

Participation Performance of Students' Basic Teaching Skills in Microteaching

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ABSTRACT

This study aims to describe the participation performance of students' basic teaching skills in microteaching. This quantitative study utilized questionnaire to collect the data. The data is processed based on a standardized scale in the assessment of basic teaching skills using the Likert scale. Based on the distribution of 32 respondents viewed from 7 indicators of opening skills, namely indicators of attracting attention and generating motivation, 23 respondents received a scale of 5 (very good) with achievement of 0.68. The skills to close the lesson are indicators providing references, showing links, and making summaries. The visible scale is 2 (less) with 27 respondents, and the level of achievement is 0.84. In general, the skills of opening lessons are in a good category, but the skills of closing lessons are still lacking. Observation of the skill to explain, it appears that the achievement score indicators of motivation and clarity (use of language, intonation) got a score of 5 (very good) from 25 respondents, with an achievement of 0.78. In detail, the weaknesses can be seen in the organization of insufficient material explanations, providing relevant examples, and applying fun learning methods. Questions or feedback are only memory and memorization, as seen in 27 respondents who got a scale of 2 (less) with an achievement of 0.87. It means that microteaching has a positive effect in helping them become more confident, gain experience, teach a lesson effectively, communicate effectively, wrap up a lesson, manage a classroom, plan ahead, and manage their time effectively.

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1. INTRODUCTION

Teaching a language is challenging because it is an intellectual, cultural, and contextual activity that requires skillful decisions about how to convey subject matter knowledge, apply pedagogical skills, develop human relationships, and both generate and utilize local knowledge. Teaching a language is

different from teaching other subjects like history or science (Onal, 2019; Ningsih et al., 2021). Language is seen as a process of action activities and communicative performances that require creativity. Duranti (1997) in (Herman, Shara, Silalahi, Sherly, & Julyanthry, 2022) states that performance is something creative, tangible and acceptable. Finnegan (2005), as cited in (Purba, Herman, et al., 2022), further states that performance is a communication event that has dimensions of a communication process that is socially, culturally and aesthetically charged.

In the context of social and cultural activities, performance refers to communicative acts that are both dynamic and aesthetically pleasing. Here, we will talk about the interactions between future educators and their peers during practice teaching in a classroom setting (a social activity known as "microteaching"). Capability to present lesson plans to colleagues and hear their reactions. In this context, "cultural dimension" refers to an endeavour that must be appealing in order to convey predetermined and well-received messages. Emotional intelligence, empathy, and the ability to learn from feedback and apathy from an interlocutor are all displayed in the aesthetic dimension. That can only happen with mutual investment in a successful outcome from all involved parties.

The performance involves speakers, participants and the media or means used. Performers or prospective teachers, in addition to communicating actively, creatively and aesthetically, must prepare the readiness of students or participants to receive the responses they will deliver. Herman et al. (2022) explained the importance of media in learning. Moreover, Triana et al. (2021) supported that the media that must be prepared are learning tools such as curriculum, syllabus, lesson plans, learning models and strategies, learning media, and learning evaluation (Diana, 2013; Sherly et al., 2021).

The basic teaching skills that must be prepared are opening and closing lessons, explaining skills, variation skills, questioning skills and verbal and non-verbal reinforcement skills (Asril, 2015). Some of these skills will be observed when the teacher candidates practice microteaching (Hendrey & Nadya, 2017). Dwight Allen and his colleagues developed microteaching at Stanford University in the early 1960s as an experimental program with the goal of achieving excellence in teacher preparation (Wei, 2015; Ike, 2017). Microteaching is organized practice teaching that aims to boost instructors' confidence, support, and feedback by allowing them to test out a brief section of what they intend to do with their students among friends and coworkers (Onwuagboke, Osuala, and Nzeako, 2017). The microteaching course is a course that is applied as an exercise to prepare prospective teachers (students) to become minor teachers in the classroom, before they carry out PPL (Field Experience Practice) at school. The students practice teaching in front of their friends, prepare themselves by making learning tools and must master basic teaching skills. Hence, Microteaching creates a uniform, routine robots with predetermined smiles and actions. According to some, it is a form of play-acting done in unnatural settings, and the learned skills might not stick. The criticisms are without merit because the teacher is driven to improve, and the observer is learning how to provide constructive criticism. Repeated studies have demonstrated that microteaching significantly improves teaching abilities over time (Mahmud and Rawshon, 2013). Hence, the definition of micro-teaching by Al Darwish and Sadeqi (2016) is a teaching encounter that offers a setting for instruction in which the complexities of a typical classroom are scaled-down and in which the teacher receives extensive feedback on his or her performance. They concur that micro-teaching is an effective method to be applied in the pre-service and in-service stages in the professional development of teachers.

