



MICROTEACHING LESSON ON INCREASING THE STUDENT TEACHERS' ABILITY IN TEACHING ENGLISH

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ABSTRACT

The goal of this study is to find out what student teachers think about the benefits of the Microteaching Lesson for Teaching Ability at PGRI Palembang University. The study's team of researchers used a qualitative descriptive strategy. There are 30 sixth-semester English education student teachers as the participants. Data collection techniques included observation, interview, questionair, and documentation. In order to collect data, the researcher interviewed 30 student teachers to learn more about five different issues. She then gave a questionnaire containing 15 statements to 30 student teachers. The findings of the questionnaire showed that students believed that microteaching had a beneficial effect on their capacity to instruct. Based on the results of the interviews, the researcher also came to the conclusion that the narrative presentations of the students demonstrated how their perceptions of the microteaching course affected their teaching strategies. Students think that by taking part in microteaching, they will be able to improve their teaching abilities through lesson preparation, content explanation, time-management, and teaching self-confidence abilities.

Keywords: Microteaching, Student Teachers, and English

1. INTRODUCTION

Education is an important aspect of national development for the welfare of the people. Education is one way for a person to change his/her destiny, a good education tends to determine a good future as well. According to Jaya & Mortini (2020, pp. 1–2), English as tool of communication is also used on the different culture and linguistic inhibition. In short that the house of international using of English as

communication tool is now being separated from English speaking countries communicators to the widen global society Jurnal Elsa, Volume 18 Nomor 1, April 2020 58 and the native people has changed to be the minimum among English language users as common. Helda and Syahrani (2022, p. 258) clarify the responsibility for educating the next generation of nations. Many educational policies and initiatives are continuously

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implemented to strengthen and advance the education sector. Moreover, Tirtatahardja and Sulo (2012, p. 37) state the fact that the objective of education includes a summary of good, noble, suitable, and attractive ideals for life, it serves two purposes: it directs all educational activities and is the end goal of all educational activities.

Up until 1930, education in South Sumatra was only available to members of the blue blood, such as resident children, demang, assistant demang, depati, and princes, as well as local servants who had demonstrated their loyalty to the colonial authorities. They included indigenous who were police and Dutch troops, all of whom were accused of working with the colonial government office. Because to colonial education, South Sumatra now has 12% fewer illiterates than it had in 1930 (1,378,510). Due to restrictions that were too onerous for common people to pass, South Sumatranans had a poor level of education during the Dutch rule (Disurya et al., 2021, p. 1312).

National Education Standards or *Standar Nasional Pendidikan (SNP)* are minimum requirements for some pertinent components of the national education system's execution that must be satisfied by educational institutions and/or units all across the Unitary State of the Republic of

Indonesia. According to Helda and Syahrani (2022, p. 257), there are eight National Education Standards, namely: Content Standards, Process Standards, Educators and Education Personnel Standards, Facilities, and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards". According to the eight national education standards, the writer takes Educators and Education Personnel to relate this research, and it was important to note that to improve the quality of education in the future. Moreover, Jaya & Rosmiyati (2019, p. 6) state that Teachers' main responsibility is to help their pupils develop their speaking skills. Teachers need to use a technique that may provide students more opportunities to test their proficiency and build their self-confidence in speaking English.

Education institutions such as colleges and schools have a crucial role in shaping prospective teachers, not only in terms of material science or knowledge but also in moral values. Following the vision of the Faculty of Teacher Training and Education, PGRI Palembang University, to become an institution that produces superior, competitive, and characterized education graduates in the development of quality-based art, science, and technology

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(AST) or *Ilmu Pengetahuan Teknologi (IPTEK)*. The productivity of education staff, especially prospective teachers, both in terms of quality and quantity, continues to receive attention. This can be seen in the existence of several renewal efforts in various fields. Improving the quality of prospective educational staff is carried out through the development of Practical Field Experience I or *Praktik Pengalaman Lapangan (PPL) 1*, known as Microteaching Lesson.

According to Arono (2018, p. 152), Microteaching was a form of early training that focuses on implementing teaching techniques in a tiny or constrained context. Moreover, Reddy (2019, p. 65) stated that microteaching was one of the most recent advancements in teacher education, which is utilized as a professional development tool in pre-service or in-service teacher education program. Teachers may learn how other people teach by participating in microteaching, which also helps them understand the teaching and learning processes better. Furthermore, Sagban *et al* (2021, p. 1984) state that microteaching was a crucial tactic used in teacher training Program to provide an opportunity for trainee instructors to put their teaching skills into practice. Thus, the writer draws the conclusion that microteaching is a process of learning teaching on a small

scale conducted by the student teachers to train the teaching ability.

