

Video Recording Mobile Phone Camera of Micro Teaching Subject in Teaching Skills of Students Teacher : The Case of Students Teacher Education in Islamic Kalimantan University MAB Banjarmasin

Angga Taufan Dayu, M.Pd.BI & Raudhatul Haura, M.MPd.M.Pd

Department of English Educational Programme, Faculty of Teacher Training Education of Islamic Kalimantan University
MAB Banjarmasin

Corresponding e-mail: anggauniska@yahoo.com

Abstract: Teacher training and education programme has activities that are in the form of lecture intended to train students to have experience with factual and technical readiness about the learning process, and basic skills learning which can then be used in preparation to develop themselves as prospective educators before plunging into school. The research design is qualitative research. This study investigated the perceptions of student teachers to video recording mobile phone camera as the media in teaching micro teaching. The data were collected through in depth semi-structured interviews with 18 student teachers in English Department Programme of Faculty of Teacher Training Education of Islamic Kalimantan University MAB Banjarmasin. Participatns indicated that they used video recording handphone camera in learning/exploring theory of teaching practice of hands on experience. The research has also shown that by using video recording handphone camera the students had more to do teaching practice, as they need the application skills of teaching. Based on the findings in this study, it is recommended that the teacher education training programme in Islamic Kalimantan University recomended increase the amount of time for teaching practice for student teachers by using video recording handphone camera.

Keywords: Video Recording Handphone Camera, Micro Teacing, and Teaching Skills

1. INTRODUCTION

Education is an indispensable ingredient of development and a fundamental right of every individual. Education is a social process, which ensures the development of an individual from a similar and lower position to a more complex and higher one. Its function of preparing people for development has, therefore become more difficult to discharge because of the extremely rapid changes taking place and the constantly increasing complexity and diversity of their forms.

It is a fact that the teacher occupies the most crucial position in the entire spectrum of educational activities. It is also a fact that the teacher is a changing agent of the society. We can meet the challenges of the present century if our teacher is dedicated to his profession and is well equipped with modern teaching techniques. According to Siddiqui (1991) "teacher education is perceived as a continuous process, which consist of three distinct but closely interrelated consecutive stages (a) pre-service education (b) Induction and (c) in-service education and training".

Today the task of a common teacher has become challenging. Education is a dynamic

force and is controlled by a teacher. The teacher holds a central position in education system. The teacher contributes significantly in character building of the individuals by their teaching. The teacher helps in transmitting values held by the adult generation to next generation. The teacher plays key role in educating the citizens.

Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person (Amidon and Hunter, 1966: 1). In this sense, the teacher is considered the basic element in the teaching system. Hence, through pre-service teachers' preparation programs, studentteachers receive the essential information about teaching skills which enables them to commence their performance. Building on this, we as educators need to provide our student-teachers with opportunities for practicing the teaching process. Teachers of English as a foreign language must, in addition to language, have many skills which make the communication easy to stimulate their learners and provide them with extra keys for learning. In this way, teaching practice refers to the practicing of

various teaching skills associated with the role of the teacher (Cohen and Manion, 1978: 1).

Teaching is an art and like all other arts it can be learned with varying degrees of proficiency. Some teachers are born teachers and they can be good teachers without learning the art of teaching. Just as some singers have brilliant musical careers without studying voice culture. On the other hand, there are individuals who are naturally so handicapped for a teaching career that instructions in the teaching art could do as little for them. Hence like every artist a teacher requires sufficient amount of practical training in his/her future job.

English Department of FKIP Uniska has many students teacher, they still lack of experience in English teaching. The researcher interests to teach them how to teach English well by Micro –teaching. Ridha and Khalf (2003: 3-4) refer to many programs and activities that are used for developing the student-teacher performance such as: 1- Programed learning, 2- Micro-teaching, 3- Self learning, 4- Continuous learning, and 5- Teaching strategies.

Microteaching serves as a meeting point between the theory and the practice for pre-service training of teachers. Ike (2003) believed that microteaching was developed as an answer to the question of how best can teachers be prepared for the teaching profession. It is when student teachers acquire the necessary teaching skills through microteaching that they are posted to the field for teaching practice. Microteaching which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of pre-service teachers. This explains why student teachers take two courses in PPL before they are deputed for teaching practice.

1.1 Research Question

How does video recording mobile phone camera give affect to pre service teachers' performance in teaching practice of English Education Programme at FKIP Uniska Banjarmasin?

1.2 Purpose Of Study

2. To find out the affect of video recording mobile phone camera to pre service teachers' performance in teaching practice of

English Education Programme at FKIP Uniska Banjarmasin?

