



**VARIATION TEACHING METHOD OF PRE-SERVICE TEACHER IN
MICRO-TEACHING CLASS OF THE ENGLISH DEPARTMENT OF
STKIP PGRI SUMBAR**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti untuk mengetahui metode yang digunakan oleh pre-service teacher BP 2016 di STKIP PGRI Padang. Tujuan dari penelitian ini adalah untuk mengetahui apa saja metode metode yang digunakan pre-service teacher di kelas micro teaching. Kurikulum 2013 yang diterapkan di Indonesia menggunakan beberapa metode dalam pembelajarannya terutama dalam pembelajaran Bahasa Inggris yaitu : *Discovery Learning* yang sangat membantu dalam proses pembelajaran di sekolah. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif dengan metode deskriptif. Populasi penelitian ini adalah sebanyak 102 video micro teaching dengan sampel 3 pre-service teacher dalam setiap sesinya dari mahasiswa Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat tahun ajar 2016. Melakukan presentasi. Peneliti menggunakan observation checklist sebagai instrumen pada penelitian ini. Pengumpulan data dengan cara mengumpulkan data dari hasil rekaman video mikro teaching BP2016 sesi A, B dan C. Hasil dari penelitian ini adalah sebanyak 8 video pembelajaran *pre-service teacher* mengikuti fase atau langkah langkah dari discovery learning sedangkan 2 lagi tidak mengikutinya fase utamanya. Kesimpulannya, sebanyak 8 dari 10 pre-service teacher mengikuti fase metode *discovery learning* sedangkan 2 lainnya tidak. Saran adalah bagi *pre-service teacher* untuk selalu mengikuti fase dari metode yang ada dengan baik.

Kata Kunci: Discovery Learning, Micro Teaching, Pre-service Teacher.

INTRODUCTION

A teacher that is still in a study called pre-service teacher. The pre-service teacher needs more knowledge before doing duty in the school. The placement process is normally located them to a class

containing students who are studying the subject that they wish to teach upon their qualification. They are also can be matched with an age group they would like to work with such as; Elementary school, Secondary and pre-school. Usually,



they will get a microteaching class before implement what they have learned in a real classroom.

Microteaching is known as a method that is used in simulating mini-teaching between pre-service teachers and supervised by an in-service lecturer in that College. It is conducted in a classroom consists of pre-service teachers their lecturer. A pre-service teacher is a College student that is in preparation to carry out Teaching Practice (PPL) activities at schools that is recommended by the local government. It is very important because by that activity pre-service teachers will be able to improve their teaching and strategy implementation skill as well as their adeptness skill will be developed.

English teaching itself focus on transferring about major core skills that is needed for students not only to improve their knowledge but to prepare them to face after graduated world that require some skills especially English skill. There is a process of transferring knowledge in

teaching learning process in the classroom with English core skills; Listening, Speaking, Reading Writing, and also vocabulary mastery. Those skills must be balanced so their comprehension regard it is useful for the future. That is why it is a teacher's role to hone and enhance their skills.

In implementing teaching-learning process in schools, curriculum acts as guidance for teachers. Based on UU No. 20 years 2003: Curriculum is a set of plan and rule which consists of goal, content, and teaching material and teaching procedure that will be used to reach national's education purposes. Curriculum grow's as following the time, people's demand, challenge and needs. The latest curriculum that is being used in Indonesia is Curriculum 2013 that is designed in focusing on scientific approach.

Richards & Schmidt (2013) identified three levels of conceptualization and organization, which is called Approach, method, and technique. Techniques carry out



the method which is consistent with an approach.

According to Anthony in (Richards & Schmidt, 2013), approach is the level of which assumption and beliefs about language and language learning are specified; method is a level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content is presented; techniques is the level at which classroom procedures are described. Method can be defined as description of teacher and students' activities during the instructional process. (Barnard et al., 2002) states that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Similarly, Norland defines that method is often viewed as a series of procedures or activities used to teach language in certain a way.

Richards & Schmidt (2013) revised and extended the original Anthony model. Approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) it refers to term procedure. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English (Klein & Dimroth, 2009). The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with



other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools.

When teaching a language to students, a teacher has many roles as pointed out authority figure,, director manager, counselor, guide, and even friend (Frazier & Brown, 2001 , p. 200). knowledge of being anything that students need is really important, especially when teaching English to the student.