Microteaching programs have become a popular and effective method of training basic teaching skills for prospective teachers. Microteaching provides opportunities for student teachers to practice their teaching skills in a controlled and realistic environment. It is a useful technique for enhancing the teaching abilities of future teachers. Real-world teaching experiences are encouraged by the pre-service and in-service teachers' demonstrated success (Remesh, 2013). It focuses on honing, growing, and boosting the confidence of the learner-teachers. Teacher candidates experiment and learn teaching techniques by dissecting them into smaller parts and different components with the aid of microteaching practice (Wangchuk, 2019). Pre-service teachers can greatly enhance their teaching abilities using core microteaching skills such as presentation and reinforcement. Choeda & Kinley (2013) recognized

microteaching as an effective tool for pre-service teachers' professional development in their study on exploring the authenticity of microteaching in pre-service teacher education programs. By enabling pre-service teachers to pursue a reflective teaching experience, microteaching gives skilled supervision a chance to accommodate constructive criticism, which is crucial for enhancing the pre-service teachers' skills. The use of microteaching and feedback aids in teachers' improvement. Since immediate feedback can be obtained following each practice session, microteaching scales down the difficulties of real teaching (Ostrosky et al., 2013). These opportunities for feedback give them a chance to consider their strengths and correct their mistakes, thereby improving their overall teaching abilities. As they learn new teaching strategies, this methodological process also allows them to identify and reflect on their own and other teachers' teaching styles. Reciprocal negotiation of the students actively presenting and watching the performances makes a significant contribution to the acquisition of the skills while instilling teaching skills in pre-service teachers through such practice (Wangchuk, 2019).

Here are a few arguments for why it is crucial to include microteaching in the classroom immediately. Bakir (2014) offered some clarifications on the topic. First and foremost, the ineffectiveness of the program's teaching practicum class can be attributed to the teachers, non the schools, and the vast curriculum. Adding to the difficulty is the possibility that the instructor is already swamped with work. Microteaching is one of the most effective strategies for mitigating these problems. National and international research show that microteaching not only helps students improve a variety of core abilities, but also promotes favourable attitudes towards the teaching profession (Ledger & Fischetti, 2020; Ledger, 2021; Zein et al., 2020). Second, microteaching helps with teacher training by giving future educators a place to practise their craft outside of a classroom setting, which can be difficult to replicate. Therefore, microteaching not only helps students put theory into practise, but also promotes self-confidence, because it educates them about the concepts, attitudes, and presumptions of learning, as well as their own academic identities.

During the five years that researchers took up this course, researchers saw that they still felt the lack of ability of prospective teachers to teach in class, distrusted themselves, did not master the materials, and feared criticism from their friends. In terms of learning tools in writing concepts, most of them are already able to write, but only writing concepts. The weakness is the performance of the students. Talking about performance is not just talking about language but following the culture. What causes students to be incompetent, have no performance, and not be creative in basic teaching skills. This is actually what arouses great curiosity in researchers. Are the researchers also less performant so that the students are also less performant? Thus, this research is expected to make a valuable contribution in increasing the effectiveness of teacher education and developing the teaching skills of prospective teacher students through the micro-teaching program.

2. METHODS

A quantitative survey was utilized to assess the participation performance of students' basic teaching skills in microteaching. The survey instrument was developed specifically for this study, incorporating Likert-scale items to measure various aspects of the participants' performance. The survey items were designed to evaluate the participants' level of preparedness, communication skills, classroom management abilities, and overall teaching effectiveness. The survey also included demographic questions to gather information about the participants' backgrounds and prior teaching experience. The researchers developed the survey instrument based on the objectives of the study and relevant literature on teaching skills and microteaching. The survey was carefully reviewed by experts in the field of education to ensure its validity and appropriateness. Following their feedback, the survey was refined and finalized.

