BASIC COMPONENTS OF MICRO TEACHING SKILL AT THIRD YEAR STUDENTS FKIP UNIVERSITAS PASIR PENGARAIAN

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ABSTRACT

The basic components of micro teaching skill is the basic skill to students who are going to be a teacher. Micro teaching is a course to practice teaching in faculty of teacher training and education.The research was done at third years students in 4 Department of FKIP in Universitas pasir pengaraian (English Study Program, Math, Physic and Biology) .The methodology of this research is qualitative research. The researcher uses the teacher instrumentation assessments (IPKG 2). From the analysis, it can be concluded that the basic components of micro teaching skill at third years students of FKIP in Universitas Pasir Pengaraian is in good category or in 68,75% .

Keywords: *Micro Teaching, Basic components of micro teaching, third year students.*

INTRODUCTION

Teacher is a professional educator with some tasks of educating, teaching, guiding, directing, training, assessing, and evaluating student. To be a professional educator, a teacher must be well trained to grow the ability of teaching. Being a good teacher does not only master all the material but also must have good teaching skills; developing classroom learning situation, building a conductive learning situation and conveying informations or materials to the student. A student who is going to be a teacher should be able to master the skills of teaching because it is the provision of a student as a teacher candidate to become a professional educator.To produce a teacher or a professional educator, some of educational courses and fields of study, either in the form of theory and practice, must be learned and trained to the students who are going to be a teacher. One of the important courses as a preparation for teacher training is micro teaching practice. Through micro teaching, teacher candidates gain real experience in the practice of teaching.

Before carrying out the process of teaching and learning or training appearance through micro teaching approach, it is important to have some preparations. The preparation consists of two parts, the first is mastery of concepts or theories of learning, including the types of teaching basic skills to be trained, and the second is physical preparation that involves learning facilities and infrastructure that will support the implementation of micro teaching. Micro teaching is one of the activities of teaching and learning exercises for student teacher candidates to develop teaching skills, it is also as a

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media workout interact with learners. Micro teaching is an approach or a method of training the appearance of teaching is done in a "micro" or simpified (Sukirman, 2012 p, 89).Simplification is associated with each component of learning, for example; time, material, number of students, the type of teaching basic skills trained, method and instructional media. A micro teaching class provides an opportunity for student teacher candidates to learn and create an effective learning process. Through micro teaching, teacher candidates are expected to improve their skills to manage the class, to create a learning atmosphere that is enthusiastic, also the skill to choose appropriate learning methods.

Additionally Micro teaching is a teaching activity carried out by simplifying all the existing components. As the number of students (5-10 people) that only his friends own environment, teaching time is only 15 minutes, teaching materials just one or two small units are only focused on specific teaching skills under the guidance of the supervisor.Based on the researcher's previous observation to students who take courses in micro teaching, the main problem that often arises in this micro teaching is such lack of skills to speak in the classroom making constraints in the delivery of learning materials, lack of confidence in students, and do not know how to manage a classroom, lack of creativity in using the media, lack of motivation and provide reinforcement to student and lack of variation techniques and teaching strategies. This is also in line with the phenomenon that occurs in third years students of FKIP in Universitas pasir pengaraian. There are still found some students who get the least amount of maximum score on

micro teaching courses. This is not in line with the purpose of Faculty of Teacher Training and Education in producing a professional teacher who are ready to apply their knowledge.

Besides, every students at seventh semester in Faculty of Teacher Training and Education in Universitas pasir pengaraian obligated to follow practical teaching practice. In practical teaching practice, the student who is going to be a teacher faces the real class. Students are asked for practicing all teaching experiences during microteaching class. Here, a teacher candidate can feel how to be a real teacher, who are required to have a very complex competence, not only good in delivering any material, but also be able to give a good examlple to student.