1.3 Assumption

According to Higgins, (1976: 28) states an assumption is a statement or set of statement taken for granted as true and correct its validity is in common sense, and therefore it has a temporal use. It serves as a starting point to begin an investigation. This research assumes that : Video recording micro teaching to encourage pre-service teachers to reflect on pre-service teacher's teaching performance.

1.3.1 Micro Teaching

Wahba (1999: 1) defines micro-teaching as “ a training context in which a teacher situation has been reduced in scope or simplified in some systematic ways”. The American Heritage (2000: 1) states that micro-teaching is “ a method of practicing teaching in which a video tape of a short segment of a student's classroom teaching is made and later evaluated”. Kallenbach (2003: 1) considers micro-teaching as “ a method which consists of the presentation of 5-10 minutes videotape lesson segments to groups of 4-6 pupils. These lessons are evaluated by the supervisor and the pupils, and then discussed by them in turn during the playback”.

Micro-teaching is a method used for training the student-teacher on the teaching skills especially sustain skills and skills of teaching techniques. Therefore, a student-teacher teaches a small group of classmates for 5-10 minutes. The lesson is usually video taped and subsequently observed and analyzed by the student-teacher with the supervisor.

Building on this, micro-teaching has many advantages for teachers' training on the teaching process. Barling (1980: 23), Wahba (1991: 1), and Hinckley (2004: 1) state the following advantages:

1. It gives teachers an opportunity to design and facilitate a lesson using a specific method of instruction covered in class.
2. It helps them understand the teaching and learning processes.
3. It provides them with ample opportunities to explore and reflect on their own and other teaching styles and to acquire new teaching techniques.

4. It enables them to evaluate their performance to observe the pupils' reactions and to analyse the art of teaching.
5. It presents them with the chance to see themselves as their class see them.
6. It helps them to practice their lesson planning while the development of a logical teaching sequence provides them with a good model lesson.

1.3.2 Types of Micro Teaching

Micro-teaching differs according to the programme used, the aim of training, the nature of the skill to be practiced, and the level of practitioners. Al-Isseli (2004: 8-10) mentions the following types of micro-teaching:

1. Pre-service training in micro-teaching: it is micro-teaching while studying, i.e. before graduation and specializing in any aspect. Such type of micro-teaching requires the attention of the supervisor with all general and special teaching skills to ascertain the student's ability to teach.
2. In-service training in micro-teaching: this kind concerns in-service teachers who teach and practice, at the same time, some special skills they didn't perform earlier.
3. Continuous micro-teaching: it begins at early stages of the programme until graduation. Such type usually has a connection with curriculums and theorized materials which need a practical understanding and a real teaching in class experience so that to be understood under the supervising teacher.
4. Final micro-teaching: it is the teaching given by the training teacher in his/her graduation year or the final phase of the programme focusing on the basic curriculums.
5. Directed micro-teaching: directed micro-teaching is subdivided further into modeled micro-teaching where the supervisor gives his/her students a model of micro-teaching and asks them to adopt it.
6. Undirected micro-teaching: this kind is the opposite of the directed one. It aims at constructing teaching efficiency, ascertaining it by preparing learning materials, presenting lessons.

1.3.3 Importance of training teacher students's preparation

Achievement of educational aims and objectives cannot be met unless teachers have necessary training where they are adequately equipped with teaching skills and competences. Rao (2007) argued that it is when there are caliber of professional teachers who have good educational background and relevant teaching skills and attitude that educational aims and objectives can be realized. This is due to the fact that it is only the competent, professionally skilled, vibrant and well-coordinated teachers can meet the challenges of educational crises in Nigerian educational sector. For teacher education to produce such teachers the teacher trainees need to be well baked through exposure to enough teaching skills theoretically and practically. The process of acquiring specific skills to perform a job better is referred to as training. The qualification that makes someone proficient in doing a job is called training. Training involves teaching, informing, and educating people to make them qualify to do their jobs. When such jobs demand greater difficulty and responsibility, the training they have in such jobs provide them with the skills, knowledge and abilities to face the challenges.

Two types of training are identified by Abifarin (2004) and Ajibade (2009). They are: pre-service and in-service training. The in-service training concerns the staff development for improvement in their performances. The in-service training promotes professional growth of workers. The student teachers are already at work but they are strengthened by the in-service training. It may be in form of orientation training, foundation training, on job training, refresher course, maintenance training and career development training. Pre-service training on the other hand is formal and academic in nature. Pre-service training is offered in institutions using certain courses, curricula and syllabuses for a stipulated duration.

The student teachers are taken through the process of training that prepares them to enter a certain kind of professional job. Examples of such professionals are teaching, engineering, nursing, medicine and agriculture. Student teachers are not supposed to get professional job unless they are certified and registered.