The participants in this study consisted of 32 students who enrolled in the microteaching class at an Islamic junior high school in Labuanbatu. Purposive sampling was employed to select the participants based on their enrollment in the microteaching course. Survey Administration: The survey was administered to the participants after they

The collected survey data were analyzed using descriptive and inferential statistics. Descriptive statistics, such as means, standard deviations, and frequencies, were computed to summarize the participants' responses. Inferential statistics, such as t-tests or analysis of variance (ANOVA), were employed to examine potential differences in the participants' performance based on demographic variables or other relevant factors.

Students are given an explanation of basic teaching skills. Samples were divided into three groups, namely a group consisting of four people, namely the group to be assessed, the assessor group with an assessment questionnaire and the student group. Actors who act as students who are also independent assessors, then the research is carried out by observing the activities of each group of students based on the types of basic teaching skills. Researchers observed activities and recorded all performance activities in the form of text, context and context and to strengthen the data, recording was carried out. The data collection technique used a questionnaire based on the exercise book, namely a questionnaire for basic skills of opening and closing lessons, a questionnaire for explaining skills, a questionnaire for conducting variations, a questionnaire for conducting questions and a questionnaire for strengthening verbal and non-verbal. The results of the questionnaire were assessed using a Likert Scale. Data were analyzed using the Miles and Huberman Interactive Model.

Data Condensation refers to the process of selecting, focusing, abstracting and transforming field data or the results of observations, questionnaires and interviews about basic teaching skills. Display data in the form of tabulation of observation data, questionnaire data and interviews (Silalahi et al., 2021). then the results are described. The data described are concluded in general terms. The performance conclusion is in the form of text (consisting of utterances produced by students, context (adjacent to the text that accompanies the text in the form of intonation, gesture and kinesthetic and the equipment used and the context related to the location, time and situation created. The questionnaire data is a sum of Likert scale per item Basic Teaching Skills and Interview Data in the form of conclusions from respondents' answers about Basic Teaching Skills

3. FINDINGS AND DISCUSSION

To describe the summary of the findings, the following table provides information about the results of the quantification of each indicator,

Table 1. Summary of the Findings

No.	Indicators	Category
1.	verbal and non-verbal reinforcement skills	good
2.	basic questioning skills	very good
3.	advanced questioning skills	good
4.	asking question skills	good
5.	explaining skills	good

Based on the frequency distribution data from 32 research samples with 8 observation indicators that can be seen from the verbal and non-verbal reinforcement skills indicators, the achievement level is 2.8, with the final score obtained being 8. Therefore, it can be concluded that skills provide reinforcement verbal and non-verbal students were in a good category. Indicators that often appear on verbal reinforcement are sentences and indicators that often appear in non-verbal reinforcement are motion, while indicators that never appear are negative reinforcement. Meanwhile, based on the frequency distribution data from 32 research samples with 11 observation indicators that can be seen

from the basic questioning skills indicators, the achievement level is 2.8 with the final score obtained is 28. Therefore, it can be concluded that the basic questioning skills of students is in the very good category. Students' comments that appear in the observation process are (1) often ask questions briefly and clearly; (2) rarely make references; (3) asking more questions to other students and giving their friends a chance to think; (4) students are less able to ask questions that are easy to understand.

The following indicator is advanced questioning skills. According to the frequency distribution data from 32 research samples with 15 observation indicators that can be seen from the indicators of advanced questioning skills, the achievement level of 2.96 with the final score obtained is 46. Therefore, it can be concluded that the advanced questioning skills of students at the research site is in the good category. Student comments that appear in the observation process are able to answer questions according to understanding and analysis. Furthermore, based on frequency distribution data from 32 research samples with 7 observation indicators that can be seen from the indicators of the skill of asking questions, the level of achievement is 3.00 with the final score obtained is 21. Therefore, it can be concluded that the skills of conducting variations of questions of the students at the research site in the good category. The indicator that often appears is the variation in teaching style (movement), while the indicator that never appears is the variation in teaching style (pause).