According to Prasetya & Ahmadi(2005) Micro Teaching away for fixing and improving pre service teacher skill and comprehension before go on duty to be a professional teacher. According to B. Veena & Digumarti(2003) Micro teaching is a training procedure aiming at simplifying the complexities of the regular teaching process. Micro teaching is real teaching although a teaching situation is constructed in which the student teacher and pupils work together in a practice situation. By

understanding and comprehend the simulation of teaching, it will helps student to prepare in real teaching situation.

A pre-service teacher is a College level student in which still studying about being a professional teacher.(Pengembangan Kurikulum Dalam Pembelajaran Abad XXI," 2019) said that Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006.

Barnard et al., (2002) stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Similarly, Norland defines method is often viewed as a series of procedures or activities used to teach language in certain a way.

On the stage of discovery learning, teacher gives a chance to be students to be problem-solvers, mathematicians, and historians.



Material of the lesson is not given in the first time of learning and teaching process but as the time goes with the lesson (Westwood, 2009, p. 29).

Problem-based learning (PBL) is sometimes referred to more accurately said as 'issues-based' learning, because many of the topics used for study are not really 'problems' (Westwood, 2016). The method is so popular in recent years for use in higher education contexts; but it can also be used in other level if the issues to be explored are selected carefully, ensuring that they are age-appropriate and relevant (Hmelo-Silver, 2004).

PBL offers a mode of learning which might be considered closer to real life. This real-life link is twofold: firstly, the projects or problems used often reflect or are based on real-life scenarios; secondly, the processes of teamworking, research, data collection, critical thinking and so on are those which will be of used to the students in their further careers.

In PBL, students are given a real-life issue that requires a decision that requires a solution. Students typically work in small collaborative groups. The teacher or tutor has the role of general facilitator of the group discussion, but does not direct or control the investigative process.

According to Tan (2009) The problem-based learning (PBL) process essentially consists of the following stages:

- a. meeting the problem;
- b. problem analysis and generation of learning issues;
- c. discovery and reporting;
- d. solution presentation and reflection
- e. overview
- f. Definition of Inquiry-Based Learning Strategy
- g. (Ernest et al., 2017) state that Inquiry-Based Learning Strategy is learning actively involves students in a process of exploring the material, and that leads to asking questions, doing



observation and discussing the result of the observation to get the final conclusion. Lane (2007) also agrees that Inquiry-Based Learning Strategy actively involves students in the exploration of the contents, issues, and questions surrounding a curricular area in the concept.

- h. While according to Leung (1998), Inquiry can be viewed as a process for answering questions and solving problems based on facts and observations. At the classroom level, Inquiry is a teaching strategy designed to teach students how to deal with questions and problems encouraged in various important generic skill through a variety of learning experiences. Students need to be given appropriate guidance and feedback by teachers while and after the learning process.
- i. In learning process, the students need a time to use the power of mind to think and get the definition of concept, principle, and technique to research of

problem. From the explanation above, inquiry-based learning is a strategy to learning that emphasizes the students role in the learning process. Rather than the teacher telling students about what they need to explore the material, ask questions and share ideas.

RESEARCH METHOD

This research is qualitative descriptive. Qualitative descriptive do not use sample and population, but data source.

The primary source of this research is the Micro-Teaching documented video of English Students in STKIP PGRI Sumbar. As known this research is descriptive qualitative research so minimum sample determination is using Gey and Nehl Theory (1992) which is said if the research is qualitative research so the sample is 10%-20% of population. The population is total documented video of which is consisted of 102 videos, and the sample is 9 videos with discovery learning which come with videos



from each session A (4 videos), B(3videos) and C(3 videos) which is from Micro Teaching English class.

Since the aim of this research describes the method of pre-service teacher in micro teaching classroom, therefore instruments will an important thing in a research. It is said because an instrument can determine the quality of research data. states that the higher or the evaluation results.

According to Suharsimi (2013) ways that can be used by researcher to collect the data, where the method shows in an abstract, it cannot be realized in objects which is visible, but can be put to use. Technique of Data collection of this research will be gained by collecting the observation checklist result as well to be analyzed.

The data of this research will be analyzed by using descriptive qualitative strategy. Miles and Humberman (2014) state that there are three kinds of activity of data analysis, and they are reduction, data display, and conclusion

drawing/verification. These components cannot be separated. They bond each other in the data collecting process. This process flexibility continued and developed up to the steadiness and confidence of data and reiteration was reached. The procedure to analyze the data was described as follows:

The purpose of this research is to describe how pre-service teacher taught English in Micro-Teaching in STKIP PGRI Sumbar. STKIP PGRI Sumbar known as one of the Universities in West Sumatera, it is located in Gunung Pangilun, Padang. As a College which focus on producing professional teacher to educate students in school.