In addition, one of the problems is students do not master all of the basic components of micro teaching skill. When the student ask to make syllabus and lesson plan which is related to the elaboration of indicator, goal, methode and insructional media as well as an evaluation tool in microteaching class is still difficult to be understood or applied by the student who are going to be a teacher.Another problem that faced by the students who are going to be a teacher is they do not master the basic component of micro teaching skill. When the student practices micro teaching in front of their peers, student can not open the class with various ways, student only starts the class by greeting and checking the attendance list. Student explains the material in monothon way. In example, student only use explanation methode in delivering the subject. Therefore, researcher interested to do a research which is entitled: Basic components of micro teaching skill at third year

students of FKIP in Universitas pasir pengaraian.

1. Concept of Microteaching

Micro teaching is a step that must be passed by student who are going to be teacher. It gives the main modal of teaching skill for them. Micro teaching is the first experience of teaching for most teacher candidate students. Some aspects can be analyzed and improved in micro teaching. It is the first even, the only one training that they got before taking field work of teaching practice. At least, it can give some simulation to them about how to practice teaching.

Micro teaching was originally created in the early 1960s at Stanford University as a type of scaled-down simulation activity to help teacher candidates learn to teach (Ralph, 2014, p. 17). It was designed as a small class but structured practical experience in which prospective teachers would begin to present the material by planning and presenting a 5- to 10-minute lesson, in which they were to apply specific instructional skills or tasks previously studied in class. Students conducted the micro teaching in a small group of their peers, which was typically recorded for subsequent viewing, reflection, and evaluation by the teacher candidate, her/his peers, and the course mentor/instructor.

According to Kilic (2010, p. 82), in micro teaching, teacher candidates find opportunities to develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion. Also, through micro teaching, the teachers' class management skills improve. They acquire the skills to choose appropriate learner is activities, use teaching goals,

and overcome difficulties encountered during the process. During learner learning, on the other hand, teacher candidates improve their skills in giving feedback and measurement and evaluation. Furthermore, by observing the presentation of their friends they find a chance to observe and evaluate different teaching strategies.

Anthonia (2014, p. 185) Explained that micro teaching is an excellent way to build up skills and confidence, to experience a range of lecturing or tutoring styles and to learn and practice giving constructive feedback. Microteaching gives instructors an opportunity to safely put themselves "under the microscope" of a small group audience, but also to observe and comment on other people's performances. Micro teaching is technically a scaled-down teaching. It is also known as simulated encounter designed and teaching laboratory. The prefix 'micro' comes from a Greek word meaning 'small' like 'Microscope' and 'micrometer'. It is a teacher training technique of both pre-service and in service teachers (Ghafoor, 2012, p. 224). Its mean micro teaching is a practicing to be a real teacher in small term.

Micro teaching allows prospective teacher to try and improve certain teaching skills, such as material utilization in lesson and behaviours in using voice, tone, and mimics in a controlled way in a laboratory environment (Ilhan, 2009, p. 166). Instead of students teaching in a real school environment, they should practice teaching skills and behaviours in a more limited and facilitated environment. The lesson environment is rather complex under normal condition and simplified in terms of the number of

students, duration of teaching, and teaching content.

Another definition from Al-Methan (2006, p. 2) states that mircoteaching is an organized teaching practice that has been proven by many educators to be a quick, efficient, and fun way to help student teachers get off to a head start during student teaching practice. The goal of such practice is to give student teachers confidence, support, and feedback by letting them try out teaching among friends and colleagues.

Dwight Allen in Asril (2011, p. 44) asserts, that the purpose of the micro teaching for teacher candidates are (1) gives the basic teaching experience, (2) prospective teachers can develop their teaching skill before they went into the field, (3) provide the possibility for prospective teachers to gain a wide variety of teaching skills. As for the teacher to provide refreshment in educational programs and gain experience of teaching that is individualized to develop the profession, as well as develop an open attitude to teachers updates. Thus the micro teaching learning objectives is to train prospective teachers to have a basic and specialized skills in the learning process.