Training is cyclic in nature. Training starts with needs identification through a number of phases, stages and steps. Training ends with evaluation. Any deficiency in any of the steps of the training process affects the whole system. As a result, student teachers should be taken through all steps systematically in order to have accomplished training. This study investigates training and practice in education.

1.3.4 Functions of Teaching practice in Teacher Education Program

A related concept of educational technology is teaching. Teaching is a complex task. According to Achuonye and Ayoku (2003), teaching is the process that helps someone to acquire a change of behaviour through acquisition of skills, knowledge, 73 skills, values and habits. Onyilo and Onyilo (2007), Chike-Okoli and Ezeanolue (2005) and Ajileye (2012) viewed teaching as an art and a science course. This is because it involves the processing of a body of specialized knowledge (science) and it involves directing, guiding and stimulating learning (arts). The agent of the change in behavior is referred to as teacher. In order to perform the job effectively, he needs adequate training. The more crucial job in teaching and learning is the process of training the teacher.

2. Research Design

The writer use qualitative research. Qualitative research is a multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This mean that Qualitative researches study in their natural setting, attempting to make sense of interpret phenomenon in terms of the meanings people bring to them qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text. That describe routine and problematic moment and meaning in individuals' lives Denzin and Lincoln (1994 : 2).

2.1 Setting of Research

This research will done at the seventh semester student. The researcher chooses this University as a place of the research because that school is not far from the researcher. So, the researcher can do the direct observation.

2.2 Subject of Research

The subject of this research is the PPL Members who take PPL Subject.

2.3 Data of Research

Describe the techniques used by the teacher in teaching descriptive text in reading comprehension and to know the problem used by the students in learning descriptive text in reading comprehension.

2.4 Technique of Collecting Data

1. Observation

According to Kosso peter, (2011 : 9) observation is the active acquisition of information from a primary source. In living beings, observation employs the senses. In science, observation can also involve the recording of data via the use of instruments. The term may also refer to any data collected during this activity. Besides, according to Arikunto (2006:56) observation is a convergence activity toward the object by using all the five sense. In this research, the purpose of using this instrument is to observe the teaching learning process, especially the teaching technique which used by the English teacher. The purpose of those observations is to answer the first research question. In this case, the researcher tried to observe the data about the class activities.

2. Interview

According David (2010 : 299) an interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of journalism and media reporting, but are also employed in many other situations, including qualitative research. Hopkin (2008:157) states that interview is a way to know about the certain situation in a classroom from another point of view. That is why, the researcher interviewed the English Teacher to get more data relate to the implementation of the techniques and students ability..

3. Document

According to Briet, (1951:7) the concept of document has been defined as "any concrete or symbolic indication, preserved or recorded, for reconstructing or for proving a phenomenon, whether physical or mental". The writer only take the scores from the teacher. This documentation was needed to

answer the second research question. From this documentation, the writer will discover about the students' improvement after implementing direct reading activity to the class. After all of data accumulated, the researcher studied the data well, she described them by classifying into the finding based on the research question. In addition, all the data were collected thoroughly as happened in the reality.

2.5 Data Analysis

Ary (2002:24) says qualitative research is a study to understand a phenomena by focusing on the total picture rather than breaking it down into variable. The goal is a holistic picture and depth of understanding, rather and a numeric analysis. The analysis of a data in the research will take a qualitative method. This is to say that no mathematical computation and statistic will be relied on.

3. Findings

The findings resulting from the answers given by the pre-service teachers for the questions in the semi-structured interview form are given below.

The Views of the Pre-service Teachers Regarding Their Difficulties

- **The first question was "Did you think that you have difficulties in teaching English before you started to teach in practice schools?"**

All participant said that there were difficulties for them in teaching English. The sample statements for this question are given below.

"Yes, I do. Every student get difficult so I can't decide with which level I have to start my experience in teaching English.

"Yes, people believe that every new teacher get problem. Therefore, I think that students should be practiced their teaching skills."

- **The Views of the Pre-service Teachers Regarding the Contribution of Microteaching Videos**

- **The second question was "Do you think that watching the presentation videos of the microteaching practices with your friends provides benefits to you?"**

In addition, there were some drills to explore the benefits. 22 of the students stated that video watching is useful for them. Also,

they said that it is easier to evaluate advantages and disadvantages of microteaching practices

The sample statements for this question are given below.

"Sure. Taking other peoples' ideas objectively provides recognizing weak sides of my own."

"Yes I do. It is so useful to recognize my own and others' weaknesses and fix them. This situation increases my level of success." "Although we have a lot of mistakes during the lecture, we can't realize them because of the excitement we have. We have a chance to watch ourselves in good or bad manner. After that we will not do the same mistakes again."

"Yes, I believe that watching videos of microteaching application contribute us in a good way. I could see my mistakes in videos very clearly."