Therefore, teaching English's ability was influenced by microteaching lessons as in the previous research conducted by Kshetree (2020) with the title "Microteaching in Faculty of Education: A Research of Student Teachers' Views". The results showed that article includes the survey that is used to learn what students thought of microteaching lesson. Some of the most important results were outlined, and recommendations were made based on the findings, with the sole request being made to the TU (Tribhuvan University) authorities to place greater emphasis on microteaching in the TU Faculty of Education's teacher training Program. The results show that student teachers and trainee teachers had favorable opinions of microteaching and believed that the Program was very helpful in bridging the gap between theory and actual practical experience in language teaching (Kshetree, 2020, p. 10). Even though previous research showed that teaching ability is influenced by microteaching lesson. In the writer's observations around the place of the writer's study at the PGRI Palembang University, the influence of microteaching was not used optimally by student teachers in Practical Field Experience II or *Praktik Pengalaman Lapangan 2*. Practical Field Experience was still dominated by

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microteaching lesson to research the student teachers' image of teaching ability in English. Thus, student teachers were faced with teaching activities in real practice, it was at that time that the influence of microteaching lesson was seen during class learning.

Based on the explanation above, it can be concluded that microteaching lesson has a major role or influence on student teachers' teaching abilities. The writer wants to prove whether microteaching also influences the teaching performance of student teachers at the PGRI Palembang University. Precisely the 6th-semester student teachers who have implemented the microteaching lesson to the real practice of Practical Field Experience I or *Praktik Pengalaman Lapangan (PPL) I* at a laboratory.

Considering the study's background, the writer seeks to investigate;

1. Does microteaching lesson influence the student teachers' teaching performance?
2. What is the role of microteaching lesson on increasing the student teachers' ability in teaching English?

Due to a scope and scale with the main focus on social presence this research is aimed at microteaching lesson on

increasing the student teachers' ability in teaching English.

2. LITERATURE REVIEW**1) Concept of Teaching**

According to Rajagopalan (2019, p. 5), Teaching is considered a science or an art. As a form of expression, it emphasizes the teacher's capacity for creativity and the ability to make a positive learning environment for the pupils. Moreover, Igamberdieva (2022, p. 213) states the goal of teaching a foreign language is to instill in students a sense of patriotism, humanity, moral purity, the development of comprehensively mature, spiritually rich, independent thinkers, honesty, respect for other people and their values, faith, friendship, self-esteem, and cognitive skills that include willpower. In the course of introducing literary works to EFL students, the instructional goal is accomplished. Teaching a foreign language has the educational goal of improving pupils' cognitive abilities and worldviews. Thus, teaching is an activity of transferring teacher knowledge to students on increasing the potential of students' knowledge in the field of language, as well as nationalism.

The writer states that four basic English skills teaching are commonly learned in the field of language, namely:

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Reading, Listening, Speaking, and Writing.

To master English, a person must learn these four skills to improve his/her language skills. According to Miranda *et al* (2023, p. 100) Reading is the most important thing in the world of education because it can know the things that exist in this world, therefore reading does not only look at letters or paragraphs but also has to understand the meaning or intent of something that is read. Moreover, Saepudin (2014, p. 105) states that skills include speaking, reading, listening, and writing. Speaking and writing abilities are defined as productive skills, while reading and listening comprehension are considered receptive (productive) abilities. According to Marleni (2019, p. 359), Speaking is one of the four abilities in the language, it is one that English learners should focus on developing the most. Most of the time, one's ability to converse in a language may be used to determine their level of competency. And the last, Saepudin (2014, p. 165) states that writing is a linguistic ability that is used to communicate indirectly, that is, through written media rather than directly with others in person. To be able to communicate ideas that readers will understand, writing might be considered one of the productive language abilities in addition to speaking.

Competences of English Teacher

In teaching English to Young Learners (TEYL) English teachers must not only be able to successfully teach but also know what to take into account in the creation of teaching materials (Mulyadi, 2021, p. 154). Moreover, Sahraini (2014, p. 24) states that teacher competence has a very important role in the learning process. This line in the Minister of National Education's Decree No.045/U/2002 (*Keputusan Menteri Pendidikan Nasional No.045/U/2002*) states that teacher competence is a collection of sensible and responsible behaviors that a person must exhibit to be regarded by society as capable of performing tasks associated with particular jobs. Furthermore, Arono (2018, p. 152) states the four competencies of teacher aspects: professional, social, pedagogical, and personality aspects. Concerning Academic Qualification Standards and Teacher Competency, four main competencies have been developed, namely: (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence.