2. Process of Microteaching

According to Singh (2014, p. 29) states that the microteaching programme generally consisted of two phases namely, orientation phase and practice phase.

a. Orientation phase:

The purpose of this phase is to bring a clear understanding of the microteaching technique, teaching skill, process of feedback, observation of the lesson, preparation of lesson plan, aid other elements of micro-teaching. This phase forms a base to practice particular teaching skill.

b. Practice phase

The practice phase is the main phase of the micro-teaching programmed. In this phase, trainees practice the required teaching skill. The trainee does so by following the six steps mentioned below. The completion of these steps means one microteaching cycle. This cycle may continue till the trainee mastered the given skill. Each step of the microteaching cycle is given below

1. The trainee plans a short lesson which he can use the skill which he wants to practice.
2. Trainee teaches the lesson to small group of pupils which is videotaped or audiotape or observed by supervisor and/or peer(s).
3. Feedback is provided to the student teacher by videotape or audiotape recorder or who observes, and analyses his lesson with the help of supervisor. The supervisor attempts to make so enforcing comments about instances of effective use of the skill and draws the student's attention to other situations where the skill could have been exercised.
4. In the light of feedback and supervisor's comments, the student teacher re-plans the lesson in order to use the skill more effectively.
5. The revised lesson is re-taught to different but comparable group of pupils.
6. Feedback is again provided (re-feedback) on the re-teach lesson

which is analyzed with the help of the supervisor.

7. Teach-re-teach‟ cycle may be repeated till adequate level of skill-acquisition takes place.

3. The Importance of Microteaching

The importance of microteaching has been discussed under the following heads (Singh, 2014, p. 29).It is a safe practice. Practice is essential for many learning activities. Practice is the normal class-room whether by a student teacher or by experienced teacher brings with it certain constraints. It is felt that students are to be skillfully taught, not practiced on. Practice may take place within a larger block of time. It must be integrated into the flow of longer lesson. Most important factor taking in our classroom teaching is the limited opportunity for the student teacher to receive feedback for his performance.

METHODOLOGY

This research consists of one variable and designed using descriptive qualitative. It is said as descriptive research because it only one variable that describe students skill in basic component of micro teaching in English Study Program in Universitas pasir pengaraian. Meanwhile, it is said qualitative research because it involves natural setting fundamentally interpretive. Widoyoko (2012) says that qualitative research describes the way things are which is based on facts and stated in statement or words form. In addition, qualitative research takes place in the natural setting of the basic components of micro teaching skill.

The setting of this research was conducted at English Study Program in Universitas pasir pengaraian. It was located in Faculty of Teacher Training and Education.The time of this research was started from May up to June 2015.

According to Arikunto (2010, p. 173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested to take the population of the research is the sixth semester students of English Study Program in academic year 2015/ 2016.

There were 24 students at sixth semester student. It consists of 12 students in class A and 12in class B. So, the total populations of the research were 24 students.

In this research, the researcher took a sample by using total sampling. According to Sugiyono (2009, p. 124) total sampling is a technique to determine the sample if all of the population is used as sample. To take the sample according to Arikunto (2010, p. 112) if the subject is less than 100 peoples suggested to take all of subject. But, if the subject more than 100 peoples can take 10-15%, and 20-25% or more. In this research, the researcher used total sampling because the population at sixth semester students in English Study Program in Universitas pasir pengaraian less than 100 peoples. It means the sample of this research were 24 students.

Arikunto (2002, p. 136) states that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. Based on data collection techniques are used, the instrument of this study used the questionnaire from the guidelines of teacher performance appraisal (IPKG2)to determine how are

the basic components of micro teaching skill at sixth semester students in English Study Program in Universitas pasir pengaraian.

According to Widoyoko (2012, p. 33), collecting the data of research is intended to get the data, explanation, facts and accurate information. It means, the purpose of collecting the data is to find the data and to get information about the research. In this research, the researcher used documentation and interview in collecting the data.

Documentation is on of techniques in collecting qualitative data, by analysing on the subject of research through the document. This technique was used to obtain more complete data through micro teaching assessment format. The researcher made a documentation by video recorder. Through this documentation the researcher analysed the skill of sixth semester student in basic component of micro teaching skill.

