance, the result of observation was beneficial to give more interpretation.

Table 1: The guidlines of teacher assesment instrumentations (IPKG)

| NO | PERFORMANCE | SCORE | | | |
|----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | Opening Lesson | | | | |
| | a. Attract students' attention | | | | |
| | b. Activates students' motivation of learning | | | | |
| | c. Apperception (previous and existing materials) | | | | |
| | d. Introduces the learning goals | | | | |
| 2. | Teachers' Behavior | | | | |
| | a. Explication; teachers' voice | | | | |
| | b. Teaching Performance | | | | |
| | c. Teaching Movement/ Mobility | | | | |
| 3. | Comprehension of Learning material | | | | |
| | a. The suitability of learning materials and the lesson plan | | | | |
| | b. Clearly explanation; learning materials | | | | |
| | c. Clearly explanation; giving examples | | | | |
| 4. | Teaching and Learning Activities | | | | |
| | a. The suitability; teaching methods and learning materials | | | | |
| | b. Distributes learning material based the goals/indicators determined | | | | |
| | c. Have skill in accepting and responding students' comments and questions | | | | |
| | d. Have good time allocation management | | | | |

| | | | | | |
|-----------|---|--|--|--|--|
| 5. | Teaching and Learning Media | | | | |
| | a. Keeps attention to the use principles of media | | | | |
| | b. Accuracy and suitability of the use of media to learning materials | | | | |
| | c. Have good skill in using learning media | | | | |
| | d. Assists students to keep high attention in learning activities | | | | |
| 6. | Evaluation | | | | |
| | a. The relevancy of assessment to the learning goals | | | | |
| | b. Uses various kinds of assessment | | | | |
| | c. The suitability of assessment given to lesson plan | | | | |
| 7. | Closing | | | | |
| | a. Reviews the learning materials taught | | | | |
| | b. Gives students opportunities to responds | | | | |
| | c. Concludes the learning activities | | | | |
| 8. | Follow up | | | | |
| | a. Gives task individually or group | | | | |
| | b. Informs the next meeting learning materials | | | | |
| | c. Motivates students to learn | | | | |

In order to find out the level of student teachers’ teaching skill, each indicator of teaching skill was

converted to the rubric scoring of teaching skill as in table 2

Table 2: the Rubric Scoring of Teaching Skill

| No | Categories | Range | Letter |
|----|------------|----------|--------|
| 1 | Very good | 3.5-4.0 | A |
| 2 | Good | 2.5-3.49 | B |
| 3 | Fair | 1.5-2.49 | C |
| 4 | Poor | <1.5 | D |

(IPKG, 2008)

FINDINGS

After gaining the data and doing the analysis, the researcher could present the data gained and its analysis as in the following presentation and analysis. Since this study applied

quantitative design, the presentation of the data was in the form of numbers and percentage. Besides that, the analysis was also supported by classroom observation done during the classroom

instruction. Orderly, the data presentation and analysis were described as follows.

First is the student teachers' performance in opening the lesson. The

data gained showed that most of the student teachers' performances were in the fair category (table 3).

Table 3: The frequency and percentage of student teachers' performance in opening the lesson

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 0 | 0,00 |
| 2 | Good | 2.5-3.49 | 5 | 20,83 |
| 3 | Fair | 1.5-2.49 | 19 | 79,17 |
| 4 | Poor | <1.5 | 0 | 0,00 |
| Total | | | 24 | 100,00 |

From the table 3 and notes gained from observation done, the activities performances in opening the lesson were not good yet. Most of them performed the similar ways of opening lesson. The student teachers seem to be nervous in opening the class. Some indicators in the opening lesson were missing. They spend much time in

checking the students' present. As the result, they missed to give motivation, to introduce the guideline of lesson and to review the previous and existing lesson.

Second is the student teachers' behavior. The data gained showed most of the student teachers' performances were in the good category (see table 4).

Table 4: The frequency and percentage of student teachers' behavior

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 2 | 8,33 |
| 2 | good | 2.5-3.49 | 22 | 91,67 |
| 3 | fair | 1.5-2.49 | 0 | 0,00 |
| 4 | poor | <1.5 | 0 | 0,00 |
| Total | | | 24 | 100,00 |

Most of the student teachers' in the performance test could speak clearly in their explanation. The movement was also active in order to respond the audience present in the classroom.

Third is the student teachers' comprehension of learning materials. The data gained showed that most of the student teachers' performances were in the fair category (table 5).

Table 5: The frequency and percentage of student teachers’ comprehension of learning materials

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 2 | 8,33 |
| 2 | Good | 2.5-3.49 | 5 | 20,83 |
| 3 | Fair | 1.5-2.49 | 16 | 66,67 |
| 4 | Poor | <1.5 | 1 | 4,17 |
| Total | | | 24 | 100,00 |

Classroom observation done supported the data on table 5, in which some student teachers who got fair and poor level of performance could not explain completely the materials of the learning. As examples; they forgot the parts of the learning materials, could not

give an easy examples requested by the audiences.