The researcher chooses this College to conduct research is because researcher has connection in this College about the data researcher need and also this College is the College researcher study in. By studying the documented videos of pre-service teacher in STKIP PGRI Sumbar researcher described about how the pre-teacher teach English in



micro teaching classroom. As known that there are three methods in Language Teaching that is able to implement with Curriculum 2013 which are Discovery Learning, Problem-Based Learning, and Inquiry-Based Learning.

The population of this research is documented teaching videos STKIP's pre-service teacher third year and the sample is chosen from session A,B and C. Those sessions were chosen because it is the latest class that conduct micro teaching class which is in current time it is not applicable in face to face session due to pandemic. This researcher used indicator from Discovery Learning, Problem-Based Learning, and Inquiry-Based Learning that is collected through observation checklist.

FINDINGS AND DISCUSSION

After analyzing the documentation video of students of STKIP PGRI Sumbar, researcher

found several important point which are:

Datum 1 with the topic Hope and wish which are focus on making able to do some conversations. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery learning method that cover almost all of the point.

Datum 2 with the topic label text which are focus on the interactional skill rather than comprehension skill. In this students material is learning about how to introduce our self. This teaching learning process is good and performed in a good as it match with the discovery learning stage and cover almost of the points in indicator.

Datum 3, with the topic procedure text: food, drink, and manual which are focus on making students able to understand about time and its use. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery



learning method that cover almost all of the point.

Datum 4 with the topic asking and giving suggestion, which are focus on the interactional skill rather than comprehension skill. In this students material is learning about how to ask and giving response related to opinion with other people. This teaching learning process is good and performed in a good as it match with the discovery learning stage and cover almost of the points in indicator.

Datum 5, with the topic Good morning, how are you? which are focus on making able to do some conversations. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery learning method that cover almost all of the point except one point.

Datum 6 with the topic this is me which are focus on the interactional skill rather than comprehension skill. In this material students is learning about how to introduce our self . This teaching

learning process is good and performed in a good as it match with the discovery learning stage and cover almost of the points in indicator.

Datum 7 the what time is it which are focus on making students able to understand about time and its use. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery learning method that cover almost all of the point.

Datum 8 with the topic descriptive text which are focus on making students understand about the generic structure, language feature and the purpose of the text. This teaching and learning process is nice and have a good performance that is can be seen in its match with the discovery learning method that cover almost all of the point.

Datum 9 with the topic formal letter which are focus on making students able to understand the purpose, generic structure and language feature of the personal



letter. This teaching and learning process, based on the explanation above researcher conclude that this stage follows some of the phase in discovery learning and it indicated that this is didnot use discovery learning method in teaching. It missed stage of problem statement, verification and general.

Datum 10 with the topic asking and giving opinion, which are focus on the interactional skill rather than comprehension skill. In this material students is learning about how to ask and giving response related to opinion with other people. This teaching learning process Based on the explanation above researcher conclude that this stage follows some of the phase in discovery learning and it indicated that this is didnot use discovery learning method in teaching. It missed stage of problem statement, verification and general.

From the discussion above it can be interpreted that pre-service teachers understanding is important in order to deliver meaningful teaching process even though only in

micro teaching classroom. As almost of pre-service teacher used discovery learning promotes student exploration and collaboration with teachers and peers to solve problems. Students are also able to direct their own inquiry and be actively involved in the learning process which helps with student motivation. It has some advantages,such as; First, students are involved in teaching-learning process in active environment that is very motivating. Second, the activity is so meaningfull for the students so it able to ease them and it better than conventional class. Third, students get to investigate a phenomenon that they able to summarize later.Encouraged students to study with meaningful environment. Fourth,Their teamwork skill are improved due to activities demand students to work together. Pre-Service teacher must begin to understand the complexity and challenge of teaching itself even in the level of College (Russell & Loughran, 2007, p. 23). By understanding the complexity of



teaching, it motivates them start thinking like a real teacher, not a student. They need to prepare their minds in order to be a good teacher.

CONCLUSION

In total 10 pre-service teacher has conducted a good teaching which follows the stage in discovery learning stage are 8 pre-service teacher did it in good way when the other 2 did not follow the stage of discovery learning. 2 teachers is using another method did not follow discovery learning but it does not mean it can be judge as not good. All of the teaching learning process that they conducted is good. Pre-service teacher to improve their skill in teaching and follow teaching stage fluently in each stage so that the teaching learning process goal will be reached.

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