This study used a descriptive analysis. According Riduwan and Sunarto (2012), descriptive analysis is the analysis of the data that describes something that is in individual or group. The purpose of descriptive analysis is to make systematic data in factual and accurate about the problem that is researched.

Basic components of students' microteaching skills, this research were analysed by 8 indicators consisting of 39 items, each item got a maximum score of 4 and a minimum was 1. The teaching skill of the students in this study were grouped or divided into four categories (Very Good, Good, Bad, Very Bad), so it can be calculated by the formula:

$$X= \underline{(A+B+C+D+E+F+G+H)}$$

(IPKG-2)
X = Teacher Performance Assessment Instruments (IPKG-2)

Assessment Criterion

No	Information	Range	%
1	Very Good (A)	3,5 – 4,0	80 – 100
2	Good (B)	2,5 – 3,49	70 – 79
3	Bad (C)	1,5 – 2,49	60 – 69
4	Very Bad (D)	< 1,5	< 59

(IPKG-2)

The basic components of micro teaching skill at sixth semester students of English Study Program in Universitas pasir pengaraian measured by eight indicators and consist of 39 item. Every items got maximal score 4 and minimal score 1. In this research, the students' micro teaching skill was categorized into four categories very good (A), good (B), fair (c) and Poor (D). So it could be formulated as follow.

$$\underline{Maximum\ score - Minimum\ score}$$
$$categories$$

$$\frac{156 - 39}{4} = 29{,}25$$

Tabel 3.1 Analysis of the basic components of micro teaching skill

No	Category	Range	Letter
1	Very good	126,9 -156	A
2	Good	97,6 -126,8	B
3	Fair	68,3 - 97,5	C
4	Poor	39 - 68,2	D

(source : Processed Data 2015)

FINDING AND DISCUSSION

Universitas pasir pengaraian was located at Jl. Raya Kumu, Rambah Hilir Sub District, Rokan Hulu Regency. This research was conducted to the sixth semester students of English Study Program on May up to July 2015. Total populations were 24 students and the researcher used total sampling method in conducting the research.

The result of this research is based on the teacher instrumentation assessment (IPKG2). In analyzing the data, the researcher used the score from 2 raters and from the researchers' analysis. There are eight basic components of micro teaching skill will be analyzed in this research. They are set induction, set closure, classroom management, reinforcement, guiding small discussion, questioning, explaining and stimulus variation. Each was measured by some indicators. Example in set Induction, there are 5 indicators such as the teacher candidate can drawing students' attention, giving motivation, giving apperception, informing lesson goal and giving reference. Every indicators get maximum point (4) and minimum point (1). The score of the raters and the resarcher analysis will be categorized into folowing table.

Table 4.1: Analysis of the Basic Components of Micro Teaching Skill based on IPKG 2

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 2, 2008)

The basic components of Micro Teaching Skill at sixth semester students of English Study Program in Universitas pasir pengaraian analyzed by IPKG 2. The score will be categorized into four, Very good (A) the range is 3.5 – 4.0, Good (B) if the students get 2.5 – 3.49, Fair (C) in 1.5 – 2.49 and Poor (D) if the students only get <1.5.

3.1.1. The basic components of Micro Teaching Skill at Third Year Students of FKIP in Universitas pasir pengaraian analyzed from each aspects of Micro teaching Skill.

a. The Basic Components of Micro Teaching Skill at third year students of FKIP in Universitas pasir pengaraian in Set Induction and Closure aspect (Pre-Teaching and Learning process)

Teacher candidates must applied all of the indicators in set induction and closure, such as drawing students attention, giving motivation, giving apperception, informing lesson goal and giving reference before starting the lesson.