Forth is the student teachers’ performance in the teaching and learning activities. The data gained showed that most of the student teachers’ performances were in the fair category (see table 6)

Table 6: The frequency and percentage of student teachers’ performance in teaching and learning activities

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 2 | 8,33 |
| 2 | good | 2.5-3.49 | 9 | 37,5 |
| 3 | Fair | 1.5-2.49 | 8 | 33,33 |
| 4 | Poor | <1.5 | 5 | 20,83 |
| Total | | | 24 | 100,00 |

From four indicators of teaching and learning activities, it showed that the student teachers’ performance in responding the audiences’ respond and time allocation management became the notes that should be improved. Frequently, time allocation planned on the lesson plan was over than what ones be practiced.

Fifth is the student teachers’ performance in using media of teaching and learning. The data gained showed that most of the student teachers’ performances were in the good category (see table 7).

Table 7: The frequency and percentage of student teachers' performance in using media of teaching and learning

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 3 | 12,5 |
| 2 | Good | 2.5-3.49 | 14 | 58,33 |
| 3 | Fair | 1.5-2.49 | 4 | 16,66 |
| 4 | Poor | <1.5 | 3 | 12,5 |
| Total | | | 24 | 100,00 |

The data presented in table 7 was supported by researcher's observation. By using some interesting and simple media, student teachers seemed to be active in using the media for their teaching practice. For those who got fair and poor, in the practice teaching they

just used the guidance book or textbooks.

Sixth is the student teachers' performance in evaluation. The data gained showed that most of the student teachers' performances were in the fair category (see table 8).

Table 8: The frequency and percentage of student teachers' performance in evaluation

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 0 | 0,00 |
| 2 | Good | 2.5-3.49 | 9 | 37,5 |
| 3 | Fair | 1.5-2.49 | 12 | 50 |
| 4 | Poor | <1.5 | 3 | 12,5 |
| Total | | | 24 | 100,00 |

In doing the evaluation, most of the students could not complete their evaluation well. Since the time was limited, they spent only half of the evaluation activities. Finally, they assigned their audiences to get the test or task as their homework.

Seventh is the student teachers' performance in closing the lesson. The data gained showed that most of the student teachers' performances were in the good category (table 9).

Table 9: The frequency and percentage of student teachers' skill in closing the lesson

| No | Category | Range | Frequency | Percentage % |
|-------|-----------|----------|-----------|--------------|
| 1 | very good | 3.5-4.0 | 3 | 12,5 |
| 2 | Good | 2.5-3.49 | 15 | 62,5 |
| 3 | Fair | 1.5-2.49 | 6 | 25 |
| 4 | Poor | <1.5 | 0 | 0,00 |
| Total | | | 24 | 100,00 |

In closing the lesson, most of them could do it well even though it was also found 6 of the student teachers close the lesson without reviewing and also giving responds to the audiences.

Eighth is the student teachers' performance in giving the learning support (follow up). The data gained showed that most of the student teachers' performances were in the good category (see table 10).

Table 10: The frequency and percentage of student teachers' skill in giving the learning support (follow up)

| No | Category | Range | Average of Frequency | Percentage % |
|-------|-----------|----------|----------------------|--------------|
| 1 | very good | 3.5-4.0 | 4 | 16,67 |
| 2 | Good | 2.5-3.49 | 16 | 66,67 |
| 3 | Fair | 1.5-2.49 | 0 | 0,00 |
| 4 | Poor | <1.5 | 4 | 16,66 |
| Total | | | 24 | 100,00 |

The last indicator of basic teaching performance is follow up in which the student teachers were to give task and motivate for next meeting lesson. From the observation, most of them could do it in their practice.

Finally, this study on the students' basic teaching performance could be

summarized in form of average frequency and percentage, based on the categories of very good, good, fair and poor. The total frequencies of each level were divided in to 8 as the all categories of teaching performance. The final recapitulation of the average could be seen as in the table 10.

Table 10: The average score of student teachers' teaching skill in each category

| No | Category | Range | <u>Frekuensi</u> 8 indicators | Percentage % |
|-------|-----------|-------------|----------------------------------|--------------|
| 1 | very good | 126,9 -156 | 16/8 = 2 | 8,33 |
| 2 | Good | 97,6 -126,8 | 95/8 = 11, 87 | 50 |
| 3 | Fair | 68,3 - 97,5 | 65/8 = 8,12 | 33,33 |
| 4 | Poor | 39 - 68,2 | 16/8 = 2 | 8,33 |
| Total | | | 24 | 100,00 |

As a result, this study could find the average of student teachers' basic teaching performance in the average of good category. The table 10 presented

(58,33 % of the students achieved \geq good) while 41.66% achieved fair and poor category.

CONCLUSIONS

Based on the finding presented on the previous part, this research concludes as follows;

1. The student teachers' basic teaching performance at class VI/A English department of university of Pasir Pengaraian categorized in the level of good ($\geq 58,33$ %).
2. There should be some improvements on their practice

related to the following indicators of teaching performance, indicated in the fair category;

- a. Opening the lesson
- b. Comprehension of learning materials
- c. Teaching and learning activities
- d. Evaluation

SUGGESTION

Based on the conclusion above, it is suggested that English Lecturer advised TEFL II to give more exercises of teaching performance practice than before besides the students are to be active in increasing their knowledge as

the preparation to have practice. Further study, the next researchers are suggested to study more on the methods how to improve the student teachers' performance on the basic teaching practice.

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