2) Concept of Microteaching

Fundamentally, microteaching is a performance-based learning approach whose technique involves practicing the elements of fundamental teaching

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competencies during the learning process, enabling future educators to truly master each element individually or some elements collectively in condensed learning contexts. Moreover, based on structure word microteaching comes from two words, namely 'micro' and 'teaching'. Micro means small, limited, and narrow, while teaching means educating or teaching. According to Sahraini (2014, p. 75), Microteaching means a teaching activity where everything is reduced or simplified. In addition, Sudarman, and Ellyawati (2021, p. 21) state that microteaching takes place in a lab class of between 5–10 individuals. Students in this course may refer to actual classmates or peers. The given time is around 10 to 15 minutes, and there are few instructional resources and only one teaching technique used.

As a result, the writer concludes that microteaching was a training method used to support future teachers in developing their instructional abilities. The term "microteaching" refers to a collection of teaching methods that involve observing and recording prospective instructors' interactions with their peers as both observers and pupils at different times. Microteaching's primary attribute was minimizing or simplicity. The terms "minimization" and "simplification" are used to describe the length of time, the

importance of the information, and the aptitude of the pupils. The characteristics of these activities are using specific skills and teaching with a small number of students (small group).

Procedure of Microteaching

According to Sahraini (2014, pp. 87–89) The implementation stage of microteaching consists of three main activities, namely: class observation, discussion, and reflection. Moreover, Arifmiboy (2019, pp. 93–94) states the procedure of microteaching below:

1. Establishing the proper topic matter for a microteaching, which will last between 5 and 7 minutes and will optimize the development of teaching abilities.
2. In the teaching session, the lesson plan is implemented at this point in front of a supervisor or peers. Teachers who practice their teaching techniques are watched and their performance is recorded. For this, you can utilize evaluation papers, tape recorders, and/or video cassettes.
3. The supervisor and participants discuss how the practice participants performed during the criticism session. The individuals who are practicing receive comments and key information for progress. Tools for evaluation provide the micro

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instructor a unique chance to observe his performance in person and objectively. Micro participants are not given the chance to demonstrate self-defense. This is the strength and distinctiveness of microteaching.

4. In the re-planning session, specifically, the micro participants create a lesson plan based on the criticism provided in the critique session. Five to seven minutes are allotted for this step.
5. The re-teaching session, specifically this stage, gives micro participants the chance to instruct the same lessons and competencies. However, it goes without saying that the supervisor's and/or peers' input had to be taken into consideration when the micro instructor showed up in this session. In this session, observation sheets are used by supervisors and colleagues to rate the performance of individuals who show up.
6. The re-criticism session, which follows the same guidelines as the first. The level of the microparticipant's progress is shown through new feedback. Micro-entrants may be encouraged by this action to continue to perform better in the future.

The procedure for implementing microteaching has a different system but still has some similarities. This depends on the policy of the institution that organizes microteaching, while still considering the purpose of holding the microteaching.

3. METHODS

The writer conducted this research at the English Education Study Program, Faculty of Teaching Training and Education, PGRI Palembang University. That are located at *Jalan Jendral Ahmad Yani, Lorong Gotong Royong 9/10 Ulu, Kecamatan Seberang Ulu II, Kota Palembang, Provinsi Sumatera Selatan, Kode Pos 30116*. The writer conducted observation, interview, questionnaire, and documentation as support in two days (5-6 June 2023).

The writer used descriptive qualitative on this research. According to Sugiyono (2016, p. 1), Qualitative research methods are research methods used to examine natural object conditions, (as opposed to experiments) where the researcher plays a key role. Data collection techniques were carried out in a triangulation (combined) manner, data analysis was inductive, and the results of qualitative research emphasized meaning rather than generalization. Qualitative research methods were often called naturalistic methods because the research

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was carried out in natural conditions. Research was a scientific activity that aims to learn the right information about a topic and to provide knowledge about the influence of microteaching lesson on increasing the student teachers' ability.

Object and Informan

The population or object and informant in this research is all the students of English study program. The total number of participant is 30 students that are distributed into one class, it is shown in Table :

NO	Roles	Participants	Total
1	6th Semester	Student Teachers of the English Department	30
Total			30

The writer in this study used the participants for 30 students studying in English Education Program Study. The student teachers who participate in microteaching who entered the Microteaching lesson in the university's learning system and practice it into Practical Field Experience I or *Praktik Pengalaman Lapangan (PPL) 1* at a laboratory, the research was carried out in

the even 6th semester of the 2022/2023 academic year.