Table 4.2: Analysis of the Basic Components of Micro Teaching Skill In Set Induction and Closure

No	Category	Range	Frequency	Percentage %
1	Very good	3.5-4.0	11	9,80
2	Good	2.5-3.49	60	54,90
3	Fair	1.5-2.49	41	35,29
4	Poor	<1.5	0	0,00
Total			112	100,00

Based on the table above, there was 11 student (9,80%) in very good category. It means, the teacher candidate did all the indicators in set induction. They are drawing students' attention, giving motivation, giving apperception, informing lesson goal and giving reference. Furthermore, there are 3 indicators in set closure skill. They are reviewing last meeting subject, giving a chance to asking and answering the question and giving the conclusion of the lesson. There were 60 students (54,90%) in good category. Teachers candidate also do the indicators in set induction but most of them did not give clear information in informing lesson goal and giving reference. There were 41 students (35,29%) in fair category.So, it can be concluded that the basic components of micro teaching skills at third year students of FKIP in Universitas pasir pengaraian in set induction was in good category (54,90%).

b. The Basic Components of Micro Teaching Skill at third year students of FKIP in Universitas pasir pengaraian
in reinforcement aspect (Opening the teaching and learning process)

Table 4.3: Analysis of the Basic Components of Micro Teaching Skill In Reinforcement aspect

No	Category	Range	Frequency	Percentage %
1	Very good	3.5-4.0	2	1,8
2	Good	2.5-3.49	74	66,07
3	Fair	1.5-2.49	29	25,9
4	Poor	<1.5	7	6,25
Total			112	100,00

There were 4 indicators in reinforcement skill, they were use of praise words and statements, use of pleasant and approving gestures and expressions, accepting and using students' idea and repeating and rephrasing. Based on the table above, there were 2 students (1,8%) in very good category. It can be seen from the students applied all the indicators in micro teaching practice. They do not only give the reinforcement by statements but also by giving gesture such as give applause and give thumb up to the students. 74 students (66,07%) were in good category. Actually, the students apply all the indicators in reinforcement skill but there were some students did not using the students' idea in learning process. 29 students (25,9%) were in fair category and 7 students (6,25%) in poor category. So, it can be concluded that the basic components of micro teaching skill at at third year students of FKIP in Universitas pasir pengaraian in reinforcement skill was good category (66,07%).

c. The Basic Components of Micro Teaching Skill at third year students of FKIP in Universitas pasir pengaraian
in explaining skill aspect. (The main process in teaching and learning)

Table 4.4: Analysis of the Basic Components of Micro Teaching Skill in explaining skill aspect

No	Category	Range	Frequency	Percentage %
1	Very good	3.5-4.0	0	0
2	Good	2.5-3.49	102	91,07
3	Fair	1.5-2.49	10	8,92
4	Poor	<1.5	0	0,00
Total			112	100,00

Based on the table above, there were only 102 student (91,07%) good category and only 10 students (8,92%) were in fair category. There were some indicators measured in explaining skill, how the students comprehend the material, how could they apply the strategy and media related to the topic given, the way the measure the teaching and learning process until the language that they used in the classroom. So, it can be concluded that the basic

components of micro teaching skill at third year students of FKIP in Universitas pasir pengaraian in explaining skill was good category (91,07%).

d. The Basic Components of Micro Teaching Skill at at third year students of FKIP in Universitas pasir pengaraian in stimulus variation skill aspect.(Closing the teaching and learning process)

Table 4.5: Analysis of the Basic Components of Micro Teaching Skill
in stimulus variation aspect

No	Category	Range	Frequency	Percentage %
1	Very good	3.5-4.0	2	1,79
2	Good	2.5-3.49	67	59,82
3	Fair	1.5-2.49	41	36,66
4	Poor	<1.5	2	1,79
Total			24	100,00

Based on the table above, there were 2 students (1,79%) in very good category. 67 students (59,82%) were in good category and 41 students (36, 66%) were in fair category and only 2 students (1,79%) were in poor category. In this case, the indicators determines such as how the students give some reflection to the material given, the students' skill in giving conclusion and guiding the students in order to improve their skill in learning. So, it can be concluded that the basic components of micro teaching skill at third year students of FKIP in Universitas pasir pengaraian in stimulus variation skill was good category (59, 82%).