Moreover, the frequency distribution data from 32 research samples with 7 observation indicators informed the skill indicator to explain, the achievement level of 3.3 is obtained with the final score obtained is 23. Therefore, it can be concluded that the skill of explaining is in the very good category. An indicator that often appears is the use of examples and illustrations. The component that often appears in the observation indicator is the smoothness of delivery and the component that never appears is the giving of verbal signs/signs. Based on the frequency distribution data from 32 research samples with 7 observation indicators that can be seen from the skill indicator to explain the achievement level of 2.42 with the final score obtained is 17. Therefore, it can be concluded that the skills of opening and closing lessons for students is in the good category. The indicators that often appear are how to provide references and make links to opening lessons skills and how to evaluate students' understanding and provide follow-up on closing skills. The component that often appears in the indicators in the observation is how to motivate students and the component that never appears is how to provide links

According to the analysis's findings, positive and negative effect were depicted from the research. The findings were in line and supported by previous research from Bakir (2014). From the findings, it is said that microteaching provide positive effect in helping them become more confident, gain experience, teach a lesson effectively, communicate effectively, wrap up a lesson, manage a classroom, plan ahead, and manage their time effectively (Ferguson & Sutphin, 2022; Ralph, 2014). This feedback suggests that because microteaching exercises are so successful at assisting aspiring teachers in developing their teaching abilities, they should be used more widely. In addition to the fourth year of college, microteaching can also be done in earlier years. Beside the positive effect gained from the microteaching, it is clear that the majority of the pre-service teachers did not believe that microteaching had any negative effects (Saban & Coklar, 2013), but some of the issues that were brought up warrant further discussion. Time was one drawback that was mentioned, albeit by a very small number of people. Since microteaching is an activity that has a smaller scope in terms of both the number of students and the amount of time, the concept of time is crucial. In other words, having a time limit is inherent to the microteaching process. This is so that all students will have an opportunity to participate in the exercises, which are intended to be smaller in size. The artificial environment was brought up as another problem. Microteaching is a technique that facilitates teacher training in circumstances where a real classroom setting is not possible (Otsupius, 2014). To put it another way, the artificial setting is integral to the microteaching process (Yan & He, 2017). However, there should be more exercises performed in the teaching application lessons and practicum experience, where there is more time allotted and a real environment is available, in addition to the microteaching exercises carried out in the university. The teacher could caution the participants not to exaggerate their student roles and not

to be harsh when critiquing their peers in light of the concerns that were raised regarding student roles and critiques.

4. CONCLUSION

Based on the results and discussion of the research, the conclusions of this study are as follows: a) Based on the frequency distribution data from 32 research samples with 8 observation indicators that can be seen from the verbal and non-verbal reinforcement skills indicators are in the good category with an achievement level of 2.8 with the final score obtained is 8; b) Based on the frequency distribution data from 32 research samples with 11 observation indicators that can be seen from the basic questioning skill indicators, they are in the very good category with an achievement level of 2.8 with the final score obtained is 28; c) Based on the frequency distribution data from 32 research samples with 15 observation indicators that can be seen from the indicators of advanced questioning skills, they are in the good category with an achievement level of 2.96 with the final score obtained is 46; d) Based on the frequency distribution data from 32 research samples with 7 observation indicators that can be seen from the indicators of the skill of asking questions, they are in the good category with an achievement level of 3.00 with the final score obtained is 21; e) Based on the frequency distribution data from 32 research samples with 7 observation indicators that can be seen from the skill indicator explaining, they are in the very good category with an achievement level of 3.3 with the final score obtained is 23; f) Based on the frequency distribution data from 32 research samples with 7 observation indicators that can be seen from the skill indicators to explain are in the good category with an achievement level of 2.42 with the final score is 17.

But there are a few things that need more research. The next generation of teachers that is able to handle the demands of the classrooms of the twenty-first century faces challenges from teacher educators. As a result, technology obtained -integrated microteaching is a promising professional development that might give teachers the experiences they need to handle these difficulties. Most importantly, it is important to look into how different tools and applications affect teaching strategies. Although blended learning is now the norm, microteaching is still occasionally carried out in an offline manner. Therefore, it is important to investigate how student teachers view blended learning activities. The following research needs to be conducted on microteaching using blended learning activities. The potential of microteaching with blended learning activities should also be investigated using qualitative research methods in a variety of fields.

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