Data Analysis

The data were obtained by observation, interviews, and questionnaires. Hardani *et al* (2020, p. 123) state that observation was a complex process, which was composed of biological and psychological processes. Moreover, Hardani *et al* (2020, p. 137) state that an interview was a direct oral question-and-answer exchange between two or more persons for a specified purpose. The writer also put the documentation as a source to support the results obtained in this research. To get the data, the researcher made numerous 30 sixth-semester college student teachers. The researcher gave a discussion motion and the student teachers had been given an opportunity for sharing their teaching experience when they practice Microteaching in the laboratory. After giving the movement, the researcher gave five questions interview to every participant and then analyzed the teaching ability of English student teachers at PGRI Palembang University.

4. RESULTS AND DISCUSSION

This research was almost similar to research conducted by (Pangaribuan et al., 2023) with the title "Student's Perception

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of Micro Teaching Course to Their Teaching Internship at The English Department of HKBP Nommensen University". In the study, the instruments used were interviews and questionnaires. The researcher presented 20 statements in the form of a questionnaire to 20 students, and 7 questions were asked during interviews with 10 individuals. As many as 20 participants, 70% of whom agree and 29,75% strongly agree that microteaching had an influence on raising their teaching skills, indicated in the survey's results that students felt aided by their experiences with the practice, the researchers found.

In addition to other studies, the research conducted by the writer has the same instrument and objectives with the research conducted by (Sumarno, 2019) with title "Investigating the Impact of Microteaching Lesson Study to the Prospective English Teachers' Self-Efficacy". The purpose of this study was to look at the self-efficacy of pre-service English teachers following their participation in a three-week microteaching lesson study project. 39 pre-service instructors took part in this study. This study employed the microteaching lesson study approach. After the project was finished, a questionnaire and an interview were given out. While the interview looked at the student-teachers' perspectives on the project, the

questionnaire examined the students' self-efficacy. The outcomes showed that the microteaching lesson study had a positive effect on the self-efficacy of the aspiring English teachers.

Based on the findings of the research, the researcher observed the student teachers' ability in teaching English. The data obtained comes from observations, questionnaires, and documentation. In the observation of this research, the researcher used participant observation. In participant observation studies, the researcher gave an opportunity to share the student teachers' experience during microteaching lesson, and then observed the situation. After making observations, researcher continued the next stage, namely interviews. In this case the researcher gave five interview questions about teaching and microteaching to the student teachers. Observation and interview activities were carried out on the same day, Monday, 5th of June 2023 with 30 English Education student teachers in the 2nd floor classroom, building H, Palembang PGRI University.

In the next day, Tuesday, 6th of June 2023, the researcher continued this research by using questionnaires. According to the findings of the questionnaires that were distributed among the student teachers through Google Forms, they expressed enjoyment in

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acquiring teaching skills; nevertheless, student teachers rarely had the opportunity to practice teaching English in the classroom. Student teachers develop a greater interest in learning to share their experience through microteaching lesson practice into the questionnaires. As a result of the findings of the questionnaire is possible to draw the conclusion that the student teachers in the English Education Study Program had a positive experience using the microteaching lesson. After conducting the data through observations, interview, and questionnaire, the researcher used documentations to support the data.

5. CONCLUSION

After conducting the research, several conclusions can be drawn. Based on the finding of this research, there were topics to describe between the influence and role of microteaching lesson on increasing the student teachers' ability. In the conducting data process, there are opportunities and challenges for the student teachers to share their experiences on practice microteaching lesson.

a) The Influences of Microteaching Lesson for Teaching Performance

The aims of the research was to analyze how the microteaching lesson influences the student teachers' teaching English performance in sixth semester of

English Education Study Program, Faculty of Teacher Training and Education, PGRI Palembang University. Based on the analysis of the data, there was good influence of microteaching lesson. Through microteaching lessons, the student teachers learn how to make lesson plans, teaching methods, and basic skills in English. It also affects the performance of teaching students to be a professional teacher. Microteaching was helpful in preparing for teaching practice in campus laboratory and getting an overview of the real world of teaching.

b) The Role of Microteaching to Increase the Teaching English' Ability

Based on the results of interviews and questionnaires, the researcher concluded that microteaching lesson has a very important role on increasing the student teachers' teaching abilities in teaching English. This was consistent with the data obtained, where student teachers feel that microteaching was very helpful and it has a good role on increasing their teaching skills. Initially, student teachers have an overview of the world of teaching, and obtain teaching theory from microteaching lecturers. Then along with the learning process, students gain increased teaching skills through teaching practices in microteaching classes and practices

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carried out by the university. Students can learn from personal experience or through observing their classmates who were teaching. The learning process from microteaching plays a role on increasing the ability to teach English for student teachers, both speaking, listening, reading and writing skills.

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