4.1.1. The basic components of Micro Teaching Skill at third year students of FKIP in Universitas pasir pengaraian analyzed from all aspect of Micro teaching Skill.

The conclusion of the basic components of micro teaching skill at third year students of FKIP in Universitas pasir pengaraian can be seen from all of the aspects in micro teaching skill based on teacher instrumentation assesment (IPKG 2).

Table. 4.6: The basic components of micro teaching skill at sixth semester students of
English Study Program in Universitas pasir pengaraian.

No	Category	Range	Frekuensi	Percentage %
1	Very good	126,9 -156	2	1,79
2	Good	97,6 -126,8	76	67,9
3	Fair	68,3 - 97,5	34	30,4
4	Poor	39 - 68,2	0	0,00
	Total		112	100,00

Based on the table above it can be concluded that, the basic components of micro teaching skill at third year students of FKIP in Universitas pasir pengaraian was good. It can be seen from 76 students (67, 9 %) were in good category. 2 students (1,79 %) were in very good category and only 34 students (30,4%) were in fair category. Most of the students applied all of the indicators in micro teaching skill.

In this research, the basic components of micro teaching skill at third year students of FKIP in Universitas pasir pengaraian measured by the guidlines of teacher assesment instrumentations (IPKG 2).

From the present findings, it showed that some students still have problems in the basic components of micro teaching skill. especially in eight basic components of micro teaching. Some students still confuse to apply the micro teaching skill. It can be seen from the data 33 students (29, 46 %) were in fair category. Only 2 students (1,78%) were in very good category and 77 students (68,75%) were in fair category. Most of the students applied all of the indicators in micro teaching skill.

CONCLUSION AND SUGGESTION

Based on the result of the research, the researcher would like to give conclusion about the research. The basic components of micro teaching skill at at third year students of FKIP in Universitas pasir pengaraian was good, because 76 students (67, 9%) were in good category. They got score in range of 97,6 -126,8. They applied the basic components of micro teaching skill when teaching pratice. They were good in conducting set closure, reinforcement, questioning and classroom management. In set closure, they knew how to close the class by reviewing and cocluding the subject. In reinforcement, they used of praise words and statements if the students gave partipation in the class, accepting and using students' ideas. In the questioning skill, they applied prompting, seeking further information, redirecting, focusing and increasing critical awareness. They are also good in classroom management because they managed the class by applied responsive, giving attention, clarity of direction and cheking inappropriate behaviour.

There were 2 students (1,79%) in very good category where they got score in range of 126,9 - 156. They were very good in guiding small discussion and they were also very good in conducting stimulus variation. In guiding small discussion, they kept attention, clearing the problem, analyzing students' opinions, giving participation and closing discussion. In conducting stimulus variation, they applied voice variation when they explained the lesson, verbal focusing, eye contact, facial expression, gestures and body movements.

There were 34 students (330,4%) in fair category where they got score in range of 68,3 - 97,5. They were fair in set induction and explaining skill. In conducting set induction, the students did not applied all the indicators. Example, they only opened the class by greeting the students and then cheking the attendance list. They did not opened the class by drawing students' attentions, giving motivation, giving apperception, giving reference and informing the lesson goal. In explaining skill they did not give clarity,

continuity, covering essential point of the lesson, relevance to content using begining and concluding stetements. The score was taken from the raters' and the researcher analysis. From the result above, the basic components of micro teaching skill at sixth semester students of English Study Program in Universitas pasir pengaraian was in good category.

Based on the result of the research, researcher would like to give some suggestions as follows:

1. For the Lecturer, especially micro teaching lecturer, the lecturers are suggested to attract the students' motivation to improve their basic component of micro teaching skill.

2. For Students, micro teaching is very important for students who are going to be a teacher. By learning micro teaching the students will get good preparation before they teach in real school.

3. For the next researcher, the researcher suggests that, this research can be a reference for the next research related.

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