The Views of the Pre-service Teachers Regarding the Microteaching Method for Teaching Experience

The question "What do you think about the impact of the Video Recording Mobile Phone Camera the teaching practice lesson?"

All pre-service teachers who participated in the research think that the microteaching method of watching themselves and their friends objectively, seeing their mistakes and correcting it, should be used in future lectures.

"It is an application to all pre-service teachers do. It is a useful practice to evaluate and correct our weakness." "It helped me to see my mistakes and be careful to avoid the same mistakes. I think that it is useful for every

pre-service teacher." Said

"I think that it is a useful practice. We have a lot of experience when we are watching our friends' activity in the classroom." "The method should be applied. Watching yourself in a second eye provides a good opportunity to develop oneself. Watching other friends can prevent possible deficiencies."

4. Conclusion

The researchers conclude Micro-teaching is efficient in improving the pre-service teachers performance in sustain skills because the student-teachers practice the skill by themselves. Therefore, they can benefit

from their The Effect of Using video recording mobile phone camera in teaching experiences.

All pre-service teachers who participated in the research think that the microteaching method of watching themselves and their friends objectively, seeing their mistakes and correcting it, should be used in future lectures.

5. Suggestion

For further future studies, the researchers suggest the following:

1. Conducting a similar study on other teaching skills and materials.
2. Conducting a comparative study between micro-teaching and selflearning for acquiring teaching skills by student-teacher

6. Suggestion

Abdul-Jabbar, A. A. (1984). " Teaching Skills in the Point of View of Fourth Grade Students at the Departments of Chemistry and Biology / College of Education". *Dirassat Journal*, No.4, pp.166- 175. 2.

Abu-Jadoo, S. M. (2000). *The Educational Psychology*, 2nd ed. Amman: Dar Al-Masera for Publishing and Printing Press.(in Arabic) 3. Al-Dabbagh, F. (1983). *The Iraqi Standardized Ravens Progressive Matrices*. Iraq: University of Mosul.

. Al-Fara, O. & Jamil A. (1999). *A Modern Guide of Practical Education and Micro-teaching*, 3rd ed. Amman: Dar Al- Thaqa for Publishing and printing.(in Arabic)

Al-Heela, M. M. (2001). *Experimental Design: Theory and Practice*, 1st ed. UAE: Dar Al-Kitab Al-Jami'e. (in Arabic)

. Al-Iseeli, A. I. (2004). "Microteaching in Teaching Foreign Languages and Its Application in Programms of Preparing Arabic Language Teachers for Non-Native Speakers". (Internet) (in Arabic)

Al-Shakarjy, L. S. (2000) *The Effect of Using Learning of Geographical Concepts for Fourth Class Secondary School Girls*. (Unpublished M. A. Thesis) University of Mosul, College of Education

Al-Yassen, W. (2007). "EFL Teachers' Perceptions of the Professional Role of EFL Educational Supervisors in Kuwait Intermediate School". *The Educational Journal*, Vol.21, No.84, pp.3-11. The Effect of Using Micro-Teaching on the Acquisition ... 422 9.

Amidon, E. and Hunter, E. (1966). *Improving Teaching*. USA: Holt Rinehart and Winston Inc.

.Barling, N. (1980). "Micro-Macroteaching". *Education Research*, No.36, pp.20-23. 11. Best, J. W. (1970). *Research in Education*, 2 nd ed. USA: Englewood Cliffs, Prentice-Hall, Inc. 12.----- (1981). *Research in Education*, 4 th ed. USA: Englewood Cliffs, Prentice-Hall, Inc.

Brown, G. (1975). *Microteaching: A Programme of Teaching Skills*. London: Butter and Tanner Ltd.

.Brusling, C. (1974). *Microteaching- A Concept in Development*. Sweden: Allfoto Goteborg.

Cohen, L. and Manion, L. (1978). *A Guide to Teaching Practice*. England: Longman Group Ltd.

.Ellis, R. (1982). "Informal and Formal Approach to Communicative Language Teaching" *English Language Teaching Journal*, Vol.36, No.2, pp. 73-79. 17

.Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*, 5th ed. New York: McGraw-Hill Book Co.

.Ghazal, Q. T. and Jawher, A. (1993). "The Effectiveness of Microteaching in the Acquisition of Attracting Students' Attention Skill and the Retention of it by Students of Education College / University of Mosul", *Education and Science Journal*, No.13, pp.329-344 (in Arabic) 19. Glass, G. V. and Jullian S. (1970). *Statistical Methods in Education and Psychology*. USA: Prentice-Hall, Inc. 20. Heaten, J. B. (1988). *Writing English Language Test*. New York: Longman Group Ltd.